

ANT4931: Capstone in Anthropology

Syllabus: Summer A 2021

GENERAL COURSE INFORMATION

Instructor: Dr. Rick Stepp (stepp@ufl.edu)

Teaching Assistant: Stephanie Gruver (sgruver@ufl.edu)

Online office hours: by appointment

Course Website: lss.at.ufl.edu ([Links to an external site.](#))

Course Communications: Please use Canvas to communicate with the Instructor and the TA.

Course Description: Capstone course for anthropology majors focusing on the integration of core knowledge from the subfields of anthropology and their application to historical and contemporary topics. Explores the application of anthropological knowledge for both pre-professional development and non-professional careers.

Course Goals: Through lectures, readings, online media, written assignments, discussions, and a paper you will develop the basic skills and knowledge to:

- Describe the historical origins and applications of the sub-fields of anthropology through time
- Explain anthropological perspectives on human evolution and modern population variability
- Analyze modern issues confronting society using anthropological concepts, theories, and constructs
- Demonstrate how the subfields of anthropology provide a unique window to understanding the human condition through time and space

Textbooks and Required Readings:

- There are no assigned textbooks for this course.
- Some readings will be posted on elearning, but you will also be expected to build an annotated bibliography using peer-reviewed literature available through UF libraries.

GRADING

In this capstone course, you can earn up to 400 points as detailed in the table below. Deadlines are noted elsewhere on the syllabus and in the course calendar. Grading breakdown is as follows:

Graded Effort by Points and Percent (see table below for breakdown)

- Quizzes (1 syllabus and 6 module-based) -- 60 points (15%)
- Discussion (1 introduction and 6 module-based) -- 120 points (30%)
- Assignments (5 module-based) -- 50 points (12.5%)
- Annotated Bibliography (6 module-based) -- 90 points (22.5%)
- Capstone Paper (3 requirements) -- 80 points (20%)

	Quizzes	Discussion	Assignments	Annotated Bibliography	Capstone Paper	Point Tally
Module 0	5	5	N/A	N/A	N/A	10
Module 1	10	15	10	15	N/A	50
Module 2	10	20	10	15	N/A	55
Module 3	10	20	10	15	N/A	55
Module 4	10	20	10	15	10 ('pitch')	65
Module 5	10	20	10	15	10 (précis)	65
Module 6	5	20	N/A	15	60 (final)	100
Point Tally	60	120	50	90	80	400

N/A = Not Applicable.

Quizzes (60 points, 15%) are module-specific, and may include multiple choice, true/false, or short answer/essay. The first quiz tests you on your comprehension and understanding of the course syllabus, including grading structure, deadlines, student responsibilities, and netiquette you must adhere to while enrolled in this course.

Discussion (120 points, 30%) is a major component of this course. Each module will focus on different and diverse topics and discussion will be centered on a particular

prompt. Thoughtful constructive participation with your peers in your discussion group is critical to success in the course. There are two actions required for each discussion (with deadlines): (1) you must upload an original response to the discussion prompt; (2) you must comment/engage in discussion with at least two group members and establish a meaningful dialogue.

Assignments (50 points, 12.5%) will vary by module, but may include a specific exercise or written response that focuses on a particular topic touched on in lecture and/or through resources provided. There is no assignment in Module 6.

Annotated Bibliography (90 points, 20%) is also a major component of this course. For each module, you will need to find 3-4 peer-reviewed papers related to that module's theme that were published in the last three years from journals you are confident meet the peer-review criteria (if you do not know or have questions, ask your Instructor or your Teaching Assistant). For example, *Scientific American* or *Discover* or *National Geographic* or *Vanity Fair* or *The New Yorker* ARE NOT peer-reviewed scientific journals in the field, but may very well have excellent popular science articles on topics of interest that cite peer-reviewed work. *Science*, *Nature*, *PLoS ONE*, *PNAS* (*Proceedings of the National Academy of Sciences*), *Current Anthropology*, *American Anthropologist*, *Journal of Social Archaeology*, *Social Organization*... to name a few, are journals either within a particular sub-discipline or journals that serve a broad audience – original research articles in these papers are peer-reviewed. For each journal article, you will provide a paragraph summarizing the research and then a few sentences about why you selected the article and how you found it to be interesting and cutting-edge.

Capstone Paper (80 points, 22.5%) provides the opportunity to focus on a particular topic of anthropological interest as you complete your degree. The topic can build off of work compiled in your annotated bibliography for this course, but does not have to. For example, you can focus on a topic covered in other anthropology coursework you are taking (or have taken) or on research you have conducted, or on topics touched on in this capstone. One key requirement, however, is that you may not duplicate previous work in previous courses. In other words, this paper must be a new paper with fresh ideas that you have never written before. You cannot simply submit a redux of your senior project or a paper written for another course (e.g., ANT2301, ANT3620, ANT3451).

The topic of your Capstone Paper must be approved, and there are three requirements (with deadlines): (1) you must submit a short paragraph 'pitch' with one peer-reviewed reference for approval; (2) you must submit a 200-300 word précis that outlines the logical flow of your paper. Your précis should include a 'working' title, three keywords, a 200-300 word paragraph (or two), and 2-3 relevant peer-reviewed papers; (3) you must submit a 2000 (+/- 250) word final Capstone Paper with title, keywords, and double-spaced text with references. You may augment your paper with properly sourced images that support your paper, but that should not reduce your word count. Your paper should not include a plethora of quotations. The 'pitch' (with approval) and précis are critical steps towards successful completion of the Capstone Paper. For

example, an unapproved paper topic without a submitted précis would lose 10 points, regardless of its quality.

Grading Scale (Percentile)

A = 94-100 C = 72-77.00

A- = 90-93.99 C- = 70-71.99

B+ = 88-89.99 D+ = 68-69.99

B = 82-87.99 D = 62-67.99

B- = 80-81.99 D- = 60-61.99

C+ = 78-79.99 E = <60

Grade Point Equivalents

Passing Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	S
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	.67	0

A grade of C- is not a qualifying grade for the major, minor, Gen Ed, or College Basic distribution credit.

Additional information on UF grading policy can be found at this [link \(Links to an external site.\)](#).

Attendance

- Participation in all modules is required.
- Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies that can be found at this [link \(Links to an external site.\)](#).

Late Work

No late work is accepted unless the student meets one of the approved excused absences and has the required documentation.

N/etiquette

Certain etiquette is expected when you communicate with your instructor, TA, and peers whether in the classroom or online. These guidelines apply to both online and classroom interactions.

GENERAL GUIDELINES

When communicating, you should always:

- Treat your instructor and TA with respect, even in email or in any other online communication
- Use clear and concise language in emails and other online forms of communication
 - Remember that all college-level communication should have correct spelling and grammar
 - Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you”
 - Use standard fonts such as Times New Roman and use a size 12 or 14 pt. font
 - Avoid using the caps lock feature AS IT CAN BE INTERPRETED AS YELLING
 - Limit and possibly avoid the use of emoticons like :) or emojis
 - Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or offensively
- Be careful with personal information (both yours and others')
- Do not send confidential patient information via e-mail

CLASSROOM ETIQUETTE

When attending class meetings, you should

- Use your computer, phone, or tablet only for reading course content and for taking notes
- Don't use your electronic devices to take or receive calls, text messages, or view material unrelated to the course
- Direct your questions to the whole class rather than engage in a private discussion with another student
- Always be respectful of the ideas of others
- If you disagree with the opinion or view of a classmate, express your own comments in a way that is respectful
- Be open-minded

EMAIL NETIQUETTE

When you send an email to your instructor, teaching assistant, or classmates, you should:

- Use a descriptive subject line
- Be brief
- Avoid attachments unless you are sure your recipients can open them
- Avoid HTML in favor of plain text
- Sign your message with your name and return e-mail address
- Think before you send the e-mail to more than one person. Does everyone really need to see your message?
- Be sure you REALLY want everyone to receive your response when you click “reply all”
- Be sure that the message author intended for the information to be passed along before you click the “forward” button

MESSAGE BOARD ETIQUETTE AND GUIDELINES

When posting on the online Discussion Board, you should:

- Make posts that are on topic and within the scope of the course material
- Take your posts seriously and review and edit your posts before sending
- Be as brief as possible while still making a thorough comment
- Always give proper credit when referencing or quoting another source
- Be sure to read all messages in a thread before replying
- Don't repeat someone else's post without adding something of your own to it
- Avoid short, generic replies such as, “I agree.” You should include why you agree or add to the previous point
- Always be respectful of others' opinions even when they differ from your own
- When you disagree with someone, you should express your differing opinion in a respectful, non-critical way
- Do not make personal or insulting remarks
- Be open-minded

SECURITY

Remember that your password is the only thing protecting you from pranks or more serious harm.

- Don't share your password with anyone
- Change your password if you think someone else might know it
- Always logout when you are finished using the system

UNIVERSITY POLICIES

University Honesty Policy

All students must comply with the University of Florida's Student Honor Code at this [link \(Links to an external site.\)](#).

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the Instructor or the TA in this class.

Accommodation for Students with Disabilities

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

UF Counseling Services

Resources are available on-campus for students having personal problems or lacking clear career and academic goals that interfere with their academic performance. These resources include:

1. [University Counseling and Wellness Center \(Links to an external site.\)](#), 3190 Radio Road, 392-1575, personal and career counseling
2. [Sexual Violence Response \(Links to an external site.\)](#), Student Health Care Center, 392-1161, sexual counseling
3. [Career Resource Center \(Links to an external site.\)](#), Reitz Union, 392-1601, career development assistance and counseling
4. [University Writing Program \(Links to an external site.\)](#), Broward Hall, 392-0791, writing assistance, study skills, test preparation

Harassment and Discrimination

"Harassment" is defined as conduct that (1) is of any type (written, oral, graphic, or physical) (2) is directed towards or against a person because of their personal status (i.e. race, religion, sex, sexual orientation, political affiliation, national origin, age, disability, marital status, pregnancy or others) and that (3) unreasonably interferes with the individual's work, education, or participation in activities or programs at UF or

creates a working or learning environment that a reasonable person would find threatening. “Discrimination” is defined as a conduct that (1) adversely affects any aspect of an individual’s employment, education, or participation in activities or programs at UF, and (2) is based on one or more personal characteristics listed above. Any student who feels their rights have been violated are asked to confront the offending party, should that not resolve the issue, or the student is uncomfortable with confronting the offending party they may file a complaint with UF Department of Human Resources.

Course Evaluations

Students should provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.