

# ANT4931: Capstone in Anthropology

## Syllabus: Spring 2025

### GENERAL COURSE INFORMATION

**Instructor:** Dr. Michael Heckenberger (mheck@ufl.edu)

**Teaching Assistant:** Lawrence Fletcher (fletcherl@ufl.edu)

**Online office hours:** by appointment

**Course Website:** <http://elearning.ufl.edu>

**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 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 e-Learning, 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) -- 120 points (30%)
- Capstone Paper (3 requirements) -- 50 points (12.5%)

	Quizzes	Discussion	Assignments	Annotated Bibliography	Capstone Paper	Point Tally
<b>Module 0</b>	5	5	N/A	N/A	N/A	10
<b>Module 1</b>	10	15	10	20	N/A	55
<b>Module 2</b>	10	20	10	20	N/A	60
<b>Module 3</b>	10	20	10	20	N/A	60
<b>Module 4</b>	10	20	10	20	5 ('pitch')	65
<b>Module 5</b>	10	20	10	20	5 (précis)	65
<b>Module 6</b>	5	20	N/A	20	40 (final)	85
<b>Point Tally</b>	60	120	50	120	50	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 one 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 (120 points, 30%)** is also a major component of this course. For each module, you will need to find several resources that should include peer-reviewed papers related to that module's theme that were 'recently' published (in the last several years). Articles in popular newspapers and magazines are a reasonable 'springboard' but should be augmented with the peer-reviewed literature. Please confer with the TA and Instructor about what journals 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. Wikipedia and Encyclopedia Britannica ARE NOT good sources to cite in your bibliography, but these resources may help steer you to reasonable resources based on topics you're interested in.

**Capstone Paper (50 points, 12.5%)** 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 Equivalent**

<b>Passing Grade</b>	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	S
<b>Grade Points</b>	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.

### **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.

### **Late Work**

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

## **UNIVERSITY POLICIES**

### **University Honesty Policy**

UF students are bound by The Honor Pledge available at this [link](#) which states, “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 TAs in this class.

### **Accommodation for Students with Disabilities**

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting this [link](#).

It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

*Please make any requests by the Wednesday of the second week of class (January 17, 2024).*

### **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:

[University Counseling and Wellness Center](#) (352) 392-1575; and the University Police Department: (352) 392-1111 or 9-1-1 for emergencies.

[U Matter, We Care](#), Campus Assistance & Resources for Empowerment (CARE). A comprehensive list of resources, links, and programs available to students.

[Career Connections Center](#), Reitz Union, 392-1601, career development assistance and counseling.

[The Writing Studio](#). The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online or in 2215 Turlington Hall for one-on-one consultations and workshops.

### **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 are expected to provide feedback on the quality of instruction in this course by completing online evaluations at this link. Evaluations are typically open during the last two or three 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 this link.

### **COURSE OUTLINE**

(see ‘Course Summary’ on Canvas syllabus/calendar for specific due dates of all assignments required)

<b>Date</b>	<b>Topic</b>	<b>Readings</b>
Module 0 (Jan. 13- Jan. 19)	Course Overview	Syllabus
Module 1 (Jan. 13 – Jan. 31)	Anthropology – The Big Questions	e-Learning readings
Module 2 (Feb. 01 to Feb. 14)	Biological Anthropology	e-Learning readings
Module 3 (Feb. 15- Feb. 28)	Archaeology	e-Learning readings
Module 4 (Mar. 1 - Mar. 15)	Cultural Anthropology	e-Learning readings
Module 5 (Mar. 24 – Apr. 5)	Linguistic Anthropology	e-Learning readings
Module 6 (Apr. 6 – Apr. 23)	Anthropology – Building Futures	e-Learning readings