Course Syllabus

✎ Edit

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

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

Course Information

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

Course ID: ANT 3010 (0W60)

Credit hours: 3.0 hours

Semester/year: Summer B 2024

Location/time: Online (ASC "Asynchronous")

Professor Contact

Instructor: Dr. Michael Callaghan

Main office: Howard Phillips Hall 409L

Phone: 407-823-4964

Office Hours: T 12-1:30pm and by appt. (all online)

E-mail: michael.callaghan@ucf.edu

Graduate Teaching Assistants (GTA's)

GTA: TBA

Main office: Howard Phillips Hall 309

Office Hours: TBA

E-mail: Webcourse email

University Catalog Description

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

Prerequisite: Sophomore Standing

What is this course about?

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

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

In this course we'll excavate the culture of Walt Disney World using method and theory from all four sub-disciplines of anthropology. Using the lens of biological anthropology we'll examine how the terrain of the parks, ride-restraints, and restrictions physically discipline and shape perceptions of our bodies. Through

the eyes of an archaeologist we'll map the landscape of the parks (above and below ground), investigate their monumentality, and examine the materiality of merchandise and park objects. Using linguistic discourse analysis we'll excavate the scripts of Cast Members, signage, and guests to reveal how values related to gender, class, and power are embedded in language throughout the parks. And finally, using method and theory from cultural anthropology we'll explore the lived experiences of guests and Cast

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

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

What will I take away from this course?

This class will teach you to:

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

What reading materials and supplies will I need?

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

How should I plan my time for this course?

In this course I'll ask you to learn about and apply concepts and methods from biological and cultural anthropology, archaeology, and linguistic anthropology to the study of Walt Disney World, Florida. While I can provide general guidelines, everyone learns at a different pace, and you will need to decide how much time to set aside to be successful. Your study skills, prior knowledge of subjects, study environment, personal obligations and responsibilities play a huge role in learning and success in any

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

Each week you'll be expected to read the introductory page for each module, read between 2-4 scholarly articles, complete a reading quiz (open book and untimed), and complete an assignment (e.g.,

discussion, brief reflection, etc.). All told I would plan on spending **5-6 hours per week** on this class. But please keep in mind, this is just an estimate, as everyone reads and writes at their own pace.

How do I get started in the course?

Read **WEEK 0: Getting Started** [(https://webcourses.ucf.edu/courses/1404149/modules/2324704)](https://webcourses.ucf.edu/courses/1404149/modules/2324704) - it will tell you a little more about me and the course. Then complete the **brief graded discussion post** [(https://webcourses.ucf.edu/courses/1404149/discussion_topics/6809353)](https://webcourses.ucf.edu/courses/1404149/discussion_topics/6809353) . This is a simple "all or nothing" assignment. You'll receive full points if you post. This discussion will give me (and all of you) a chance to get to know each other as the class begins.

What are the course requirements?

Summary

This course begins on **June 24, 2024** and ends on **August 4, 2024**. Over this period, you will be expected to:

- Complete the introductory discussion
- Read weekly modules and associated web-based context
- Read 2-4 scholarly articles per week
- Complete 6 weekly reading quizzes (open-book and untimed)
- Complete 6 weekly assignments

Modules

There are 8 modules in the course . **WEEK 0: Getting Started** [(https://webcourses.ucf.edu/courses/1404149/modules/2324704)](https://webcourses.ucf.edu/courses/1404149/modules/2324704) is an introduction to the course and to me as your professor. Modules 1-6 focus on a defining an anthropological theme for the week. These themes include: Pilgrimage, Landscape and Hyperreality, Discipline, Nationalism, Identity and Representation, and Guests and Cast Members. There's also an Epilogue that discusses the political economy of WDW, more specifically how the relationship between state politics and economy played an important role in the creation of WDW, as well as how this relationship continues to shape the parks,

government policy, and state economy. This module is not required, but I include it in the regular semester sections of this course and thought people might be interested in the content. In each learning module, you'll find an CONTENT page outlining the expectations, READINGS, QUIZZES, and ASSIGNMENTS for that module. The modules contain your readings, assessments, links to informational websites, and media content. All written work submitted online for grading will be

evaluated for plagiarism and use of AI during the grading process.

Readings

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

Introductory Discussion

This is a **brief discussion** **(https://webcourses.ucf.edu/courses/1404149/discussion_topics/6809353)** designed to acquaint us all with one another. It's available in **WEEK 0: Getting Started** **(https://webcourses.ucf.edu/courses/1404149/modules/2324704)** , as well as other areas of our canvas course.

Weekly Reading Quizzes

Each week you'll have to complete a reading quiz (6 in total). **Quizzes are open-book and untimed.** I highly recommend taking the quiz as you complete the readings. Feel free to use the search feature in Adobe Acrobat to look for key words from the quiz questions. The quizzes are designed to help you engage with the readings, and focus on those parts of the material that are most relevant to course. **Quizzes will be due Wednesday nights.**

Weekly Assignments

Each week you'll have the opportunity to complete some sort of assignment related to the week's theme (6 in total). It could be a brief written prompt, discussion, a web-search, a "self-ethnography", a photo or video submission, etc. The goal of the assignments is to help you apply theory and method related to

the week's defining theme to an aspect of WDW culture of your choosing. Part of your grade will depend on your engaging with, and specifically referencing, the readings for the week. **Assignments will be due Friday nights.**

How will I be evaluated and graded?

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

Assessment:	Points Possible	% Final Grade
Introductory Discussion	10	10%
Readings Quizzes (6)	30	30%
Weekly Assignments (6)	60	60%
Total	100	100%

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

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

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

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

How is academic integrity maintained?

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

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

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

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

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

zero, not a shortcut.

How do I receive accessibility accommodations?

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

What if there is an emergency on campus?

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <**https://centralflorida-prod.modolabs.net/student/safety/index (https://centralflorida-prod.modolabs.net/student/safety/index)** >.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <**https://ehs.ucf.edu/automated-external-defibrillator-aed-locations (https://ehs.ucf.edu/automated-external-defibrillator-aed-locations)** >.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <**www.getrave.com/login/ucf (https://nam02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.getrave.com%2Flogin%2Fucf&data=05%7C01%7CKevin.Yee%40ucf.edu%7Cf0** > and logging in. On the "My Account" tab, fill out the information, including e-mail address and cell phone number.

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

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

What if I am or become deployed active military status?

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

What if I miss an assignment?

Quizzes or assignments submitted after the due date and time will be marked down 10% each day. Time management, problem solving, responsibility and personal accountability are among the most important things you can refine in a graduate program. You are expected to complete all assignments. However, we must all still carry on with life outside of coursework - some of you may have employment of family obligations that, upon unforeseen circumstances, may require you to miss a class. If this is the case, you must **notify me ASAP** by telephone, e-mail, in person, or by leaving a message with the department secretary (407-823-2227) **prior to any scheduled assignment due dates**. If you are participating in an official UCF event (e.g., sports or academic events) or professional development event (e.g., AAPA or SAA annual meetings), please provide the proper documentation **prior to the due date**. You are responsible for consulting the Academic Counseling Office and the department Graduate Coordinator in cases of illness, family emergency or other personal difficulties that constitute extended absence and missing coursework.

Only students who can provide a **valid documented excuse** to verify the reason for their absence will be allowed the opportunity to complete work without a late penalty. It is your responsibility to check the course schedule for assignment due dates.

What if I have an authorized absence?

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

What if I'm participating in a religious observance?

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

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

How does Title IX apply to this course?

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

What are the technology and software requirements?

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

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

versions of these products.

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

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

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

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

Use of Artificial Intelligence (AI) Tools

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

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

This course contains copyright protected materials such as audio or video clips, images, text materials,

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

What is the course module and assignment schedule?

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

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

- **Due dates for graded work** are listed in the table below and in the CONTENT pages of each learning module.
- **Assigned readings** are listed in the CONTENT page of each learning module, and appear in multiple places throughout the webcourse.

WEEK	TOPIC	READINGS
Week 0	"I'm brushing up on looking down, I'm working on my roar!" (https://webcourses.ucf.edu/courses/1404149/pages/im-brushing-up-on-looking-down-im-working-on-my-roar)	Knight 2014 (intro) (https://webcourses.ucf.edu/courses ↓ (https://webcourses.ucf.edu/courses download_frd=1) ; Williams and Ca (https://webcourses.ucf.edu/courses

Week 1	["Are you ready? Transformation central. Reformation central. Transmogrification central!": WDW as a Pilgrimage Center and Liminal Space](https://webcourses.ucf.edu/courses/1404149/pages/intro-are-you-ready-transformation-central-reformation-central-transmogrification-central-wdw-as-a-pilgrimage-center-and-liminal-space)	[Moore 1980](https://webcourses.ucf.edu/courses) ⬇ [(https://webcourses.ucf.edu/courses download_frd=1)](https://webcourses.ucf.edu/courses) ; [Knight 2014 (ch.](https://webcourses.ucf.edu/courses) ⬇ [(https://webcourses.ucf.edu/courses download_frd=1)](https://webcourses.ucf.edu/courses) ; [Barros 2016](https://webcourses.ucf.edu/courses) ⬇ [(https://webcourses.ucf.edu/courses download_frd=1)](https://webcourses.ucf.edu/courses)
Week 2	["I can show you the world, shining, shimmering, splendid": Landscape Archaeology;](https://webcourses.ucf.edu/courses/1454728/pages/intro-i-can-show-you-the-world-shining-shimmering-splendid-landscape-archaeology) ["All together, that and this, with all our tricks": Hyperreality and Simulacrum](https://webcourses.ucf.edu/courses/1454728/pages/intro-all-together-that-and-this-with-all-our-tricks-hyperreality-and-simulacra)	[Fjellman 1992 (ch 10).pdf](https://webcourses.ucf.edu/courses) ⬇ [(https://webcourses.ucf.edu/courses download_frd=1)](https://webcourses.ucf.edu/courses) ; [Baudrillard - Pre](https://webcourses.ucf.edu/courses) ⬇ [(https://webcourses.ucf.edu/courses download_frd=1)](https://webcourses.ucf.edu/courses) ; [Cypher and Higg](https://webcourses.ucf.edu/courses) ⬇ [(https://webcourses.ucf.edu/courses download_frd=1)](https://webcourses.ucf.edu/courses) ; [Tesler-Mabé 201](https://webcourses.ucf.edu/courses) ⬇ [(https://webcourses.ucf.edu/courses download_frd=1)](https://webcourses.ucf.edu/courses) ;
Week 3	["Poor unfortunate souls, in pain, in need": Discipline and Social Control](https://webcourses.ucf.edu/courses/1454728/pages/intro-poor-unfortunate-souls-in-pain-in-need-discipline-and-social-control)	[Shearing_Stenning_1997.pdf;](https://webcourses.ucf.edu/courses) ⬇ [(https://webcourses.ucf.edu/courses download_frd=1)](https://webcourses.ucf.edu/courses) [Huddleston, et al](https://webcourses.ucf.edu/courses) [(https://webcourses.ucf.edu/courses](https://webcourses.ucf.edu/courses)

		↓ (https://webcourses.ucf.edu/courses download_frd=1) ; **Wright 2006.pdf** (https://webcourses.ucf.edu/courses ↓ (https://webcourses.ucf.edu/courses download_frd=1)
Week 4	**"This tradition is our mission": Nationalism and Nostalgia (https://webcourses.ucf.edu/courses/1454728/pages/content-this-tradition-is-our-mission-nationalism-and-nostalgia)**	**King 1981.pdf** (https://webcourses.ucf.edu/courses ↓ (https://webcourses.ucf.edu/courses download_frd=1) ; **Francaviglia 198** (https://webcourses.ucf.edu/courses ↓ (https://webcourses.ucf.edu/courses download_frd=1) ; **Fjellman, 1992 (** (https://webcourses.ucf.edu/courses ↓ (https://webcourses.ucf.edu/courses download_frd=1) ; **Farrell, 2017.pd1** (https://webcourses.ucf.edu/courses ↓ (https://webcourses.ucf.edu/courses download_frd=1) ; **Bemis 2020.pdf** (https://webcourses.ucf.edu/courses ↓ (https://webcourses.ucf.edu/courses download_frd=1)
Week 5	**"You think the only people who are people, are the people who look and think like you": Othering the non-Western (https://webcourses.ucf.edu/courses/1454728/pages/intro-you-think-the-only-people-who-are-people-are-the-people-who-look-and-think-like-you-othering-the-non-western-and-non-white)**	**Sperb 2005.pdf** (https://webcourses.ucf.edu/courses ↓ (https://webcourses.ucf.edu/courses download_frd=1)
		Kokai and Robson 2019.pdf (https://webcourses.ucf.edu/courses

Week 6	["Light your torch, mount your horse, screw your courage to the sticking place": Guest Identity and Experience;](https://webcourses.ucf.edu/courses/1454728/pages/content-light-your-torch-mount-your-horse-screw-your-courage-to-the-sticking-place-guest-identity-and-experience) ["Don't let them in, don't let them see": Cast-member culture](https://webcourses.ucf.edu/courses/1454728/pages/content-dont-let-them-in-dont-let-them-see-cast-member-culture)	(https://webcourses.ucf.edu/courses ⤓ (https://webcourses.ucf.edu/courses download_frd=1) ; [Reyers and Mat](https://webcourses.ucf.edu/courses ⤓ (https://webcourses.ucf.edu/courses download_frd=1) ; [Klugman et al 19](https://webcourses.ucf.edu/courses ⤓ (https://webcourses.ucf.edu/courses download_frd=1)
Epilogue	["Let's get down to business": The Political Economy of WDW](https://webcourses.ucf.edu/courses/1454728/pages/content-lets-get-down-to-business-the-political-economy-of-wdw)	[Fjellman 1992 (ch 6).pdf](https://webcourses.ucf.edu/courses ⤓ (https://webcourses.ucf.edu/courses download_frd=1) ; [Fjellman 1992 (c](https://webcourses.ucf.edu/courses ⤓ (https://webcourses.ucf.edu/courses download_frd=1)

Course Summary:

Date	Details	Due
Wed Jun 26, 2024	🗨 [ASSIGNMENT 1: The Merchandise of Pilgrimage (https://webcourses.ucf.edu/courses/1454728/assignments/8532981)](https://webcourses.ucf.edu/courses/1454728/assignments/8532981)	due by 11:59pm
	🗨 [DISCUSSION 3: Favorite Place at WDW (https://webcourses.ucf.edu/courses/1454728/assignments/8532982)](https://webcourses.ucf.edu/courses/1454728/assignments/8532982)	due by 11:59pm
Fri Jun 28, 2024	📝 [ASSIGNMENT 1: WDW, FL as Pilgrimage Center (https://webcourses.ucf.edu/courses/1454728/assignments/8532984)](https://webcourses.ucf.edu/courses/1454728/assignments/8532984)	due by 11:59pm

Date	Details	Due
	📝 **ASSIGNMENT 2: Disney World-Building** (https://webcourses.ucf.edu/courses/1454728/assignments/8532985)	due by 11:59pm
	📝 **ASSIGNMENT 3: Hyperreality and Simulacra** (https://webcourses.ucf.edu/courses/1454728/assignments/8532986)	due by 11:59pm
	💬 **DISCUSSION: Intro Discussion** (https://webcourses.ucf.edu/courses/1454728/assignments/8532980)	due by 11:59pm
Wed Jul 3, 2024	💬 **DISCUSSION 4: Hyperreal Spaces** (https://webcourses.ucf.edu/courses/1454728/assignments/8532979)	due by 11:59pm
Fri Jul 5, 2024	📝 **ASSIGNMENT 3: Discipline and the Panopticon** (https://webcourses.ucf.edu/courses/1454728/assignments/8532987)	due by 11:59pm
	💬 **DISCUSSION 5: Your Disney Dish!** (https://webcourses.ucf.edu/courses/1454728/assignments/8532978)	due by 11:59pm
Thu Jul 11, 2024	📝 **EC Dolittle, 2/29** (https://webcourses.ucf.edu/courses/1454728/assignments/8532994)	due by 11:59pm
Fri Jul 12, 2024	📝 **ASSIGNMENT 4: Dark Rides and Childhood Socialization** (https://webcourses.ucf.edu/courses/1454728/assignments/8532988)	due by 11:59pm
	💬 **DISCUSSION 6: Hidden Places** (https://webcourses.ucf.edu/courses/1454728/assignments/8532977)	due by 11:59pm
	💬 **DISCUSSION 7: American values at WDW** (https://webcourses.ucf.edu/courses/1454728/assignments/8532983)	due by 11:59pm
Thu Jul 18, 2024	📝 **EC Thompson, 3/7** (https://webcourses.ucf.edu/courses/1454728/assignments/8532995)	due by 11:59pm

Date	Details	Due
Fri Jul 19, 2024	📝 **ASSIGNMENT 5: Othering at WDW** (https://webcourses.ucf.edu/courses/1454728/assignments/8532989)	due by 11:59pm
	📝 **ASSIGNMENT: Paper Prospectus** (https://webcourses.ucf.edu/courses/1454728/assignments/8532993)	due by 11:59pm
Fri Jul 26, 2024	📝 **ASSIGNMENT: Annotated Bibliography** (https://webcourses.ucf.edu/courses/1454728/assignments/8532990)	due by 11:59pm
Wed Jul 31, 2024	📝 **ASSIGNMENT: Final Paper** (https://webcourses.ucf.edu/courses/1454728/assignments/8532991)	due by 11:59pm
	📝 **ASSIGNMENT: Paper Outline** (https://webcourses.ucf.edu/courses/1454728/assignments/8532992)	due by 11:59pm
	📝 **ASSIGNMENT 6: Magical Reflections** (https://webcourses.ucf.edu/courses/1454728/assignments/8534405)	

Syllabus Summer 2024

The Anthropology of American Television Ant 3011 0w60
Vance Geiger, PhD
Department of Anthropology
Office: Howard-Philips Hall Rm 311C
Email: vance.geiger@ucf.edu
Office hours: Tuesday 12 - 1:30 Thursday, 12 – 1:30
GTA:
email:
Mode: Online

Syllabus
Class Description
This class will explore the power of culture, American culture and American's cultural receptivity for particular American cultural narratives as presented on television. Students in this class will learn the basics of American culture and how to analyze embedded cultural messages in mass media. Students will develop a better understanding
of their own culture and how to analyze cultural products. The class will rely on both written and video materials, as well as lecture, to achieve the class goals. Students will be required to use the written and lecture material to analyze the video material presented
in class, as well as apply their analysis to material they research and present to the class. The process of applying the lessons from class to the almost endless variety of American TV will both challenge and inspire students to understand the material. The seminar size classes in the honor's program make this kind of in depth learning possible.

Grading
Five Assignments 20 points each   100
Two online exams 100 points each   200
One analysis projects 50 points each   50
Total   250
Grading Scale
A 90 - 100%; B 80 - 89%; C 70 79%; D 60 - 69%
Students will have two exams covering the material presented in class. Students will have five assignments based on the online material and in some assignments episode of TV shows that illustrate ideas discussed in class. Students will have one power point

analysis projects where they will be required to analyze a TV show relying on each of three basic American cultural narratives, Frontier Mythic, Apocalyptic and Technocratic. Students will upload their cultural narrative analysis to the discussions where others can comment and they can comment on other students.

Integrity

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

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

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

suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

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

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

Accessibility

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

Safety

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

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

- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pkLinks to an external site.

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Campus Safety Statement for Students in Online-Only Courses

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

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

Deployed Military

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

Make Up

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

Religious Observance

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

Invitational Rhetoric

The nature and intent of this course is one that invites open dialogue about complex, difficult, and often controversial topics. Through these conversations it is tempting to debate through the lens of traditional rhetoric, which has the end goal of persuading others.

While I acknowledge that persuasion and persuasive theory is a fundamental part of communication theory, it can also create an obstacle if the focus is on winning the debate, rather than critical analysis of both the topic and viewpoints of all members participating in the discussion.

For this reason, discussions in this class will encourage participants to engage in invitational rhetoric. Unlike traditional rhetoric, this approach is grounded in equitable distribution of time, the value of the other in the discussion, and civility in conversation. This requires an open dialogue where all participants to invited to give personal testimony, practice mindful listening (which looks for and acknowledges their own bias), and ask questions with the goal of understanding the perspectives of every member of our community—even if in the end you choose not to agree. The civil nature of invitational rhetoric does not mean we will avoid conflict, but that space is made for all perspectives to be heard, considered, and respected.

Diversity and Inclusion

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

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

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

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

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

UCF Cares

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

Schedule

Week 1: 6/24: Anthropology and Culture.
Reading: Introduction to the Anthropology of American TV; What is Anthropology; Culture; Cognitive Capabilities; Gunfighter Nation intro lecture; American Culture.doc; Frontier Mythic Narrative doc; Apocalyptic Narrative doc; Technocratic Narrative doc; Wittebols Soap Opera paradigm pdf;
Cultural Narrative assignment due 7/1
Week 2 : 7/1: Infrastructure - Electric Power and Broadcasting; A Brief History of Early TV - The Transition from Radio to TV
Reading: Powerline Chapter 1; Electric Transmission a primer; Stay Tuned Chapters 1 - 3; Stay Tuned Chapters 7 - 9; castleman watching TV; Three Eras;
Watching TV 3 Eras Review
Radio to TV assignment due 7/8
Week 3 : 7/8 Planting the Flag (the Culture): Americans Always and Everywhere: Gilligan's
Island, Seinfeld: Americans in Space – Star Trek; Americans at War - MASH
Reading: Cantor: Chapter 1; Geraghty: Chapters 1 - 4; Modernization Theory; Lakoff; Star Trek Gerahgty revised; Wittebols – MASH: Chapters 1, 2 and 10; Turow chapter 11; Planting the flag - MASH doc.
Watch - Gilligan's island - jungle boy; Star Trek episode; MASH Best of Enemies; MASH Letters.
Planting the Flag assignment due 7/15
Exam 1 8 am 7/13 to 11 55 7/15

Week 4 7/17: The Working World on TV and Social Organization; Fission-Fusion; Core Groups
Reading: Prime Time Part 3; Prime Time Work; social organization doc; Kinship on American TV; Hayward Consuming Pleasures Chapter 1; fission fusion core groups doc;
Watch: Undercover Boss season 7 episode 11; Golden Girls; Roseanne; Bonanza
Week 5: 7/22 Economics Religion and Power on TV
Reading: Religion doc; Alter calls doc; brightsided magical thinking pdf; Changing the Channel to salvation; Chapter 11 Prime Time; The establishment doc; no duty to retreat pdf; Schizmogenesis doc; Shifting Television News pdf; Brown News and News editing lecture mp4; Brown Review News Editing mp4;
Watch: West Wing season 6 episode 1; Well Fargo John Stumpf - Mad Money
Choice assignment due 7/29
Week 6 7/29: Gilligan's Island Redux - trapped on an urban island: Friends, Seinfeld, It's Always Sunny in Philadelphia and Streaming: Narrative versus Ensemble
Reading: From Gilligan to Seinfeld to Friends to Always Sunny doc; It's Always Sunny in Philadelphia doc; A Sitcom Even a Nihilist could love pdf; How Friends Ruined TV comedy pdf; Friends - The Show that changed our idea of family pdf; Was Seinfeld really about nothing pdf. streaming power point; Rethinking Television: A Critical Symposium on the New Age of Storytelling pdf; Bingeing to Belonging pdf
Cspan assignment due 8/2
Exam 2 8 am 8/1 to 11 55 8/2
Make Up Exam 8/3 8am - 8/4 11 55 pm
Last Day of class 8/2 - No submissions accepted after this day.

ANT3026 (0W60) Mummies, Zombies & Vampires • Dr. Sandra Wheeler • 3 Credit Hours • Web-Based (W) for Summer 2024!

Professor Contact

Professor: Dr. Sandra Wheeler (pronouns: she/her/hers)
Office: Howard Phillips Hall, 309F (UCF Main campus); 407-823-3769
Office hours: Tuesdays in Chat from 10-11:30am for online office hours and by appointment for virtual meeting
Contact: Sandra.Wheeler@ucf.edu or Inbox in Webcourses; please allow 24-48 hour response time on weekdays

Graduate Teaching Assistant (GTA) Contact

GTAs: Jennifer Barritt and Melissa Marks
Office Hours: TBA
Contact: Inbox or Discussion Board

For an electronic copy of the syllabus with full list of readings and due dates by module click here for the **Course Schedule Snapshot**. **For the most up-to-date information on due dates**, check the Course Summary at the bottom**.**

Syllabus Quick Links

- **Course Description**
- **Learning Objectives**
  - **Required Texts**
  - **Grading Scale**
  - **Student Evaluation**
- **Make-Up Work**

- **Course Requirements**
- **Important Things**
  - **Academic Responsibility and Integrity**
  - **Respect for Diversity**
  - **Campus Safety**
  - **Student Accessibility Services**

UCF Catalog Description

Anthropological exploration into the phenomenon of the undead (namely, zombies, vampires, and mummies) and our fascination with this subject. **Prerequisite(s):** Sophomore standing.

Course Description

In this course, we will investigate the long history and complex relationship that humans have had with the supernatural, namely the undead: vampires, zombies, and mummies. Blood-sucking vampires have been present in ancient tales and traditional folklore for thousands of years. From the earliest whispers in ancient Mesopotamia to contemporary times, stories of vampires flourished, fueled by superstition, sexual mystery, and fear of becoming a meal for a hungry demon.

Stories of flesh-eating living dead (aka, zombies) have existed for centuries. And, as we all know, zombies are a major social problem. In recent years, they have been used in economic models, philosophical debates, and have consumed (no pun intended) much of our time in video games. How are they made, why do they eat brains? And more importantly, would *you* survive a zombie-pocalypse?

For centuries, mummies have held a certain fascination, as bringers of curses and harbingers of doom, mostly out for revenge for being disturbed from their long slumber. Is there any truth to the mummy's curse? Given that traveling exhibits of mummies are the number one draw in the world for museum visitors, I certainly hope that is not the case!

We will also examine how anthropology is able to address key questions linked to the existence of the undead by exploring why this topic is so popular in our lives today and how various cultures have tried to cope with the knowledge that one day, they too might become one of the undead.

NOTE: Images of human and animal remains, both skeletonized and in varying states of decomposition, are shown throughout the lectures to provide context or examples for the course topics.

Anthropology majors! This course counts as a **restricted elective** towards the major requirements. Not an Anthropology major? No worries! Module 1 introduces you to core concepts in Anthropology and the approach we will take in this course!

Still not an Anthropology major? This course **may** count as a restricted electives towards one of our minors! Check with the Anthropology Undergraduate Advisor to find out more!

This course is delivered online asynchronously, meaning you will work through the materials at your own pace with fixed due dates for assignments, quizzes and exams. You will not need to log on to Webourses to meet with me and the class at a scheduled time, all work will be completed on your own with respect to set due dates**.**

This is a **3-credit hour course;** therefore, there should be an expectation that you will spend about **9 hours per week** on the course.

Learning Objectives

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

- Describe the basic anthropological perspectives on death, dying and the undead body.
- Critically examine the evidence for the presence of the undead in archaeological, historic and modern contexts.
- Explore how the undead may be used in various disciplines to explain or evaluate living human behaviors.
- Formulate knowledgeable questions about how science and pseudoscience are used in understanding the undead.
- Demonstrate knowledge of survival techniques in the event of vampire nesting, a zombie-pocalypse, or mummy resurrection.

Required Texts (pssst... they are free!)

There are **two required textbooks** for this course. You will need **both** to successfully complete this course. Lucky for you, the **digital version** of these textbooks is available **FOR FREE** through the UCF Library!! You may view them online **OR** download the **FULL PDF** for reading offline!! NOTE: The covers look different on the e-books through the library.

If you are off campus, you will need to **log into** the UCF Library website with your **NID and password** to access the digital books. If you still want to buy the hard copies, the textbooks are available for purchase in the UCF Bookstore and through various online vendors. All mummy readings will be provided to you electronically on Webcourses. Any other additional readings will be provided electronically (pdf's) in the course modules. You are welcome!

1. ***Vampires, Burial, and Death*** by Paul Barber, 1st edition (1988) or 2nd edition (2010), either is ok. Yale University Press, ISBN: 9780300153484 (ebook) or 0300164815 (paperback). You can access this eBook **FOR FREE** through the UCF Library. You will need to log in with your NID and password to access the ebook:
2. ***Zombies: A Cultural History***, by Roger Luckhurst (2015). Reaktion Books, ISBN: 1780236697 (available in paperback) and in Kindle. You can access this eBook **FOR FREE** through the UCF Library. You will need to log in with your NID and password to access the ebook (Note: the ebook has a creepy clown zombie on the cover):

Grading Scale (+/- letter grades)

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

Many programs require you to earn a "C" or better for this course to count towards your degree! Lucky for you, I don't assign C-!

Student Evaluation

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

Assignment	Percentage	Description
Getting Started Activities		Getting Started Quiz and Discussion [DUE by FRIDAY]; 5 points each added to Quiz and Discussion assignment groups
Supernatural Discussions (2)	20%	Written post and response on supernatural beliefs
Written Assignments (2)	20%	Written assignments based on course materials, complete 2 of 3 assignments
Quizzes (13)	20%	13 module quizzes based on course materials, lowest 2 quiz scores automatically dropped
Exams (3)	40%	True/false, multiple choice, fill-in-the-blank, and short answer questions based on the posted readings, videos, and lecture materials

Getting Started Activities: We are required to document your academic activity at the beginning of each course. In order to document that you began this course, you must complete the Getting Started Activities by the first FRIDAY of every semester. Failure to do so will result in a delay in the disbursement of your financial aid. And no one wants that.

Supernatural Discussions: There are **2 required online discussions** that relate to our belief in the supernatural world. **Everyone is required to complete both!** Details for each Discussion can be found on the assignment pages. Discussions are worth 20% of your final grade.

Written Assignments: There are **3 written assignments** in this course. You are only **required to complete 2** of these, **you will choose** which 2 to complete and submit online! The lowest score (including zeros) will be automatically dropped. Details for each assignment can be found on the assignment pages. Written Assignments are worth 20% of your final grade.

Quizzes: There are **13 online quizzes** in this course. Each module has a quiz at the end based on all the materials presented in that module. Quizzes are **online** and are made up of true/false, multiple choice, and fill-in-the-blank questions. The **lowest 2 quiz scores** are automatically dropped for a total of **11 required quizzes**. Quizzes are worth 20% of your final grade.

Exams: There are **3 required online exams** in this course. Exams are **online** and are made up of true/false, multiple choice, short answer, and fill-in-the blank questions. **You must complete all three exams!** There will be **no make-ups** for exams without proper documentation (this means a doctor's note etc.). Once you begin an exam, **you must finish it!** The exams are timed so if you run over the allotted time, you will be cut off and you will not be able to make up the missed questions. **Important:** Once you start an exam, you have 2.5 hours (150 minutes) to complete it. Exams close at midnight, even if you are still taking it, so make sure you give yourself enough time to complete them (i.e., start taking them well before 10:00 pm on their respective due dates). Exams are worth 40% of your final grade. **The final exam is online, NOT cumulative, and is scheduled during Final's Week.**

NOTE: Use of AI prohibited. Only some Artificial Intelligence (AI) tools, such as spell-check or Grammarly, are acceptable for use in this class. Use of other AI tools via website, app, or any other access to submit any written work (e.g., assignments, discussions, short answer exam questions), is not permitted in this class. Representing work created by AI as your own is plagiarism, and will be treated as such. Check with your instructor to be sure of acceptable use if you have any questions.

How Do I View My Grades?

You can access your grades for assignments and exams through the 'Grades' link in the course menu on the left. It is **your responsibility** to regularly check on your grades throughout the course. Please allow for a reasonable amount of time to pass for the grading process to occur. In most instances, quiz and exam grades will be available within one week after the final due date; for assignments, no later than 2 weeks after the posted due date.

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

WebCourses automatically grades all multiple-choice, true-false and fill-in questions; however, it will mark fill-in and some short answer questions as 'incorrect' when your response does not exactly match

the correct answer provided in the grading key. Your GTA and I will individually grade these questions on each quiz and exam to ensure that you receive points for any answers not automatically recognized by the system as correct.

If point corrections are applied 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.

What is the Weekly Schedule?

The following table provides the **weekly cycle of work that you are expected to complete** for this class. This is a **3-credit hour course;** therefore, there should be an expectation that you will spend about **9 hours per week** on the course. The due dates are firm (unless otherwise noted) but this is just a suggestion how to allocate your time reading and completing assignments throughout the week:

Tentative Weekly Schedule

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
• Exams (3) close by 11:59pm • Quizzes (13) due by 11:59pm • Written assignments (3) due by 11:59pm	• Start review of module pages • Make a plan to work through the Module Study Guides	• Read text and additional readings	• Watch any video or media in modules • Water your plants!	• Keep reading and reviewing	• Supernatural Discussions (2) and responses due by Monday 11:59pm • Exams (3) open 8am	• Dance • Spend time with your friends!

What About Make-Up or Late Work?

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

Students can submit late quizzes and written assignments (but not discussions or exams) for **ONE WEEK** after the posted due date with a **late penalty (-2%/day)**. Make-up assignments, quizzes, and exams past the one week due date will be given **ONLY** in extreme circumstances such as the birth/arrival of a new baby (hey, there have been several over the years!), bereavement, catastrophe, a zombie apocalypse (they may rise up and take revenge), hurricanes, global pandemic (again), pan-Internet virus, etc. Please note that the make-up quiz/exam may be different than the original quiz/exam. Out-of-town vacations, trips, mild colds, computer malfunctions, power outages, World War Z, forgetting your quiz due dates, and other similar circumstances **do not** qualify as extreme.

If you experience an **exceptional family emergency** or other circumstance that affects your coursework and/or causes you to miss multiple assignments or exams, let me know as soon as possible **and** contact **Student Care Services** for additional support.

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

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

If you are a **UCF Online student,** please consult the UCF Online Student Guidelines for more information about academic and non-academic services.

Who Should Take This Online Course?

Online learning is not for everyone; some people may not be able to manage learning in a course that does not fully meet face-to-face. Online learning requires planning and disciplined self-pacing to be successful in this learning environment. You should definitely check out the UCF Knights Online resource to find out how to be a successful online student!

I highly recommend treating this course like a regular face-to-face lecture course, as this will help in keeping up with the posted modules each week. As such, **module content, quizzes and exams are paced like a regular face-to-face course with fixed due dates throughout the semester.** Also, as long as you have an internet connection, it won't matter if there is a zombie apocalypse, you will still be able to do your work!

This class is fully online so we will never meet in person. However, if you are on campus feel free to pop by the Anthropology Main Office (HPH 309) during my in-person office hours and say hello! We can also schedule a virtual Zoom meeting by appointment. You will hear my disembodied voice on the posted audio lectures, sometimes it's nice to attach a face to the voice.

If you are a **UCF Online student,** please consult the UCF Online Student Guidelines for more information about being an online student and your access to non-academic services.

Course Requirements

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

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

This course is **fully online**, so it is important to have **reliable and consistent** access to the Internet. Since you are enrolled in an online course, it is assumed you have regular access to the Internet, **even if you are traveling abroad**. **If you do not or will not have ready access to the Internet, you may want to rethink taking an online course.** Also, the **UCF Mobile App is not a replacement for laptops or desktops** so don't rely on it for completing discussions, assignments, or exams!!

Online lectures will introduce new materials, include discussions related to readings and module topics, and provide you with clarifications or additional information not found in your readings. To be successful in this course, you will need to check Webcourses often, take notes, and keep up with the module quizzes. A large portion of your exams relates to materials covered in the modules.

Modules will open regularly and all quizzes, assignments, and exams are due on specific dates throughout the course (see schedule below). This is to provide you with a regularly paced online work environment. All quizzes, exams and assignments **will be submitted online.** No paper! Save the trees!

More Important Things!

First and foremost, read this syllabus. The syllabus is your guide so that you can keep up with the scheduled readings, modules, and assignments. There are many due dates for assignments, so you have to stay on top of this. If you've never used that **Calendar button** on the side of your screen, use it!! It's super helpful! Second, if you email me or your TA using your UCF email account, include **ANT 3026W or Zombies/Mummies/Vampires/Undead** in the subject heading and don't forget to include your full name so we know who you are. Otherwise, use the Inbox function in Webcourses to contact us. Lastly, read the syllabus, it really is like your best friend for this course.

UCF Mobile App!!

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

University Services and Resources

Academic Services and Resources

A list of available academic support and learning services is available at <u>UCF Student Services</u>. Click on "Academic Support and Learning Services" on the right-hand side to filter.

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit <u>UCFCares.com</u> if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can

also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

Non-Academic Services and Resources

A list of non-academic support and services is also available at UCF Student Services. Click on "Support" on the right-hand side to filter.

If you are a UCF Online student, please consult the UCF Online Student Guidelines. for more information about your access to non-academic services.

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

Academic Responsibility and Integrity

Time management, problem solving, responsibility and personal accountability are among the most important things you can learn in college. To be successful in this class (and in college in general), you will need to check Webcourses regularly (and often!), keep up with assigned readings and make every effort to complete assignments, quizzes and exams on time and in a professional manner!

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

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

For more information about Academic Integrity, students may consult [The Center for Academic Integrity](#).

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

More on Academic Integrity: Plagiarism and/or cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" or "Z" for the entire course). It may also be subject to appropriate referral to the UCF [Office of Student Conduct](#) for further action. See the [UCF Golden Rule](#). I will assume that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, **don't cheat** by giving answers to others or taking them from anyone else. **If you let your friend copy your homework, that is plagiarism also and you will both be subject to a [Z grade](#)** or I might just have to turn you both into werewolves. I may just toss a zombie on you. And no one wants that. Keep this in mind before you decide to "help out" a friend. Also, please keep in mind while the Internet is an excellent source of *quick* information, it is not necessarily an excellent source of *valid* information and may also be a source of plagiarism in its own right. Absolutely do not copy and paste from the Internet on any assignment, quiz, or exam. This will be bad for you. And anyhow, I have Google too so I'll know.

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

GroupMe, Discord, and other chat platforms: The mis-use of study groups such as GroupMe or Discord can be considered **academic misconduct** and could result in the same penalties as cheating (see above). Taking a screenshot of an online quiz or exam question, posting it, and asking for assistance is considered academic misconduct. In addition, answering a posted online quiz or test question is also considered academic misconduct. So don't do it! We will know!

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

Respect for Diversity and Inclusion

This class will be conducted in a way that respects all aspects of diversity and it is my intent to teach this course so that all students, no matter their **gender identity, sexuality, disability, age, socioeconomic status, immigration status, ethnicity, and culture,** are respected. And hey, zombies have feelings too, so don't hurt them. It is expected that everyone show respect for one another and the diverse issues and topics that will be covered. If you make inappropriate statements or act aggressively toward other students on the Discussion boards, assignments or other areas of the online classroom, **you may be removed from the course** and subject to action by the Office of Student Conduct. Also, please let me know if you would like me to use specific **personal gender pronouns** (PGPs) when communicating with you. Check here to find out how to set your PGPs: https://community.canvaslms.com/t5/Student-Guide/How-do-I-select-personal-pronouns-in-my-user-account-as-a/ta-p/456 and/or to change your preferred name (You can change your preferred name at home under myUCF. » 1) Log in to myUCF from any device. » 2)Go to "Student Center". » 3)

Scroll down to the "Personal Information" section of the page. » 4) Select "Preferred name". » 5) Enter your preferred first name and select "Save".)

UCF (and me!) considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events.

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

The expectation is for everyone to show respect for one another and the diverse issues presented and discussed. Everyone must be given a chance to express their thoughts in discussion without interruption or ridicule. Any student who acts inappropriately through language use or disruptive behavior will have their contributions reviewed and may be blocked from participating in online discussions as well as forfeiture of their grade for those discussions. Again, trolls, don't be one, don't do it.

Title IX

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

Student Accessibility Services (SAS)

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

Deployed Active Duty Military Students

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

Religious Observances

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy - [Religious Observances](#).

Campus Safety (if you are on campus)

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

- In case of an emergency, dial 911 for assistance.
- Sign up to receive UCF text alerts by going to <[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."
- If you are not on campus, use your common sense and stay safe.

Copyright

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

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

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could

be required assignments, you need **not** make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

Course Lecture and Assignment Schedule

Changes to the lecture and assignment schedules are not expected but may occur (i.e., zombie apocalypse, another zoonotic epidemic!). Your professor reserves the right to make reasonable adjustments to the assignment schedule. Any changes will be announced through Webcourses. Due dates for assignments can be found in the table below.

ANT3026W Required Readings and Assignments for Summer A 2024

Please check the assignment pages or [Syllabus](#) for most up-to-date due dates! **Note:** Links to the Required Readings are found in the Intro pages of each Module. Please see each module for more content and instructions.

NOTE: For summer there are many overlapping due dates because the term is only 6 weeks. You can turn work in early to avoid multiple due dates on a single day!

Getting Started

Lecture

- ANT3026 Introduction [15 mins]

Assignments

- Getting Started Quiz - Due FRIDAY
- Discussion: Why are you taking this class - Due FRIDAY

Module 1: Death and Decay

Required Readings

- Barber P. Chapter XII (pages 102-119) and Chapters XVII-XIX (pages 166-194). In: *Vampires, Burial & Death.* Yale University Press.
- Roach M. How to Know if You're Dead (pages 167-195). In: *Stiff: The Curious Life of Cadavers.* W.W. Norton.
- Roach M. Life After Death (pages 61-84). In: *Stiff: The Curious Life of Cadavers.* W.W. Norton.

Lectures

- Lecture 1 Death and Decay [12 mins]
- Lecture 2 After Death [25 mins]

Videos

- No videos in this module

Assignments

- Quiz 1: due by MAY 19

Module 2: Curses and Cures

Required Readings

- Cockburn A. Introduction (pages 1-11). In: *Mummies, Disease, and Ancient Cultures*. 2nd Ed. Cambridge University Press.
- Bernschneider-Reif S. Mumia vera Aegyptiaca (pages 198-207). In: *Mummies of the World*. Prestel.
- Brier B. Tutankhamen, Superstar (pages 161-178). In: *Egyptomania: Our Three Thousand Year Obsession with the Land of the Pharaohs*. Palgrave Macmillan.

Lectures

- Lecture 3 Mummies: What, Where? [22 mins]

Videos

- Mummies Curse [10 mins]
- OPTIONAL: Bog Bodies [50 mins] and Global Mummies [50 mins]

Assignments

- Quiz 2: due by MAY 19
- Pop Culture: Mummy assignment due by MAY 26

Module 3: Living with the Dead

Required Readings

- Daily Mail article, Indonesian Villagers Dig Dead Relatives

Lectures

- Lecture 4 Living with the Dead [7 mins]

Videos

- Living with the Dead in Indonesia [10 mins]

Assignments

- Supernatural Perceptions Discussion: due FRIDAY, MAY 17 with required response by MONDAY, MAY 20 - No late posts allowed!
- Quiz 3: due by MAY 26

Module 4: Mummy Mania

Required Readings

- Brier B. Rome and the Birth of Egyptomania (pages 19-41). In: *Egyptomania: Our Three Thousand Year Obsession with the Land of the Pharaohs*. Palgrave Macmillan.
- Brier B. The Mummy Goes to the Movies (pages 179-192). In: *Egyptomania: Our Three Thousand Year Obsession with the Land of the Pharaohs*. Palgrave Macmillan.

Lectures

- Lecture 5 Egyptomania [45 mins]

Assignments

- Quiz 4: due by MAY 26

Module 5: 20th and 21st Century Mummies

Required Readings

- Graefen A and Alt KW. 2010. Mummification Today (pages 180-187). In: *Mummies of the World*. Prestel.
- Reiblich L. 2010. A Death Beyond Life-Lenin, Mao, Evita. In: *Mummies of the World*. Prestel.

Lectures

- No lecture in this module!

Videos

- Can I Become Mummified [7 mins]
- Alcor [16 mins] and Summum [15 mins]

Assignments

- Quiz 5: due by MAY 26

--Exam 1 (opens 8:00am on Friday, MAY 24 and closes 11:59pm on Sunday, MAY 26)--

Module 6: Vampire Origins and Folklore

Required Readings

- Barber P. 1988. Preface to Chapter VIII (pages v-65). In: *Vampires, Burial & Death.* Yale University Press.

Lectures

- Lecture 6 Ancient Lore [17 mins]
- Lecture 7 Blood Relations [9 mins]

Videos

- Vampire Legend [54 mins]

Assignments

- Quiz 6: due by JUN 2
- Pop Culture: Vampire assignment due by JUN 9

Module 7: Search and Destroy

Required Readings

- Barber P. 1988. Chapters IX-X (pages 66-97) and XVI (pages 154-165). In: *Vampires, Burial & Death.* Yale University Press.
- Gregorika L et al. 2014. Apotropaic Practices and the Undead: Biogeochemical Assessment of Deviant Burials in Medieval Poland. *PLoSOne* 9(11): e113564.
- Roach M. 2006. How to Weigh a Soul (pages 79-106). In: *Spook: How Science Tackles the Afterlife*. W.W. Norton & Co.

Lectures

- Lecture 8 Killing Vampires [17 mins]

Videos

- Real Vampires [3 mins]

Assignments

- Quiz 7: due by JUN 2

Module 8: Vampire Archaeology

Required Readings

- Barber P. 1988. Chapter XII (pages 98-101). In: *Vampires, Burial & Death.* Yale University Press.
- Betsinger TK, Scott AB. 2014. Governing from the Grave: Vampire Burials and Social Order in Post-Medieval Poland. *Cambridge Archaeological Journal* 24: 467-476.

Lectures

- Guest lecture by Dr. Amy Scott on deviant burials [33 mins]

Videos

- Vampire Skeletons Mystery [45 mins]

Assignments

- Quiz 8: due by JUN 9

Module 9: Coffins and Counts – Vampire Pop Culture

Required Readings

- Barber P. 1988. Chapters XIII-XV (pages 120-153) and Conclusion (pages 195-198). In: *Vampires, Burial & Death.* Yale University Press.

Lectures

- Lecture 9 Vampire Literature [11 mins]
- Guest lecture by Dr. Karyn Olsen on Vampires and Pop Culture [38 mins]

Assignments

- Quiz 9: due by JUN 9

--Exam 2 (opens 8:00am on Friday, JUN 7 and closes 11:59pm on Sunday, JUN 9)--

Module 10: Zombie Origins

Required Readings

- Luckhurst R. 2015. Introduction to Chapter 2 (pages 7-57) and Chapter 5 (pages 97-108). In: *Zombies: A Cultural History.* Reaktion Books.

Lectures

- Lecture 11 Zombi and Colonialism [15 mins]

Assignments

- Quiz 10: due by JUN 16
- Pop Culture: Zombie assignment due by JUN 16

Module 11: Evil and Undead Zombies

Required Readings

- Carroll N. 2010. The Fear of Fear Itself. In: *Zombies, Vampires, and Philosophy: New Life for the Undead.* Open Court.
- Derksen C and Hudson Hick D. 2011. Your Zombie and You: Identity, Emotion, and the Undead. In: *Zombies Are Us: Essays on the Humanity of the Walking Dead*. McFarland & Company, Inc.

Lectures

- Lecture 12 Zombies Fear and Hate [15 mins]

Videos

- The Zombie Song [3 mins]

Assignments

- Quiz 11: due by JUN 16

Module 12: Zombie in Film and Pop Culture

Required Readings

- Luckhurst R. 2015. Chapter 3-4 (pages 58-96) and Chapters 6-7 (pages 109-166). In: *Zombies: A Cultural History.*Reaktion Books.
- Vuckovic J. 2011. Chapters 3 (pages 60-79) and 5 (pages 108-129). In: *Zombies: An Illustrated History of the Undead*. St. Martin's Griffin.

Lectures

- Lecture 13 Zombie Literature [15 mins]

Assignments

- Quiz 12: due by JUN 23 - No late submissions allowed! The term is over!

- Supernatural Reflections Discussion: due FRIDAY, JUN 14 with response by MONDAY, JUN 17 - No late posts allowed!

Module 13: Zombie Globalization

Required Readings

- Luckhurst R. 2015. Chapter 8 (pages 167-196). In: *Zombies: A Cultural History.* Reaktion Books.

Lectures

- Lecture 14 Zombies Zombies Everywhere [15 mins]

Assignments

- Quiz 13: due by JUN 23 - No late submissions allowed! The term is over!

--Exam 3 (opens 8:00am on Friday, JUN 21 and closes 11:59pm on Sunday, JUN 23)--

Syllabus Part 1: Course Objectives, Assessment, and Policies

ARRRchaeology of Caribbean Piracy ANT 3177

Summer A 2024 (3 credits)

1. Course Information

Modality: W Mode (web only)

Dates: May 13 - June 22, 2023

Final Exam Time: Due Sunday 6/23 at 11:59pm

Prerequisites: None

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 3:00-4:30 pm. 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: Mel Gomez

Office Hours: Contact via Webcourses message

3. Course Description: This course explores the profession of piracy and the careers of individual pirates from an archaeological perspective. The course will focus on piracy in the Caribbean from the 16th through the 19th centuries, with some discussion of piracy in other eras and locales. We begin with a brief review of the geography and natural history of the circum-Caribbean region. Next we explore the unique challenges, methods, ethics, laws surrounding the archaeological excavation of shipwrecks. Thereafter we examine what a pirate's life was really like, based on the excavated evidence, and contrast this reality with pop culture's concept. The course concludes with a review of several famous pirate shipwreck excavations. Throughout the course students will learn about individual pirates and their careers via a series of "Pirates of the Week" assignments. Students will also explore the topic by authoring several case studies. By combining fact and imagination, students will creatively illuminate "the pirate life" through works of historical fiction.

4. Learning Outcomes:

Outcome 1: Provide an overview of the circum-Caribbean region to provide context for the discussion of piratical endeavors.

Outcome 2: Discuss evidence related to the origins of New World piracy and its evolution into an established profession.

Outcome 3: Explore the archaeological record of pirate ships, havens, and hideouts for insight into the daily lives of these individuals.

Outcome 4: Contrast the reality of "the pirate life" with the romanticized pop culture and Hollywood versions.

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

6. Course Evaluation:

6a. Students' grades will be based on the percentage of points earned out of 500 total points. Grade percentage can be calculated by dividing the total number of points earned by 500. Grades for every assignment will be posted online. Below is a list of assessments for the course:

Caribbean Geography Quiz (50 points) to assess Learning Outcome 1.

This quiz will be administered in Week 1 of class to ensure that every student knows what the professor is talking about when he mentions an island, country, port, bay, etc.

Two exams – 200 points (100 each) to assess Learning Outcomes 2, 3 and 4.

Exams consist of a midterm and a non-cumulative final. These will consist of multiple choice/ True-false questions as well as a short answer section.

Two Case Studies: 150 points (75 each) to assess Learning Outcomes 3 and 4.

You will write two case study reports on the following topics:

1. Create your own Pirate Crew and ARRticles, and LET FLY!
2. In His Majesty's Secret Service: Pirate Fighters vs. The Enemies of All Mankind.

These will focus on simulated scenarios, and are supposed to be a fun way for you to explore pirates by learning to think like one yourself as you create a work of historical fiction. For each case study, you will invent an appropriate setting and a universe of characters and explain who they are, what they are up to, why they do the things they do, and what happens as a result. In the process, you can further develop your ability to assimilate and interpret archaeological facts and discuss them in a coherent manner. Rubrics with further details are published on the main course homepage.

<u>8 Pirates of the Week (POW) Assignments: (100 points total) to assess Learning Outcomes 3 and 4.</u>

Refer to the POW directions and the course schedule for details. These are posted to Webcourses in their own section.

<u>Course Policy Quiz (10 Extra Credit points)</u>

All faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Course Policy Quiz in Webcourses by May 17 at 11:59pm. **Failure to do so will result in a delay in the disbursement of your financial aid.**

YOU MUST ONLY submit POWs and Exam short answers as text in the box provided. DO NOT attach them as word or PDF or any other files as they will not be readable to us for grading. From this point forward WE WILL NOT ACCEPT POW submissions or Exam short answers in ANY OTHER FORMAT other than a direct text submission in the text box provided in the assignment. If you want to type them out ahead of time in Word or whatever that's fine, but you must then cut and paste the text directly into the submissions box. If you submit them as any kind of file they WILL NOT BE GRADED and you will get zero credit for your answers with no opportunity for makeups.

<u>6b. Grading Scheme Used For Final Grades:</u> 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%

Current grading scheme for this assignment

Name:	Range:	
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 <mark>WILL NOT BE "ROUNDED UP"</mark> to give you a higher letter grade...for example, if your final percentage is 83.9% you will receive a B-. There is already 10 points of extra credit available to boost your grade through the Course Activity Quiz, and no one will receive special consideration at the end of the term.

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

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

- *ANY variation of "I had to work" or "I didn't have time" or "I had other plans".* You knew when all of the assignments were due when the course schedule was posted on Day One of the semester. Adjust your schedule accordingly.
- *ANY variation of "I forgot" or "I didn't know it was due" or "I thought it was on a different day" etc..* The course schedule clearly explains when exams and quizzes take place and when online assignments are due. If you didn't read it, that's 100% on you.
- *ANY variation of "I ran out of time" or "The assignment closed on me" or "Webcourses wouldn't let me submit after the deadline."* The course schedule clearly explains when things were due, and all of the online assignments are open for multiple days. If you waited until the last minute to do the assignment and ran out of time, that's 100% on you.

- *ANY variation of "My internet went down" or "I uploaded the wrong file by accident" or "My computer crashed" or "I couldn't open the file".* This applies to submitting so-called "corrupted" (purposefully or otherwise) files as well. You signed up for a M Mode class. It is your responsibility to ensure that you have the technology and tools you need, and that the correct files upload properly, on time, and in the prescribed and readable file format.

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

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

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

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

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

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

7. Course Materials: Both books are available on Amazon, or in the case of Pieces of Eight, free online through the UCF library.

- *Under the Black Flag: The Romance and the Reality of Life among the Pirates*, by David Cordingly. ISBN: 978-0812977226. Amazon price is about $12
- *Pieces of Eight: More Archaeology of Piracy*, by Charles Robin Ewen and Russell K. Skowronek (Editors). ISBN: 978-0813061580. Amazon price is about $25. OR if you don't want a hard copy, you can access the book for FREE through the UCF library at this link:

https://ucf-flvc.primo.exlibrisgroup.com/permalink/01FALSC_UCF/5okunq/alma99384133779306596Links to an external site.

- All readings for POW assignments will be posted to Webcourses.
- Links to videos or other media through the UCF library, Youtube, or other websites or platforms will be posted within individual modules.

Syllabus Part 2: University Policies and Protocols

ARRRchaeology of Caribbean Piracy ANT 3177

Summer A 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, 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. Teaching Philosophy. My classroom is a place where everyone's success is important. We all have our individual learning styles and personal needs, and I am here to help you. This includes:

- Listening to your input on how you can best learn the material.
- Offering information in multiple delivery formats.
- Providing a variety of ways to earn points other than just scantron exams.
- Respecting your personal pronouns.
- Not requiring any student to speak up or participate in a way that makes them feel uncomfortable (e.g. randomly calling on students to answer questions if they have not raised their hands and offered to speak to the class.)

9b. 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.

9c. 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.

9d. 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.

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

- [UCF Home Page](#) will help find UCF resources
- [UCF Computer Service Desk](#) – You can also call the Service Desk at 407-823-5117.
- [Learning Online](#) This site provides information on study skills for distance learners, the library and the writing center.
- Buying a new computer or upgrading your current equipment – http://www.cstore.ucf.edu/
- [Hardware/Software Requirements](#)
- Technical Discussion Topic: If you have technical questions and/or problems, please post a message to the Technical Discussion Topic. I encourage members of the class who are technically proficient to also monitor this discussion topic and assist your classmates.
- If your equipment problems prevent you from using e-mail from home, there are many computer labs on campus and virtually every public library offers Internet access.

Syllabus Part 3: Course Schedule

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. **DUE DAYS VARY SO MAKE SURE TO KNOW WHEN YOUR ASSIGNMENTS ARE DUE!**	Required Textbook Chapters to Read POE = Pieces of Eight UTBF = Under the Black Flag
MODULE 1			
Week 1 May 13-19	Course Overview and Orientation	**Monday May 13: Assign Syllabus and Course Policies Quiz.** Due Friday 5/17 at 11:59pm to comply with financial aid rules.	
	Caribbean Geography	**Monday May 13: Assign Caribbean Geography Quiz.** Due Sunday 5/19 at 11:59pm to accommodate the drop/add period.	POE Ch. 1 UTBF Introduction and Ch. 1
	Underwater Archaeology Lecture		POE Ch. 2
	Excavation and Ethics Lecture		POE Ch. 5
MODULE 2			

Week 2 May 20-26	Colonies and Rivalries Lecture	**Monday May 20: Assign POWS 1-3 (Complete two of your choice).** <mark>Due Friday May 24 at 11:59pm.</mark>	POE Ch. 6 UTBF Ch. 2
	Pirate Origins Lecture		
	MODULE 3		
Week 3 May 27- June 2	The Buccaneers Lecture	**Monday May 27: Assign POWS 4-6 (Complete two of your choice).** <mark>Due Friday May 31 at 11:59pm.</mark>	UTBF Ch. 3
	Pirate Ships Lecture	**Monday May 27: Exam 1 opens at 7am.** <mark>It covers everything in **Modules 1-3** and is **due Sunday, June 2 at 11:59pm.**</mark>	
	MODULE 4 (BEGIN EXAM 2 MATERIAL)		
Week 3 May 27- June 2	Pirate Weapons Lecture		POE Ch. 12
	Pirate Stuff Lecture		Soulat and DeBry 2019 (PDF in Module 4)
	MODULE 5		

Week 4 June 3-9	Pirate Health Lecture	**Monday June 3: Assign POWS 7-9 (Complete two of your choice).** ==Due Friday June 7 at 11:59pm.==	UTBF Ch. 4-5
	Pirate Politics Lecture	**Monday June 3: Assign Pirate Crew and ARRticles Case Study.** ==Due Sunday June 9 at 11:59pm==	UTBF Ch. 7
	Pirate Tactics Lecture		UTBF Ch. 6 POE Ch. 9

MODULE 6

Week 5 June 10-16	Pirate Lairs Lecture	**Monday June 10 Assign POWS 10-12 (Complete two of your choice).** ==Due Friday June 14 at 11:59pm.==	POE Ch. 11 UTBF Ch. 8
	Pirate Fighters Lecture	**Monday June 10: Assign Pirate Hunter Case Study.** ==Due Sunday June 16 at 11:59pm==	UTBF Ch. 11-12 QAR Website POE Ch. 4

MODULE 7

Week 6 June 17-23	"Fight Like A Pirate" Home Movie!	**Monday June 17: BAPOW! Showdown opens at 7am.** ==NOTE! Nomination paragraphs and comments close on Friday, June 21 at 11:59 pm.==	
	Pirate Wrecks Movie	**Monday June 17: Exam 2 opens at 7am.** ==It covers everything in Modules 4-7 and==	POE Ch. 3

		Drop/Add Period: May 13-17 Withdrawal Deadline: Friday June 7	

Syllabus Part 4: Course Policy FAQs

Q: I know I'm going to be absent 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 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 10 points of extra credit available to boost your grade through the Course Activity Quiz, and no one will receive special consideration at the end of the term.

Syllabus
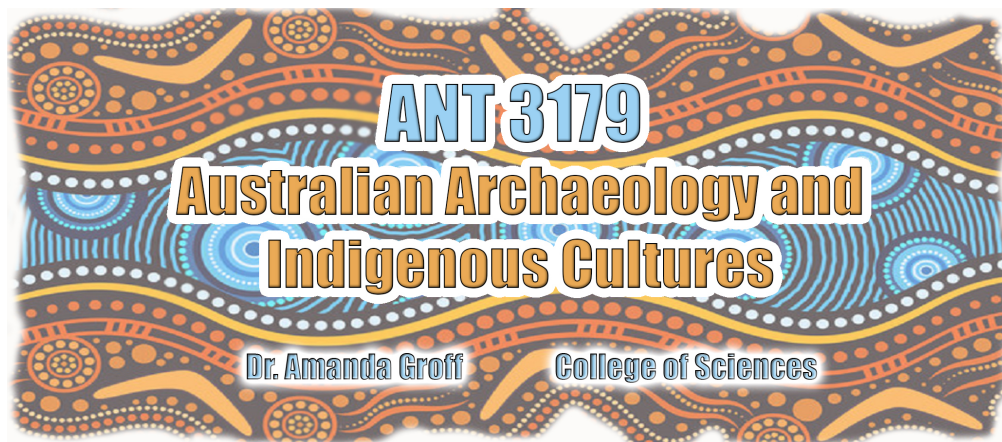
ANT 3179-BW60: Australian Archaeology and Indigenous Cultures
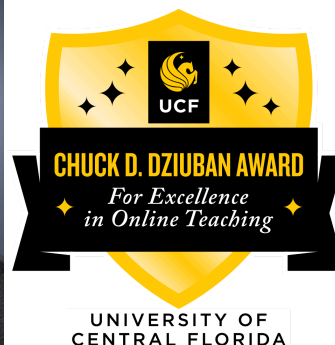
Summer B Syllabus

SUMMER DISCLAIMER: Summer terms are 16 weeks of content compressed into 6 weeks. Please be prepared to work hard and dedicate time! If you find that completing the course at an accelerated pace is too difficult, please withdraw from this course and take the fall/spring full 16-week semester version in the future.

Instructor Contact

Instructor	

Dr. Amanda T. Groff

	amanda.groff@ucf.edu (mailto:amanda.groff@ucf.edu)
Office	HPH 309
Office Hours (Virtual)	Various methods for contacting me during office hours: 1. Email (during office hours, I will respond quickly!) 2. Schedule a phone call (so you don't have to see my face!) 3. Schedule a zoom call (if you do want to see my face!) Virtual Office hours: Tuesday/Thursday: 10am-11:30am **For phone or virtual calls, please make an appointment first!!**
Phone	Dept Phone: 407 823-3757
E-mail/Response Time	amanda.groff@ucf.edu (mailto:amanda.groff@ucf.edu) **(when emailing, please include the class title in your subject!)** Please know that in addition to administrative duties, I also have friends, family, and dogs who want to see me. As such, I will respond to emails from 8am to 4pm on weekdays. I will respond within 12-36 hours, unless you are notified otherwise. Bug and Dobby

GTA	TBA
GTA Email	TBA
GTA Office Hours	Fridays from (Note: You are welcome to contact the GTA for phone or Zoom meeting; or if you email during their office hours they will respond immediately).

Course Information

Course Name	ANT 3179- Australian Archaeology and Indigenous Cultures
Credit Hours	3 hrs
Prerequisites	Sophomore standing or CI
Corequisites	None
Semester/Year	Summer B 2024
Location	100% Online; asynchronous

Course Description and Scope

This course will explore Indigenous, historical, and maritime archaeology, as a means of unraveling the full breadth of Australia's rich Indigenous and colonial history. Archaeology is the only discipline able to study the nearly 60,000 years of human settlement on this continent and is of crucial significance for understanding Australia's past. In Australia, archaeology takes three main forms: Indigenous Archaeology (the archaeology of Aboriginal and Torres Strait Islander people in Australia before and after European Settlement), Historical Archaeology (the archaeology of Australia after European Settlement) and Maritime Archaeology. As such, the class will be sub-divided and will use Cultural Heritage Management as a means of bridging these sub-disciplines. Topics covered in this course will include (but aren't limited to) the peopling of Australia, Indigenous archaeology and

contemporary culture, historical archaeology of Fossil Beach and Melbourne Gaol, Dutch and West Indian shipwrecks, and cultural heritage.

Course Catalog Description: Explore indigenous peoples, both past and present, through historical and maritime archaeology, as a means of unraveling the full breadth of Australia's rich indigenous cultures.

Click Here for Course Protocols: Protocols (https://webcourses.ucf.edu/courses/1454483/pages/protocols)

Course Organization by Module

Module 1:
The Prehistory of Australia

Module 2:
Early Holocene through Contact

Module 3:
Shipwrecks, Maritime and Convict Archaeology

Module 4:
Gold Rush, Pastoralists, and Archaeology of "Others"

Module 5:
Urban and Mortuary Archaeology

Module 6:
Aboriginal Culture, Heritage, Dreamtime Archaeology

Click here for the text version of this image. (https://webcourses.ucf.edu/courses/1454483/pages/course-organization-image-description)

Course Goals

The specific objectives for this course are to:

- Introduce students to archaeological practices in Australia.
- Provide an overview of the methods and theories that guide archaeological research in Australia.

- Explain migration out of Africa and the peopling of Australia and Oceania.
- Explain the significant impact that historical and maritime archaeology has had on the understanding of early European explorations of Australia.
- Explain the complicated relationship between Indigenous Australians and Europeans; both past and present
- Highlight the resilient and beautiful nature of Indigenous Australian cultural practices

Online Learning Tips

Whether it's your first online class or your tenth, it's important to recognize that online learning requires lots of planning and self-pacing so that you may be successful. Since I will be covering a lot of material in 6 weeks, I would highly recommend being proactive, and keep up with lectures and assignments. Please do not be tempted to skip two weeks of lectures and expect to catch up easily! Below is a set of helpful tips from me for successfully completing this class! You can also access tips from previous students via the Wisdom Wall link on the homepage or in the Getting Started Module.
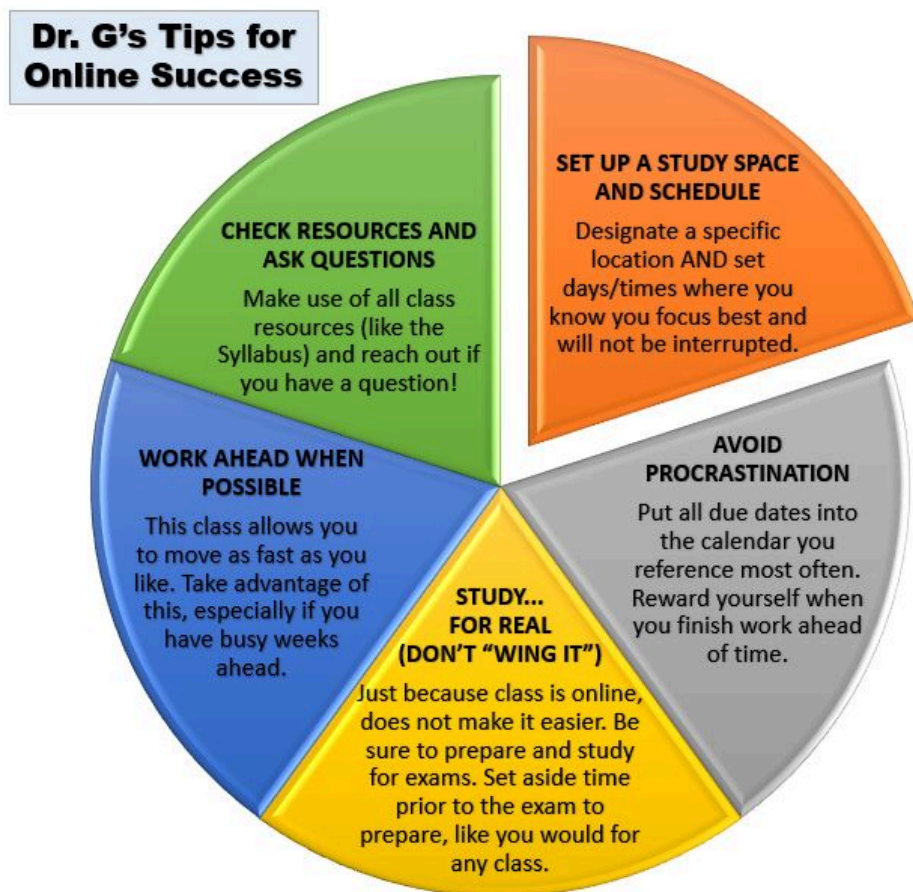
Click here for a text version of this image. (https://webcourses.ucf.edu/courses/1454483/pages/tips-for-success-image-description)

Required Text

Below is a link to your **FREE** textbook! I suggest you download the book and keep it on your desktop or someplace accessible. I will reference your assigned readings from the book by Chapter #. You will start using this book in Module 3.

An Archaeology Of Australia Since 1788.pdf (https://webcourses.ucf.edu/courses/1454483/files/105461965?wrap=1) ↓ **(https://webcourses.ucf.edu/courses/1454483/files/105461965/download? download_frd=1)**

Required Tools

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

Course Requirements

This course begins on June 24, 2024 and ends on August 3, 2024 and worth a total of 470 points. **This course is a self-paced course, so you may go as fast as you like as long as you finish by required deadlines (modules are due on specific dates throughout the course (see schedule below)). This is to promote scaffolded learning; essentially, so you build your knowledge instead of cramming it in at the last moment at the end of the semester.** There will also be a deadline for the last modules (once again, to curb students from handing in everything at the last moment). Please note the module closing dates below (all Modules close at 11:59PM on their respective due date). **I will not, under any circumstances, open a module for students because they missed the closing date**. This is something that all students are advised of since the beginning of the course. **You will only be able to advance to the next module once you have completed all the requirements for the preceding module.** You begin the course by clicking on the "modules" button on the main page. Each individual module, as well as the getting started module, is available from this page.

Getting Started Quiz:

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

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

Schedule and Total Points

Module #	# of Quiz Points	Assignment Points	Closing Date for Module
Getting Started Module	10	--	June 28
1	10	20	June 30
2	10	10	July 7
Exam 1	100		July 8
3	10	30	July 14
4	10	10	July 21

Exam 2	100		July 22
5	**10**	**20**	**July 28**
6	10	10	August 3
Exam 3 (Final)	100		August 3**
TOTAL	370	100	

**While the Final Exam is scheduled to close on August 3rd, I will leave it available until August 4 with no penalty.

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

Module Progression

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

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

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

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

Exam 3 aka THE FINAL: The final exam is non-cumulative and will only cover the remaining class module content.

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

Are quizzes, exams, and timed assignments open book?? If it is your personal handwritten notes, I do not mind that you use them if needed. I try to encourage students not to rely on them, as searching can waste exam/quiz time and flag your submission in the Quiz Audit Log (see below for more about this feature). So definitely still prep and study, and only access your personal notes if you absolutely need to. You are also welcome to study previous quizzes to prep for exams, but you are not permitted to have them open while taking an exam.

Written Assignments

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

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

Video Lectures

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

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

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

Grading Scheme

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

Letter Grade	Percentage
A	92.5-100%
A-	89.5-92%
B+	86.5-89%
B	82.5-86%
B-	79.5-82%
C+	76.5-79%
C	69.5-76%
D+	66.5-69%
D	62.5-66%

D-	59.5-62%
F	<59

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

Reviewing Quiz/Assignment Questions

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

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

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

Important Dates and Information

Add class deadline Friday, June 28 ; Drop class deadline: Friday, June 28
Withdrawal deadline for this course: Friday, July 19
Final course closing date: Saturday, August 3

First Assignment and Your Financial Aid

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

24-Hours for 20% Exam Grace Period

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

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

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

Make-ups/Excuses

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

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

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

Make-Up Assignments for Authorized University Events or Co-curricular Activities: Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. For more information, see the UCF policy at **https://policies.ucf.edu/documents/4-401.pdf (https://policies.ucf.edu/documents/4-401.pdf)**

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

Discussion Board Appropriateness

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

Student Non-Solicitation

Students have the right to privacy and non-solicitation in an online environment. Thus, students are NOT permitted to send out mass emails to the entire class via inbox or knights.ucf.edu without explicit permission from the professor. If a student wants to bring up a subject to the class, the student must use the **Discussions (https://webcourses.ucf.edu/courses/1454483/discussion_topics)** and select the appropriate discussion thread for conversing. I have provided an area under Discussions for students to message and contact each other. I will not tolerate students harassing, spamming, or inciting each other when discussions can be handled and monitored in one location via the Discussions tab. If you are being spammed or bullied by a fellow student, please report to me and I will handle the issue. The Office of Student Conduct may be used if a solution cannot be found.

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

Email Appropriateness

Please address emails in a formal matter. Emails are the only correspondence I have with you, therefore, they are the only impression I get of your character! Also, please be sure to sign your email with your full name.

Online Technology

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

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

Academic Integrity

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

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- *Communication to another through written, visual, electronic, or oral means*: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- *Commercial Use of Academic Material*: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are

not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

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

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

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

Turnitin

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

GroupMe and Other Group Messaging Platforms

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

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

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

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

Unauthorized Use of Technology for Graded Work

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

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

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

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

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

If a student or group of students are found to be exchanging material associated with a graded assignment, quiz, or test through any form of technology (GroupMe, WhatsApp, etc.), or use outside assistance (Googling answers, use of websites such as Quizlet, Course Hero, Chegg Study, etc.),

they could receive anywhere from a zero grade on the exercise to an "F" in the course depending on the act.

Unauthorized Use of Websites and Internet Resources

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

Unauthorized Distribution of Class Notes and Video Notes

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

Quiz Audit Log

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

in this class utilize this feature. Submissions are flagged when a student clicks off a timed assignment or opens another browser window.

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

Academic Services and Resources

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

Non-Academic Services and Resources

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

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

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with **Student Accessibility**

Services (http://sas.sdes.ucf.edu/) (Ferrell Commons 185, **sas@ucf.edu** (mailto:sas@ucf.edu) , phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

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

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

Campus Safety Statement

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

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

- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video.
  You CAN Survive an Active Shooter **(https://youtu.be/NIKYajEx4pk)**
  ⬀ (https://youtu.be/NIKYajEx4pk)

Deployed Active Duty Military Students

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

Copyright

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

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

Third-Party Software and FERPA

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

My expectations of you for taking Australian Archaeology

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

What You Can Expect From Me

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

Final Comments

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

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

ANT 3212 - Peoples of the World

Syllabus and Course Schedule

Course Start/End Date: May 13, 2024 - June 22, 2024

Instructor Information

Instructor: Dr. Chelsea Daws

Office: N/A

Office Hours: on Zoom, by appointment

Phone: 407-823-2227

Email: ch012149@ucf.edu

Course Information

Course Name: Peoples of the World

Course/Section: ANT 3212 AW60

Credit Hours: 3

Semester/Year: Summer A 2024

Location: Online through UCF Webcourses

Course Description

A comparative study of religion, family, politics, philosophy, and other elements of socio-cultural organization of preliterate societies.

Course Objectives

By the end of this course you will:

- Understand what anthropology is and what makes it unique as a discipline

- Learn about basic concepts and methods in cultural anthropology

- Understand and explain the impact of factors that underlie the diversity of cultural practices

- Examine issues confronting contemporary peoples, including identity, ethnicity, post-colonialism, dependency, modernization and globalization

- Learn what anthropology can contribute to debates about contemporary issues

- Grasp what it means to live in a 'global' world

Required Texts

Peters-Golden, Holly. 2012. *Culture Sketches: Case Studies in Anthropology*. 6th Edition. Boston: McGraw Hill. ISBN: 978-0-07-811702-2 (paperback)

This book is available in paperback and eBook formats.

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Evaluation and Grades

Your grade will be based on the following scale:

Percentage	Grade	Percentage	Grade	Percentage	Grade
95-100	A	80-83	B-	67-69	D+
90-94	A-	77-79	C+	64-66	D
87-89	B+	74-76	C	60-63	D-
84-86	B	70-73	C-	59 and below	F

Late Work Policy / Make-up Assignments

All assignments within Webcourses will be open for **two days** after the due date. Late work may be turned in during this time but will be deducted **10% each day**. Any work completed after two days past the due date **will NOT** be accepted without prior approval.

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for university-sponsored events, religious observances, or legal obligations (such as jury duty). ALL scheduled conflicts should be addressed within the FIRST WEEK of class. If this participation conflicts with your course assignments, the professor will offer a reasonable opportunity for you to complete missed assignments. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. Please contact the professor AHEAD OF TIME to notify of upcoming needs and to provide DOCUMENTATION!!

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

Final Grades

DO NOT ask the professor to make special allowances for your grade. If you are doing poorly in the class, you need to meet with the professor early in the semester so you can discuss ways to improve your writing, time management, and habits. **DO NOT** contact the professor in the last week of class to discuss improving your grade. Once final grades are posted, no changes will be made without extenuating circumstances.

Course Activities

Assignment	Points	Description
Getting Started Quiz	30	Quiz on Syllabus and Getting Started module; counts as Academic Activity to document student presence in course for Financial Aid
Discussion postings	120	Discussion posts relating to the various cultures and topics presented
Quizzes	150	True/false, multiple choice, short answer, fill in the blank questions
Total Possible Points	300	To determine your grade, add up all your points. Divide by total possible points. Convert the decimal to a percentage.

Getting Started Quiz

A short quiz based on the Syllabus, Course Schedule, and Getting Started module content to familiarize students with course protocols. Multiple attempts are permitted.

Discussion Postings

Students will complete **6** discussion posts. Each discussion is worth **20** points. Your responses should be enough depth to let me know you've done the readings and understand the content. You will also post at least one response to another classmate's post. Responses to another discussant must demonstrate meaningful engagement with their post. For example, writing, "Great post! Thanks for sharing!", you will receive MAJOR deductions from the response. I suggest directly quoting and engaging with a key point made another student's discussion post. Both must be completed by the due date. The grading criteria for the discussion postings is provided in the discussion assignments.

Quizzes

There are **15** quizzes in this course. Each quiz is worth **10** points. Quizzes are made up of true/false & multiple choice, and short answer questions. Once you begin a quiz, you must finish it! Quizzes CLOSE at **11:59 PM**, even if you are still taking it. Make sure you give yourself enough time to complete them. The quizzes are not timed but must be completed once started.

Course Schedule

This is the timetable for all your assigned modules, textbook readings, and discussions.

Quizzes are due on Fridays at 11:59PM and discussion and response posts are due on Saturdays at 11:59PM. While assignments must be turned in by the due date, they can be completed at anytime prior. This gives you flexibility to plan your work according to your weekly schedule and to adapt if something unexpected arises.

However, **DO NOT WAIT to start the module** on the day the assignments are due. Set a schedule and work consistently throughout the week so that you are not rushing at the last minute and you can enjoy the module content.

I highly encourage you to work ahead, especially when the workload is light.

Course Schedule

Week	Start Date	Modules	Assignments	Textbook Readings	Due Dates
1	May 13-18	Getting Started Module 1: Aztec 2: Haiti 3: Yanomami	**Getting Started Quiz** Quiz #1: Aztec Quiz #2: Haiti Quiz #3: Yanomami Discussion #1: Political Organization	Ch. 2 Ch. 4 Ch. 15	**Quizzes: May 17 11:59PM** **Discussion & Response Post:** **May 18 11:59PM**
2	May 20-25	4: Ojibwa 5: Roma 6: Inuit (Optional)	Quiz #4: Ojibwa Quiz #5: Roma Quiz #6: Inuit (Optional) Discussion #2: Migration and Relocation	Ch. 10 Ch. 11	**Quizzes: May 24 11:59PM** **Discussion & Response Post: May 25 11:59PM**
3	May 27 - June 1	7: Kaluli 8: Minangkabau 9: Trobriand Islanders	Quiz #7: Kaluli Quiz #8: Minangkabau Quiz #9: Trobriand Islanders	Ch. 7 Ch. 8 Ch. 14	**Quizzes: May 31 11:59PM** **Discussion & Response Post:** **June 1 11:59PM**

		Discussion #3: Kinship		
4	June 3-8	10: Basseri 11: Hmong	Quiz #10: Basseri Quiz #11: Hmong Discussion #4: Subsistence	Ch. 3 Ch. 5	**Quizzes: June 7 11:59PM** **Discussion & Response Post:** **June 8 11:59PM**
5	June 10-15	12: Azande 13: Ju/'hoansi 14: Nuer	Quiz #12: Azande Quiz #13: Ju/'hoansi Quiz #14: Nuer Discussion #5: Social Organization	Ch. 1 Ch. 6 Ch. 9	**Quizzes: June 14 11:59PM** **Discussion & Response Post:** **June 15 11:59PM**
6	June 17-22	15: Somoans 16: Tiwi	Quiz #15: Somoans Quiz #16: Tiwi Discussion #6: Religion	Ch. 12 Ch. 13	**Quizzes: June 21 11:59PM** **Discussion & Response Post:** **June 22 11:59PM**

Course Requirements

This course is fully online, so it is important to have regular and reliable access to the Internet and is assume with your enrollment. To do well in this course, you must:

- Check Webcourses regularly for announcements (at least every other day), Inbox messages, and to review module content

- Complete all readings, discussions, and exams by their due dates

- Complete all assignments and exams by their scheduled deadlines

Important Tips

First and foremost, read this syllabus. The syllabus is your guide so that you can keep up with the scheduled readings, modules, and assignments. There are many due dates for assignments, so you have to stay on top of this. Second, if you email me using your Knights account, include **ANT 3212** in the subject heading and don't forget to include your full name so I know who you are. Otherwise, use the Webcourses Inbox function in Webcourses to contact me.

<u>Important Dates:</u>

Classes start: **Monday, May 13th 2024**

Drop, Swap, Add deadline: **Friday, May 17th, 11:59PM**

Memorial Day (no in-person classes): **Monday, May 22nd**

Withdrawal deadline: **Friday, June 7th, 11:59PM**

Classes end: **Saturday, June 22 2024**

Check out UCF's Academic Calendar for other important dates.

Academic Activity

We are required to document students' academic activity at the beginning of each course. In order to document that you began this course, you must take the "Getting Started" quiz by **FRIDAY May 17th. <u>Failure to do so will result in a delay in the disbursement of your financial aid.</u>**

Time Commitment

For most students striving for *B grades* or higher, I recommend that you schedule about **6-9 hours** per week for engaging with this course. Your background knowledge/experience and other variables may require you to spend additional time. Please plan accordingly by scheduling time on your calendar now. Several factors influence student academic performance and long-term learning.

Active engagement in all course activities (e.g., class participation, readings, homework, assignments, projects, studying, etc.) will contribute to your learning and to success in this course. According to research, a metacognitive learning approach combined with practice testing

and distribution of practice over time is most effective. UCF offers a wide range of free academic resources to support student success, including services offered by KARS (Knights Academic Resource Services), SARC (Student Academic Resource Center), UCF Libraries, the University Writing Center, the Math Success Center, the Chemistry Tutoring Center, and VARC (Veterans Academic Resource Center). The professor is available by appointment if you are seeking more information on how to be successful in this course. Your academic advisor is another helpful resource to assist you in meeting the requirements of this course.

Inclusive Classroom

I am committed to fostering a climate of inclusion and acceptance in this course. It is my intent that students from all backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to foster a learning environment respectful of gender identity, sexuality, disability, age, socioeconomic status, immigration status, ethnicity, race, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. Please let me know if you would like me to use specific personal gender pronouns (PGPs) when communicating with you.

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

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

Religious Observances

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

Deployed Active-Duty Military Students

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

UCF Cares

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students.

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

The Student of Concern Process allows students, staff, faculty, and UCF community members to report concerning behavior exhibited by a student. If you are aware that a student is experiencing challenges or difficulties that concern you, please report the concern using the Student of Concern Form. The entire UCF community will benefit. It is our goal to intervene before the student reaches a crisis level. This process offers support and guidance to any UCF student who is in distress or struggling. For more information, please refer to Student Care Services at https://scs.sdes.ucf.edu/concern/

University Policies

Academic Integrity

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

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

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

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

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

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

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

- *Helping another violate academic behavior standards*.

- *Soliciting assistance with academic coursework and/or degree requirements*.

For more information about Academic Integrity, students may consult Student Conduct and Academic Integrity. https://scai.sdes.ucf.edu/

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices". https://wpacouncil.org/aws/CWPA/pt/sd/news_article/272555/_PARENT/layout_details/false

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

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

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

Course Accessibility Statement

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

individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

Campus Safety Statement

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

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

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

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

- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see https://ehs.ucf.edu/automated-external-defibrillator-aed-locations

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <www.getrave.com/login/ucf> and logging in. On the "My Account" tab, fill out the information, including e-mail address and cell phone number.

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

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

Diversity and Inclusion

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

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

find resources available to support the victim, including confidential resources and information concerning reporting options at https://letsbeclear.ucf.edu and http://cares.sdes.ucf.edu/

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

Title IX – OIE – http://oie.ucf.edu/ & askanadvocate@ucf.edu

Disability Accommodation – Student Accessibility Services – http://sas.sdes.ucf.edu/

 & sas@ucf.edu

UCF Compliance and Ethics Office – http://compliance.ucf.edu/

 & complianceandethics@ucf.edu

Ombuds Office – http://www.ombuds.ucf.edu

Copyright

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

Third-Party Software and FERPA

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

*** *Disclaimer Statement: This outline may be altered, at the instructor's discretion, during the course of the term. It is the responsibility of the student to make any adjustments as announced.*

ANT 3241 - Magic, Ritual, and Belief

Section: AW60

College of Sciences

Department of Anthropology

Course Information

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

Instructor Information

Dr. Rachael Root
Title: Visiting Lecturer
Office Location: HPH 311C
Office Hours:
In Webcourses Chat Mondays 9:30-11:00 & available online by appointment
Email: Rachael.Root@ucf.edu

Course Description

ANT 3241 COS-ANTHRO 3(3,0)Magic, Ritual, and Belief: PR: Sophomore standing. Patterns in religious behavior in various societies, with primary emphasis on myth, rite, taboo, and festival social phenomena.

This is a sophomore-level, middle-division course designed to familiarize students with anthropological perspectives on religion and the supernatural. In this class we will examine topics such as types of belief systems, religious specialists, rituals and symbols, religious use of drugs, divination and magic, witchcraft and sorcery, the occult and revitalization movements. Most course information will pertain to traditional non-Western cultures.

This is neither a comparative religions class nor a theology class.

Students may be exposed to topics that challenge their own established beliefs. Accordingly, topics in the class are best approached with an open mind and attitude of curiosity and exploration. This course is not intended to push a particular point of view, to challenge or belittle personal beliefs, or as a place for religious recruitment.

Student Learning Outcomes

As an introduction to the anthropology of religion, this course will survey a variety of global belief systems and related issues:

- You will learn about the history, theories, and methods of cultural anthropologists' study of religion
- You will compare various belief systems and changes over time
- You will explore the concepts of witchcraft, magic, ethnomedicine, and drug use
- You will examine differences among practitioners and their methods
- You will analyze how systems of belief frame and impact everyday life

Course Materials and Resources

All required readings and viewings will be provided

Policies for Course Grade

Class Access

You will need consistent access to Webcourses and the Internet for this class. You may consider downloading the Canvas Student app for your smartphone to monitor class communications (inbox messages, announcements, grade updates, etc.). The app is available through the Apple and Google Play app stores. This app is helpful if you need to message me through Webcourses Inbox in the event of a power or Internet outage.

All assignments will be submitted via Webcourses and must be accessible by Microsoft systems, as UCF is a Microsoft Campus. If you are using an Apple system, please make sure to save or export your submissions into a Microsoft or universal file format (such as docx, pdf, jpg, etc.).

There are computers available for use in the library. Laptops and tablets may also be checked out from the library for up to seven days at a time. To check availability please visit the library's home page at http://library.ucf.edu/

Attendance

As an online class, attendance will not be an explicit part of the grade. However, timely completion of course assignments and activities is expected and will be monitored for administrative attendance purposes. If an extended absence is unavoidable, be prepared to show supporting documentation at your instructor's request. The Undergraduate Catalog states, "Reasons for acceptable absences may include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligations, severe weather conditions, and religious holidays." If you are absent for an extended period, I am willing to work with you and arrange ways for you to catch up to the class. Please provide notice in advance whenever possible and provide supporting documentation upon request.

Being prepared means having reviewed and/or read the assigned materials, completing the assigned activities and assessments, and contacting your instructor with questions or concerns that are not addressed in course documents. Taking notes and exploring any provided optional resources is strongly encouraged.

Generative Artificial Intelligence

Generative artificial intelligence (gen AI) includes language and image generating algorithms that students often find helpful in brainstorming, outlining, and drafting papers. It has also become clear that gen AI is especially useful for assisting students who are

neurodivergent or whose first language is not English. However, using gen AI to complete a task *you* are required to do counts as cheating and is subject to referral for Academic Misconduct.

In this class, students are permitted to use gen AI **IF you comply with UCF and course policy:**

- Gen AI use must be acknowledged and <u>properly cited</u> in the paper references
- Gen AI must be used to *supplement* student writing, not replace it
    - gen AI can be used to brainstorm, outline, or generate initial drafts
- Students must also:
    - edit gen AI output to include student's own thoughts, opinions, and/or perspectives
    - check gen AI output to ensure information is correct (no "hallucinations")
    - update gen AI output for current information and terminology
    - correct gen AI citation usage and ensure references are real and relevant

Students who are suspected of violating these guidelines can expect their submissions to receive a 0 and a request to contact the instructor. Since gen AI technology is new and there are many different approaches to use in academia, I request to meet with the student so we can discuss the infraction, why it is problematic, and the ethics of responsible gen AI use. Students who meet with the instructor may have the opportunity to redo the assignment. Students who ignore the request will not have the option to redo the assignment at a later date and the 0 will stand.

Repeat offences will result in referral to the Student Conduct and Integrity Office for cheating. Please review the **Academic Integrity** section below for additional information.

UCF Students, FERPA, and Microsoft Copilot

UCF students have FERPA-protected access to Copilot: This means that when students use Copilot while logged into UCF, their data is protected and not used to train gen AI algorithms.

You can learn how to access FERPA-protected Copilot using your UCF NID here: https://it.ucf.edu/wp-content/uploads/sites/7/2024/02/MS-Copilot-Flyer.pdf

You can learn more about using gen AI at UCF here: https://it.ucf.edu/artificial-intelligence/

Makeup Work Policy

You will be given plenty of notice of all due dates. If you miss a due date, you must contact me as soon as possible to explain the situation, provide documentation (upon request), and discuss make-up options. If you do not contact me to make alternate arrangements, you will receive a 0 for that activity or assessment. If you think you may not be able to submit an assignment on time, please contact me as soon as possible to discuss alternative arrangements.

For any and all absences, please notify me ahead of time whenever possible.

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for university-sponsored events, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams.

The cut off date to submit any late or missing work is **the last day of regularly scheduled classes.** I cannot accept late work after this time.

Extra Work to Improve Grade

I do not offer any last-minute assignments or extra credit to improve your score at the end of the semester. This class is built to provide multiple opportunities to improve your grade, and I am willing to work with you throughout the semester to help you stay on schedule. Additionally, it is unfair to the class if only a few students have this opportunity.

I cannot help you if I do not know you need help! Contact me even if you think you *might* need extra accommodation. The sooner I know that you might need assistance, the greater the chance I will be able to provide it. **Do not hesitate.** Our options become more restricted as we get closer to the end of the semester.

Course Assessment and Grading Procedure

There are some extra credit opportunities available:

- Randomly offered extra credit questions on exams

- Extra Credit for visiting UCF's Writing Center for an essay

ALL TASKS ARE DUE FRIDAYS at 11:59:00 pm

- There is a 24-hour grace period for all assigned tasks

- Late work will be accepted until Saturdays at 11:59:00 pm

- There is no late penalty; missing tasks receive a 0

- Any additional extensions require special permission

<u>Do not treat Saturday as the due date!</u> *Friday* is the due date. The grace period is insurance against something that puts you slightly behind schedule.

For additional extensions, please refer to the "Makeup Work Policy" section above.

Course Assessments

- **Syllabus Quiz (5 points):** Based on syllabus content. This counts as the Academic Activity for the course. Failure to complete this quiz may result in a delay in financial aid disbursement.

- **Essays (3 @ 25 points):** Three essays based on chapter content are required: a comparative, expository, and argumentative essay. Further instructions are provided in assignment details. Essays will be checked for plagiarism using Turn It In.

- **Assignments (4 @ 25 points):** Discussions or other types of activities based on module content. Further details are provided in assignment instruction page.

- **Exams (50 points):** Two exams based on module content. Exam 1 covers Modules 1-4, Exam 2 covers Modules 5-8.

FINAL GRADES ARE NOT ROUNDED

Grading Scale

Letter Grade	Percentage
A	100 - 94%
A-	< 94 - 90%

Letter Grade	Percentage
B+	< 90 - 87%
B	< 87 - 84%
B-	< 84 - 80%
C+	< 80 - 76%
C	< 76 - 70%
D	< 70 - 60%
F	< 60 - 0%

Class Schedule

Week	Lecture/Reading Topic(s)
1	Discipline of Anthropology & Anthropology of Religion
2	Myths, Symbolism, and Worldview; Rituals & Rites
3	Spiritual Practitioners; **Exam 1**
4	Altered States of Consciousness; Illness & Healing
5	Witchcraft, Divination, and Magic; Death and Souls
6	Globalization and Belief; **Exam 2**

Assignment Schedule

Due Date	Assignment Name	Assignment Type	Points
5/17	Syllabus Quiz	Quiz	5
5/17	Chapter 1: Photovoice Reflection	Assignment	25
5/24	Chapter 3: Rituals & Rites Discussion	Discussion	25
5/24	Chapter 2: Comparative Essay	Assignment	25

Due Date	Assignment Name	Assignment Type	Points
5/31	Exam 1: Chapters 1-4	Quiz	50
6/7	Chapter 6: COVID-19 Discussion	Discussion	25
6/7	Chapter 5: Expository Essay	Assignment	25
6/14	Chapter 8: Argumentative Essay	Assignment	25
6/16	Extra Credit - Writing Center	Assignment	0
6/21	Exam 2: Chapters 5-8	Quiz	50
6/21	Chapter 9 Assignment	Assignment	25

Course Accessibility

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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.

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

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

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.

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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

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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.

Syllabus Part 1: Course Objectives, Assessment, and Policies

ANT 3302 Sex Gender and Culture

Summer 2024 (3 credits)

1. Course Information

Modality: W Mode (web only)

Dates: June 24 - August 4, 2024

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

Prerequisites: None

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: Lydia Kiernicki and Jen Barritt

Office Hours: TBA

3. Catalog Course Description:

ANT 3302 Sex Gender and Culture examines the traditional and changing sex and gender roles viewed in a cross-cultural perspective.

4. Learning Outcomes:

- Students will learn that there are many different conceptualizations of sex and gender. These vary across nations, cultures, and belief systems. They also vary WITHIN

nations, cultures, and belief systems. Everyone who leaves this class will depart with a better appreciation of the human spectrum of sex and gender.

- Students will discover that understanding sex and gender within one's own culture is an exercise in personal growth. Students will depart with a new appreciation for their own views of gender as well as where these fit within the broader scheme.
- Students' personal views will always be respected. I always strive to create knowledge, not change minds.

5. Course Schedule:

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

6. Course Evaluation:

Your grade in this course will be based on the percentage of points you earn out of 500 total available points. Grades on all assessments will only be posted online in Webcourses.

YOU MUST ONLY submit assignments and exam short answers as text in the box provided. DO NOT attach them as word or PDF or any other files. If you want to type them out ahead of time in Word or whatever that's fine, **but you must then cut and paste the text directly into the submissions box.** If you submit them as any kind of file they WILL NOT BE GRADED and you will get zero credit for your answers with no opportunity for makeups.

If on any individual assignment you have a grading dispute, an unexpected zero for an assignment you know you completed, or believe you have been assigned an incorrect grade for any other reason,

you **MUST** contact Dr. Sinelli within 7 calendar days of the posting of the grade for the assignment in question.

6a. Assessments and Point Values:

- *Two Exams: 200 points (100 points each)*

There will be 2 exams during the semester. You will take these through Webcourses on your personal device at the assigned times (i.e. you don't have to worry about coming to campus to take tests in a testing center). The final IS NOT cumulative.

- *Module Assignments 300 points (20 at 15 points each)*

For every class day (except for exam days which are the last day of Week 3 and the last day of Week 6) you will complete a Module assignment. These assignments center around some lecture material, posted or linked readings, and other content. Each Module will contain instructions, and will refer to one or more of the following: a) a Powerpoint lecture I have assembled and posted; b) an attached or linked article; or c) linked video content.

You will find links to Modules and the associated quizzes on the main course homepage in Webcourses. As these assignments are integral to your success in the course, you will be expected to take them seriously. Excessively short, vague, and/or thin answers will lose points, and any answers that are AI generated or copied from external sources will receive no credit whatsoever. Each Module will go live at 7am on the day it is scheduled. You must complete the assignment by 11:59 pm of the second day after the Module goes live. For example,:

If a Module GOES LIVE on...	The assessment is DUE on...

MONDAY AT 7AM	WEDNESDAY AT 11:59 PM
TUESDAY AT 7 AM	THURSDAY AT 11:59 PM
WEDNESDAY AT 7 AM	FRIDAY AT 11:59 PM
THURSDAY AT 7 AM	SATURDAY AT 11:59 PM

<mark>However, there is an exception to this rule.</mark> During the first week of classes, when drop/add is active, all of the assignments will be due after Drop/add ends to accommodate people who add that week. Thus, assessments for Modules 1, 2, and 3 will all have an extended deadline of Monday July 1 at Midnight.

- *Course Policies and Documents Quiz (10 Extra Credit points)*

All faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Course Policies and Documents Quiz in Webcourses by June 28, 2024 at 11:59 pm. **Failure to do so will result in a delay in the disbursement of your financial aid.**

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

Grading Scheme

Name:	Range:
A	100 % to 94.0%
A-	< 94.0 % to 90.0%
B+	< 90.0 % to 87.0%
B	< 87.0 % to 84.0%

Grading Scheme

Name:	Range:
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 some extra credit available to boost your grade, and no one will receive special consideration at the end of the term.

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

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

- *ANY variation of "I had to work" or "I didn't have time" or "I had other plans".* You knew when all of the assignments were due

when the course schedule was posted on Day One of the semester. Adjust your schedule accordingly.

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

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

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

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

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

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

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

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

7. Course Evaluation:

There is no assigned text for this course. Articles and links to online resources and video content will be available on Webcourses.

You will also need to view the feature film "The Birdcage" on your own to complete Module 10. You can stream it through Hulu, rent it on YouTube, Google Play, or Amazon Prime, etc. , but DUE TO COPYRIGHT LIMITATIONS I CANNOT PUT THE MOVIE IN THE MODULE. STILL, IT IS AN ASSIGNED PART OF THE COURSE (LIKE A BOOK) AND YOU'LL NEED TO GET IT HOWEVER YOU CHOOSE.

Syllabus Part 2: University Policies and Protocols

8. University Core Policies

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

Course Schedule

Below is our course schedule. **Note:** This schedule is tentative and I reserve the right to make reasonable modifications if they are needed.

Date	Module	Topic	Module Assessment Due no later than 11:59 pm on
		SECTION 1: INTRODUCTION, DEFINITIONS, AND PERSPECTIVES	
WEEK 1			
M 6/24	0	Course Introduction and Overview	Friday 6/28 (to fulfill the UCF Course Activity Requi
T 6/25	1	What is Anthropology?	Monday 7/1 (because of Drop/Add)
W 6/26	2	What is Sex, Gender, and Culture?	Monday 7/1 (because of Drop/Add)
Th 6/27	3	SG&C in modern perspective	Monday 7/1 (because of Drop/Add)
WEEK 2			
M 7/1	4	The Media and SG&C	Wednesday 7/3

		SECTION 2: SEX, GENDER AND CULTURE AROUND THE WORLD	
T 7/2	5	Family, Kinship, and Social Relations	Friday 7/5 (you get an extra day due to the holid
W 7/3	6	Latin America and the Caribbean	Saturday 7/6 (you get an extra day due to the holi
Th 7/4	N/A	Independence Day! No NEW material assigned. Have some BBQ and watch the fireworks!	N/A
WEEK 3			
M 7/8	7	The Islamic World	Wednesday 7/10
T 7/9	8	Asia and the Pacific	Thursday 7/11
W 7/10	9	Africa	Friday 7/12
Th 7/11	--	**Exam 1: Due Sunday July 14 at 11:59 pm**	**Sunday 7/14 at 11:59 pm**
WEEK 4		**SECTION 3: SEX, GENDER, AND IDENTITY**	
M 7/15	10	The Birdcage	Wednesday 7/17
T 7/16	11	Who and/or what is "Gay?"	Thursday 7/18
W 7/17	12	Same-sex Relationships and the Evolution of Western Thought	Friday 7/19

Th 7/18	13	Contemporary Same-sex Marriage	Saturday 7/20
WEEK 5			
M 7/22	14	Gender and Biology	Wednesday 7/24
T 7/23	15	Contemporary Cross-Cultural Concepts of Gender Identity	Thursday 7/25
W 7/24	16	Definitions and self-identity	Friday 7/26
		SECTION 4: SEX, GENDER, AND CULTURAL RELATIVITY	
Th 7/25	17	Polygamy	Saturday 7/27
WEEK 6			
M 7/29	18	Sex Tourism	Wednesday 7/31
T 7/30	19	Our own legacy	Thursday 8/1
W 7/31	20	So What Have We Learned?	Friday 8/2
Th 8/1		**Exam 2: Due Sunday August 4 at 11:59 pm**	**Sunday August 4 at 11:59 pm**

IMPORTANT DATES & INFORMATION:

- The Drop/Add window is June 24-28
- The Withdrawal Deadline for this course is 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.

Biobehavioral Anthropology
"**Biology** gives you a brain, **life** turns it into a mind."
ANT 3541 (BW60) ▪ Summer B Session 2024
Department of Anthropology ▪ College of Sciences ▪ University of Central Florida

Course Information

Course Name: Biobehavioral Anthropology
Course ID: ANT 3541 (BW60) / Summer B 2024
Credit Hours: 3.0 hours
Location / time: Online instruction via WebCourses@UCF

Professor Contact

Professor: Dr. Lana Williams
Main office: UCF Main campus – Howard Phillips Hall 309F (by appointment only)
Phone: 407-823-2227
Online office: Tuesday 9:00-10:30AM EDT/EST via Chat (or scheduled Zoom appointment)t
E-mail: via WebCourses Inbox messaging (or lana.williams@ucf.edu)

GTA Contact

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

University Catalog Description

An introduction to the study of human behavior in terms of mutual interaction between human biology and cultural environments. **Prerequisite:** Sophomore standing

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

What is this course about?

For humans, the operation of our brain generates our sense of self, expresses our unique personalities, records information, and guides our actions. Evolution has shaped our bodies and brains so that we closely resemble one another, yet our brains remain malleable throughout life, continually remodeled by our environments, experiences, and interactions with other people. So, through a remarkable intersection of physiology, genetics, and environmental and social influences, we have over time developed a unique set of structures and actions of the brain that produce mind and behavior.

This course explores the complexities of the human experience and behavior through the frameworks of contemporary science in evolutionary theory, anthropology, and neurobiology, with an emphasis on the brain. In this approach, the view is not of the brain as the be-all and end-all of what makes us individuals but, rather, the brain as a common pathway, the conduit by which our individuality and our best and worst behaviors are shaped, starting anywhere from seconds ago to millions of years ago. Throughout the term, we will explore the functions of the nervous system and how regions of the brain operate and are regulated in emotions and actions. We will examine the effects of genetics and culture in the development of cognition, memory, and plasticity, and we will discuss actions of hierarchy and morality, empathy and altruism, and violence and free will.

What skills will I develop in this course?

You will be **developing analytical skills necessary to critically examine scientific and academic literature and mass media statements about human behavior, evolutionary neurobiology, and individual behavioral differences**. After successfully completing this course, you should be able to:

- Identify key structures, chemical processes, and systems operating and regulating human brain function and behavior.
- Outline historical approaches to understanding human behavior and modern perspectives on gene-culture interactions in action and response.
- Categorize impacts of social and physical environment on development of cognition and changes in human behavior.
- Evaluate and apply graphs and tables showing data on behavioral patterns in humans and animals.
- Combine anthropological and evolutionary theory concepts on human interactions of hierarchy and morality, empathy and altruism, and violence and free will.
- Appraise and reflect on the study participant experience in social neuroscience and related research projects.

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

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

What textbook will I need?

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

NOTE: The UCF Bookstore does not keep textbooks in stock through the term - please purchase your textbooks as soon as possible if using this vendor.
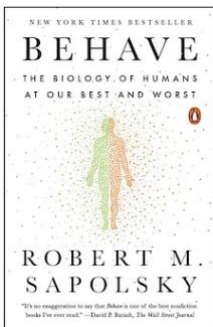
Behave: The Biology of Humans at Our Best and Worst
Author: R. Sapolsky
Edition: Reprint or eBook
Year: 2017
Publisher: Penguin Press
ISBN: 9780143110910 (or 9780099575061)
Available in paperback and eTextbook formats

What is WebCourses@UCF?

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

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

How should I plan my course work schedule?

This course is based on concepts and methods from social neuroscience, biological anthropology and cultural anthropology – areas of study which may be unfamiliar to many of you. While I can provide general guidelines based on past student experiences, everyone learns at a different pace, and you will need to decide how much time to set aside to be successful.

For most students striving for a B grade or higher, you should plan on spending around **six hours of class time each week with online lectures and other assigned module and media materials**. You should also plan on setting aside at least **four-to-six hours each week for assigned reading, reviewing notes, and completing assignments**. Keep in mind, these are 'estimates' of time that you should devote to this 3000-level course over the next **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 Tuesdays from 9:00-10:30AM 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 26, 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 12 of 14 Quizzes (two lowest scores are dropped - Quiz Audit system active during testing);

- submit 2 Behavior Study responses (requires online participation in IRB-approved research and class discussion);
- submit 2 online written exams (Quiz Audit system active during testing)

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

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

How do I get started in the course?

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

UCF faculty are required to document all students' academic activity at the beginning of each course. To meet this requirement, you are expected to complete the **REQUIRED ACTIVITY: Neuromythology** in the COURSE INTRO module by **11:59 PM 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) & Quizzes (12)	130	35%
Activity Discussions (2)	30	15%
Behavior Study Discussions (2)	50	20%
Exams (2)	200	30%
Total Possible	*410 points*	*100%*

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

- **Required Activity:** You will need to submit responses to a quiz as a required academic activity to initiate your class participation. In the activity, you will answer questions concerning some commonly referenced facts and fables about human behavior. No prior knowledge is expected, and you will receive full credit for completing the activity. **This score cannot be dropped from your quizzes grade.**
- **Quizzes:** You will need to demonstrate that you understand terms, concepts and evidence presented in each learning module. Quizzes will include a mix of multiple choice, true-false, identification, and fill-in questions. **You are required to submit at least 12 of the 14 quizzes** located in the learning modules. **WebCourses will automatically drop the two lowest scores from the 14 possible grades.**

- **Activity Discussions:** These activity discussions are designed around participating in and reflecting on media representations of social perceptions and normative influences. **You are required to fully participate in two Activity Discussion assignments** located in the learning modules,

- **Behavior Study Activity and Discussions:** These activity and discussion assignments are designed around your participation in and reflect on ongoing online behavior studies (IRB approved) related to course topics and your experiences as a research study participant. **You are required to fully participate in two Behavior Study response assignments** located in the learning modules.

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

  - You **ARE allowed** to use online or .pdf versions of your textbook, personal notes (in print or .pdf format only), and any course handouts (in print or .pdf format only) while writing your exam online.

  - You are **NOT allowed** to access sections of course content or other websites and/or use communication tools (e.g., phone or secondary device such as an iPad) for assistance while your exam is open.

  - **Quiz audit system will be used** to monitor academic integrity of your exam submission.

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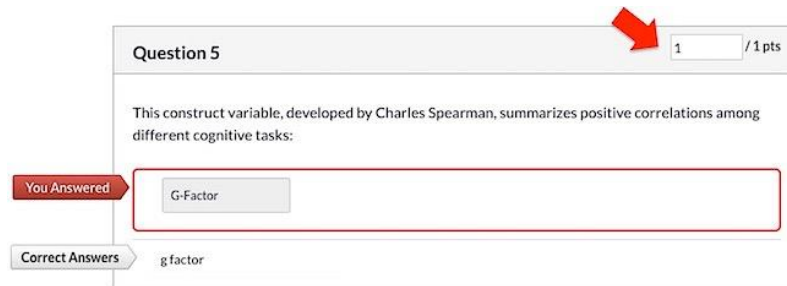
Correct answers for each quiz, assignment and exam will be available for **a limited time** after each set of grades has been posted. Please check the course announcements to take advantage of this feature when available.

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	Science of Brain and Behavior	Introduction, CH1	Quiz 1
▪ Module 2	Neurophysiology and You	CH2, APPX1	Quiz 2
Week 2 (Jul 01-07)			
▪ Module 3	Sensory and Unconscious Processing	CH3	Activity 1 & Quiz 3
▪ Module 4	Hormonal Effects and Emotions	CH4, APPX2	Study 1 & Quiz 4
▪ Module 5	Memory and Plasticity	CH5	Quiz 5
Week 3 (Jul 08-14)			
▪ Module 6	Growing into Behaviors	CH6	Quiz 6
▪ Module 7	Roots of Behaviors	CH7	Quiz 7
EXAM 1 (Jul 12-14)	**Modules 1 through 7**		
Week 4 (Jul 15-21)			
▪ Module 8	Behavior, Genetics and Health	CH8 & APPX3	Quiz 8
▪ Module 9	Culture Matters	CH9	Quiz 9
Week 5 (Jul 22-28)			
▪ Module 10	Evolution and Behavior	CH10	Quiz 10
▪ Module 11	Hierarchy and Obedience	CH11, CH 12	Activity 2 & Quiz 11
▪ Module 12	Morality and Temptation	CH 13	Study 2 & Quiz 12
Week 6 (Jul 29-Aug 04)			
▪ Module 13	Empathy and Awfulness	CH14, CH15	Quiz 13
▪ Module 14	Choosing and Behaving (Or Not)	CH16, CH17, Epilogue	Quiz 14
EXAM 2 (Aug 02-04)	**Modules 8 through 14**		

Course Syllabus

Jump to Today | ✎ Edit |
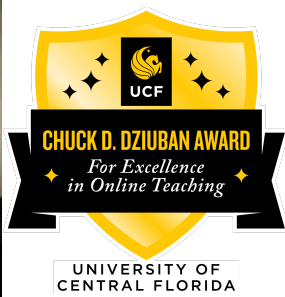
ANT 3610: Language and Culture Summer 2024

Dr. Beatriz Reyes-Foster

Syllabus

SUMMER DISCLAIMER: Summer terms are 16 weeks of content compressed into 6 weeks. We are required to cover the same content as a regular 16-week semester, so please be prepared to work hard and dedicate time! If you find that completing this course at an accelerated pace is too difficult, please withdraw from this course and take the fall/spring full 16-week semester version in the future.

Instructor Contact

Instructor	Dr. Beatriz Reyes-Foster

Office	Howard Phillips Hall 409I
Office Hours	Fridays 9-11 am EST, or by appointment OH are via Teams or Zoom
Phone	407-823-2206
E-mail/Response time	**beatriz.reyes-foster@ucf.edu** **(mailto:beatriz.reyes-foster@ucf.edu?** **subject=ANT3610)** **Email is the best way to reach me.** Please know that in addition to administrative and research duties, I also have children, a spouse, three cats and a bunny who want to spend time with me. As such, I will respond to emails from Monday-Friday between 9am-5pm, but I will not be checking email over the weekend. I will respond to your email within 24-36 hours unless you are notified otherwise.

Course Information

Course Name	Language and Culture
Course ID & Section	ANT 3610
Credit Hours	3
Semester/Year	Summer B 2024
Mode	W, 100% online, asynchronous
Prerequisites	Sophomore Standing

UCF Catalog Description

The study of language in a non-western setting; language and behavior; language and perception.

Course Description

The main goal of this course is to provide you with a basic understanding of various anthropological approaches to the study of language. You will learn how language both reflects and shapes thought, culture, and power. Please be prepared to actively engage with course readings and discussions, and be prepared to apply what you are learning to your own experiences with language in everyday settings.

Student Learning Outcomes

- Recall and explain basic terminology used in anthropological linguistics.
- Identify and discern key information from reading materials.
- Assess how the broader concepts covered in this class can be used to understand everyday speech interactions.
- Understand and value the intersecting role of language and culture in a new way

Texts

- Ahearn, Laura. 2021. *Living Language: An Introduction to Linguistic Anthropology*. 3rd edition. Wiley-Blackwell. ISBN 978-1-119-60814-1. This book is FREE from the University Library! **You may read it online by following this link.** ⇗

[(https://ebookcentral.proquest.com/lib/ucf/detail.action?docID=4714036)](https://ebookcentral.proquest.com/lib/ucf/detail.action?docID=4714036)

- Davis, Jenny. 2019. *Talking Indian: Identity and Language Revitalization in the Chickasaw Renaissance*. University of Arizona Press. ISBN 978-0816537686. *This book is FREE from the University Library!* [*You may read it online by following this link.* ⏎](https://nam02.safelinks.protection.outlook.com/?url=https%3A//ebookcentral.proquest.com/lib/ucf/detail.action%3FdocID%3D5261328&data=05%7C01) *(https://nam02.safelinks.protection.outlook.com/? url=https%3A//ebookcentral.proquest.com/lib/ucf/detail.action%3FdocID%3D5261328&data=05%7C01 Foster%40ucf.edu%7Cbec12f55244b4b8c54a908da353a110d%7Cbb932f15ef3842ba91fcf3c59d5dd1f1%*

Supplemental Texts

Links to other required supplemental course material can be found in each module of this course.

Course Activities

- Read the assigned materials.
- Participate in course discussions using Yellowdig.
- Complete all required assignments.
- Respond to all quizzes.
- Pass the midterm and final exams.
- Follow all class protocols.

Course Requirements

This course begins on June 24, 2024 and ends on August 2, 2024. **This course is a self-paced course, so you may go as fast as you like as long as you finish by the required deadlines (see schedule below). This is to promote scaffolded learning; essentially, so you build your knowledge instead of cramming it in at the last moment at the end of the semester.** Please note the module closing dates dates below (all modules close at 11:59 pm on their respective due date). **I will not, under any circumstances, open a module quiz for students because they missed the closing date**. This is something that all students are advised of since the beginning of the course. **You will only be able to advance to the next module once you have completed all the requirements for the preceding module.** You begin the course by clicking "modules" button on the main page. Each individual module, as well as the getting started module, is available from this page.

Getting Started Quiz: **You must first achieve a perfect score of "10" on the Getting Started Quiz in the Getting Started Module before you have access to Module 1. You will have multiple**

attempts at the quiz until you earn the 10. Keep in mind, this is the only quiz with multiple attempts in this class.

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

Discussions:

Yellowdig is an online discussion platform we will be trying out for this course. You receive points for participating in Yellowdig conversations, and **the points you receive in Yellowdig factor will comprise 30% of your final grade.** To earn the maximum, you must have accrued at least 4000 points in Yellowdig by the end of the course. There are two earning periods: June 24-July 19, and July 20-August 2. You can earn up to 2700 points per earning period. The grading period for Yellowdig will span the entire semester.

You receive points for interacting and engaging with your peers in ways such as writing a post, writing a comment, receiving a comment on your post, receiving an accolade (badge) on your post or comment, and receiving a reaction on your post or comment. You are encouraged to reward your peers for producing excellent content by commenting on and reacting to their Posts. In addition, I will reward particularly exemplary Posts and Comments by giving Accolades.

To earn as many points as possible, you are strongly encouraged to contribute to our Yellowdig Community early and often. Just keep in mind that, once you reach the earning period max (2700 points), you cannot earn additional points until the next earning period (there are two periods in this course).

Yellowdig passes back your Yellowdig grade to the Webcourses@UCF gradebook as a proportion (a percentage) that represents your current pace toward earning the maximum in Yellowdig.

For more details including sorting/filtering posts, technical support, and point breakdowns, visit our **Yellowdig FAQ (https://webcourses.ucf.edu/courses/1456845/pages/yellowdig-faq)** page.

Papers

There are two short paper assignments this term, a language autobiography assignment and an Endangered Language profile. More information is available in the course modules and assignment pages.

Quizzes

You are required to complete a weekly multiple-choice quiz covering course content. You will not be required to complete a quiz the same week as the midterm or final exams.

Exams

There are two exams in this class, a midterm and a final exam. More information is available in the course modules.

Activity Submissions

All quizzes, exams, and papers will be submitted via Webcourses@UCF. Course discussions will take place via our Yellowdig community.

Course Schedule

Module #	Lesson #	Quiz Closes
Getting Started Module	--	--
Module 1	1-3	6/29/24
Module 2	4-5	7/06/24
Module 3	6-7	--
MIDTERM	1-7	7/13/24
Module 4	8-9	7/20/24
Module 5	10-11	7/27/24
Module 6	11-13	
FINAL EXAM	1-13	8/2/24

**All quizzes (except the Final) close on Saturday nights at 11:59 EST (Eastern Standard Time).

Wherever you are, be sure to keep on top of the US East Coast time zone. Please note I will NOT re-open quizzes due to a misunderstanding of time zones.

Missed Assignments/Make-Ups/Extra Credit

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for university-sponsored events, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. Please contact me ahead of time to notify me of upcoming needs.

Late Work

All written assignments have a 3-day grace period. Assignments may be submitted up to three days past the due date. Late assignments are penalized 2 points per day.

24-hour for 20% Exam Grace Period

Life can be unpredictable, and sometimes flexibility is necessary! For this reason, I award all students a 24-hour grace period with a 20% penalty on the midterm and final exam in this class. You will receive an inbox message from me confirming you missed the exam with an updated due date. There are no additional makeups beyond this 24 hour period unless there are documented extenuating circumstances.

Evaluation and Grading

Your grade will be based on the Following scale:

Percentage	Grade
95-100	A
90-95	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C

67-69	D+
64-66	D
60-63	D-
59 and below	F

Your grade will be based on the following assignments and assessments. Please see the **Assignment List** [(https://webcourses.ucf.edu/courses/1456845/assignments)](https://webcourses.ucf.edu/courses/1456845/assignments) for more information.

Assignment Group	Percentage
Discussions (Yellowdig)	30%
Papers	30%
Quizzes	20%
Exams	20%

Policy Statements

Inclusive Classroom

I am committed to fostering a climate of inclusion and acceptance in this course. It is my intent that students from all backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to foster a learning environment respectful of gender identity, sexuality, disability, age, socioeconomic status, immigration status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class activities conflict with your religious events, please let me know so that we can make arrangements for you. Please let me know if you would like me to use specific personal gender pronouns (PGPs) when communicating with you.

Academic Integrity

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

(http://osc.sdes.ucf.edu/process/roc) . According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

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

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

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

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** (http://goldenrule.sdes.ucf.edu/zgrade) .

Course Accessibility Statement

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

Campus Safety Statement

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

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

outside of class.

- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video.
You CAN Survive an Active Shooter ⤷ **(https://youtu.be/NIKYajEx4pk)**

(https://youtu.be/NIKYajEx4pk)

Deployed Active Duty Military Students

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

Copyright

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

Third-Party Software and FERPA

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

Turnitin.com Statement

In this course we will utilize turnitin.com, an automated system which instructors can use to quickly

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

Artificial Intelligence Tools

This class may make use of Artificial Intelligence (AI) in various ways. You are permitted to use AI only in the manner and means described in the assignments. Any other use of AI requires explicit permission from the instructor. Any attempt to represent AI output inappropriately as your own work will be treated as plagiarism.

Course Summary:

Date	Details	Due
Tue Jun 25, 2024	🚀 **Getting Started Quiz** **(https://webcourses.ucf.edu/courses/1456845/assignments/8532758)**	due by 11:59pm
	📝 **Language Autobiography Assignment** **(https://webcourses.ucf.edu/courses/1456845/assignments/8532760)**	due by 11:59pm
Sat Jun 29, 2024	🚀 **Module 1 Quiz** **(https://webcourses.ucf.edu/courses/1456845/assignments/8532755)**	due by 11:59pm
Sun Jun 30, 2024	📝 **Reminder: Participate in Yellowdig** **(https://webcourses.ucf.edu/courses/1456845/assignments/8532763)**	due by 11:59pm
Sat Jul 6, 2024	🚀 **Module 2 Quiz** **(https://webcourses.ucf.edu/courses/1456845/assignments/8532754)**	due by 11:59pm
Sun Jul 7, 2024	📝 **Reminder: Participate in Yellowdig** **(https://webcourses.ucf.edu/courses/1456845/assignments/8532765)**	due by 11:59pm

Fri Jul 12, 2024	📝 **Endangered Language Profile Assignment** [(https://webcourses.ucf.edu/courses/1456845/assignments/8532759)](https://webcourses.ucf.edu/courses/1456845/assignments/8532759)	due by 11:59pm
Sat Jul 13, 2024	🚀 **Midterm Examination** [(https://webcourses.ucf.edu/courses/1456845/assignments/8532753)](https://webcourses.ucf.edu/courses/1456845/assignments/8532753)	due by 11:59pm
Sun Jul 14, 2024	📝 **Reminder: Participate in Yellowdig** [(https://webcourses.ucf.edu/courses/1456845/assignments/8532766)](https://webcourses.ucf.edu/courses/1456845/assignments/8532766)	due by 11:59pm
Sat Jul 20, 2024	🚀 **Module 4 Quiz** [(https://webcourses.ucf.edu/courses/1456845/assignments/8532756)](https://webcourses.ucf.edu/courses/1456845/assignments/8532756)	due by 11:59pm
Sun Jul 21, 2024	📝 **Reminder: Participate in Yellowdig** [(https://webcourses.ucf.edu/courses/1456845/assignments/8532767)](https://webcourses.ucf.edu/courses/1456845/assignments/8532767)	due by 11:59pm
Wed Jul 24, 2024	📝 **Reminder: Participate in Yellowdig** [(https://webcourses.ucf.edu/courses/1456845/assignments/8532768)](https://webcourses.ucf.edu/courses/1456845/assignments/8532768)	due by 11:59pm
Fri Jul 26, 2024	📝 **TED talk paper (extra credit)** [(https://webcourses.ucf.edu/courses/1456845/assignments/8532769)](https://webcourses.ucf.edu/courses/1456845/assignments/8532769)	due by 11:59pm
Sat Jul 27, 2024	🚀 **Module 5 Quiz** [(https://webcourses.ucf.edu/courses/1456845/assignments/8532752)](https://webcourses.ucf.edu/courses/1456845/assignments/8532752)	due by 11:59pm
Fri Aug 2, 2024	🚀 **Final Examination** [(https://webcourses.ucf.edu/courses/1456845/assignments/8532757)](https://webcourses.ucf.edu/courses/1456845/assignments/8532757)	due by 11:59pm
	📝 **Multifunctionality Matching** [(https://webcourses.ucf.edu/courses/1456845/assignments/8532761)](https://webcourses.ucf.edu/courses/1456845/assignments/8532761)	
	📝 **Post to Yellowdig** [(https://webcourses.ucf.edu/courses/1456845/assignments/8532863)](https://webcourses.ucf.edu/courses/1456845/assignments/8532863)	

ANT4521 (AW60) Forensic Anthropology • Dr. Sandra Wheeler • 3 Credit Hours • Web-Based (W) for Summer A 2024!

Professor Contact

Professor: Dr. Sandra Wheeler (pronouns: she/her/hers)
Office: Howard Phillips Hall, 309F (UCF Main campus); 407-823-3769
Office hours: Tuesdays in Chat from 1-2:30pm for online office hours and by appointment for virtual meeting
Contact: Sandra.Wheeler@ucf.edu or Inbox in Webcourses; please allow 24-48 hour response time on weekdays

Graduate Teaching Assistant (GTA) Contact

GTAs: Jennifer Barritt and Melissa Marks
Office hours: TBA
Contact: Inbox or Discussions

For a full list of readings and assignments by module, click here for the Course Schedule snapshot.
For the most up-to-date information on due dates, check the Course Summary at the bottom.

Syllabus Quick Links

- Course Description
- Learning Objectives
- Required Texts
    - Recommended Resources
    - Grading Scale
    - Student Evaluation
- Make-Up Work
- Taking Online Courses
- Suggested Weekly Schedule
- UCF Mobile App

- Course Requirements
- Important Things
    - Academic Responsibility and Integrity
    - Respect for Diversity
    - Campus Safety
    - Student Accessibility Services
    - Deployed Active Duty Students
    - Religious Observances
- Copyright and FERPA

University Catalog Description

The study of human skeletal remains in relation to a legal context. Prerequisite(s): One of the following; ANT 2511, CHS 3501, any 4000 level Criminal Justice class, or C.I.

Course Description

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

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

NOTE: Images of human and animal remains, both skeletonized and in varying states of decomposition, are shown throughout the lectures to provide context or examples for the course topics.

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

This course will be delivered online asynchronously, meaning you will work through the materials at your own pace with fixed due dates for assignments, quizzes, and exams. You will not need to log on to Webcourses to meet with me and the class at a scheduled time, all work will be completed on your own with respect to set due dates.

This is a **3-credit hour course;** therefore, there is an expectation that you will spend about **9 hours per week** on the course.

Learning Objectives

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

- Explain how forensic anthropology grew as a discipline.
- Understand the basic skeletal methods used by forensic anthropologists.
- Evaluate the role of forensic anthropology within broader forensic investigations of death.
- Use case studies to learn how data produced with these scientific techniques can address major research questions in forensic anthropology.

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

- *Forensic Anthropology: Current Methods and Practice*, 2019, by Christenson et el.

This book is available FOR FREE as an eBook through the UCF Library. You will need to log in with your NID and password to access the chapters (pdfs): https://www.sciencedirect.com/book/9780128157343/forensic-anthropology

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

If you are interested in this subject, I **recommend** the *Forensic Anthropology Training Manual* 3rd Edition, by Karen Ramey Burns but it is **not required** for this course.

Recommended Resources

Professional Organizations
American Association of Forensic Science: https://www.aafs.org/
American Board of Forensic Anthropology: http://theabfa.org/
Defense POW/MIA Accounting Agency (DPAA): https://www.dpaa.mil/
Orange County Medical Examiner's Office: https://www.orangecountyfl.net/FamiliesHealthSocialSvcs/MedicalExaminer/MedicalExaminersOffice.aspx#.XR0IuHt7nUI
Indiana State Coroners Training Board: https://www.in.gov/ctb/
FLorida UnIdentified Decedents DataBase (FLUIDDB): http://fluiddb.com/

Forensic Anthropology Research Facilities (in North America)
Applied Anatomical Research Center (AARC)-Sam Houston State University: https://www.shsu.edu/centers/aarc/
Complex for Forensic Anthropology Research (CFAR)-Southern Illinois University, Carbondale: https://cola.siu.edu/anthro/cfar/
Forensic Anthropology Center (FAC)-University of Tennessee: https://fac.utk.edu/
Forensic Anthropology Research Facility (FARF)-Texas State University San Marcos: https://www.txstate.edu/anthropology/facts/labs/farf.html
Forensic Investigation Research Station (FIRS)-Colorado Mesa University: https://www.coloradomesa.edu/forensic-investigation-research-station/index.html
Forensic Osteology Reseach Center (FOREST)-Western Carolina University: https://www.wcu.edu/learn/departments-schools-colleges/cas/social-sciences/anthsoc/foranth/forensic-anthro-facilities.aspx
Forensic Research Outdoor Station (FROST)-Northern Michigan University: https://www.nmu.edu/frost/home
The Secure Site for Research in Thanatology (SSRT)-Université du Québec à Trois-Rivières: https://nationalpost.com/news/canada/canadas-first-body-farm-to-open-in-quebec-and-people-are-already-signing-up-to-be-donors
University of South Florida/IFAAS FORT (Facility for Outdoor Research & Training): http://forensics.usf.edu/

Grading Scale (+/- letter grades)

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

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

Student Evaluation

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

Assignment	Percent	Description
Getting Started Activities		Getting Started Quiz [DUE by FRIDAY]; 5 points each added to the Exam group.
Case Study Assignments	20%	Complete 4 of 6 posted responses to case studies in forensic anthropology. Submitted **online**.
Investigate This! Assignments	20%	Complete 4 of 6 exercises applying various methods in forensic anthropology. Submitted **online**.
Quizzes	10%	Complete 2 **online** quizzes.
Exams	50%	Complete 3 **online** exams made up of true/false, multiple choice, fill-in-the-blank, short answer questions.

Getting Started Activities: We are required to document your academic activity at the beginning of each course. In order to document that you began this course, you must complete the Getting Started Activities by the first FRIDAY of every semester. Failure to do so will result in a delay in the disbursement of your financial aid. And no one wants that.

Case Study Assignments: I will post a number of articles for you to read and questions to answer. Although there are 6 posted Case Studies, you are only required to turn in **4** of these. You may choose any **4** you like, but you **must turn in each online by their respective due dates**. If you skip a Case Study Assignment, you will **receive a zero** for that assignment. Webcourses Gradebook will automatically **drop the lowest two scores** when calculating your final Case Study Response grade. All responses will be run through TurnItIn.com, so make sure you **turn in your own work in your own words**.

Investigate This! Assignments: Choose 4 of 6 posted written exercises relating to investigating topics in forensic anthropology. Although there are 6 posted Investigate This assignments, you are only required to turn in **4** of these. You may choose any **4** you like, but you **must turn in each online by their respective due dates**. If you skip an Investigate This! assignment, you will **receive a zero** for that assignment. The Grade book will automatically **drop the lowest two scores** when calculating your final 'Investigate This' grade.

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

Exams: There are **3 required exams** in this course. Exams are **online** and are made up of true/false, multiple choice, matching, short answer, and fill-in-the blank questions. **You must complete all three exams!** There will be **no make-ups**for exams without proper documentation (this means a doctor's note etc.). Once you begin an exam, **you must finish it!**The exams are timed so if you run over the allotted time, you will be cut off and you will not be able to make up the missed questions. **Important:** Once you start an exam, you have 2 hours (120 minutes) to complete it. Exams close at midnight, even if you are still taking it, so make sure you give yourself enough time to complete them (i.e., start taking them well before 10:00 pm on their respective due dates). **The final exam is NOT cumulative and is scheduled during Final's Week.**

NOTE: Use of AI prohibited. Only some Artificial Intelligence (AI) tools, such as spell-check or Grammarly, are acceptable for use in this class. Use of other AI tools via website, app, or any other access to submit any written work (e.g., assignments, short answer exam questions), is not permitted in this class. Representing work created by AI as your own is plagiarism, and will be prosecuted as such. Check with your instructor to be sure of acceptable use if you have any questions.

How Do I View My Grades?

You can access your grades for assignments and exams through the 'Grades' link in the course menu on the left. It is your responsibility to regularly check on your grades throughout the course. Please allow for a reasonable amount of time to pass for the grading process to occur. In most instances, quiz and exam grades will be available within one week after the final due date; for assignments no later than 2 weeks after the posted due date.

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

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

If point corrections are applied 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.

What is the Weekly Schedule?

The following table provides the **weekly cycle of work that you are expected to complete** for this class. This is a **3-credit hour course;** therefore, there should be an expectation that you will spend about **9 hours per week** on the course. The due dates are firm (unless otherwise noted) but this is just a suggestion how to allocate your time reading and completing assignments throughout the week:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
• Exams (3) close by 11:59pm • Quizzes due by 11:59pm • Assignments due by 11:59pm	• Start review of module pages • Call your friend	• Read required readings	• Watch any video or media in modules • Review notes and readings	• Review posted lectures • Water your plants!	• Quizzes and exams open at 8am	• Visit your friends! They miss you!

What About Make-Up or Late Work?

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

Students can submit late written assignments (but not quizzes or exams) for **ONE WEEK** after the posted due date with a **late penalty (-2%/day)**. Make-up assignments, quizzes, and exam past the one week due date will be given **ONLY** in extreme circumstances such as the birth/arrival of a new baby (hey, there have been several over the years!), bereavement, catastrophe, a primate apocalypse (they may rise up and take revenge, see the new Planet of the Apes movie!), hurricanes, global pandemic, pan-Internet virus, etc. Please note that the make-up quiz/exam may be different than the original quiz/exam. Out-of-town vacations, trips, mild colds, computer malfunctions, power outages, World War Z, forgetting your quiz due dates, and other similar circumstances **do not** qualify as extreme.

If you experience an **exceptional family emergency** or other circumstance that affects your coursework and/or causes you to miss multiple assignments or exams, let me know as soon as possible **and** contact **Student Care Services** for additional support: <https://scs.sdes.ucf.edu/services/>

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

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

If you are a **UCF Online student,** please consult the [UCF Online Student Guidelines](#) for more information about academic and non-academic services.

Who Should Take This Online Course?

Online learning is not for everyone; some people may not be able to manage learning in a course that does not fully meet face-to-face. Online learning requires planning and disciplined self-pacing to be successful in this learning environment. You should definitely check out the [UCF Knights Online](#) resource to find out how to be a successful online student!

I highly recommend treating this course like a regular face-to-face lecture course, as this will help in keeping up with the posted modules each week. As such, **module content, quizzes and exams are paced like a regular face-to-face course with fixed due dates throughout the semester.** Also, as long as you have an internet connection, it won't matter if there is a zombie apocalypse, you will still be able to do your work!

This class is fully online so we will never meet in person. However, if you are on campus feel free to pop by the Anthropology Main Office (HPH 309) during my in-person office hours and say hello! We can also schedule a virtual Zoom meeting by appointment. You will hear my disembodied voice on the posted audio lectures, sometimes it's nice to attach a face to the voice.

If you are a **UCF Online student,** please consult the [UCF Online Student Guidelines](#) for more information about being an online student and your access to non-academic services.

Course Requirements

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

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

This course is **fully online**, so it is important to have **reliable and consistent** access to the Internet. Since you are enrolled in an online course, it is assumed you have regular access to the Internet, **even if you are traveling abroad**. **If you do not or will not have ready access to the Internet, you may want**

to rethink taking an online course. Also, the **UCF Mobile App is not a replacement for laptops or desktops** so don't rely on it for completing discussions, assignments, or exams!!

Online lectures will introduce new materials, include assignment related to readings and module topics, and provide you with clarifications or additional information not found in your readings. To be successful in this course, you will need to check Webcourses often, take notes, and keep up with the module quizzes. A large portion of your exams relates to materials covered in the modules.

Modules will open regularly and all quizzes, assignments, and exams are due on specific dates throughout the course (see schedule below). This is to provide you with a regularly paced online work environment. All quizzes, exams and assignments **will be submitted online.** No paper! Save the trees!

More Important Things

First and foremost, read this syllabus. The syllabus is your guide so that you can keep up with the scheduled readings, modules, and assignments. There are many due dates for assignments, so you have to stay on top of this. If you've never used that **Calendar button** on the side of your screen, use it!! It's super helpful! Second, if you email me or your TA using your UCF email account, include **ANT 4521 or Forensic Anthropology** in the subject heading and don't forget to include your full name so we know who you are. Otherwise, use the Inbox function in Webcourses to contact us. Lastly, read the syllabus, it really is like your best friend for this course.

UCF Mobile App!!

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

University Services and Resources

Academic Services and Resources

A list of available academic support and learning services is available at [UCF Student Services](). Click on "Academic Support and Learning Services" on the right-hand side to filter.

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

please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

Non-Academic Services and Resources

A list of non-academic support and services is also available at <u>UCF Student Services</u>. Click on "Support" on the right-hand side to filter.

If you are a UCF Online student, please consult the <u>UCF Online Student Guidelines.</u> for more information about your access to non-academic services.

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 <u>Let's Be Clear</u> website.

Academic Responsibility and Integrity

Time management, problem solving, responsibility and personal accountability are among the most important things you can learn in college. To be successful in this class (and in college in general), you will need to check Webcourses regularly (and often!), keep up with assigned readings and make every effort to complete assignments, quizzes and exams on time and in a professional manner!

Students should familiarize themselves with <u>UCF's Rules of Conduct</u>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

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

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

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

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

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

GroupMe, Discord, and other chat platforms: The mis-use of study groups such as GroupMe or Discord can be considered **academic misconduct** and could result in the same penalties as cheating (see above). Taking a screenshot of an online quiz or exam question, posting it, and asking for assistance is considered academic misconduct. In addition, answering a posted online quiz or test question is also considered academic misconduct. So don't do it! We will know!

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

Respect for Diversity and Inclusion

This class will be conducted in a way that respects all aspects of diversity and it is my intent to teach this course so that all students, no matter their **gender identity, sexuality, disability, age, socioeconomic status, immigration status, ethnicity, and culture,** are respected. It is expected that everyone show respect for one another and the diverse issues and topics that will be covered. If you make inappropriate statements or act aggressively toward other students in class, on the Discussion boards, assignments or other areas of the classroom, **you may be removed from the course** and subject to action by the Office of Student Conduct. Also, please let me know if you would like me to use specific **personal gender pronouns** (PGPs) when communicating with you. Check here to find out how to set your PGPs: https://community.canvaslms.com/t5/Student-Guide/How-do-I-select-personal-pronouns-in-my-user-account-as-a/ta-p/456 and/or to change your preferred name: You can change your **preferred name** at home under myUCF. » 1) Log in to myUCF from any device. » 2) Go to "Student Center". » 3) Scroll down to the "Personal Information" section of the page. » 4) Select "Preferred name". » 5) Enter your preferred first name and select "Save".

UCF (and me!) considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events.

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

The expectation is for everyone to show respect for one another and the diverse issues presented and discussed. Everyone must be given a chance to express their thoughts in discussion without interruption or ridicule. Any student who acts inappropriately through language use or disruptive behavior will have their contributions reviewed and may be blocked from participating in online discussions as well as forfeiture of their grade for those discussions. Again, trolls, don't be one, don't do it.

Title IX

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

Student Accessibility Services (SAS)

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

Deployed Active Military Students

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

Religious Observances

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

Campus Safety (if you are on campus)

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

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

Copyright

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

There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of

instructors, the university, or publishers and may not be distributed without prior authorization (see Copyright statement above). Students who engage in such activity are in violation of academic conduct standards and may face penalties. Also, it's just not cool.

Third-Party Software and FERPA

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

Course Lecture and Assignment Schedule

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

ANT4521 Required Readings and Assignments, Summer 2024

Please check the assignment pages for posted due dates and available dates for quizzes and exams! **Note:** Required Readings are found in the Intro pages of each Module.

Module 1: Introduction to Forensic Anthropology

Lecture

- Lecture 1 History of Forensic Anthropology [54 mins]

Required Readings

- Chapter 1 - Introduction to forensic anthropology. Christensen et al.
- Cadaver use at the University of Tennessee's Anthropological Research Facility. Shirley et al.
- Joint POW/MIA Accounting Command's Central Identification Laboratory. Holland et al.

Assignments

- Getting Started Quiz by FRIDAY
- Investigate This 1! by MAY 19
- Case Study 1 by MAY 19

Module 2: Osteology and Terminology

Lectures

- Lecture 2 Human Osteology [62 mins]
- Lecture 3 Non-Human Osteology [25 mins]

Required Readings

- Chapter 2 - Human osteology and odontology. Christensen et al.
- Use class notes

Optional Readings

- Review chapters 2-11 in optional text

Assignments

- Quiz 1 available: complete by MAY 19

Module 3: Non-Forensic Skeletal Remains

Lectures

- Lecture 4 Non-Forensic Human Remains [53 mins]

Required Readings

- Chapter 4 - Medicolegal significance. Christensen et al.
- Determining the forensic significance of human remains. JJ Schultz.
- A comparative taphonomic analysis of 24 trophy skulls from modern forensic cases. Yucha et al.

Optional Readings

- Review chapters 12, 16 in optional text

Assignments

- Investigate This 2! by MAY 26
- Case Study 2 due by MAY 26

Module 4: Forensic Archaeology and Recovery

Lectures

- Lecture 5 Forensic Archaeology and Recovery [59 mins]

Required Readings

- Chapter 6 - Forensic archaeology and scene processing methods. Christensen et al.
- Collecting skeletal remains. Dupras et al.

--Exam 1 Available Online at 8am on FRIDAY, MAY 24 and closes at 11:59pm EST on SUNDAY, MAY 26, 2024--

Module 5: Organizations & Death Investigation Systems

Lectures

- Lecture 6 Death Investigation Systems [37 mins]

Required Readings:

- The forensic anthropology laboratory in a medical examiner setting. Austin and Fulginiti.
- Evidentiary standards for forensic anthropology. Christensen and Crowder.

Optional Readings

- Review relevant pages in chapter 14 in optional text

Module 6: Initial Examination & Forensic Anthropology Reports

Lecture

- Lecture 7 Examination and Reports [33 mins]

Required Readings

- Chapter 7 - Processing, resolving commingling, and preserving remains. Christensen et al.
- The working forensic anthropology laboratory. Walsh-Haney et al.
- Professional results (excerpt). Burns.

Assignments

- Investigate This 3! by JUNE 2
- Case Study 3 due by JUNE 2

Module 7: Developing a Biological Profile

Lectures

- Lecture 8 Biological Profiles [72 mins]

Required Readings

- Chapter 8 - Sex estimation
- Chapter 9 - Ancestry estimation
- Chapter 10 - Age estimation

Optional Readings

- Review relevant pages in chapters 3, 4, 8, 13, 14 in optional text

--Exam 2 Available Online at 8am on FRIDAY, JUNE 7 and closes at 11:59pm EST on SUNDAY, JUNE 9, 2024--

Module 8: Trauma

Lectures

- Lecture 9 Trauma [56 mins]

Required Readings

- Chapter 13 - Analysis of skeletal trauma. Christensen et al.
- Low-velocity impact trauma: an illustrative selection of cases from the Joint POW/MIA Accounting Command – Central Identification Laboratory. Emanovsky.

Optional Readings

- Review relevant pages in chapter 13 in optional text

Assignments

- Investigate This 4! by JUNE 9
- Case Study 4 due by JUNE 9
- Quiz 2 available: complete by JUNE 16

Module 9: Personal Identification

Lectures

- Lecture 10 Personal ID [32 mins]

Required Readings

- Chapter 14 - Personal identification. Christensen et al.
- Review relevant pages in chapter 13 in optional text

Assignments

- Investigate This 5! by JUNE 16
- Case Study 5 due by JUNE 16

Module 10: Forensic Taphonomy

Lecture

- Lecture 11 Forensic Taphonomy [40 mins]

Required Readings

- Chapter 5 - Forensic taphonomy. Christensen et al.
- A Santeria/Palo Mayombe cauldron containing a human skull and multiple artifacts recovered in western Massachusetts, USA. Pokines.
- Avian scavenging of small-sized pig carcasses in Central Florida: Utilizing GIS to analyze site variables affecting dispersal. Schultz and Mitchell.

Assignments

- Investigate This 6! by JUNE 16
- Case Study 6 due by JUNE 16

Module 11: Forensic Anthropology and Humanitarian Work

Lectures

- Lecture 12 Forensic Anthropology and Humanitarian Work [49 mins]

Required Readings

- Chapter 15 - Forensic anthropology in humanitarian and human rights investigations. Christensen et al.

--Exam 3 (Final Exam) Available Online at 8am on FRIDAY, JUNE 21 and closes at 11:59pm EST on SUNDAY, JUNE 23, 2024--