Course Syllabus

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General Anthropology

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

Course Information

Course name:	General Anthropology
Course ID:	ANT 2000 (AW60)
Credit hours:	3.0 hours
Semester/year:	Summer A 2024
Location/time:	Online (not synchronous)

Professor Contact

Instructor:	Dr. Brigitte Kovacevich
Main office:	Howard Phillips Hall 409P
Phone:	407-823-6554
Office Hours	Tuesdays and Thursdays 10-11AM -office hours are online, please email to chat or for zoom link, I can meet on zoom or in person outside of those hours with advanced notice!
E-mail:	brigitte.kovacevich@ucf.edu (mailto:brigitte.kovacevich@ucf.edu) or WebCourses Inbox

Course GTA

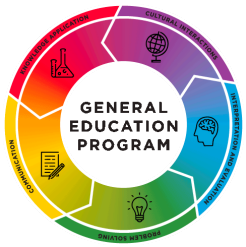
Course GTA: Lydia Kiernicki

GTA hours: please contact for zoom appointment

GTA e-mail: ly571412@ucf.edu

University Catalog Description

An introductory survey of the four major subfields of Anthropology: Social Anthropology, Physical Anthropology, Linguistics, and Archaeology. No pre-requisites required.



This is a **UCF General Education Program (GEP) (https://undergrad.ucf.edu/gep/req/gepreq/)** course, and it satisfies the Interpretation and Evaluation (GEP 9) requirement. The course also satisfies unrestricted elective and prerequisite requirements for many additional UCF degree programs. Please **consult your academic advisor** to determine how this course applies to your degree requirements.

What is this course about?

General anthropology includes everything you'll need to get acquainted with the research methodologies and theoretical approaches used by anthropologists to investigate the past and present human experience in society and the natural world. We will study each of anthropology's subfields by exploring such topics as human evolution and genetic diversity, archaeological excavations and prehistoric societies, language use and identity, and social institutions of gender, power, kinship, spiritualism and economics. Your goal is to take a fresh look at the world around you, make sense of what may seem strange or irrational, and better understand the processes, meanings and motivations behind who we are and what we do as humans.

After successfully completing this course, you should be able to:

- Identify central theoretical concepts of biological anthropology, archaeology, linguistic anthropology, and cultural anthropology and describe how these theoretical concepts contributed to the development of the discipline.
- Describe the role anthropologists play in examining social, cultural and biological assumptions about humans and explain how the anthropological perspective differs from both ethnocentrism and American exceptionalism.
- Make use of the topical or thematic specializations that exist within contemporary anthropology as examples of the range of questions and concerns anthropologists address.

- Demonstrate an understanding of scientific evidence for human evolution and biological diversity, archaeological interpretation of the past, relationship between language and culture, and positioning of social institutions and the self.
- Examine media and literature concerning human diversity, cultural interactions, and our human past to effectively recognize statements of opinion versus statements of scientific fact.

What skills will I develop in this course?

While emphasis is placed on developing the knowledge and analytical skills necessary to evaluate scientific literature and mass media statements about topics in anthropology, you will also be developing the following intellectual and practical skills needed in your higher level university study and future employment opportunities:

After successfully completing this course, you should be able to:

- Demonstrate core skills of inquiry, analysis, and critical and creative thinking.
- Demonstrate initial skills in information literacy.
- Provide opinions and factual information through written and/or oral communication.
- Apply intercultural knowledge in various contexts.
- Participate in teamwork and problem solving activities in an effective manner.
- Understand the importance of civic engagement on a local and global scale.

How does this course relate to my Gen-Ed Experience?

General anthropology embodies the very essence of the UCF Integrative Gen-Ed experience. The Gen-Ed experience is designed to:

- Broaden and deepen your understanding of common human themes helping you to develop an awareness of diverse cultures, and understand the cultural, historical, economic, and social implications of what you learn
- Make you successful writers, speakers, and producers of digital materials in the academic, civic, and professional worlds
- Deepen your understanding of scientific methods while learning to connect and apply them to challenges facing our society today
- Transform you into well informed citizens who can reason and apply analytical, statistical, and computational methods to the challenges of a globally-diverse and technologically rich environment
- Train you to assess and decipher information in a world of conflicting sources

Through our holistic, comparative, and relativistic approach anthropologists apply method and theory from all five dimensions of the Gen-Ed Experience to study human behavior. This particular section will

emphasize primary, secondary, and tertiary learning outcomes from the following dimensions:

- **Interpretation and Evaluation:** You will learn to assess and decipher information in a world full of conflicting sources and to employ social science models to produce knowledge.
- **Cultural Interactions:** You will broaden and deepen your understanding of common human themes; develop an awareness of diverse cultures, and understand the cultural, historical, economic, and social implications of what you learn.
- **Knowledge Application:** You will gain a deep understanding of scientific methods and learn to connect and apply them to challenges facing society today.

What reading materials and supplies will I need?

You are not required to purchase any textbooks for successful completion of this course. All readings used in this course are **provided as open resources, made available to you through the UCF Library system, or posted in the modules**. Links to all required readings are supplied in each online learning module. The readings may be read directly online or downloaded. Some of these may have a limited number of printable pages. If this is the case, a full print copy can also be found in the UCF Library Reserve system.

Open Educational Resource for our class (AKA our textbook listed as **Williams and Callaghan** in course schedule and modules). You can download the full version here or download relevant chapters as you move through the modules:

Exploring our World through General Anthropology.pdf (https://webcourses.ucf.edu/courses/1454571/files/106608554?wrap=1) ↓ **(https://webcourses.ucf.edu/courses/1454571/files/106608554/download?download_frd=1)**

Authors: Lana Williams and Michael Callaghan 2023

How should I plan my time for this course?

General anthropology is based on concepts and methods from biological and cultural anthropology, archaeology, and linguistic anthropology – areas of study which may be unfamiliar to many of you. While I can provide general guidelines based on past students experiences, everyone learns at a different pace, and you will need to decide how much time to set aside to be successful. Your study skills, prior knowledge of subjects, study environment, personal obligations and responsibilities play a huge role in learning and success in any course, Generally, the more time you spend on a course, the better you will do, but the **quality of the time spent is even more important.**

During the next 6 weeks, you should expect to spend around **3 hours of class time each week engaging in content pages, readings, and occasional films.** You should also plan on setting aside at least **one to two hours each week for completing assignments** posted in each learning module. This

will greatly assist you in keeping up with the materials and course due dates each week, but keep in mind, these are 'estimates' of time that you should devote to this course.

How do I get started in the course?

Navigate to the **"WEEK 0: GETTING STARTED" (https://webcourses.ucf.edu/courses/1354726/modules/2017048)** module. Here you'll find a brief introduction to the course and me as your instructor. You'll learn about the structure of the course, assessments, and a little more about my teaching philosophy. Please take the **DISCUSSION: Welcome Discussion (https://webcourses.ucf.edu/courses/1354726/discussion_topics/5951732)** so that I can learn a little about you as well. Your answers to these short questions help me gauge your level of experience in anthropology.

What are the course requirements?

Summary

Over the period of this course for approximately 6 weeks, you will be expected to:

- complete the **DISCUSSION: Welcome Discussion (https://webcourses.ucf.edu/courses/1354726/discussion_topics/5951732)**
- engage with learning modules that include content pages, readings, short video clips, and occasional films
- complete 10 out of 11 online reading quizzes
- complete 2 online exams
- complete 5 assignments (discussions or brief assignments)

**ALL ASSIGNMENTS ARE DUE IN EASTERN DAYLIGHT TIME (FLORIDA TIME) IF YOU ARE LOCATED SOMEWHERE ELSE IN THE WORLD IT IS YOUR RESPONSIBILITY TO MAKE SURE YOU GET THEM IN BY 11:59 PM EASTERN TIME- WEBCOURSES DOES NOT RECOGNIZE YOUR TIME ZONE.

**YOU ARE RESPONSIBLE FOR MAKING SURE A FILE HAS UPLOADED PROPERLY, IF THE DOCUMENT IS GIBBERISH YOU WON'T BE GIVEN A SECOND CHANCE TO UPLOAD AFTER THE DUE DATE.

Modules

In each learning module, you will find an Introduction page outlining the expectations, readings, activities and assignments for that module. The modules contain your readings, assessments, links to information

websites, and media content. Modules also contain lecture slide handouts and study guides to assist you in reviewing for your exams. All written work submitted online for grading will be evaluated for plagiarism during the grading process.

Readings

Readings are due on the day assigned. It is imperative that you do the readings **within the modules** so that you will be prepared to take the reading quizzes and exams, understand the content pages, participate in discussions, and fulfill assignments.

Reading Quizzes (20% of final grade)

You will be assigned **11 reading quizzes** of which **10 will count for your final grade** (lowest score dropped). Questions for quizzes assess your knowledge of the readings for that portion of the module. The timing and content of quizzes are designed to help you keep up with course content and prepare you for exams. There will generally be two quizzes per week, one due on Tuesday at 11:59 PM and one due on Friday at 11:59 PM (unless there is a holiday then it will be due the next day) to make sure that you keep up with the readings. Each quiz will have 5 questions worth 2 points each.

Short Assignments (30% of final grade)

You will be assigned 4 **online assignments (5 including the welcome discussion below)**. The assignments will ask you to respond or reflect upon an issue relevant to the course, or apply a method/theory to your own experience. These assignments are designed to help you keep up with, comprehend, and apply material from the content pages, videos, and readings. These assignments will generally be due on Fridays at 11:59PM, it is recommended that you not wait until the last minute to begin as they may require you to read articles and structure your responses. All components of discussions must be posted before 11:59 PM on the due date, including comments on others' posts, so be sure to complete all components before midnight.

Academic Activity Assessment: "Welcome Discussion"

This is a **group discussion (https://webcourses.ucf.edu/courses/1354726/discussion_topics/5951732)** available through the webcourse page and considered part of your "assignments" grade. **Failure to complete this assessment will result in delay of financial aid disbursements.**

Online Exams (50% of final grade)

Two exams will be administered during the semester, one midterm and one final. The exams are not cumulative. However, subsequent exams may include concepts and facts referring to material covered earlier in the course. I will inform you in advance about the material you need to review in preparation for the exam questions and provide a study guide. All exams will be taken online on Fridays. Exam 1 will be due half way through the course. **Technically here is no "final exam" as the second exam is not cumulative Exam 2 will assess your knowledge from the second half of the course and will be due online due by Friday June 21st at 11:59pm.** Exams are composed of multiple choice and matching questions.

How will I be evaluated and graded?

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

Course Requirements

Assessment:	**Points Possible**	**% Final Grade**
Reading Quizzes (10 out of 11)	100	20%
Assignments (5)	50	30%
Exams (2)	200	50%
Total	350	100%

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

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

Grading scale

Letter Grade	**Percentage**	**Letter Grade**	**Percentage**
A	94 - 100%	C+	76 - 79%
A-	90 - 93%	C	70 - 75%
B+	87 - 89%	D	60 - 69%
B	84 - 86%	F	59% or less

B-	80 - 83%

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

Final grades are final. I do round up above a 0.5% point but I do not offer extra credit for final grades beyond what I have already given in class.

What if I miss an assignment, quiz, 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 quizzes and assignments are not accepted after their due date without a valid, verifiable excuse.** Please contact the professor via WebCourses Inbox if you need to have an excuse verified and approved for make-up work.

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

- If you are **participating in an official UCF event** (e.g., sports, ROTC or academic events), please provide the proper documentation **in advance** of a quiz, assignment or exam opening online to receive any extension on due dates.
- Students **observing a holy day** of their religious faith are expected to notify their instructor **in advance** of a quiz, assignment or exam opening online to receive any extension on due dates.
- If you are a **deployed active duty or a reservist military** student, please **contact your instructor** to discuss your circumstances and set any special accommodation due to your unique status.
- If you find yourself in a situation where you are **going to miss an exam**, you must notify me as soon as possible by telephone, e-mail, in person, or by leaving a message with the Department of Anthropology (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).

Is the course accessible for students with disabilities?

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with **Student Accessibility Services (http://sas.sdes.ucf.edu/)** (Ferrell Commons, 7F, Room 185, **sas@ucf.edu (mailto:sas@ucf.edu)** , phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

If you receive learning accommodations 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 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 SAS-approved accommodations include a specialized environment or equipment for testing, it is your responsibility to make the necessary arrangements to write your exams** within the SAS facilities.

How is respect for diversity and inclusion maintained?

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. As anthropologists, we also respect these differences. Discussions and assignments in this course may ask you to confront differences in ways that you have not before. It is expected that you will treat your fellow students, GTAs, and Professor with respect in these assignments and if you make culturally insensitive, inappropriate, or aggressive statements in assignments or emails **you may be removed from the course** and subject to action by the Office of Student Conduct.

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

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

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

How is academic integrity maintained?

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)**.

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.

**Use of Artificial Intelligence (AI) on course assignments such as ChapGPT or other chat bots is considered cheating. If you are caught you could receive a 0 grade for the assignment, a 0 for the course, and/or be reported depending on the severity of the offense.

Why should I use WebCourses Inbox?

In this course, our **official mode of communication is through the secure WebCourses Inbox system**. This is to ensure 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 the professor and/or the GTA. 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 for weekdays and 48 hours on weekends**. Please keep in mind that I, and your GTA, may only check our 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 professor (or GTA) 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 GTA and I will not respond to messages sent by other means, such as your Smartphone or iPad. For example, we will not respond to:

Example of inappropriate student message

FM: partaymnstr18@gmail.com
"Hey! When are exam grades posted? Did I do ok? ATM AFC!"

Sent from iPhone.

What are the technology and software requirements?

You must have access to a **reliable computer and a reliable internet connection at least three times a week** for this course. If you do not own a computer, there are student accessible computers in all of

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

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

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

You are responsible for making sure your submissions are readable and submitted well before the deadline. The 11:59PM deadline will close access to any work in progress at that time. You must be finished with all quizzes, tests, submissions, and comments by that time or you will be locked out. If you submission is not readable you will not be given a second chance to submit, so give yourself enough time to allow for problems and fixes!

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

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

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

During this course you might also encounter public online services and/or software applications, sometimes called third-party software, such as a blog or wiki. While some of these might be related to required course materials, **you will not need to release any personally identifying information on**

any public site. **Do not post or provide any private information about yourself or your classmates.** If you have any concerns about this, please contact your professor or GTA for assistance.

What if there is an Emergency on campus?

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at **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://www.youtube.com/watch?v=NIKYajEx4pk&feature=youtu.be)

(https://www.youtube.com/watch?v=NIKYajEx4pk&feature=youtu.be)

What is the 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 materials may be accessed through the 'Modules' button in the course menu on the left.

- **Due dates for graded work** are listed in the table below and can be seen in the "to do" section of webcourses when you are in the dashboard. Because this is a condensed class, there are two days during the week when things are due to make sure you keep up with the course. **All assessments are usually due at 11:59pm, The first quiz of the week is due on Tuesdays, while the quiz over the second portion and the assignment or exam are due on Fridays.**
- **Assigned readings** are listed in the INTRODUCTION page of each learning module and can be found within the module itself as well as through links on this page.

Course Schedule

Module	Topic	Content Page	Readings
0	Getting Started	Introduction to the Course	
1	Anthropology and Culture	Are there different kinds of Anthropologists?	Williams and Callaghan Chapter 1 pp. 1-8.pdf (https://webcourses.ucf.edu/courses/1454571/files/106608531?wra ⬇ (https://webcourses.ucf.edu/courses/1454571/files/106608531/dow download_frd=1)
		What is Culture?	Williams and Callaghan Chapter 1 pp 8-27.pdf (https://webcourses.ucf.edu/courses/1454571/files/106608534?wra ⬇ (https://webcourses.ucf.edu/courses/1454571/files/106608534/dow download_frd=1)
		Is Cultural Relativity Possible?	Miner, 1956.pdf (https://webcourses.ucf.edu/courses/1354726/files/80042897/down wrap=1) ⬇ (https://webcourses.ucf.edu/courses/1354726/files/80042897/down download_frd=1) ; Kratz, 2002.pdf (https://webcourses.ucf.edu/courses/1354726/files/80042908/down wrap=1) ⬇ (https://webcourses.ucf.edu/courses/1354726/files/80042908/down download_frd=1)

2	Biological Anthropology	Why is Evolutionary Theory Important?	**Williams and Callaghan Chap 2 33-59.pdf (https://webcourses.ucf.edu/courses/1454571/files/106608549?wra (https://webcourses.ucf.edu/courses/1454571/files/106608549/dow download_frd=1)**
		Can we Reconcile Evolution and Faith?	**Williams and Callaghan Chap 2 59-69.pdf (https://webcourses.ucf.edu/courses/1454571/files/106608549?wra (https://webcourses.ucf.edu/courses/1454571/files/106608549/dow download_frd=1)**
		Who are our Hominid Ancestors?	**Williams and Callaghan Chap 5.pdf (https://webcourses.ucf.edu/courses/1454571/files/106609908?wra (https://webcourses.ucf.edu/courses/1454571/files/106609908/dow download_frd=1)**
		Evolution, Biology, and Race	***Gravlee 2009_ajpa.20983.pdf (https://webcourses.ucf.edu/courses/1454571/files/105711130?wra (https://webcourses.ucf.edu/courses/1454571/files/105711130/dow download_frd=1)*** ***https://www.sapiens.org/biology/covid-race-genetics/ (https://www.sapiens.org/biology/covid-race-genetics/)***
3	Archaeology	How do we do Archaeology?	**Williams and Callaghan Chap 6.pdf (https://webcourses.ucf.edu/courses/1454571/files/106609915?wra (https://webcourses.ucf.edu/courses/1454571/files/106609915/dow download_frd=1)**
		Where did Ancient States Come from and were they Inevitable?	**Williams and Callaghan Chap 7 195-210.pdf (https://webcourses.ucf.edu/courses/1454571/files/106610033?wra (https://webcourses.ucf.edu/courses/1454571/files/106610033/dow download_frd=1)**
		What did the Ancient Maya believe?	**(https://webcourses.ucf.edu/courses/1354726/files/80042889/down wrap=1) Williams and Callaghan Chap 7 210-234.pdf (https://webcourses.ucf.edu/courses/1454571/files/106610033?wra**

			(https://webcourses.ucf.edu/courses/1454571/files/106610033/dow download_frd=1)
		How did the Ancient Maya live and where did they go?	Schele and Freidel, 1992 (https://webcourses.ucf.edu/courses/1354726/files/80042901/down wrap=1) (https://webcourses.ucf.edu/courses/1354726/files/80042901/down download_frd=1)
	EXAM 1	**EXAM 1**	Exam 1 Study Guide (https://webcourses.ucf.edu/courses/1354726/files/80042502/down wrap=1) (https://webcourses.ucf.edu/courses/1354726/files/80042502/down download_frd=1) Exam 1 Review Discussion (https://webcourses.ucf.edu/courses/1354726/discussion_topics/5
4	Linguistics	The Sapir-Whorf Hypothesis	Thomson (1975) (https://webcourses.ucf.edu/courses/1354726/files/80042896/down wrap=1) (https://webcourses.ucf.edu/courses/1354726/files/80042896/down download_frd=1)
		What is Language?	Williams and Callaghan Chap 8.pdf (https://webcourses.ucf.edu/courses/1454571/files/106610837?wra (https://webcourses.ucf.edu/courses/1454571/files/106610837/dow download_frd=1)
		Why do we Miscommunicate if we speak the same Language?	Tannen (1990 (https://webcourses.ucf.edu/courses/1354726/files/80042888/down wrap=1) (https://webcourses.ucf.edu/courses/1354726/files/80042888/down download_frd=1) , 1994 (https://webcourses.ucf.edu/courses/1354726/files/80042904/down wrap=1) (https://webcourses.ucf.edu/courses/1354726/files/80042904/down download_frd=1))
5	Cultural Anthropology	How do Cultural Anthropologists Study Living Groups?	*Perspectives* (chapters 3) (https://webcourses.ucf.edu/courses/1354726/files/80042910/down wrap=1) (https://webcourses.ucf.edu/courses/1354726/files/80042910/down download_frd=1) ; Sterk (2000)

			(https://webcourses.ucf.edu/courses/1354726/files/80042906/download?wrap=1) (https://webcourses.ucf.edu/courses/1354726/files/80042906/download?download_frd=1)
		How and When do we Learn our Culture?	Henry (1963) (https://webcourses.ucf.edu/courses/1354726/files/80042900/download?wrap=1) (https://webcourses.ucf.edu/courses/1354726/files/80042900/download?download_frd=1)
		How do Boys become Men and Girls become Women?	(https://webcourses.ucf.edu/courses/1354726/files/80042885/download?wrap=1) *Williams and Callaghan Chapter 12.pdf* *(https://webcourses.ucf.edu/courses/1454571/files/106610843?wra* *(https://webcourses.ucf.edu/courses/1454571/files/106610843/dow* *download_frd=1)*
		The Sambia of Papua New Guinea	Herdt (1983) (https://webcourses.ucf.edu/courses/1354726/files/80042905/download?wrap=1) (https://webcourses.ucf.edu/courses/1354726/files/80042905/download?download_frd=1)
		Sambia Rites of Passage	*Film: Guardians of the Flutes* (https://video.alexanderstreet.com/watch/guardians-of-the-flutes)
6	Cultural Anthropology	Where do our Relatives come from and why does it Matter?	Williams and Callaghan Chap 11.pdf (https://webcourses.ucf.edu/courses/1454571/files/106610851?wra (https://webcourses.ucf.edu/courses/1454571/files/106610851/dow download_frd=1)
		How do we Create Meaning through Religion?	(https://webcourses.ucf.edu/courses/1354726/files/80042909/download?wrap=1) *Williams and Callaghan Chap 15.pdf* *(https://webcourses.ucf.edu/courses/1454571/files/106610854?wra* *(https://webcourses.ucf.edu/courses/1454571/files/106610854/dow* *download_frd=1)*
	EXAM 2	**EXAM 2**	Exam 2 Study Guide Exam 2 Review Discussion

Course Summary:

Date	Details	Due
Tue May 14, 2024	QUIZ 1 (https://webcourses.ucf.edu/courses/1454571/assignments/8442089)	due by 11:59pm
Fri May 17, 2024	ASSIGNMENT 1: Cultural Relativity (https://webcourses.ucf.edu/courses/1454571/assignments/8442106)	due by 11:59pm
	DISCUSSION: Welcome Discussion (https://webcourses.ucf.edu/courses/1454571/assignments/8442108)	due by 11:59pm
	Week 1 Extra Credit: Social Norms (https://webcourses.ucf.edu/courses/1454571/assignments/8442105)	due by 11:59pm
Tue May 21, 2024	QUIZ 2 (https://webcourses.ucf.edu/courses/1454571/assignments/8442096)	due by 11:59pm
Fri May 24, 2024	ASSIGNMENT 2: Evolution, Human Biology, and Race (https://webcourses.ucf.edu/courses/1454571/assignments/8442111)	due by 11:59pm
	QUIZ 3A (Hominin Matching Timeline) (https://webcourses.ucf.edu/courses/1454571/assignments/8442113)	due by 11:59pm
	QUIZ 3B (Early Hominin Location Labeling) (https://webcourses.ucf.edu/courses/1454571/assignments/8442114)	due by 11:59pm
	Week 2 Extra Credit: Hominin (https://webcourses.ucf.edu/courses/1454571/assignments/8442104)	due by 11:59pm
Tue May 28, 2024	QUIZ 4 (https://webcourses.ucf.edu/courses/1454571/assignments/8442093)	due by 11:59pm

Date	Details	Due
Fri May 31, 2024	EXAM 1 (https://webcourses.ucf.edu/courses/1454571/assignments/8442092)	due by 11:59pm
	QUIZ 5 (https://webcourses.ucf.edu/courses/1454571/assignments/8442098)	due by 11:59pm
	Week 3 Extra Credit: Archaeology (https://webcourses.ucf.edu/courses/1454571/assignments/8442103)	due by 11:59pm
Tue Jun 4, 2024	QUIZ 6 (https://webcourses.ucf.edu/courses/1454571/assignments/8442097)	due by 11:59pm
Fri Jun 7, 2024	ASSIGNMENT 3: Worlds Shaped by Words (https://webcourses.ucf.edu/courses/1454571/assignments/8442109)	due by 11:59pm
	QUIZ 7 (https://webcourses.ucf.edu/courses/1454571/assignments/8442094)	due by 11:59pm
	Week 4 Extra Credit: Linguistics (https://webcourses.ucf.edu/courses/1454571/assignments/8442102)	due by 11:59pm
Tue Jun 11, 2024	QUIZ 8 (https://webcourses.ucf.edu/courses/1454571/assignments/8442099)	due by 11:59pm
Fri Jun 14, 2024	ASSIGNMENT 4: "Playing" with Gender (https://webcourses.ucf.edu/courses/1454571/assignments/8442107)	due by 11:59pm
	QUIZ 9 (https://webcourses.ucf.edu/courses/1454571/assignments/8442100)	due by 11:59pm
	Week 5- Extra Credit-Cultural Anthropology (https://webcourses.ucf.edu/courses/1454571/assignments/8442110)	due by 11:59pm
Tue Jun 18, 2024	Quiz 10 (https://webcourses.ucf.edu/courses/1454571/assignments/8442090)	due by 11:59pm

Date	Details	Due
Fri Jun 21, 2024	EXAM 2 (https://webcourses.ucf.edu/courses/1454571/assignments/8442091)	due by 11:59pm
	QUIZ 11 (https://webcourses.ucf.edu/courses/1454571/assignments/8442095)	due by 11:59pm
	Week 6 Extra Credit: Cultural Anthropology (https://webcourses.ucf.edu/courses/1454571/assignments/8442101)	due by 11:59pm
Mon Jun 24, 2024	Final Extra Credit (https://webcourses.ucf.edu/courses/1454571/assignments/8442112)	due by 8am

UNIVERSITY OF CENTRAL FLORIDA

ANT 2000 - General Anthropology

Section: BM01

College of Sciences

Department of Anthropology

Course Information

Term: Summer 2024
Class Meeting Days: TR
Class Meeting Time: 12:00 - 13:50
Class Meeting Location: CB2 O105
Modality: M
Credit Hours: 3.000000000000000

Instructor Information

Dr. Rachael Root
Title: Visiting Lecturer
Office Location: HPH 309
Office Hours:
Tuesdays 10:00-11:30
In person & in Webcourses Chat

In Zoom by appointment
Email: Rachael.Root@ucf.edu

Course Description

ANT 2000 COS-ANTHRO 3(3,0) General Anthropology: In this course, students will learn the foundations of anthropology as the study of human variation in its biological, social,

and cultural dimensions. Students will learn about anthropological concepts, principles, and methodologies to understand and explore past and present human behavior. They will apply the anthropological approach to analyze issues pertaining to past and contemporary cultures, and develop intellectual skills and habits to understand behavioral, social, and cultural issues from multiple disciplinary perspectives.

General Education Program (GEP)

General anthropology embodies the very essence of the UCF Integrative Gen-Ed experience. The Gen-Ed experience is designed to:

- Broaden and deepen your understanding of common human themes helping you to develop an awareness of diverse cultures, and understand the cultural, historical, economic, and social implications of what you learn.
- Make you successful writers, speakers, and producers of digital materials in the academic, civic, and professional worlds.
- Deepen your understanding of scientific methods while learning to connect and apply them to challenges facing our society today.
- Transform you into well informed citizens who can reason and apply analytical, statistical, and computational methods to the challenges of a globally-diverse and technologically rich environment.
- Train you to assess and decipher information in a world of conflicting sources.

Through our holistic, comparative, and relativistic approach anthropologists apply method and theory from all five dimensions of the Gen-Ed Experience to study human behavior. This particular sections will emphasize primary, secondary, and tertiary learning outcomes from the following dimensions:

- **Interpretation and Evaluation:** You will learn to assess and decipher information in a world full of conflicting sources and to employ social science models to produce knowledge.
- **Cultural Interactions:** You will broaden and deepen your understanding of common human themes; develop an awareness of diverse cultures, and understand the cultural, historical, economic, and social implications of what you learn.

- **Knowledge Application:** You will gain a deep understanding of scientific methods and learn to connect and apply them to challenges facing society today.

Student Learning Outcomes

After successful completion of this course:

- Students will explain scientific approaches to the study of human variation and human origins, including primatology, extinct and extant human cultures, language, and ethnicity.
- Students will explain the origins of anthropology as a foundation discipline in the social sciences that examines the nature and definition of culture.
- Students will apply anthropological concepts, principles, and methods to the scientific study of past and present human behavior.
- Students will explain how anthropology incorporates multidisciplinary knowledge and perspectives.
- Students will describe anthropological contributions to contemporary issues.

Course Materials and Resources

Exploring Our World through General Anthropology
Authors: Lana Williams and Michael G. Callaghan
Publisher: Department of Anthropology, University of Central Florida
Publication Date: 2023
Edition: 3rd
Notes: Free access to online version provided

Perspectives
Subtitle: An Open Invitation to Cultural Anthropology
Authors: Nina Brown, Thomas McIlwraith, Laura Tubelle de González
Publisher: American Anthropological Association, Pressbooks
Publication Date: January 2020
Edition: 2nd

Online Access: https://pressbooks.pub/perspectives/

Course Assessment and Grading Procedure

Summary

Over the period of the course, you will be expected to:

- Complete a required academic activity at the start of the course
- Attend class lectures
- Review learning module materials, including any assigned media, learning activities and readings
- Complete quizzes
- Complete online exams
- Complete online assignments

It is my policy to provide more frequent, low-stakes assignments to enable students ample opportunities to learn and practice course concepts and related skills. There may be in-class activities and discussions that students are expected to participate in. Some of these may include opportunities to earn extra credit. These assessments are:

Getting Started Activities: 5 points total

This low-stakes quiz will help you become familiar with the syllabus. Detailed instructions can be found on the quiz directions page. This quiz is the financial aid activity that registers your presence in the class. Delays in completing this quiz may impact financial aid disbursement.

Chapter Quizzes: 100 points total (10 points each)

There are 12 chapter quizzes each worth 10 points. Quizzes are based on content in the assigned chapter and are open-book and open-notes but NOT open-friend or open-AI. All quizzes will be completed online in Webcourses outside of class time. The two lowest scores will be dropped.

Assigned Tasks: 140 points total (35 points each)

There are 4 assignments for students to complete as homework outside of class time. Details regarding each assignment will be provided in the assignment pages and modules.

Exam 1 & Exam 2: 100 points total (50 points each)

The exams will be given online through Webcourses. The exams cover the first and second half of the course, respectively. Instructions and information regarding specific exam content will be provided on the exam instruction page. Study guides are NOT provided: Students are responsible for taking notes and constructing their own study materials and habits.

Due Date Extensions, Extra Credit and Rounding of Final Grades:

Students may be given a little extra time on tasks due to unforeseen circumstances on a case-by-case basis. This is more likely to be granted for students who:

a. initiate conversation as soon as possible after the circumstance arises (either in person or via email or Webcourses Inbox)
b. who respond to communications from the instructor or teaching assistant within a reasonable time frame
c. who demonstrate course engagement by attending class, paying attention, asking questions or otherwise contributing to in-class discussions, and interacting with Webcourses content consistently.

Please note: no due dates will be extended beyond the last day of regularly scheduled classes. Students will NOT be given extra tasks.

Extra credit may be randomly given during class time throughout the semester, and quizzes and/or exams may contain extra credit questions. All extra credit opportunities are provided at the professor's discretion and may not be announced in advance.

Final grades are NOT rounded.

Grading Scale

Letter Grade	Percentage
A	94-100%
A-	90-93.99%
B+	87-89.99%
B	84-86.99%
B-	80-83.99%
C+	76-79.99%
C	70-75.99%
D	60-69.99%
F	59.99% or less

Policies for Course Grade

Time management, problem solving, personal accountability are among the most important things you can learn during your university education. **Missed or late quizzes and assignments are not accepted after their due date without a valid, verifiable excuse.** Please contact the professor via Webcourses Inbox if you need to have an excuse verified and approved for make-up work. No late work will be accepted after the last day of class.

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

- If you are **participating in an official UCF event** (e.g., sports, ROTC, or academic events), please provide the proper documentation **in advance** of a quiz, assignment or exam opening online to receive any extension on due dates.
- Students **observing a holy day** of their religious faith are expected to notify their instructor **in advance** of a quiz, assignment or exam opening online to receive any extension on due dates.
- If you are a **deployed active duty or a reservist military** student, please **contact your instructor** to discuss your circumstances and set any special accommodation due to your unique status.

Use of Generative Artificial Intelligence

While generative artificial intelligence (gen AI) programs and apps, such as ChatGPT-4, may be useful in formulating responses for your assignments, **your responses must be in your own words and a product of your own thoughts/interpretations of materials**. We utilize programs to check responses for AI-generated content and any submissions containing AI-generated content will be subject to the same actions as plagiarism. **If you use AI to assist you in completing assignments, you must acknowledge the use by citing the tool using APA citation style.** If you need to use gen AI to complete assignments, please contact your professor immediately so we can review guidelines for use (including citation strategies). I also strongly suggest you contact Student Accessibility Services (see below) to initiate protocols that may enable you to use AI in future classes.

A sample citation using Bing gen AI:

Bing Chat Enterprise. 2023. "Prompt: 'create a collage of diverse symbols of world religious and belief systems.' [Generated using http://bing.com/chat]." Accessed December 28, 2023.

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 mans: 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	Assignments Due
1	The Discipline of Anthropology, Evolution & Genetics (Modules: Getting Started, 1, 2)	Syllabus Quiz Quiz 1: Anthropology Quiz 2: Evolution Assignment 1: Anthropology
2	Human Biodiversity, Primatology, Paleoanthropology (Modules 3, 4, 5) **July 4: UCF Holiday - No Classes**	Quiz 2: Human Biodiversity Quiz 3: Primates Quiz 4: Hominins
3	Archaeology, Complex Societies (Modules 5 & 6) **Exam 1 Opens**	Quiz 5: Archaeology Quiz 6: Complex Societies Assignment 2: Archaeology
4	Cultural Anthropology, Subsistence & Economics	**Exam 1** Quiz 7: Ethnography Quiz 8: Economics

	(Modules 7 & 8) **Withdrawal Deadline: July 19**	
5	Globalization, Linguistic Anthropology (Modules 9 & 10)	Quiz 9: Globalization Quiz 10: Linguistic Anthropology Assignment 3: Cultural
6	Intercultural Communication, Performance (Modules 11 & 12) **Exam 2 Opens**	Quiz 11: Intercultural Communication Quiz 12: Performance Assignment 4: Linguistic **Exam 2**

Technology Requirements

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

You are expected to have compatible versions of Adobe Reader (or the equivalent) installed on the computer commonly accessed so that you may properly view multimedia materials linked to the weekly content of the course. If you wish to schedule any virtual meetings with me or the GTA, you must also have access to Zoom.

Copyright and Third-Party Software

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.

Unauthorized Use of Websites and Internet Resources

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

Unauthorized Use of Technology for Graded Work

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

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

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

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

- Taking a screen shot of an online quiz or test question, posting it in GroupMe or WhatsApp, and asking for assistance is considered academic misconduct.
- Answering an online quiz or test question posted to GroupMe or WhatsApp is considered academic misconduct. Giving advice, assistance, or suggestions on how to complete a question associated with an online assignment, quiz, or test is considered academic misconduct.

- The use of outside assistance from another student or by searching the internet, Googling for answers, use of websites such as Quizlet, Course Hero, Chegg Study, etc. is considered academic misconduct.
- Gathering to take an online quiz or test with others and sharing answers in the process is considered academic misconduct.

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

Unauthorized Distribution of Class Notes

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

ANT2000-24Summer BW60

Course was successfully updated.

Jump to Today ✎ Edit

ANT2000 General Anthropology

Course Information

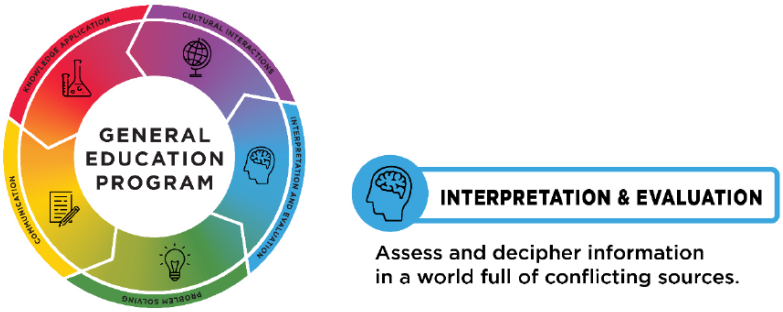
Course name: General Anthropology
Course ID: ANT 2000 (AW60)
Credit hours: 3.0 hours
Semester/year: Summer B 2024
Location/time: W - World Wide Web

This syllabus is subject to change in response to unforeseen circumstances.

Professor Contact:

- Instructor: Dr. Neil Duncan
- Office: **355 Research 1 (also 409 Howard Phillips, best to email first before coming by!)**
- Virtual Office Hours: **Monday and Wednesday mornings 10-noon available to meet in person or Teams/Zoom. (Subject to change. Feel free to email and schedule appointment outside of those hours if you want to talk or zoom.)**
- Phone: 407-823-4961 (email works best, calls do not always go through)
- E-mail: **neil.duncan@ucf.edu (mailto:neil.duncan@ucf.edu)**
- **Course GTA:** Lydia Kiernicki **ly571412@ucf.edu (mailto:ly571412@ucf.edu>)**
  GTA hours: TBA
- Please *only* email me or your TA using y**our UCF account** or from the **Webcourses email client**.
  We cannot respond to any academic related inquiry via a non-UCF email account.

Course Description



Catalog description: An introductory survey of the four major subfields of anthropology: Social Anthropology, Physical Anthropology, Linguistics, and Archaeology

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

Scope and Purpose of the Course

This course will introduce you to the varied approaches anthropologists use to examine and explain humankind in the present and in the past. Anthropology is a broad discipline that is concerned with both biological and cultural aspects of humanity. Anthropology can be both scientific and humanistic. It looks at human biology, the evolution and origin of our species, adaptation and variation, health and nutrition. Anthropology also examines our societies, our families, our values, beliefs and ideals and the ways we interact and communicate. Anthropology takes interest in the present and the past. Four major subfields of anthropology will be covered: Cultural Anthropology, Archaeology, Biological Anthropology, and Anthropological Linguistics. This course is fully online and will not meet at a scheduled time, thus asynchronous. You will be self-paced, but please be aware of Quiz, Assignment, and Exam deadlines.

Student Learning Outcomes

You will learn anthropologists research and explain humanity in the past and the present. When you leave this course, you will have a greater understanding and appreciation of peoples and cultures around the globe, including your own. By bringing you into contact with different ways of life, you will understand and appreciate how arbitrary your own understanding of the world is. You will learn that you and all other humans live in culturally shaped worlds.

What Skills will I develop in this course?

Emphasis is placed on developing the analytical skills necessary to evaluate scientific literature and mass media statements
about human behavioral and biological diversity and similarity both past and present. After completing the course, you should be able to:

*Demonstrate core skills of inquiry, analysis, with critical and creative thinking.
*Demonstrate skills in information literacy and critique.
*Provide opinions and factual information through written and oral communication.
*Apply intercultural knowledge in various contexts.
*Participate in teamwork and problem solving activities in an effective manner.
*Understand the importance of civic engagement on a local and global scale

Required Texts

Reading your textbook is a fundamental part of your education. To do well in this class, you will need

to do the required readings before completing assignments. By its nature, anthropology covers material that may be unfamiliar to you, and sometimes unexpected, so be sure to get the most out of your textbooks.

Your textbook is FREE and OPEN SOURCE. You are not required to purchase anything for this class. The textbook we are using is available to download as a pdf here:

Exploring Our World through General Anthropology **(https://webcourses.ucf.edu/courses/1454623/files/107117150?wrap=1)** **(https://webcourses.ucf.edu/courses/1454623/files/107117150/download?download_frd=1)** by Lana Williams and Michael G. Callaghan

Additional Reading will come from selected chapters of ***Perspectives: An Open Invitation to Cultural Anthropology*** ***(https://perspectives.americananthro.org/)*** ***(https://perspectives.americananthro.org/)*** , by Nina Brown, Laura Tubelle de González, and Thomas McIlwraith, 2022. Links will be provided in the modules.

Other tools/items needed: None

Course Requirements

There are 14 modules to be completed *in sequence.* You must complete each module to proceed to the next module in the sequence. You will not be able to skip modules. There is no penalty for completing the course early. ***However, there are due dates for the assignments and exams and these must be completed on or before their respective due dates, not after***. So, you can move through the course as quickly as you like, provided all assignments and exams are completed **on or before their due dates. Late penalties will accrue if not completed by the due dates, see below.**

Evaluation and Grading

Item	**Total Points**
Exams (3 @ 100 points each)	300
Essays/Response Papers (3 @ 25 points each)	75
Reading Quizzes (14 @ 10 points each)	140
Total Points	**515**

Exams (3 @ 100 points each)

Three exams will cover the material from lectures and readings—in order to do well, you must both view the lectures and read the required materials. Please note that there is a hard deadline to complete EXAM 3 at the end of the semester and late submission will only be permitted in extenuating circumstances. See Attendance policy below.

Essays and Response Papers (4 @ 25 points each)

Four short essays or response papers will be due during the semester. You must carefully follow all requirements for the essays or response papers posted on the course web site to receive full credit. Failure to follow content and format guidelines can lead to a reduction in the grade of your papers. Each essay or response paper around 500 words, but see each assignments individual requirements, and be free of spelling or grammar errors. You must use an accepted method for citation of sources when needed, i.e., MLA, APA, Chicago, as long as you are consistent in each assignment. All assignments will be uploaded into Webcourses. This course will utilize the services of Turnitin.com. Please do your own work. See the section on Plagiarism below. Each assignment has a set due date and the assignment must be turned before that deadline to get full credit. **LATE SUBMISSIONS ARE SUBJECTED TO AUTOMATIC 20% PER DAY POINT DEDUCTION.**

Quizzes (15 @ 10 points each)

Each module will contain a short quiz that centers on the assigned reading and lecture. Missing any or all quizzes will *negatively* affect your final grade.

Grading Scale

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

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.

Attendance/Participation and Missed Assignments

It is strongly advised that you **not miss a scheduled exam or assignment**. 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.pdfLinks to an external site.** **(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.pdfLinks to an external site.** **(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.**

Please note that late assignments will suffer a point reduction.

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.

Writing assignments and discussion posts are due at 11:59 pm on each due date. Do not wait until the last minute to submit your assignment! Quizzes, Assignments, and Discussion Posts are open only for a set amount of time: one extra day for quizzes and discussions, 5 days for writing assignments. **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 Due Dates -a reiteration

You must take the final exam and complete assignments before their due dates. **There will be no credit for missed assignments or exams except in cases of medical or family emergencies provided you supply written verification. *Please note that a previously scheduled appointment or social function does not constitute an emergency.***

Unauthorized Use of Websites and Internet Resources

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

Unauthorized 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, 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 (Links to an external site.) (http://www.turnitin.com/)** .

Policy Statements

Statement Regarding COVID-19

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.

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.eduLinks to an external site. (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 "Apfply" 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/Links to an external site. (http://oie.ucf.edu/)** & **askanadvocate@ucf.edu (mailto:askanadvocate@ucf.edu)**
- Disability Accommodation – Student Accessibility Services – **http://sas.sdes.ucf.edu/Links to an external site. (http://sas.sdes.ucf.edu/)** & **sas@ucf.edu (mailto:sas@ucf.edu)**
- Diversity and Inclusion Training and Events –**diversity.ucf.eduLinks to an external site. (http://www.diversity.ucf.edu/)**
- Student Bias Grievances – Just Knights response team – **http://jkrt.sdes.ucf.edu/Links to an external site. (http://jkrt.sdes.ucf.edu/)**
- UCF Compliance and Ethics Office – **http://compliance.ucf.edu/Links to an external site. (http://compliance.ucf.edu/)** & **complianceandethics@ucf.edu (mailto:complianceandethics@ucf.edu)**
- Ombuds Office – **http://www.ombuds.ucf.eduLinks to an external site. (http://www.ombuds.ucf.edu/)**
- UCF Office of Diversity and Inclusion - **https://diversity.cecs.ucf.edu/#scholarshipLinks to an external site. (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 (Links to an external site.) (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 (Links to an external site.) (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 (Links to an external site.) (https://www.saa.org/career-practice/scholarships-and-grants/native-american-scholarships-fund)**

Black Trowel Collective Microgrants	https://blacktrowelcollective.wordpress.com/ (Links to an external site.) (https://blacktrowelcollective.wordpress.com/)
AIA Travel Grant	https://www.archaeological.org/grant/diversity-student-travel/ (Links to an external site.) (https://www.archaeological.org/grant/diversity-student-travel/)
Field School Scholarships	https://www.archaeological.org/grant/waldbaum-scholarship/ (Links to an external site.) (https://www.archaeological.org/grant/waldbaum-scholarship/)
Archaeology Abroad Scholarship	https://www.americanarchaeologyabroad.org/scholarships (Links to an external site.) (https://www.americanarchaeologyabroad.org/scholarships)
IFR Fieldschool Scholarship	https://ifrglobal.org/students/scholarships/ (Links to an external site.) (https://ifrglobal.org/students/scholarships/)
Smithsonian Diversity Award Internship	https://www.smithsonianofi.com/minority-internship-program/ (Links to an external site.) (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 (Links to an external site.) (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 (Links to an external site.) (https://www.americananthro.org/ParticipateAndAdvocate/Content.aspx?ItemNumber=1621)
Ford Foundation Fellowship Program	https://sites.nationalacademies.org/PGA/FordFellowships/index.htm (Links to an external site.) (https://sites.nationalacademies.org/PGA/FordFellowships/index.htm)
Florida Education Fund McKnight Doctoral Fellowship	https://www.fefonline.org/mdf.html (Links to an external site.) (https://www.fefonline.org/mdf.html)
Association of Black Anthropologists John Gwaltney Scholarship	http://aba.americananthro.org/the-gwaltney-scholarship-fund (Links to an external site.) (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 (Links to an external site.) (http://aba.americananthro.org/the-johnnetta-b-cole-student-travel-award/)

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at <https://scai.sdes.ucf.edu/student-rules-of-conduct/Links to an external site. (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/Links to an external site.

(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/Links to an external site. (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.pdfLinks to an external site. (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.pdfLinks to an external site. (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

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 (Links to an external site.) (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/Links to an external site. (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.

Syllabus Content Subject to Change

Course Summary:

Date	Details	Due
Fri Jun 28, 2024	Quiz 2 (https://webcourses.ucf.edu/courses/1454623/assignments/8490954)	due by 11:59pm
	Quiz 3 (https://webcourses.ucf.edu/courses/1454623/assignments/8490959)	due by 11:59pm
	Quiz 1: Academic Engagement and Exploring Chapter 1 (https://webcourses.ucf.edu/courses/1454623/assignments/8490948)	due by 11:59pm
Fri Jul 5, 2024	Assignment 1 Apes (https://webcourses.ucf.edu/courses/1454623/assignments/8490972)	due by 11:59pm
	Quiz 4 (https://webcourses.ucf.edu/courses/1454623/assignments/8490953)	due by 11:59pm
	Quiz 5 (https://webcourses.ucf.edu/courses/1454623/assignments/8490949)	due by 11:59pm
Tue Jul 9, 2024	Exam 1 (https://webcourses.ucf.edu/courses/1454623/assignments/8490955)	due by 11:59pm
Fri Jul 12, 2024	Quiz 6 (https://webcourses.ucf.edu/courses/1454623/assignments/8490957)	due by 11:59pm
	Quiz 7 (https://webcourses.ucf.edu/courses/1454623/assignments/8490956)	due by 11:59pm
Fri Jul 19, 2024	Assignment 2 Self Ethnography (https://webcourses.ucf.edu/courses/1454623/assignments/8490973)	due by 11:59pm
	Quiz 10 (https://webcourses.ucf.edu/courses/1454623/assignments/8490967)	due by 11:59pm
	Quiz 8 (https://webcourses.ucf.edu/courses/1454623/assignments/8490950)	due by 11:59pm
	Quiz 9 (https://webcourses.ucf.edu/courses/1454623/assignments/8490965)	due by 11:59pm

Mon Jul 22, 2024	Quiz 12 Old not used (https://webcourses.ucf.edu/courses/1454623/assignments/8490951)	due by 11:59pm
Tue Jul 23, 2024	Exam 2 (https://webcourses.ucf.edu/courses/1454623/assignments/8490946)	due by 11:59pm
Fri Jul 26, 2024	Quiz 12 (https://webcourses.ucf.edu/courses/1454623/assignments/8490952)	due by 11:59pm
	Quiz 13 (https://webcourses.ucf.edu/courses/1454623/assignments/8490963)	due by 11:59pm
	Quiz 11 (https://webcourses.ucf.edu/courses/1454623/assignments/8490958)	due by 11:59pm
Fri Aug 2, 2024	Assignment 3 - Global Shopper (https://webcourses.ucf.edu/courses/1454623/assignments/8490977)	due by 11:59pm
	Exam 3 (https://webcourses.ucf.edu/courses/1454623/assignments/8490962)	due by 11:59pm
	Quiz 14 (https://webcourses.ucf.edu/courses/1454623/assignments/8490947)	due by 11:59pm
	Assignment 3 An extraterrestrial perspective (https://webcourses.ucf.edu/courses/1454623/assignments/8490975)	

Course Syllabus

Jump to Today ✎ Edit

General Anthropology

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

Course Information

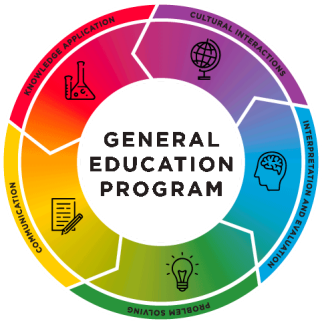
Course name:	General Anthropology
Course ID:	ANT 2000 (BM02)
Credit hours:	3.0 hours
Semester/year:	Summer B 2024
Location/time:	MoWe 12:00PM - 1:50PM HEC 0125

Professor Contact

Instructor:	Dr. Brigitte Kovacevich
Main office:	Howard Phillips Hall 409P
Phone:	407-823-6554
Office Hours	Mondays In-Person 2-3PM -Thursdays Online 10-11 AM, please email to chat or for zoom link, I can meet on zoom or in person outside of those hours with advanced notice!
E-mail:	brigitte.kovacevich@ucf.edu (mailto:brigitte.kovacevich@ucf.edu) or WebCourses Inbox

University Catalog Description

An introductory survey of the four major subfields of Anthropology: Social Anthropology, Physical Anthropology, Linguistics, and Archaeology. No pre-requisites required.



This is a **UCF General Education Program (GEP) (https://undergrad.ucf.edu/gep/req/gepreq/)** course, and it satisfies the Interpretation and Evaluation (GEP 9) requirement. The course also satisfies unrestricted elective and prerequisite requirements for many additional UCF degree programs. Please **consult your academic advisor** to determine how this course applies to your degree requirements.

What is this course about?

General anthropology includes everything you'll need to get acquainted with the research methodologies and theoretical approaches used by anthropologists to investigate the past and present human experience in society and the natural world. We will study each of anthropology's subfields by exploring such topics as human evolution and genetic diversity, archaeological excavations and prehistoric societies, language use and identity, and social institutions of gender, power, kinship, spiritualism and economics. Your goal is to take a fresh look at the world around you, make sense of what may seem strange or irrational, and better understand the processes, meanings and motivations behind who we are and what we do as humans.

After successfully completing this course, you should be able to:

- Identify central theoretical concepts of biological anthropology, archaeology, linguistic anthropology, and cultural anthropology and describe how these theoretical concepts contributed to the development of the discipline.
- Describe the role anthropologists play in examining social, cultural and biological assumptions about humans and explain how the anthropological perspective differs from both ethnocentrism and American exceptionalism.
- Make use of the topical or thematic specializations that exist within contemporary anthropology as examples of the range of questions and concerns anthropologists address.
- Demonstrate an understanding of scientific evidence for human evolution and biological diversity, archaeological interpretation of the past, relationship between language and culture, and positioning of social institutions and the self.
- Examine media and literature concerning human diversity, cultural interactions, and our human past to effectively recognize statements of opinion versus statements of scientific fact.

What skills will I develop in this course?

While emphasis is placed on developing the knowledge and analytical skills necessary to evaluate scientific literature and mass media statements about topics in anthropology, you will also be developing the following intellectual and practical skills needed in your higher level university study and future employment opportunities:

After successfully completing this course, you should be able to:

- Demonstrate core skills of inquiry, analysis, and critical and creative thinking.
- Demonstrate initial skills in information literacy.
- Provide opinions and factual information through written and/or oral communication.
- Apply intercultural knowledge in various contexts.
- Participate in teamwork and problem solving activities in an effective manner.
- Understand the importance of civic engagement on a local and global scale.

How does this course relate to my Gen-Ed Experience?

General anthropology embodies the very essence of the UCF Integrative Gen-Ed experience. The Gen-Ed experience is designed to:

- Broaden and deepen your understanding of common human themes helping you to develop an awareness of diverse cultures, and understand the cultural, historical, economic, and social implications of what you learn
- Make you successful writers, speakers, and producers of digital materials in the academic, civic, and professional worlds
- Deepen your understanding of scientific methods while learning to connect and apply them to challenges facing our society today
- Transform you into well informed citizens who can reason and apply analytical, statistical, and computational methods to the challenges of a globally-diverse and technologically rich environment
- Train you to assess and decipher information in a world of conflicting sources

Through our holistic, comparative, and relativistic approach anthropologists apply method and theory from all five dimensions of the Gen-Ed Experience to study human behavior. This particular section will emphasize primary, secondary, and tertiary learning outcomes from the following dimensions:

- **Interpretation and Evaluation:** You will learn to assess and decipher information in a world full of conflicting sources and to employ social science models to produce knowledge.
- **Cultural Interactions:** You will broaden and deepen your understanding of common human themes; develop an awareness of diverse cultures, and understand the cultural, historical, economic, and social implications of what you learn.
- **Knowledge Application:** You will gain a deep understanding of scientific methods and learn to connect and apply them to challenges facing society today.

What reading materials and supplies will I need?

You are not required to purchase any textbooks for successful completion of this course. All readings used in this course are **provided as open resources, made available to you through the UCF Library system, or posted in the modules**. Links to all required readings are supplied in each online learning module. The readings may be read directly online or downloaded. Some of these may have a limited number of printable pages. If this is the case, a full print copy can also be found in the UCF Library Reserve system.

Open Educational Resource for our class (AKA our textbook listed as **Williams and Callaghan** in course schedule and modules). You can download the full version here or download relevant chapters as you move through the modules:

Exploring our World through General Anthropology.pdf (https://webcourses.ucf.edu/courses/1458905/files/107039194?wrap=1) ↓ **(https://webcourses.ucf.edu/courses/1458905/files/107039194/download?download_frd=1)**

Authors: Lana Williams and Michael Callaghan 2023

How should I plan my time for this course?

General anthropology is based on concepts and methods from biological and cultural anthropology, archaeology, and linguistic anthropology – areas of study which may be unfamiliar to many of you. While I can provide general guidelines based on past students experiences, everyone learns at a different pace, and you will need to decide how much time to set aside to be successful. Your study skills, prior knowledge of subjects, study environment, personal obligations and responsibilities play a huge role in learning and success in any course, Generally, the more time you spend on a course, the better you will do, but the **quality of the time spent is even more important.**

During the next 6 weeks, you should expect to spend around 4 **hours of in-class time each week with lecture, discussion, and occasional films.** You should also plan on setting aside *at least* **one to two hours each week for completing assignments and readings** posted in each learning module. This will greatly assist you in keeping up with the materials and course due dates each week, but keep in mind, these are 'estimates' of time that you should devote to this course.

How do I get started in the course?

Navigate to the **"WEEK 0: GETTING STARTED" (https://webcourses.ucf.edu/courses/1354726/modules/2017048)** module. Here you'll find a brief introduction to the course and me as your instructor. You'll learn about the structure of the course, assessments, and a little more about my teaching philosophy. Please take the **DISCUSSION: Welcome Discussion (https://webcourses.ucf.edu/courses/1354726/discussion_topics/5951732)** so that I can learn a little about you as well. Your answers to these short questions help me gauge your level of experience in anthropology.

What are the course requirements?

Summary

Over the period of this course for approximately 6 weeks, you will be expected to:

- complete the **DISCUSSION: Welcome Discussion (https://webcourses.ucf.edu/courses/1354726/discussion_topics/5951732)**
- engage with learning modules that include content pages, readings, short video clips, and occasional films
- complete 10 out of 11 online reading quizzes
- complete 2 online exams
- complete 5 assignments (discussions or brief assignments)

**ALL ASSIGNMENTS ARE DUE IN EASTERN DAYLIGHT TIME (FLORIDA TIME) IF YOU ARE LOCATED SOMEWHERE ELSE IN THE WORLD IT IS YOUR RESPONSIBILITY TO MAKE SURE YOU GET THEM IN BY 11:59 PM EASTERN TIME- WEBCOURSES DOES NOT RECOGNIZE YOUR TIME ZONE. TRAVELING OR BEING OUT OF TOWN IS NOT A VALID EXCUSE FOR MISSING CLASS OR ASSIGNMENTS.

**YOU ARE RESPONSIBLE FOR MAKING SURE A FILE HAS UPLOADED PROPERLY, IF THE DOCUMENT IS GIBBERISH YOU WON'T BE GIVEN A SECOND CHANCE TO UPLOAD AFTER THE DUE DATE.

Modules

In each learning module, you will find an introduction page outlining the expectations, readings, activities and assignments for that module. The modules contain your readings, assessments, links to information websites, and media content. Modules also contain lecture slide handouts and study guides to assist you in reviewing for your exams. All written work submitted online for grading will be evaluated for plagiarism (including use of AI) during the grading process.

Readings

Readings are due on the day assigned. It is imperative that you do the readings **within the modules** so that you will be prepared to take the reading quizzes and exams, understand the content pages, participate in discussions, and fulfill assignments.

Reading Quizzes (20% of final grade)

You will be assigned **11 reading quizzes** of which **10 will count for your final grade** (lowest score dropped). Questions for quizzes assess your knowledge of the readings for that portion of the module. The timing and content of quizzes are designed to help you keep up

with course content and prepare you for exams. There will generally be two quizzes per week, one due on Tuesday at 11:59 PM and one due on Friday at 11:59 PM (unless there is a holiday then it will be due the next day) to make sure that you keep up with the readings. Each quiz will have 5 questions worth 2 points each.

Short Assignments (30% of final grade)

You will be assigned 4 **online assignments (5 including the welcome discussion below)**. The assignments will ask you to respond or reflect upon an issue relevant to the course, or apply a method/theory to your own experience. These assignments are designed to help you keep up with, comprehend, and apply material from the content pages, videos, and readings. These assignments will generally be due on Fridays at 11:59PM, it is recommended that you not wait until the last minute to begin as they may require you to read articles and structure your responses. All components of discussions must be posted before 11:59 PM on the due date, including comments on others' posts, so be sure to complete all components before midnight.

Academic Activity Assessment: "Welcome Discussion"

This is a **group discussion (https://webcourses.ucf.edu/courses/1354726/discussion_topics/5951732)** available through the webcourse page and considered part of your "assignments" grade. **Failure to complete this assessment will result in delay of financial aid disbursements.**

Online Exams (50% of final grade)

Two exams will be administered during the semester, one midterm and one final. The exams are not cumulative. However, subsequent exams may include concepts and facts referring to material covered earlier in the course. I will inform you in advance about the material you need to review in preparation for the exam questions and provide a study guide. All exams will be taken online on Fridays. Exam 1 will be due half way through the course. **Technically here is no "final exam" as the second exam is not cumulative. Exam 2 will serve as your final exam and will assess your knowledge from the second half of the course and will be due online due by Friday August 2nd at 11:59pm.** Exams are composed of multiple choice and matching questions.

Attendance and Extra Credit

Attendance will not count as part of your grade, but many of our exam questions will come from the lecture and it is possible that they may not be found in the readings. Therefore as an incentive extra credit will be offered in the form of short questions answered while in class on index cards. You will not know when I will ask an extra credit question during class, and I may ask two in one class or none! In the first days I will bring cards, but please buy some to bring to class after the first weeks. There are no make ups for extra credits that are missed. There will be between 8 and 10 points offered in extra credit throughout the semester. If you do poorly on an exam and ask my why, I can usually point to a lack of attendance!

How will I be evaluated and graded?

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

Course Requirements

Assessment:	**Points Possible**	**% Final Grade**
Reading Quizzes (10 out of 11)	100	20%
Assignments (5)	50	30%
Exams (2)	200	50%
Total	350	100%

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

In this class we have three assignment groups (A (quizzes), B (assignments), and C (exams)) weighted at 20%, 30%, and 50%, respectively. The total score equation for a course with three assignment groups would be (percentage A x weight A) + (percentage B x weight B) + (percentage C x weight C) = final course percentage. For example if you have 100% in Group A, 77% in Group B, and 92% in Group C, the final score would be calculated as (1.0 x .20) + (.77 x .30) + (.92 x .50) = 89.1%=B+.

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

Grading scale

Letter Grade	Percentage	Letter Grade	Percentage
A	94 - 100%	C+	76 - 79%
A-	90 - 93%	C	70 - 75%
B+	87 - 89%	D	60 - 69%
B	84 - 86%	F	59% or less
B-	80 - 83%		

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

Final grades are final. I do round up above a 0.5% point but I do not offer extra credit for final grades beyond what I have already given in class, so please don't ask.

What if I miss an assignment, quiz, 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 quizzes and assignments are not accepted after their due date without a valid, verifiable excuse.** Please contact the professor via WebCourses Inbox if you need to have an excuse verified and approved for make-up work.

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

- If you are **participating in an official UCF event** (e.g., sports, ROTC or academic events), please provide the proper documentation **in advance** of a quiz, assignment or exam opening online to receive any extension on due dates.
- Students **observing a holy day** of their religious faith are expected to notify their instructor **in advance** of a quiz, assignment or exam opening online to receive any extension on due dates.
- If you are a **deployed active duty or a reservist military** student, please **contact your instructor** to discuss your circumstances and set any special accommodation due to your unique status.
- If you find yourself in a situation where you are **going to miss an exam**, you must notify me as soon as possible by telephone, e-mail, in person, or by leaving a message with the Department of Anthropology (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).

Is the course accessible for students with disabilities?

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with **Student Accessibility Services (http://sas.sdes.ucf.edu/)** (Ferrell Commons, 7F, Room 185, **sas@ucf.edu (mailto:sas@ucf.edu)** , phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

If you receive learning accommodations 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 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 SAS-approved accommodations include a specialized environment or equipment for testing, it is your responsibility to make the necessary arrangements to write your exams** within the SAS facilities.

How is respect for diversity and inclusion maintained?

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. As anthropologists, we also respect these differences. Discussions and assignments in this course may ask you to confront differences in ways that you have not before. It is expected that you will treat your fellow students, GTAs, and Professor with respect in these assignments and if you make culturally insensitive, inappropriate, or aggressive statements in assignments or emails **you may be removed from the course** and subject to action by the Office of Student Conduct.

If there are aspects of the design, instruction, and/or experiences with other students in this course that result in barriers to your inclusion please notify the instructor as soon as possible.

How is academic integrity maintained?

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)** .

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.

**Use of Artificial Intelligence (AI) on course assignments such as ChapGPT or other chat bots is considered cheating. If you are caught you could receive a 0 grade for the assignment, a 0 for the course, and/or be reported depending on the severity of the offense.

Why should I use WebCourses Inbox?

In this course, our **official mode of communication is through the secure WebCourses Inbox system**. This is to ensure 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 the professor and/or the GTA. 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 for weekdays and 48 hours on weekends**. Please keep in mind that I, or your GTA, may only check our 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 professor (or GTA) 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 GTA and I will not respond to messages sent by other means, such as your Smartphone or iPad. For example, we will not respond to:

Example of inappropriate student message

FM: partaymnstr18@gmail.com
"Hey! When are exam grades posted? Did I do ok? ATM AFC!"

Sent from iPhone.

What are the technology and software requirements?

You must have access to a **reliable computer and a reliable internet connection at least three times a week** for this course. If you do not own a computer, there are student accessible computers in all of UCF's computer labs. For further information on UCF computer labs and a campus schedule, please see the following website: **http://guides.ucf.edu/content.php?pid=137016&sid=1173345. (http://guides.ucf.edu/content.php?pid=137016&sid=1173345)**

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

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

You are responsible for making sure your submissions are readable and submitted well before the deadline. The 11:59PM deadline will close access to any work in progress at that time. You must be finished with all quizzes, tests, submissions, and comments by that time or you will be locked out. If you submission is not readable you will not be given a second chance to submit, so give yourself enough time to allow for problems and fixes!

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

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

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

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

What if there is an Emergency on campus?

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at **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://www.youtube.com/watch?v=NIKYajEx4pk&feature=youtu.be)**

(https://www.youtube.com/watch?v=NIKYajEx4pk&feature=youtu.be)

What is the 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 materials may be accessed through the 'Modules' button in the course menu on the left.

- **Due dates for graded work** are listed in the table below and can be seen in the "to do" section of webcourses when you are in the dashboard. Because this is a condensed class, there are two days during the week when things are due to make sure you keep up with the course. **All assessments are usually due at 11:59pm, The first quiz of the week is due on Tuesdays, while the quiz over the second portion and the assignment or exam are due on Fridays.**
- **Assigned readings** are listed in the INTRODUCTION page of each learning module and can be found within the module itself as well as through links on this page.

Course Schedule

Module	Topic	Content Page	Readings
0	Getting Started	Introduction to the Course	
1	Anthropology and Culture	Are there different kinds of Anthropologists? What is Culture?	**Williams and Callaghan Chapter 1 (https://webcourses.ucf.edu/courses/1458905/files/107039191?wrap=1)** ⬇ **(https://webcourses.ucf.edu/courses/1458905/files/107039191/download?download_frd=1)**
		Is Cultural Relativity Possible?	**Miner, 1956.pdf (https://webcourses.ucf.edu/courses/1354726/files/80042897/download?wrap=1)** ⬇ **(https://webcourses.ucf.edu/courses/1354726/files/80042897/download?download_frd=1)** ; **Kratz, 2002.pdf (https://webcourses.ucf.edu/courses/1354726/files/80042908/download?wrap=1)** ⬇ **(https://webcourses.ucf.edu/courses/1354726/files/80042908/download?download_frd=1)**
2	Biological Anthropology	Why is Evolutionary Theory Important? Can we Reconcile Evolution and Faith?	**Williams and Callaghan Chap 2 (https://webcourses.ucf.edu/courses/1458905/files/107039193?wrap=1)** ⬇ **(https://webcourses.ucf.edu/courses/1458905/files/107039193/download?download_frd=1)**
		Who are our Hominid Ancestors? Evolution, Biology, and Race	**Williams and Callaghan Chap 5.pdf (https://webcourses.ucf.edu/courses/1458905/files/107039195?wrap=1)** ⬇ **(https://webcourses.ucf.edu/courses/1458905/files/107039195/download?download_frd=1)** ***Gravlee 2009_ajpa.20983.pdf (https://webcourses.ucf.edu/courses/1458905/files/107039161?wrap=1)***

			(https://webcourses.ucf.edu/courses/1458905/files/107039161/download?download_frd=1) ***https://www.sapiens.org/biology/covid-race-genetics/ (https://www.sapiens.org/biology/covid-race-genetics/)***
3	Archaeology	How do we do Archaeology? Where did Ancient States Come from and were they Inevitable?	**Williams and Callaghan Chap 6.pdf (https://webcourses.ucf.edu/courses/1458905/files/107039186?wrap=1)** **(https://webcourses.ucf.edu/courses/1458905/files/107039186/download?download_frd=1)** **Williams and Callaghan Chap 7 195-210.pdf (https://webcourses.ucf.edu/courses/1458905/files/107039201?wrap=1)** **(https://webcourses.ucf.edu/courses/1458905/files/107039201/download?download_frd=1)**
		What did the Ancient Maya believe? How did the Ancient Maya live and where did they go?	**(https://webcourses.ucf.edu/courses/1354726/files/80042889/download?wrap=1) Williams and Callaghan Chap 7 210-234.pdf (https://webcourses.ucf.edu/courses/1458905/files/107039201?wrap=1)** **(https://webcourses.ucf.edu/courses/1458905/files/107039201/download?download_frd=1)** **Schele and Freidel, 1992 (https://webcourses.ucf.edu/courses/1354726/files/80042901/download?wrap=1)** **(https://webcourses.ucf.edu/courses/1354726/files/80042901/download?download_frd=1)**

	EXAM 1	**EXAM 1**	**Exam 1 Study Guide (https://webcourses.ucf.edu/courses/1354726/files/80042502/download?wrap=1) (https://webcourses.ucf.edu/courses/1354726/files/80042502/download?download_frd=1)** **Exam 1 Review Discussion (https://webcourses.ucf.edu/courses/1354726/discussion_topics/5951735)**
4	Linguistics	The Sapir-Whorf Hypothesis What is Language?	**Thomson (1975) (https://webcourses.ucf.edu/courses/1354726/files/80042896/download?wrap=1) (https://webcourses.ucf.edu/courses/1354726/files/80042896/download?download_frd=1)** **Williams and Callaghan Chap 8.pdf (https://webcourses.ucf.edu/courses/1458905/files/107039188?wrap=1) (https://webcourses.ucf.edu/courses/1458905/files/107039188/download?download_frd=1)**
		Why do we Miscommunicate if we speak the same Language?	Tannen (**1990 (https://webcourses.ucf.edu/courses/1354726/files/80042888/download?wrap=1) (https://webcourses.ucf.edu/courses/1354726/files/80042888/download?download_frd=1)** , **1994 (https://webcourses.ucf.edu/courses/1354726/files/80042904/download?wrap=1) (https://webcourses.ucf.edu/courses/1354726/files/80042904/download?download_frd=1)**)

5	Cultural Anthropology	How do Cultural Anthropologists Study Living Groups? How and When do we Learn our Culture?	***Perspectives* (chapters 3)** **(https://webcourses.ucf.edu/courses/1354726/files/80042910/download?wrap=1)** **(https://webcourses.ucf.edu/courses/1354726/files/80042910/download?download_frd=1)** ; **Sterk (2000)** **(https://webcourses.ucf.edu/courses/1354726/files/80042906/download?wrap=1)** **(https://webcourses.ucf.edu/courses/1354726/files/80042906/download?download_frd=1)** **Henry (1963)** **(https://webcourses.ucf.edu/courses/1354726/files/80042900/download?wrap=1)** **(https://webcourses.ucf.edu/courses/1354726/files/80042900/download?download_frd=1)**
		How do Boys become Men and Girls become Women? Sambia Rites of Passage	***(https://webcourses.ucf.edu/courses/1354726/files/80042885/download?wrap=1) Williams and Callaghan Chapter 12.pdf (https://webcourses.ucf.edu/courses/1458905/files/107039196?wrap=1)*** ***(https://webcourses.ucf.edu/courses/1458905/files/107039196/download?download_frd=1)*** ***(https://webcourses.ucf.edu/courses/1458905/files/107039196?wrap=1) Herdt (1983) (https://webcourses.ucf.edu/courses/1354726/files/80042905/download?wrap=1)*** ***(https://webcourses.ucf.edu/courses/1354726/files/80042905/download?download_frd=1)***

			Film: Guardians of the Flutes ***(https://video.alexanderstreet.com/watch/guardians-of-the-flutes)***
6	Cultural Anthropology	Where do our Relatives come from and why does it Matter?	**Williams and Callaghan Chap 11.pdf (https://webcourses.ucf.edu/courses/1458905/files/107039198?wrap=1) (https://webcourses.ucf.edu/courses/1458905/files/107039198/download?download_frd=1)**
		How do we Create Meaning through Religion?	**(https://webcourses.ucf.edu/courses/1354726/files/80042909/download?wrap=1)** ***Williams and Callaghan Chap 15.pdf (https://webcourses.ucf.edu/courses/1458905/files/107039197?wrap=1) (https://webcourses.ucf.edu/courses/1458905/files/107039197/download?download_frd=1)***
	EXAM 2	**EXAM 2**	**(https://webcourses.ucf.edu/courses/1458905/quizzes/2537378) EXAM 2 (https://webcourses.ucf.edu/courses/1458905/discussion_topics/7734181)** **Exam 2 Review Discussion (https://webcourses.ucf.edu/courses/1458905/discussion_topics/7734181)**

Course Summary:

Date	Details	Due
Tue Jun 4, 2024	**QUIZ 6 (https://webcourses.ucf.edu/courses/1458905/assignments/8524336)**	due by 11:59pm

Date	Details	Due
Tue Jun 25, 2024	QUIZ 1 (https://webcourses.ucf.edu/courses/1458905/assignments/8524339)	due by 11:59pm
Fri Jun 28, 2024	ASSIGNMENT 1: Cultural Relativity (https://webcourses.ucf.edu/courses/1458905/assignments/8524347)	due by 11:59pm
	DISCUSSION: Welcome Discussion (https://webcourses.ucf.edu/courses/1458905/assignments/8524345)	due by 11:59pm
Tue Jul 2, 2024	QUIZ 2 (https://webcourses.ucf.edu/courses/1458905/assignments/8524334)	due by 11:59pm
Fri Jul 5, 2024	ASSIGNMENT 2: Evolution, Human Biology, and Race (https://webcourses.ucf.edu/courses/1458905/assignments/8524353)	due by 11:59pm
	QUIZ 3A (Hominin Matching Timeline) (https://webcourses.ucf.edu/courses/1458905/assignments/8524355)	due by 11:59pm
	QUIZ 3B (Early Hominin Location Labeling) (https://webcourses.ucf.edu/courses/1458905/assignments/8524356)	due by 11:59pm
Tue Jul 9, 2024	QUIZ 4 (https://webcourses.ucf.edu/courses/1458905/assignments/8524333)	due by 11:59pm
Fri Jul 12, 2024	EXAM 1 (https://webcourses.ucf.edu/courses/1458905/assignments/8524331)	due by 11:59pm
	QUIZ 5	due by 11:59pm

Date	Details	Due
	(https://webcourses.ucf.edu/courses/1458905/assignments/8524332)	
Fri Jul 19, 2024	ASSIGNMENT 3: Worlds Shaped by Words (https://webcourses.ucf.edu/courses/1458905/assignments/8524344)	due by 11:59pm
	QUIZ 7 (https://webcourses.ucf.edu/courses/1458905/assignments/8524342)	due by 11:59pm
Tue Jul 23, 2024	QUIZ 8 (https://webcourses.ucf.edu/courses/1458905/assignments/8524341)	due by 11:59pm
Fri Jul 26, 2024	ASSIGNMENT 4: "Playing" with Gender (https://webcourses.ucf.edu/courses/1458905/assignments/8524346)	due by 11:59pm
	QUIZ 9 (https://webcourses.ucf.edu/courses/1458905/assignments/8524337)	due by 11:59pm
Tue Jul 30, 2024	Quiz 10 (https://webcourses.ucf.edu/courses/1458905/assignments/8524340)	due by 11:59pm
Fri Aug 2, 2024	EXAM 2 (https://webcourses.ucf.edu/courses/1458905/assignments/8524335)	due by 11:59pm
	QUIZ 11 (https://webcourses.ucf.edu/courses/1458905/assignments/8524338)	due by 11:59pm
Mon Aug 5, 2024	Final Extra Credit (https://webcourses.ucf.edu/courses/1458905/assignments/8524354)	due by 8am

General Anthropology

ANT 2000 (BW61) • Summer 2024

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

Course Information

Course Name:	General Anthropology
Course ID:	ANT 2000 (BW61) / Summer B 2024
Credit Hours:	3.0 hours
Location / time:	Online instruction via WebCourses@UCF

Professor Contact

Professor:	Professor Melissa Gomez
Main office:	UCF Main campus – Howard Phillips Hall 309 (by appointment only)
Phone:	407-823-2227
Online office:	Thursdays 9:30-11:00AM EDT/EST via Chat (or scheduled Zoom appointment)t
E-mail:	via WebCourses Inbox messaging (or melissa.gomez2@ucf.edu)

GTA Contact

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

University Catalog Description

An introductory survey of the four main subfields of anthropology: Social Anthropology, Biological Anthropology, Linguistics and Archaeology. **Prerequisite:** None

This course is a State General Education Core Course, and it satisfies the Social Foundation Area 1 requirement. The course also satisfies unrestricted elective requirements for many additional UCF degree programs. Please consult your academic advisor to determine how this course applies to your degree requirements.

What is this course about?

Have you ever wondered about the people around you? Why they look the way they do? How they know to behave in different situations? How they even got there in the first place? Anthropology – the study of the human condition in the past, present, and future – can help you find answers to these questions and many more. Anthropologists research these kinds of questions using scientific and humanistic perspectives from four main subfields: biological anthropology (the study of human genetics, evolution, and diversity), archaeology (the study of past human material culture), linguistics (the study of human language, communication, and writing systems), and social anthropology (the study of human society and culture).

From art and economics to Ancient Egypt and modern human genetics, this General Anthropology course includes everything you'll need to get acquainted with the research methods and theoretical approaches used to investigate the history of human development, the diversity of our cultural and social institutions, and issues that we face in our rapidly changing world, including environmental change, biological & cultural relations, world health issues, and globalization. Our primary goal is to explore, understand and respond meaningfully to the diversity of human possibilities.

What skills will I develop in this course?

You will be **developing analytical skills necessary to critically examine scientific literature and mass media statements** about individuals, cultures, societies, and human diversity both past and present. After successfully completing this course, you should be able to:

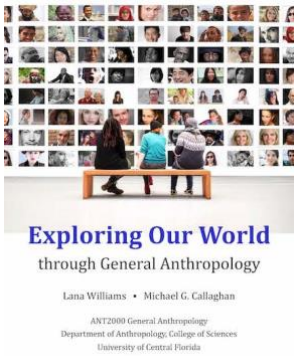
- Explain and identify basic concepts and theoretical developments from four main subfields of anthropology.
- Summarize how anthropologists solve problems in business, government, public health, education, history, technology, and advocacy.
- Examine and evaluate methods and ethics of anthropological fieldwork, research and writing.
- Apply concepts of anthropology to past and contemporary global and social issues.
- Consider how you and your place in the world may be perceived, how you perceive others, and the potential impact these perspectives may have on social, economic, and political institutions.
- Generate and defend informed opinions concerning past and contemporary human diversity and interrelationships.

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

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

What textbook will I need?

This course uses **free 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.**



Exploring Our World through General Anthropology
Author: L. Williams and M.G. Callaghan
Edition: 1st Edition
Year: 2023
Creative Commons Open Education Resource

Available in eTextbook (.pdf) format in WebCourses

What is WebCourses@UCF?

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

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

How should I plan my course work schedule?

General Anthropology is based on concepts and themes from areas of study that may be somewhat familiar to many of you. but the focus areas of research, methods, and theories applied may be completely new. While I can provide general guidelines based on past student experiences, everyone learns at a different pace, and you will need to decide how much time to set aside to be successful.

For most students striving for a B grade or higher, you should plan on spending around **six hours of class time each week with online lectures and other assigned module and media materials**. You should also plan on setting aside at least **four-to-six hours each week for assigned reading, reviewing notes, and completing assignments**. Keep in mind, these are 'estimates' of time that you should devote to this 2000-level course over the next **six 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 Thursdays from 9:30-11:00AM EDT/EST via Chat.** If you have a scheduling conflict with this time, please contact your instructor through WebCourses Inbox for assistance via messaging or to arrange an online Zoom appointment as needed.

Is the course accessible for students with disabilities?

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

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

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

What are the course requirements?

The **Summer B 2024** session begins on **JUN 24, 2024** and ends on **AUG 04, 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 10 of 12 Quizzes (two lowest scores are dropped - Quiz Audit system active during testing);
- submit 4 of 6 Activity Discussion assignments (two lowest scores are dropped);
- submit 3 online written exams (Quiz Audit system active during testing).

Each learning module begins with an **INTRODUCTION page** (required view) outlining the expectations, readings, activities, and assignments for that section of the course. The modules contain your online lectures, graded assignments, links to information websites, and assigned media content. Modules also contain lecture slide handouts, study guides and review media to assist you in preparing for your quizzes

and exams. All work submitted online for grading **will be evaluated for academic integrity** during the grading process (see section below on academic integrity).

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

How do I get started in the course?

After you finish reading the Course Syllabus, click on the 'Modules' button in the menu on the left to access course materials. You will need to review all of the information in the **COURSE INTRO: Things You Should Know**, which includes an introduction to your instructor, details about course communication and office hours, how to set up your computer and/or use mobile devices, the UCF academic integrity policy, and who to contact for technical assistance. You will also find some helpful suggestions on study strategies and a few tips from previous students on how to be successful in the course.

UCF faculty are required to document all students' academic activity at the beginning of each course. To meet this requirement, you are expected to complete the **REQUIRED ACTIVITY: Course Intro & Syllabus Quiz** in the COURSE INTRO module by **11:59 PM EDT** on **JUN 28, 2024**, or as soon as possible after adding the course. Failure to do so may result in a delay in disbursement of your financial aid and access to MODULE 1 learning materials.

How will I be evaluated and graded?

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

Assessment:	**Points Possible**	**% Final Grade**
Required activity (1) & Module Quizzes (10)	110	30%
Activity Discussions (4)	60	25%
Exams (3)	300	45%
Total Possible	*470 points*	*100%*

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

- **Required Activity:** You will need to submit responses to a quiz that demonstrates an understanding of course policies and information contained in your syllabus and Course Introduction module. You will also answer questions concerning your interests in this course. **You are required to participate in and submit this quiz** to initiate your academic activity in the course. **This score cannot be dropped from your quizzes grade.**
- **Quizzes:** You will need to demonstrate that you understand terms, concepts and evidence presented in each learning module. Quizzes will include a mix of multiple choice, true-false, identification, and fill-in questions. **You are required to submit at least 10 of the 12 quizzes** located in the learning modules. **WebCourses will automatically drop the two lowest scores** from the 12 possible grades.
- **Activity Discussion Assignments:** These activity discussions are designed around current methods of investigation and will help you further develop your skills in gathering and analyzing data, interpreting results, and discuss various techniques used in assessing and understanding individuals, cultures, societies, and human diversity both past and present. **You are required to submit at least 4 of the 6 Activity Discussion assignments** located in the learning modules. **WebCourses will automatically drop the two lowest scores** from the 6 possible grades.
- **Exams:** You will need to demonstrate an understanding terms and concepts, evaluate historical and current contexts of information, and recognize scientific applications of anthropology presented in a select group of learning modules. Exams will include a mix of multiple choice, true-false, fill-in,

identification, and short answer questions. **You are required to submit all 3 exams** located in the modules.

- **NOTE:** You **ARE allowed** to use the following in **print or .pdf formats only** while taking your exams:
  - Lecture slide handouts and study guides
  - Textbook chapters
  - Your own personal notes
- You are **NOT allowed** to use communication tools (e.g., phone or secondary device such as an iPad) for assistance while your exam is open.
- **Quiz audit logs run from start to final submission.** As per your syllabus, these **will be reviewed for use of any resources NOT allowed:**
  - Internet search engine activity
  - Any WebCourses page **views other than your open exam**.

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.

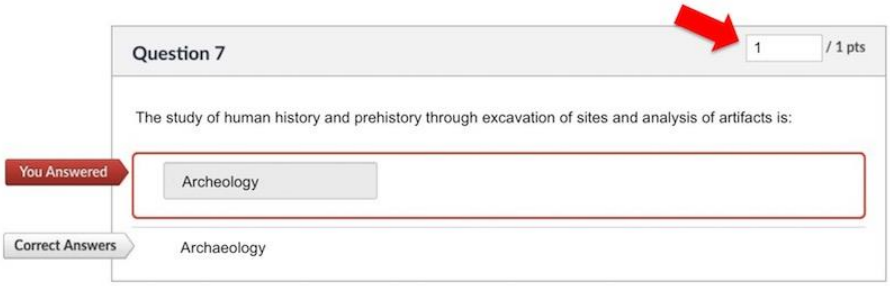
How do I view my grades?

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 assignments and exams, grades will be available within five-to-seven days after the final due date. When a score is released, you will receive an announcement that grades have been posted (unmuted) and are ready for your review.

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

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

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



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

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

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

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

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

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

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

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

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

What resources are available to help me with life challenges?

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

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

Other resources at UCF include:

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

What academic and career resources are available to me?

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

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

How is respect for diversity and inclusion maintained?

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

Fundamental to UCF's mission is support for an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive. These **ideas are intended to be presented in an objective manner and not as an endorsement of what you should**

personally believe. The term 'objective' means the idea presented can be tested by critical peer review and rigorous debate, and the idea is supported by credible scientific research. Not all ideas can be supported by objective methods or criteria. Regardless, you may decide that certain ideas are worthy of your personal belief. In this course, however, you may be asked to engage with complex ideas that do not align with your personal beliefs and to demonstrate an understanding of these ideas. **Understanding an idea does not mean that you are required to believe it or agree with it.**

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

Title IX Policy

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

How is academic integrity maintained?

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

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

- **Unauthorized assistance:** Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- **Communication to another through written, visual, electronic, or oral means:** The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- **Commercial Use of Academic Material:** Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- **Falsifying or misrepresenting** the student's own academic work.
- **Plagiarism:** Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- **Multiple Submissions:** Submitting the same academic work for credit more than once without the express written permission of the instructor.
- **Helping another violate** academic behavior standards.
- **Soliciting assistance with academic coursework and/or degree requirements:** Solicitation of assistance with an assignment, lab, quiz, test, paper, etc., without authorization of the instructor of record or designee is prohibited. This includes but is not limited to asking for answers to a quiz, trading answers, or offering to pay another to complete an assignment. It is considered Academic Misconduct to solicit assistance with academic coursework and/or degree requirements, even if the solicitation did not yield actual assistance (for example, if there was no response to the solicitation).

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

- **Do not share your work with anyone else, do not use the work of someone else as yours, and do not write exams as a group or share exam answers in study groups.** If you do this, it is easily detectable through online links and WebCourses action logs including student answer and submission matches.
- **Do not plagiarize any written work from past UCF submissions, journals, academic texts, or Internet resources**. If you do this, the plagiarism check system will detect it and provide a traceable report listing the sources that you used.
- **For each exam, you are expected to remain seated for the first 30 minutes of the scheduled exam period.** You may not open any additional materials (e.g., other course work or notes) until you turn in your work and leave the testing room.
- **No secondary devices are allowed (e.g., phones, iPads) during the exam** unless authorized through academic accommodation by Student Accessibility Services.

UCF faculty members have a responsibility for students' education and the value of a UCF degree, which includes preventing unethical behavior and responding 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, 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.

- **ATTN:** 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.

Summer B 2024 Session Schedule

Weekly Content	Topics	Text Reading	Complete
Week 1 (Jun 24-Jun 30)			
▪ Course Intro	Things You Should Know	–	Required Activity
▪ Module 1	Using Anthropological Perspectives	CH1	Quiz 1
▪ Module 2	Evolution and Population Changes	CH2	Quiz 2
Week 2 (Jul 01-07)			
▪ Module 3	Human Variation and Adaptation	CH3	Quiz 3
▪ Module 4	Living Primates and Early Hominins	CH4, CH5	Activity 1 & Quiz 4
EXAM 1 (Jul 05-07)	**Modules 1 through 4**		
Week 3 (Jul 08-14)			
▪ Module 5	Language and Communication	CH8	Activity 2 & Quiz 5
▪ Module 6	Subsisting, Producing, and Exchanging	CH9, CH10	Activity 3 & Quiz 6
Week 4 (Jul 15-21)			
▪ Module 7	Kinship, Gender & Sexuality	CH11, CH12	Quiz 7
▪ Module 8	Authority, Decisions and Power	CH14, CH14	Activity 4 & Quiz 8
EXAM 2 (Jul 19-21)	**Modules 5 through 8**		
Week 5 (Jul 22-28)			
▪ Module 9	Health and Ethnomedicine	CH16	Activity 5 & Quiz 9
▪ Module 10	Ritual, Religion, and Sacred Space	CH15	Quiz 10
Week 6 (Jul 29-Aug 04)			
▪ Module 11	Practicing Archaeology	CH6	Activity 6 & Quiz 11
▪ Module 12	Examining Complex Societies	CH7	Quiz 12
EXAM 3 (Aug 02-04)	**Modules 9 through 12**		

UNIVERSITY OF CENTRAL FLORIDA

ANT 2410 - Cultural Anthropology: Global Perspectives, Local Contexts

Section: AW60

College of Sciences

Department of Anthropology

Course Information

Term: Summer 2024
Class Meeting Location:
Modality: WW
Credit Hours: 3.00

Instructor Information

Monica Rodriguez, PhD
Title: Lecturer
Office Location: Howard Phillips Hall, Room 309
Office Hours:
TBD

by appointment
Phone: 407-823-3163
Email: monica.rodriguez2@ucf.edu

TBD
Title: Graduate Teaching Assistant
Office Location: Online office hours
Office Hours:
TBD

Email: Inbox on Webcourses

Course Description

ANT 2410 COS-ANTHRO 3(3,0)Cultural Anthropology: Global Perspectives, Local Contexts:An introduction to human diversity as exemplified among various cultures and ethnic groups. Fall,Spring.

From Instructor: Anthropology is the holistic study of human variation, exploring humanity's similarities and differences by looking at the intersection of culture and biology through time and space. In doing so, anthropologists look at what makes us uniquely human by focusing on culture, biology, language, and the things humans leave their imprint on. Anthropologists contribute to our understanding of what it means to be human, and in this class, we will focus on the cultural aspect of humanity from a cultural anthropological perspective. Topics we will explore include race, ethnicity, marriage, gender, how people organize themselves, and how they make a living, among others. While broad in scope, you will have a basic understanding of what anthropology is, the topics cultural anthropologists focus on, and their contributions to society.

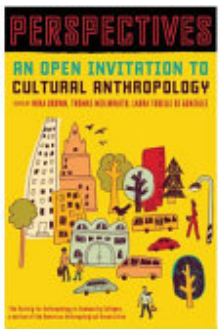
Student Learning Outcomes

By the end of the semester, students will:

- Recognize the connections between culture and biology.
- Demonstrate a basic understanding of anthropological theories and methods.
- Recognize universals and particular aspects of culture.
- Examine cross-cultural differences locally and globally.

Course Materials and Resources

Perspectives
Subtitle: An Open Invitation to Cultural Anthropology
ISBN: 9781931303552



Authors: Nina Brown, Laura Tubelle de Gonzalez, Thomas McIlwraith
Publication Date: 2018-04-13

Course Assessment and Grading Procedure

This course is a six-week course and is very fast paced. We will complete the same material that is completed during a 16-week semester in 6 weeks!!! Please make sure you have time to complete all of the requirements for the course.

What will be assessed? Assessments come in a lot of different ways. In the following section, I describe the main ways that you will be assessed for this course.

1. **Required Academic Assessment (RAA)**: This quiz is intended to help you understand how to read the syllabus and navigate the course. Questions will ask you about items on the syllabus and the Webcourses page for this class. You can take it as many times as you'd like until the due date. The highest grade will be recorded.

DUE: Friday, May 17, 2024 before 11:59pm.

*****IMPORTANT***** This quiz establishes your engagement in the class for financial aid purposes. You are required to take it at least once and receive a grade greater than zero before Friday, May 17, 2024 at 11:59pm. Not doing so will impact the receipt of your financial aid!!!! If you are unhappy with your grade on Friday, you may keep taking the quiz until the due date on Sunday, May 19th.

2. **Weekly Quizzes (WQ)**: The goal of the weekly quizzes in this class is to get you to review the material you are reading from the textbook at home. WQs are open book/open note and timed. You have 30 minutes to complete each attempt and they are due each Sunday, before 11:59pm. Most quizzes are multiple choice, multiple answer, and true/false although there may be other formats as well. Questions may come from a pool of questions, so you may get different questions each time you attempt the quiz.

You may take individual quizzes up to 3 times before the due date. The highest score will be recorded.

3. **Online activities (OA)** - This course is fully online and all assignments are also completely online. Each week there will be different activities to complete like watching lecture recordings, long and short online films, reviewing web pages, etc. These activities may include quizzes or reflections in a variety of different forms. They will vary each week based on the material we are covering. The following are examples of the most common activities that may be assigned, however, be aware that these are to give you an idea and there may be other types of assignments given as part of your course requirements.

A. **Discussion Boards (DB)** – Discussion boards are divided into two parts discussed below.

a. Post. The post is your response to a prompt given by your instructor. To receive full credit you must follow the instructions in the specific prompt. In general, the following will be used to grade what you have submitted, however, it may vary by assignment so review the specific instructions provided for each individual assignment.

- Post to the prompt
    - Did the student follow directions in the prompt.
    - Was the post written in one paragraph between 100-250 words. Points will be deducted if not written in a well thought out and written paragraph.
    - When appropriate, were vocabulary words or concepts introduced from anthropology from the chapter, previous chapters or weekly readings. Points will be deducted if vocabulary or concepts were not used properly or at all.
- Comment on Classmates' posts
    - While many students appreciate a favorable comment like "good job" or "I really like what you wrote," such comments should not be the basis of the comment you post online. The purpose of posting a comment is to show your knowledge of the material we are discussing. You may comment favorably, however, you should provide evidence to why you think that. Was what they wrote an example that helped explain something in the textbook that you didn't understand? How did they do that? Is there something you can add to what they posted based in anthropology? What? You will not receive credit for

a response (unless otherwise stated) if you just give positive affirmations. Alternately, commenting that a post is "awful" or "baseless" without evidence from the textbook or readings will also not receive credit. The discussion boards are opportunities for us to discuss the readings (textbook and otherwise) and learn how they apply to anthropology.

B. **Online Activity (OA) quizzes** - There will be quizzes focusing on the online activities you are assigned to make sure you are watching the films and lectures. These are different from the Weekly Quizzes (WQ) which focus strictly on your textbooks. While these will show up as quizzes in WebCourses, they will be labeled as OA# so you know which requirement it fullfills.

4. **Perusall** - Perusall is a site that you access from WebCourses where you can view the weekly readings and comment on them directly. You will be placed into small groups that will differ by reading. You will be able to see the comments or questions other students in class have about an assignment. I (the instructor or GTA) will not be commenting on every post, however, I (or the GTA) will be reviewing what is written. Posts should ask questions about the reading when appropriate or comment about a particular part of the readings. Examples may include a comment about a concept used differently from the textbook or a comment if you don't understand what something means. These are self graded. Responding "good job" or "great example" will not receive points. You are required to post at least one substantial comment per document. A substantial comment doesn't have to be long, but you should avoid one or two word phrases. It is encouraged that if someone asks a question, you begin a discussion and answer the question or comment on it. More information will be provided in the first module of class.

5. **Exams (E)**: There will be three exams (The third exam is the final exam). The exams are not cumulative, although we build on what we've learned throughout the semester, so material from previous sections will be relevant. Each exam may include questions that are multiple choice, true/false and short essay and is worth 30 points for a total of 90 points.

6. **Extra Credit (EC)** - Extra Credit will be given at the instructor's discretion. If given, there will be specific instructions on how to complete it.

Syllabus Quiz - 5 points

Weekly Quizzes - (6 quizzes X 10 points) = 60 points

Online Activities - (40 points per week X 6 weeks) = 240 points

Perusall - (8 points per week X 6 weeks) = 48 points

Exams - (3 exams X 30 points) = 90 points

TOTAL - 443 points

Do not rely on WebCourses for your final grade. Be sure to double check the points you received. Sometimes, WebCourses does not calculate a 'zero' grade and the grade you are seeing is much higher than you anticipated.

To calculate your individual score

Divide the total number of points you have earned by the total number of points in the class, then multiple by 100. For example, if you earned 450 points, this is how you calculate your score.

(375/443) X 100 = 87.4%

Now look at the grading scale below to see what letter grade that corresponds with. In this example, it corresponds with a B.

SYLLABUS IS SUBJECT TO CHANGE. Changes will be announced in the Announcements section of WebCourses.

Grading Scale

Letter Grade	Percentage
A	94-100%
A-	90-93%
B+	87-89%
B	84-86%

Letter Grade	Percentage
B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D+	67-69%
D	64-66%
D-	61-63%
F	0-60%

Policies for Course Grade

Check your email and announcements daily between Monday and Friday!

This course is very fast paced and if something happens or there is a change in the course, it is important that you know immediately. You are required to check your email and announcements for this course daily, Monday through Friday.

Makeup Work Policy

No late work is accepted. If you do not complete an assignment by the due date, you will receive a zero grade.

If you encounter an emergency situation and you are requesting more time on an assignment, you must email Dr. Rodriguez. Forgetting to complete an assignment is not an emergency. Be ready to provide evidence of the emergency when you email me.

Articifial Intelligence (AI) Use

AI has numerous applications. Some of these applications are fantastic tools for classroom use that may, among other things, allow editing of work. However, AI also has the ability to create work--which is not acceptable for this class. Individual students must

do their own work. Carefully review the section on Academic Integrity for more information about this.

Many students are using AI in a variety of different ways that may be flagged on the instructor's or GTA's end through WebCourses, other software or the grader's reading of the assignment as using AI. In my experience, the software doesn't differentiate between AI use to help catch spelling and grammar errors or other academic use, and using AI tools to write your assignments (not acceptable). If WebCourses flags your assignment, you will receive a zero grade and a note will be placed in the comments that the assignment is being reviewed by the instructor, Dr. Rodriguez.

- If you receive a zero for further review by the instructor, you must email/message Dr. Rodriguez within two business days. DO NOT message or email the GTA.
    - If the assignment is due Wednesday, you must email by 5pm on Friday.
    - If the assignment is due Friday, you must email by Tuesday at 5pm.
    - If the assignment is due Monday, you must email by Wednesday at 5pm.
- What should you include in the email?
    - Acknowledge that an assignment was flagged for AI use.
    - Include the name of the assignment.
    - If the grader posted comments in the comment section, address those comments.
    - Include information you deem relevant.
- What happens if you don't email Dr. Rodriguez?
    - See below.

Several things can happen at this point (whether or not you message Dr. Rodriguez)

- If it is determined that AI was used in an acceptable manner (to help correct spelling and grammar errors), your assignment will be graded based on the standards for the assignment.
- If it is suspected that the assignment was written by AI (this is not acceptable) or another way that is deemed unacceptable, the grade will remain at zero for the assignment, and it will be reported to the university. Please review the section on

Academic Integrity below as this may further result in failing the class, and any further consequences deemed appropriate by UCF.

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:

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2. Communication to another through written, visual, electronic, or oral mans: 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.
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Class Schedule

Syllabus is subject to change. In the event changes are made, they will be posted in the Annoucements section of WebCourses.

Week	Dates	Module Opens	Topic	Text Chapters		When are assignments due?		
						Monday	Wednesday	Friday
1	5/13-5/19	Mon,5/13	Introductions	1			• RAA • OA1 • P1	• OA2 • P2 • Q1 (Ch1&2)
		Wed,5/15	Culture	2				
2	5/20-5/26	Mon,5/20	History of Anthropology Ideas	13			• OA3 • P3	• OA4 • P4 • Q2 (Ch13&3
		Wed,5/22	Methods	3				
3	5/27-6/2	Mon,5/27	Language	4		Exam #1 due 5/27 before 11:59pm Chapters 1, 2, 13, 3	• OA5 • P5	• OA6 • P6 • Q3 (Ch4& parts of 5,6,7)
		Wed,5/29	Making a living	5,6,7 selections				
4	6/3-6/9	Mon, 6/3	Kinship	8			• OA7 • P7	• OA8 • P8 • Q4
		Wed, 6/5	Labeling humanity	9				
5	6/10-6/16	Mon,6/10	Sex and Gender	10		Exam #2 due 6/10 before 11:59pm Chapters 5-10	• OA9 • P9	• OA10 • P10 • Q5
		Wed,6/12	Religion	11				
6	6/17-	Mon,6/17	Health &	17				Final Exam

	6/22		Medicine				• OA11 • OA12 • P11 • P12 • Q6	due Sat, 6/22 11:59pm Chs 10, 11, 17, 18
		Wed,6/19	Applying & Practicing Anth	18				

Etiquette and Netiquette

Treat this course as you would a “business casual” environment. What I mean by this is that while it is not completely formal in nature, you are expected to respect your fellow classmates, your GTAs and your instructor. Respect can mean a lot of things to different people, so I will outline some basic expectations I have of both the online and in person classroom.

- This course focuses on a wide range of topics for which students have different experiences and opinions. There will be times when you may disagree with others. When writing posts or comments on classmates’ posts, or considering topics in class, think about how anthropology addresses the topic, or the question being asked. This course introduces you to the disciplinary knowledge of anthropology and that is what you will be assessed on.
- Do not use foul language in general or towards other people online or in person.
- Do not make comments towards others of a sexual, racial, ethnic or religious nature.
- No solicitation. Only post class related comments. If you have a UCF activity (clubs, school fundraisers, etc.) you would like classmates to know about, email it to me and if I approve, I will post on Webcourses or announce it in class.
- Review the section in this syllabus on Academic Integrity and UCF’s Golden Rule for further guidance.
- This is not an exhaustive list. Someone may be disruptive in class in ways not listed here. In that case, I may speak with you privately.
- If there anything you think we should add based on your previous experiences taking online course, please include in the introductory discussion post and we will consider adding it here.

Weekly Readings

Week One

Introduction

- Syllabus
- SQ3R page
- Text Chapter 1
- Miner, Horace. 1956. "Body Ritual among the Nacirema." American Anthropologist, 502-507.

Culture

- Text Chapter 2
- Oring, Elliott. 1979. From Uretics to Uremics: A Contribution toward the Ethnography of Peeing In Culture, Curers and Contagion by Norman Kline, ed. Novato, CA: Chandler and Sharp Publishing.

Week Two

History of Anthropological Ideas

- Text Chapter 13
- Ellen, Roy. 2010. "Theories in Anthropology and 'Anthropological Theory'." Journal of the Royal Anthropological Institute, 16:387-404.

Methods

- Text Chapter 3
- American Anthropological Association Statement of Ethics

Week Three

Language

- Text Chapter 4
- Meyer, Julien. 2016. "Whistled Languages" Reveal How the Brain Processes Information. Scientific American.

Making a Living

- Text Chapter 5
- Heuer, Jacquelyn N, Gabrielle R. Lehigh, Karen Diaz-Daza, and David Himmelgreen. 2020. Food Access in the Time of COVID-19: Reflections on the United States Food System during a Pandemic. Practicing Anthropology, 42(4):13-17.

Week Four

Kinship

- Text Chapter 8
- Goldstein, Melvyn C. 1987. "When Brothers Share a Wife." Natural History, 39-48.

Labeling Humanity

- Text Chapter 9
- Napier, Jemina. 2002. The D/deaf—H/hearing Debate. Sign Language Studies 2(2): 141-149.

Week Five

Sex and Gender

- Text Chapter 10
- The Extraordinary Case of the Guevedoces (2015)

Religion and Ritual

- Text Chapter 11
- Gmelch, George. 2000/1992. "Baseball Magic" (revised version of "Superstition and Ritual in American Baseball"). First published in Elysian Fields Quarterly, 11(3):25-36.

Week Six

Health and Medicine

- Text Chapter
- Whiteford, Linda M. and Linda A. Bennet. 2005. "Applied Anthropology in Health and Medicine" In Applied Anthropology: Domains of Application by Satish Kedia and John van Willigen, eds, 119-147.

Applying Anthropology

- Text Chapter
- Grimes, William. 1992. "Seeking the Truth in Refuse." New York Times, Section B:1

UNIVERSITY OF CENTRAL FLORIDA

ANT 2410 - Cultural Anthropology: Global Perspectives, Local Contexts

Section: BW60

College of Sciences

Department of Anthropology

Course Information

Term: Summer 2024
Class Meeting Location:
Modality: WW
Credit Hours: 3.000000000000000

Instructor Information

Monica Rodriguez, PhD
Title: Lecturer
Office Location: Howard Phillips Hall, Room 309
Office Hours:
TBD

by appointment
Phone: 407-823-3163
Email: monica.rodriguez2@ucf.edu

TBD
Title: Graduate Teaching Assistant
Office Location: Online office hours
Office Hours:
TBD

Email: Inbox on Webcourses

Course Description

ANT 2410 COS-ANTHRO 3(3,0)Cultural Anthropology: Global Perspectives, Local Contexts:An introduction to human diversity as exemplified among various cultures and ethnic groups. Fall,Spring.

From Instructor: Anthropology is the holistic study of human variation, exploring humanity's similarities and differences by looking at the intersection of culture and biology through time and space. In doing so, anthropologists look at what makes us uniquely human by focusing on culture, biology, language, and the things humans leave their imprint on. Anthropologists contribute to our understanding of what it means to be human, and in this class, we will focus on the cultural aspect of humanity from a cultural anthropological perspective. Topics we will explore include culture, race, ethnicity, marriage, gender, how people organize themselves, and how they make a living, among others. While broad in scope, you will have a basic understanding of what anthropology is, the topics cultural anthropologists focus on, and their contributions to society.

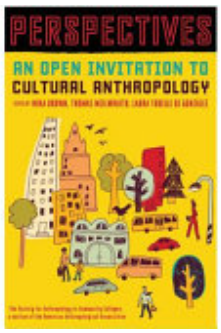
Student Learning Outcomes

By the end of the semester, students will:

- Recognize the connections between culture and biology.
- Demonstrate a basic understanding of anthropological theories and methods.
- Recognize universals and particular aspects of culture.
- Examine cross-cultural differences locally and globally.

Course Materials and Resources

Perspectives
Subtitle: An Open Invitation to Cultural Anthropology
ISBN: 9781931303552



Authors: Nina Brown, Laura Tubelle de Gonzalez, Thomas McIlwraith
Publication Date: 2018-04-13

Course Assessment and Grading Procedure

This course is a six-week course and is very fast paced. We will complete the same material that is completed during a 16-week semester in 6 weeks!!! Please make sure you have time to complete all of the requirements for the course. This is not a self-paced course. This is a course with deadlines. While I am flexible the first week while we get started, NO LATE WORK IS ACCEPTED.

What will be assessed? Assessments come in a lot of different ways. In the following section, I describe the main ways that you will be assessed for this course.

1. **Required Academic Assessment (RAA)**: This quiz is intended to help you understand how to read the syllabus and navigate the course. Questions will ask you about items on the syllabus and the Webcourses page for this class. You can take it as many times as you'd like until the due date. The highest grade will be recorded.

DUE: Friday, June 28, 2024 before 11:59pm.

*****IMPORTANT***** This quiz establishes your engagement in the class for financial aid purposes. You are required to take it at least once and receive a grade greater than zero before Friday, June 28, 2024 at 11:59pm. Not doing so will impact the receipt of your financial aid!!!! If you are unhappy with your grade on Friday, you may keep taking the quiz until the due date on Sunday, June 30th.

2. **Weekly Quizzes (WQ)**: The goal of the weekly quizzes in this class is to get you to review the material you are reading from the textbook at home. WQs are open book/open note and timed. You have 15 minutes to complete each attempt and they are due each Sunday, before 11:59pm. Most quizzes are multiple choice, multiple answer, and true/false although there may be other formats as well. Questions may come from a

pool of questions, so you may get different questions each time you attempt the quiz. You may take individual quizzes up to 3 times before the due date. The highest score will be recorded.

3. **Online activities (OA)** - This course is fully online and all assignments are also completely online. Each week there will be different activities to complete like watching lecture recordings, long and short online films, reviewing web pages, doing physical activities outside your home, etc. These activities may include quizzes or written reflections in a variety of different forms. They will vary each week based on the material we are covering. The following are examples of the most common activities that may be assigned, however, be aware that these are to give you an idea and there may be other types of assignments given as part of your course requirements.

A. **Discussion Boards (DB)** – Discussion boards are divided into two parts discussed below.

a. Post. The post is your response to a prompt given by your instructor. To receive full credit you must follow the instructions in the specific prompt. In general, the following will be used to grade what you have submitted, however, it may vary by assignment so review the specific instructions provided for each individual assignment.

- Post to the prompt
    - Did the student follow directions in the prompt.
    - Was the post written in one paragraph between 100-250 words. Points will be deducted if not written in a well thought out and written paragraph.
    - Vocabulary words or concepts introduced from anthropology from the chapter, previous chapters or weekly readings should be used when appropriate. Points will be deducted if vocabulary or concepts were not used properly or at all.
- Comment on Classmates' posts
    - While many students appreciate a favorable comment like "good job" or "I really like what you wrote," such comments should not be the basis of the comment you post online. The purpose of posting a comment is to show your knowledge of the material we are discussing. You may comment favorably, however, you should provide evidence to why you think that. Was what they wrote an example that helped explain something in the textbook that you

didn't understand? How did they do that? Is there something you can add to what they posted based in anthropology? What? You will not receive credit for a response (unless otherwise stated) if you only give positive affirmations. Alternately, commenting that a post is "awful" or "baseless" without evidence from the textbook or readings will also not receive credit. The discussion boards are opportunities for us to discuss the concepts from the textbook and other assigned material, and learn how they apply to anthropology.

B. **Online Activity (OA) quizzes** - There will be quizzes focusing on the online activities you are assigned to make sure you are watching the films and lectures. They also provide an opportunity to explore a specific concept of discussion.

C. Anthropologists work with people, you will be asked to do real time observations. The Online Activities may be iin the form of a quiz, assignment, discussion board, or other format.

4. **Perusall** - Perusall is an external site that you access from WebCourses where you can view the weekly readings and comment on them directly. This is a required assignment. You will be placed into small groups that may differ by reading. You will be able to see the comments or questions other students in class have about an assignment. I (the instructor or GTA) will not be commenting on every post, however, I (or the GTA) will be reviewing what is written. My goal with this assignment, is for students to create real-time conversations about the readings with others in class.

What should you post? The following are examples of what you should and should not post.

- Consider what the article has to do with the textbook material we are reading in any given week. Connect the article to the textbook chapter we are reading. Some articles are directly tied to the chapter and this will be obvious, others are not.
- When appropriate, use vocabulary from the textbook . Vocabulary from anthropology should be used correctly.
- If a concept isn't clear, ask. You get credit for asking questions about the material. However, if you don't understand what a word means, this is something you can look up either in your textbook or a google search.

- This class focuses on disciplinary knowledge of anthropology. I assigned these readings because they relate to a concept or something general within the section we are discussing.. The majority of your post should not be your opinion. If you make a statement, you should support it from evidence from the textbook or other readings we have done in the class.
- Responding "good job" or "great example" will not receive points. While you may compliment your fellow classmates on a job well done, that should not be your only comment.
- You are required to post twice per article. One should be a substantial comment the other can be a question.. A substantial comment doesn't have to be long, but you should avoid one or two word phrases. It is encouraged that if someone asks a question, you begin a discussion and answer the question or comment on it. More information will be provided in the first module of class.

How is Perusall graded?

Your comments are self graded although your GTA and I review posts for accuracy. Perusall grades based on a lot of different factors including how long you spend on the site, whether your brief or long and how many times you return to the site. You must post twice; one must be a substantial comment, the second can be a question or response to a question. A response to a question can also be substantial.

5. **Exams (E)**: There will be three exams (The third exam is the final exam). The exams are not cumulative, although we build on what we've learned throughout the semester, so material from previous sections will be relevant. Each exam may include questions that are multiple choice, multiple answer, matching, true/false and short essay and is worth 30 points for a total of 90 points.

6. **Extra Credit (EC)** - Extra Credit will be given at the instructor's discretion. If given, there will be specific instructions on how to complete it.

Summary of Points for the class

Syllabus Quiz - 5 points

Weekly Quizzes - (6 quizzes X 10 points) = 60 points

Online Activities - (40 points per week X 6 weeks) = 240 points

Perusall - (8 points per week X 6 weeks) = 48 points

Exams - (3 exams X 30 points) = 90 points

TOTAL - 443 points

Do not rely on WebCourses for your final grade. Be sure to double check the points you received. Sometimes, WebCourses does not calculate a 'zero' grade and the grade you are seeing is much higher than you anticipated. Also, the Perusall site is external to Webcourses and does not synch grades immediately.

To calculate your individual score

Divide the total number of points you have earned by the total number of points in the class, then multiple by 100. For example, if you earned 375 points, this is how you calculate your score.

(375/443) X 100 = 84.7%

Now look at the grading scale below to see what letter grade that corresponds with. In this example, it corresponds with a B.

SYLLABUS IS SUBJECT TO CHANGE. Changes will be announced in the Announcements section of WebCourses.

Grading Scale

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

Letter Grade	Percentage
C	74-76%
C-	70-73%
D+	67-69%
D	64-66%
D-	61-63%
F	0-60%

Policies for Course Grade

Check your email and announcements daily between Monday and Friday!

This course is very fast paced and if something happens or there is a change in the course, it is important that you know immediately. You are required to check your email and announcements for this course daily, Monday through Friday.

Makeup Work Policy

No late work is accepted. If you do not complete an assignment by the due date, you will receive a zero grade.

If you encounter an emergency situation and you are requesting more time on an assignment, you must email Dr. Rodriguez. Forgetting to complete an assignment is not an emergency. Be ready to provide evidence of the emergency when you email me.

Articifial Intelligence (AI) Use

AI has numerous applications. Some of these applications are fantastic tools for classroom use that may, among other things, allow editing of work. However, AI also has the ability to create work--which is not acceptable for this class. Individual students must do their own work. Carefully review the section on Academic Integrity for more information about this.

Many students are using AI in a variety of different ways that may be flagged on the instructor's or GTA's end through WebCourses, other software or the grader's reading of the assignment as using AI. In my experience, the software doesn't differentiate between AI use to help catch spelling and grammar errors or other academic use, and using AI tools to write your assignments (not acceptable). If WebCourses flags your assignment, you will receive a zero grade and a note will be placed in the comments that the assignment is being reviewed by the instructor, Dr. Rodriguez.

- If you receive a zero for further review by the instructor, you must email/message Dr. Rodriguez within two business days. DO NOT message or email the GTA.
    - If the assignment is due Wednesday, you must email by 5pm on Friday.
    - If the assignment is due Friday, you must email by Tuesday at 5pm.
    - If the assignment is due Monday, you must email by Wednesday at 5pm.
- What should you include in the email?
    - Acknowledge that an assignment was flagged for AI use.
    - Include the name of the assignment.
    - If the grader posted comments in the comment section, address those comments.
    - Include information you deem relevant.
- What happens if you don't email Dr. Rodriguez?
    - See below.

Several things can happen at this point (whether or not you message Dr. Rodriguez)

- If it is determined that AI was used in an acceptable manner (to help correct spelling and grammar errors), your assignment will be graded based on the standards for the assignment.
- If it is suspected that the assignment was written by AI (this is not acceptable) or another way that is deemed unacceptable, the grade will remain at zero for the assignment, and it will be reported to the university. Please review the section on Academic Integrity below as this may further result in failing the class, and any further consequences deemed appropriate by UCF.

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Class Schedule

Syllabus is subject to change. In the event changes are made, they will be posted in the Annoucements section of WebCourses.

Session B: Monday, May 24, 2024 – Friday, August 2, 2024 Assignments due: Sunday 11:59pm

Exam 1 & 2

due: Wednesday 11:59pm

Final Exam

due: Friday 11:59pm

Week	Dates	Module Opens	Topic	Text Chapters		When are assignments due?		
						Monday	Wednesday	Friday
1	6/24-6/30	Mon, 6/24	Introductions	1		Module opens at 8am		• RAA • OA1 • P1 • P2 • Q1a+b (Ch1&2)
			Culture	2				
2	7/1-7/7	Mon, 7/1	History of Anthropology Ideas	13		Module opens at 8am		• OA3 • OA4 • p3 • P4 • Q2a+b (Ch13&3)
			Methods	3				
3	7/8-7/14	Mon,7/8	Language	4		Module opens at 8am	**Exam #1 due** 7/10 before 11:59pm Chapters 1, 2, 13, 3	• OA5 • OA6 • P5 • P6 • Q3a+b (Ch4& parts of 5,6)
			Making a living	5,6,7 selections				
4	7/15-7/21	Mon, 7/15	Kinship	8		Module opens at 8am		• OA7 • OA8 • P7
			Labeling	9				

			humanity					• P8 • Q4
5	7/22-7/28	Mon, 7/22	Sex and Gender	10		Module opens at 8am	**Exam #2 due** 7/24 before 11:59pm • Chapters 5-10	• OA9 • P9OA10 • P10 • Q5
			Religion	11				
6	7/29-Fri8/2	Mon, 7/29	Health & Medicine	17		Module opens at 8am	• OA11 • P11	**Final Exam due** Fri, 8/2 11:59pm Chs 10, 11, 17, 18
			Applying & Practicing Anth	18				

* Key to abbreviations above

- The dates are listed in numerical order
    - 6 = June (example, 6/8 = June 8th)
    - 7 = July (example, 6/7 = July 7th)
- Mon – Monday
- Wed – Wednesday
- Fri – Friday
- Ch - Chapter
- RAA – Required Academic Activity
- OA# - Online Activity
- P# – Perusall

Etiquette and Netiquette

Treat this course as you would a “business casual” environment. What I mean by this is that while it is not completely formal in nature, you are expected to respect your fellow classmates, your GTAs and your instructor. Respect can mean a lot of things to different

people, so I will outline some basic expectations I have of both the online and in person classroom.

- This course focuses on a wide range of topics for which students have different experiences and opinions. There will be times when you may disagree with others. When writing posts or comments on classmates' posts, or considering topics in class, think about how anthropology addresses the topic, or the question being asked. This course introduces you to the disciplinary knowledge of anthropology and that is what you will be assessed on.
- Do not use foul language in general or towards other people online or in person.
- Do not make comments towards others of a sexual, racial, ethnic or religious nature.
- No solicitation. Only post class related comments. If you have a UCF activity (clubs, school fundraisers, etc.) you would like classmates to know about, email it to me and if I approve, I will post on Webcourses or announce it in class.
- Review the section in this syllabus on Academic Integrity and UCF's Golden Rule for further guidance.
- This is not an exhaustive list. Someone may be disruptive in class in ways not listed here. In that case, I may speak with you privately.
- If there anything you think we should add based on your previous experiences taking online course, please include in the introductory discussion post and we will consider adding it here.

Weekly Readings

Week One

Introduction

- Syllabus
- SQ3R page
- Text Chapter 1
- Miner, Horace. 1956. "Body Ritual among the Nacirema." American Anthropologist, 502-507.

Culture

- Text Chapter 2
- Oring, Elliott. 1979. From Uretics to Uremics: A Contribution toward the Ethnography of Peeing In Culture, Curers and Contagion by Norman Kline, ed. Novato, CA: Chandler and Sharp Publishing.

Week Two

History of Anthropological Ideas

- Text Chapter 13
- Ellen, Roy. 2010. "Theories in Anthropology and 'Anthropological Theory'." Journal of the Royal Anthropological Institute, 16:387-404.

Methods

- Text Chapter 3
- American Anthropological Association Statement of Ethics

Week Three

Language

- Text Chapter 4
- Meyer, Julien. 2016. "Whistled Languages" Reveal How the Brain Processes Information. Scientific American.

Making a Living

- Text Chapter 5
- Heuer, Jacquelyn N, Gabrielle R. Lehigh, Karen Diaz-Daza, and David Himmelgreen. 2020. Food Access in the Time of COVID-19: Reflections on the United States Food System during a Pandemic. Practicing Anthropology, 42(4):13-17.

Week Four

Kinship

- Text Chapter 8
- Goldstein, Melvyn C. 1987. "When Brothers Share a Wife." Natural History, 39-48.

Labeling Humanity

- Text Chapter 9
- Napier, Jemina. 2002. The D/deaf—H/hearing Debate. Sign Language Studies 2(2): 141-149.

Week Five

Sex and Gender

- Text Chapter 10
- The Extraordinary Case of the Guevedoces (2015)

Religion and Ritual

- Text Chapter 11
- Gmelch, George. 2000/1992. "Baseball Magic" (revised version of "Superstition and Ritual in American Baseball"). First published in Elysian Fields Quarterly, 11(3):25-36.

Week Six

Health and Medicine

- Text Chapter
- Whiteford, Linda M. and Linda A. Bennet. 2005. "Applied Anthropology in Health and Medicine" In Applied Anthropology: Domains of Application by Satish Kedia and John van Willigen, eds, 119-147.

Applying Anthropology

- Text Chapter
- Grimes, William. 1992. "Seeking the Truth in Refuse." New York Times, Section B:1

Syllabus Summer 2024 ANT 2511

ANTHROPOLOGY 2511 Summer 2024
HUMAN SPECIES AND EVOLUTION
INSTRUCTOR: Vance Geiger, PhD
Office: 311C Howard Phillips Hall
Office hours in person Monday 12 - 3
Office Hours: Online in class chat -Monday evening 7 - 9 pm
Phone: 407-823-3779
E mail: vance.geiger@ucf.edu
Text: Explorations: An Open Invitation to Biological Anthropology - OER text provided as chapter pdfs

Text: Explorations: An Open Invitation to Biological Anthropology - OER text provided as chapter pdfs

Grading: 2 Exams, 100 points each = 200
10 - 10 or 20 point quizzes = 130
Total = 300
A = 90-100
B = 80-89%
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The class is online.
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June 22 is the last day of class - all assignments, on time or late are due June 22 at 11 55 pm. No assignments will be accepted after that date.

Weekly Modules

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Misuse of Sources

A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.

Responses to Academic Dishonesty, Plagiarism, or Cheating

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see .

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questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties.

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.
Week 2: 5/20
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Online material
READING: Explorations chapter 3 and 4
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Week 3: 5/28
Primates
READING: Explorations chapter 5 and 6,
.chapter 5 and chapter 6 and week 3 quizzes Due 6/3
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.
Week 4: 6/3 Fossils Primate Evolution
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Week 5: 6/10 Hominids
Online material
READING: Explorations chapters 9 and 10

Hominin bipedalism quiz and chapter 10 quiz due 6/17
.
.
Week 6: 6/17 Homo sapiens, Human variation, Issue of Race
Online material
READING: Explorations chapters 11 and 12

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.
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Next

Syllabus Summer 2024 ANT 2511

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HUMAN SPECIES AND EVOLUTION
INSTRUCTOR: Vance Geiger, PhD
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Next

Syllabus Part 1: Course Objectives, Assessment, and Policies Summer 2024

ANT 2511 The Human Species

Section BW60

Summer 2024 (3 credits)

1. Course Information

Modality: W mode

Dates: June 24-Aug 4, 2024

Prerequisites: None

Final Exam Time: Due 8/4 at 11:59 pm

2. Instructor and GTA Information

Instructor: Dr. Pete Sinelli

Office: Howard Phillips Hall 309c

Office phone: (407) 823-2227

Email: Peter.sinelli@ucf.edu

2a. Contacting the professor:

I am available to help you with questions about the material or anthropology in general. You can also contact me to set up a time for a personal phone or zoom call if you want to discuss grades or other privacy-protected matters.

Methods for contacting Prof. Pete:

- Online office hours: I will be at my computer logged into webcourses every Wednesday between 8:30-10:00 am. If you send me a message at this time I'll respond within 10 minutes. If need be, we can schedule a zoom or phone call for that time.
- Outside of online office hours, you can send me an email at peter.sinelli@ucf.edu or message me through Webcourses (either way, I will always respond within 24 hours.

2b. GTAs: Contact via email or through webcourses message.

GTAs: Jenn Barritt and Lydia Kiernicki

Office Hours: TBA

3. Course Description:

Catalog Description: Human biological variation in an evolutionary perspective.

The course provides a general overview of human biological variation in an evolutionary perspective, and uses multiple lines of evidence to form a holistic picture of human evolution. In the first quarter of the course we examine the processes of evolution and other important background concepts. The second quarter explores our non-human primate relatives to discover how human anatomy and behavior are rooted in a deep evolutionary history. The last half of the semester concentrates on the human fossil and archaeological records, and the spectrum of variation found in modern humanity.

Biological anthropology is a science, and this course is organized and delivered with that in mind. Throughout the course, we will reinforce core scientific concepts that apply not only the process of human evolution, but also to the sciences in general. Students will see how scholars use the scientific method to create relevant research designs, reconstruct our evolutionary history, and explore modern human biological variability.

4. Learning Outcomes:

This course is a requirement for undergraduate Anthropology majors and minors and it satisfies part of the General Education Program (GEP) requirement for the Sciences.

4a. The primary GEP foundation for ANT 2511 is *Knowledge Application (KA).* Course content and assessment is designed to satisfy the following Learning Outcomes:

Learning Outcome KA1: Characterize a scientific theory as a product of objective evidence and scientific methods.

- *Related Assessments:*
    - Homework 1: The Nature of Science

Learning Outcome KA2: Interpret, develop, and use visual representations of data to make and support inferences from scientific observations.

- *Related Assessments*:
    - Homework 2: Primate Behavior and Sociality

Learning Outcome KA3: Identify observational data as the foundation of a scientific argument.

- *Related Assessments*:
    - Homework 1: The Nature of Science

Learning Outcome KA4: Employ scientific principles, techniques, or concepts to identify, explain, or address challenges facing society.

- *Related Assessments*:
    - Homework 2: Primate Behavior and Sociality

4b. The secondary GEP foundation for ANT 2511 is *Interpretation and Evaluation (IE).* Course content and assessment is designed to satisfy the following Learning Outcomes:

Learning Outcome IE1: Demonstrate mastery of discipline-specific vocabulary and concepts.

- *Related Assessments:*
    - Homework 2: Primate Behavior and Sociality

Learning Outcome IE2: Recognize social, political, or economic problems and evaluate solutions to those problems.

- *Related Assessments:*
    - Homework 2: Primate Behavior and Sociality

Learning Outcome IE3: Understand how to collect, evaluate, or interpret data to draw conclusions.

- *Related Assessments*:
    - Homework 1: The Nature of Science

Learning Outcome IE4: Recognize and interpret the impact of social, economic, and political institutions on the wellbeing of individuals in a country.

- *Related Assessments*:

- Homework 2: Primate Behavior and Sociality

Learning Outcome IE5: Employ social science principles, techniques, or concepts to identify, explain, or address challenges facing society.

- *Related Assessments*:
  - Homework 1: The Nature of Science

5. Course Schedule:

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

6. Course Evaluation:

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

6a. Assessments and Point Values:

- *Four Exams—400 points total (100 points each)*

There will be 4 exams during the semester. Each exam will consist of True/False and Multiple Choice questions and all will be administered according to the course schedule. Makeup exams after the due date require a documented excuse as defined by the syllabus (see "6c. Make-up Policy" below).

- *Two Homework Assignments—50 points total (25 each)*

These homework exercises correspond to the GEP Primary and Secondary Learning Foundations and are designed to measure student mastery of these benchmarks. There are five Homework assignments during the semester:

-
  - Homework 1: The Nature of Science. Students will employ the scientific method to solve a problem that every UCF student faces every week: "What time do I need to leave home to make sure I make it to class on time?" (Assesses Learning Outcomes KA1, KA3, IE3, IE5)
  - Homework 2: Primate Behavior and Sociality. How are modern non-human primates similar to us? How are they different? (Assesses Learning Outcomes KA2, KA4, IE1, IE2, IE4, IE5)

Any makeups for homework assignments require a documented excuse as defined by the syllabus (see "6c. Make-up Policy" below).

- *Five Announced Quizzes—50 points total (10 points each)*

There will be 5 quizzes worth 10 points each for a total of 50 points. The first Quiz is the Course Activity Quiz that will be administered the first week of class to comply with Federal Student Aid requirements. The remaining four will be administered on the days they are scheduled. **See the course schedule for details. Any makeups for announced quizzes require a documented excuse as defined by the syllabus (see "6c. Make-up Policy" below).**

- *Extra Credit Assignment (15 points)*

There is an Extra Credit Assignment on the australopithecines in Module 5. This is purely voluntary, but it is worth 15 points of extra credit...that's 3% of your overall grade! Details and submission requirements will be published in Module 5, and you'll have that week to complete it.

6b. Grading Scheme Used For Final Grades: The +/- system will be used in this course. Your point totals correspond to the following letter grades.

Current grading scheme for this assignment

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

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

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

airline ticket invoice, police report, or other form I deem acceptable. Except in extraordinary cases approved by me, all makeups must be completed within 3 business days of the scheduled due date.

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

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

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

6d. End of Semester Grading Policies: To paraphrase Ben Franklin: "The only certainties in life are death, taxes, and students asking the professor for favors at the end of the semester because they didn't get the

grade they wanted". You final grade is based purely on the points you accumulate over the course of the semester and IT IS WHAT IT IS.

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

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

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

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

7. Course Textbook

This course uses an Open Educational Resource (OER) textbook that is FREE to students!

EXPLORATIONS: An Open Invitation To Biological Anthropology is the first comprehensive, peer-reviewed open access textbook for biological anthropology courses. Individual chapters will be posted in PDF format in the module to which they are assigned, and you can access them for free via any device with an internet connection.

I do not require you to read the whole book, so check the posted Course Schedule for specific weekly chapter reading assignments. Links to videos or other media through the UCF library, Youtube, or other websites or platforms will be posted within individual modules.

I will also prepare and distribute a study guide shortly before each exam. Everything that will be on the exam will be listed on the study guide. If you use your notes to familiarize yourself with the material on the study guide, then you will do very well in this class. These will be posted in the "Study Guides" section linked to the main course homepage.

Syllabus Part 2: University Policies and Protocols

ANT 2511 The Human Species

Summer B 2024 (3 credits)

8. University Core Policies

8a. Academic Integrity. Students should familiarize themselves with UCF's Rules of Conduct at http://osc.sdes.ucf.edu/process/roc. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:
1. Unauthorized assistance: Using or attempting to use unauthorized materials, artificial intelligence, external information, or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also

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

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

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

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

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

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

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

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

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

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

8g. UCF Cares. During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFCares.com if you are seeking resources and support, or if you are worried about

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

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

9. Protocols

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

1. Check for announcements and messages at least twice per week (more often is better).
2. Be patient. Don't expect an immediate response when you send a message. Generally, two days is considered reasonable amount of time to receive a reply.
3. Include "Subject" headings: use something that is descriptive and refer to a particular assignment or topic.
4. Be courteous and considerate. Being honest and expressing yourself freely is very important but being considerate of others online is just as important as in the classroom.

5. Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
6. Do not use all caps. This makes the message very hard to read and is considered "shouting." Check spelling, grammar, and punctuation (you may want to compose in a word processor, then cut and paste the message into the discussion or e-mail).
7. Break up large blocks of text into paragraphs and use a space between paragraphs.
8. Sign your e-mail messages.
9. Never assume that your messages can be read by no one except yourself; others may be able to read or access your mail. Never send or keep anything that you would not mind seeing on the evening news.

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

1. During a Discussion assignment, deadlines for posting to and replying will be specified with each assignment. It is a good practice to always check the Discussions multiple times during the week.
2. If you want to send a personal message to the instructor or to another student, use webcourses messages rather than the discussions (see above Protocols).
3. Use the appropriate Discussion Topic; don’t post everything on the "Main" Discussion Topic.

4. Be patient. Don’t expect an immediate response when you send a message.
5. A helpful hint for use with both discussions and messages --- Compose your message in your word-processing application in order to check spelling, punctuation, and grammar --- then copy and paste your composition the discussion.
6. Everyone should feel free to participate in class and online discussions.
7. Respect each other’s ideas, feelings and experience.
8. Be courteous and considerate. It is important to be honest and to express yourself freely, but being considerate of others is just as important and expected online, as it is in the classroom.
9. Explore disagreements and support assertions with data and evidence.
10. "Subject" headings: use something that is descriptive and refer to a particular assignment or discussion topic when applicable. Some assignments will specify the subject heading.
11. Use the "reply" button rather than the "compose" button if you are replying to someone else’s posting.
12. Do not use postings such as "I agree," "I don’t know either," "Who cares," or "ditto." They do not add to the discussion, take up space on the Discussions, and will not be counted for assignment credit.
13. Avoid posting large blocks of text. If you must, break them into paragraphs and use a space between paragraphs.
14. Use the Technical Discussion topic for assistance with technical issues. Use the Help Discussion topic for questions

about course material or assignments. There will be specific discussion topics for particular discussions - pay close attention to the assignment, and post appropriately.

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

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

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

- UCF Computer Service Desk – You can also call the Service Desk at 407-823-5117.
- Learning Online This site provides information on study skills for distance learners, the library and the writing center.
- Buying a new computer or upgrading your current equipment – http://www.cstore.ucf.edu/
- Hardware/Software Requirements
- Technical Discussion Topic: If you have technical questions and/or problems, please post a message to the Technical Discussion Topic. I encourage members of the class who are technically proficient to also monitor this discussion topic and assist your classmates.

Syllabus Part 3: Course Schedule Summer 2024

Week and Dates	Lectures for the week/module. All will open up on Mondays at 7am.	Assignments and Due Dates Everything opens on Mondays at 7am and is due as noted.	Related Textbook Chapters
MODULE 1			
Week 1 June 28-June 30	***Introduction to Biological Anthropology*** Lecture	Quiz 1: Online Course Activity Verification DUE FRIDAY 6/28 AT 11:59 PM to comply with UCF Financial Aid Requirements	Chapter 1
	The Nature of Science Lecture		

	Before Darwin: The Rise of Science Lecture	Homework 1: The Nature of Science DUE SUNDAY JUNE 30 AT 11:59 PM	
MODULE 2			
Week 2 July 1-7	***Darwin and Natural Selection*** Lecture	Quiz 2: Modules 1 and 2 Material DUE FRIDAY JUL7 5 AT 11:59 PM	Chapter 4
	Population Genetics Lecture	Exam 1: Modules 1 and 2 Material DUE SUNDAY JULY 7 AT 11:59 PM	
MODULE 3			
Week 3	Movie: ***The Living Primates***	Quiz 3: Module 3 Material DUE FRIDAY JULY 12 AT 11:59 PM	Chapter 5 Chapter 6

July 8-14			
	Primate Anatomy Lecture	Homework 2: Primate Behavior and Sociality DUE SUNDAY JULY 14 AT 11:59 PM	
	Primate Evolution Lecture	Exam 2: Module 3 Material DUE **MONDAY JULY 15** AT 11:59 PM **YOU HAVE AN EXTRA DAY FOR THIS EXAM ONLY BECAUSE HOMEWORK 2 IS DUE SUNDAY 7/14!**	
MODULE 4			
Week 4	***Understanding the Fossil Context***	Quiz 4: Module 4 Material	Chapter 7

July 15-21	***NO LECTURE--BOOK CHAPTER ONLY***	DUE FRIDAY JULY 19 AT 11:59 PM	
	Hominin Adaptations Lecture		
	Early Hominins and Australopithecines Lecture	Exam 3: Module 4 Material DUE SUNDAY JULY 21 AT 11:59 PM	Chapter 9
MODULE 5			
Week 5 July 22-28	***Early Homo*** Lecture	Extra Credit Assignment (worth 15 points) DUE SUNDAY JULY 28 AT 11:59 PM	Chapter 10
	Homo erectus Lecture		
	Homo heidelbergensis Lecture		

MODULE 6			
Week 6 July 29 - Aug 4	***Neanderthals*** Lecture	Quiz 5: Module 5-6 Material DUE FRIDAY AUGUST 2 AT 11:59 PM	Chapter 11
	Denisovans, Neanderthals, and you Lecture		
	Modern Homo sapiens ***NO LECTURE--BOOK CHAPTER ONLY***	Exam 4: Module 5-6 Material DUE SUNDAY AUGUST 4 AT 11:59 PM	Chapter 12
Drop/Add Period: June 24-28 Withdrawal Deadline: July 19			

Syllabus Part 4: Course Policy FAQs

Q: I know I'm going to have a conflict for a test or quiz. Can I take it early?

A: No. Assessments will NOT be made available in advance. If you miss one you must follow the makeup procedures in Section 6c of the syllabus to be approved for and to schedule a makeup.

Q: How do I know what my overall grade is?

A: Your grade is based on the percentage of points that you earn over the semester, and the current percentage is posted in your gradebook in Webcourses. You can compare your percentage to the grading scale posted in Section 6b of the syllabus.

Q: Can I make up an assignment, quiz, or exam that I missed and have a zero for?

A: Only if it complies with the following documentation guidelines, and it has been less than three business days from the original due date. From Section 6c of the syllabus:

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

Q: I have a document that would have excused me from a missed assignment that was due earlier in the term. Can I still have a makeup?

A: No. If you had an excuse then you were required by syllabus Section 6c to notify me immediately (i.e. the same day). Makeups for anything that is more than 3 days past due are not available, even with an excuse note.

Q: Will you give me an "extra" extra credit assignment or let me resubmit revisions to a past assignment to boost my grade?

A: No. From Section 6d of the syllabus:

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

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

Q: I have read the syllabus but I think I have some special circumstances. Will you make an exception for me?

A: No. From Section 6d of the syllabus:

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

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

Q: Do you round up final grades to the next highest percentage point?

A: No. From Section 6b of the syllabus:

Your final grade percentage WILL NOT BE "ROUNDED UP" to give you a higher letter grade...for example, if your final percentage is 83.9% you will receive a B-. There is already 15 points of extra credit available to boost your grade through the Extra Credit Assignment, and no one will receive special consideration at the end of the term.

UNIVERSITY OF CENTRAL FLORIDA

ANT 2511 - The Human Species

Section: BW61

College of Sciences

Department of Anthropology

Course Information

Term: Summer 2024
Class Meeting Location:
Modality: WW
Credit Hours: 3

Instructor Information

Dr. Rachael Root
Title: Visiting Lecturer
Office Location: HPH 309
Office Hours:
Tuesdays 10-11:30 am
In person and online in Webcourses Chat

In Zoom by appointment
Email: Rachael.Root@ucf.edu

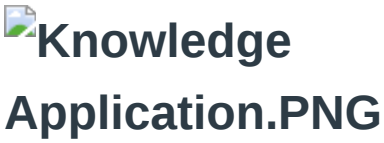
Course Description

ANT 2511 COS-ANTHRO 3(3,0)The Human Species: Human biological variation in an evolutionary perspective. Fall, Spring.

This course is a restricted elective for undergraduate Anthropology majors and minors, and it satisfies the elective general education (GEP) requirement in science for many UCF degree programs. Please consult your adviser to evaluate how this course applies to your degree requirements.

General Education Program (GEP)

GEP Foundation Learning Outcomes:



Primary Outcome: Knowledge Application

Students who complete requirements for the Knowledge Application foundation will be able to:

1. Characterize a scientific theory as a product of objective evidence and scientific methods.
2. Interpret, develop, and use visual representations of data to make and support inferences from scientific observations.
3. Identify observational data as the foundation of a scientific argument.
4. Employ scientific principles, techniques, or concepts to identify, explain, or address challenges facing society.

Secondary Outcome: Interpretation and Evaluation

Students who complete requirements for the Interpretation and Evaluation foundation will be able to:

1. Demonstrate mastery of discipline specific vocabulary and concepts.

2. Recognize social, political, or economic problems and evaluate solutions to those problems.
3. Understand how to collect, evaluate, or interpret data to draw conclusions.
4. Recognize and interpret the impact of social, economic, and political institutions on the wellbeing of individuals in a country.
5. Employ social science principles, techniques, or concepts to identify, explain, or address challenges facing society.

Student Learning Outcomes

After successful completion of this course, students will learn to:

- Describe the basic concepts and methods in biological anthropology.
- Explain the history and modern synthesis of evolutionary thought.
- Identify structures and processes of modern genetics and evolutionary forces.
- Interpret the adaptations and variations among modern humans from an evolutionary perspective.
- Compare and contrast our place in nature through the biology, habitats and behavior of living primates.
- Evaluate fossil evidence used in understanding our evolutionary past.
- Formulate knowledgeable questions about our past and our future as we continue to adapt in our ever-changing environment.

Course Materials and Resources

Explorations
Subtitle: An Open Invitation to Biological Anthropology
ISBN: 978-1-931393-62-0
Authors: Beth Shook, Katie Nelson, Kelsie Aguilera, and Lara Braff
Publication Date: 2019
Edition: 1st

Online Access: https://pressbooks-dev.oer.hawaii.edu/explorationsbioanth/

Course Assessment and Grading Procedure

Over this period, you will be expected to:

- have stable internet access for online components
- review course materials, including assigned video or audio content and readings
- complete all assigned tasks and assessments and stay up-to-date with class schedule
- contact the professor if you are struggling to understand the material or stay current with the class

Evaluation and Grading

You can access your grades through the 'Grades' link in the main course menu on the left. It is your responsibility to check on your grades throughout the course. Please allow a reasonable amount of time to pass for the grading process to take place. All student grades for each quiz, assignment or exam will be released (unmuted) at the same time. If you have any questions concerning your quiz, assignment or exam scores after the grade column has been released, please notify your professor using 'WebCourses Inbox' link in the main course menu on the left, and I will address the concern as soon as possible. Questions regarding your score must be addressed within one week of the grade being released.

WebCourses automatically grades all chapter quizzes, and, at times it may mark fill-in or written answer questions as incorrect if your answer does not exactly match the test bank answer. **Your answers will be reviewed during grading** to ensure that you receive points for answers that the automatic system does not recognize as being correct. **If there are corrections made during grading**, the answer will still show a 'red' flag (incorrect) in the system, but the **point value listed at the top** of each question will show the point(s) awarded for a correct answer. Correct answers for each chapter quiz will be available once for students to view immediately after quiz submission.

My approach is to give smaller and more frequent assignments to make it easier for students to improve their grades over time.

Activities and Required Assessments:

There will be in-class activities and discussions that students are expected to participate in. Some of these may be opportunities to earn extra credit.

Final grades will be determined on a point scale. These assessments are:

Getting Started Discussion: 10 points

This assignment will help you become familiar with the textbook for this class and the concepts we will cover this semester. Detailed instructions can be found on the assignment page.

Practice: 60 points total (10 points per activity)

These are assorted small activities selected to provide students low-stakes opportunities to learn core concepts. They are associated with each chapter covered. Students must complete one of the available Practices per week.

Quizzes: 100 points total (10 points each)

There are 13 chapter quizzes each worth 10 points; the three lowest scores will be dropped. Quizzes are based on content in the assigned chapter and are open-book and open-notes.

Assignments: 180 points total (30 points each)

There are 6 assignments for students to connect course concepts to real world topics and events. Details regarding each assignment will be provided in the assignment pages and modules.

Midterm and Final Exams: 100 points total (50 points each)

The exams will be given online through Webcourses. The midterm exam will cover information from the first half of the semester. The final exam will cover information from the second half and is not cumulative.

Extra Credit and Rounding of Final Grades:

Extra credit may be randomly given during class time throughout the semester, and quizzes may contain extra credit questions. All extra credit opportunities are provided at the professor's discretion and may not be announced in advance. Rounding of any

grade, especially final grades, is rare, and solely at the professor's initiative and discretion. Communication, consistent and/or improved attendance and participation*, and performance will be considered if making the decision whether to round final grades on a case-by-case basis.

*For online components of this class, attendance and participation are understood as frequency of student's views and interactions with Webcourses content, and timely completion of assignments.

Grading Scale

Letter Grade	Percentage
A	94-100%
A-	90-93.99%
B+	87-89.99%
B	80-86.99%
C+	76-79.99%
C	70-75.99%
D	60-69.99%
F	below 59.99%

Policies for Course Grade

Missed, Late, and Makeup Work Policy

The **Introduction page** in each learning module outlines what we will be discussing, what you should expect to learn from the materials, and an overview of assignments and due dates.

All written work submitted for grading will be evaluated for plagiarism and cheating (including unauthorized use of generative artificial intelligence) during the grading process.

All graded work is due on an assigned schedule and most assignments have a short grace period, wherein late work will be accepted without penalty. However, once the due date has passed and the grace period is ended, late work will **no longer be accepted** for grading **unless** approved by the professor on a case-by-case basis. It is **your responsibility to be aware of all due dates** for this course.

If you are aware of something that may interfere with your ability to complete your work on time, or have personal circumstances that impact your ability to submit assignments on time, please notify your professor as soon as possible so we can work together to set a reasonable timeframe to make up missed work.

If you need any assistance with course materials, assignments or study tips, please visit your professor during **office hours.** If you are unable to meet during this time due to a scheduling conflicts, please contact me to set an appointment that will reasonably fit our schedules.

Authorized Absences:

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. Students must notify their instructor in advance if they intend to miss class for a religious observance. No penalty will be applied.

For more information on authorized event absences, see the UCF policy here.

For more information on religious observances, see the UCF policy here.

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 at any time, please call Counseling and Psychological Services to speak directly with a counselor at 407-823-2811, or please call 911.**

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 mans: 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	Modules	Topic	Assessments
1	Getting Started, 1 & 2	Introduction to Biological Anthropology, Theory of Evolution	Getting Started Discussion 01: Sapiens Magazine Quiz 1 & 2 Practice 2
2	3 & 4	Human Genome, Population Evolution	02: The Genetic Lottery Quiz 3 & 4 Practice 3 or 4
3	5 & 6	Human Biodiversity & Adaptation	03: Skin Deep Quiz 5 & 6 Practice 5
4	7 & 8 & 9	Living non-Human Primates, Fossils & Geologic Time	04: Primate Report Quiz 7, 8, 9 Practice 7 or 8 or 9
5	10 & 11	Evolutionary Origins of Early Hominins & Early Genus Homo	05: Lumpers v. Splitters Quiz 10 & 11 Practice 10 or 11
6	12 & 13	Evolution of Archaic Genus Homo & Modern Humans	06: Smithsonian's Hall of Human Origins Quiz 12 & 13 Practice 12 or 13