



ANT 3141 | Development of World Civilization

Class Number: 10278

Fall 2026

Instructor Information

Name:

Course Details

Catalog Description: Discussion of archeological evidence for the development of civilization in its regional variants from the earliest beginning to the dawn of written history. Analyzes causes of cultural development in Old and New World Centers.

Pre- and Co-Requisites: Prereq: ANT 2000 or ANT 2140 or sophomore standing or above.

Credit Hours: 3

Course Fees: \$0.00

Additional Course Description

This course surveys ancient world civilizations, stopping off at various points across the globe over a broad range of time. The primary focus is on cases of pre-Modern (pre-AD 1500) civilizations around the world, centering on change, sustainability, and social inequality. By taking this course, you will gain knowledge and skills critical to understanding the processes and debates surrounding what has been termed 'civilization'. This includes the domestication of plants and animals, the origins and consequences of agriculture, the influence of religion and technology, as well as key aspects of village/urban life, and state formation. This level of critical thinking will help you to better comprehend our world today and civilization's progression into the future.

In this course, we will:

- Analyze specific instances of change and transformation as societies of the past begin to look more similar to our own.
- Take a critical look at the origin and development of civilizations, how they are portrayed and compared in Western scholarship, and the influences that affected

- their trajectories and their collapse.
- Take the basic approach of anthropological archaeology, but also Western and Indigenous histories and cultural studies, as well as other social and ecological sciences.

Required Materials

INCREDIBLE ARCHAEOLOGY

ISBN: 1588346927

Authors: PAUL BAHN

Publisher: SMITHSONIAN BOOKS

Edition: 1ST

Perusall code: The Dawn of Everything

Publisher: Perusall

All Access: This material is available on All Access

THE DAWN OF EVERYTHING

ISBN: 0374157359

Authors: GRAEBER AND WENGROW

Publisher: FARRAR, STRAUSS AND

Edition: 1ST

International

Successful completion of this course fulfills the General Education International requirement.

International (N) - this designation is often in conjunction with another program area. Courses with International should demonstrate that a majority of the course addresses International content and engagement and it should be a substantial, defining feature of the course.

International courses promote the development of students' global and intercultural awareness. Students examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world, and thereby comprehend the trends, challenges, and opportunities that affect communities around the world. Students analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate their own and other people's understanding of an increasingly connected world.

Course Goals and Objectives

The goal of this course is to understand how and why complex civilizations, like our own, developed in different times and places around the world, and to appreciate their diverse

histories and how they contributed to the world we live in today.

Expectations and Student Learning Outcomes

During the semester, students will:

1. Identify the salient characteristics of various past civilizations from around the world.
2. Recognize theories and methods used to investigate civilizations and their unique histories from a broadly anthropological perspective, including humanist, scientific, and critical approaches.
3. Identify key elements, biases, and influences that shape knowledge about civilizations throughout time and space.
4. Analyze anthropological themes and topics, such as the effects of power, identity, environment, and landscape, on the development of civilizations.
5. Approach issues and problems from multiple perspectives, including developing linkages between past and present, to understand how past events and circumstances affect our world today.
6. Communicate knowledge, thoughts, and reasoning clearly and effectively in forms appropriate to the discipline of anthropology.

STUDENT LEARNING OUTCOMES FOR GEN ED "N"

- Students will identify, describe, and explain the history, methods, and theories used to study the development of ancient cultures around the globe. Specifically, this will apply to commonly studied anthropocentric phenomena such as the lives of hunter-gatherers, the adoption of agriculture, the urban revolution, the origin of inequality, the rise and fall of civilizations, and the history and theories pertaining to specific cultural groups.
- Students will analyze and critically assess how cultural, economic, political, and social experiences help form varied perspectives on how different people in the past viewed their world. By understanding this variability in the past, students can compare and identify how similarly this variation is magnified today in an ever-changing, connected world.
- Students will communicate the knowledge gained from the course clearly and compellingly, which they can use to help navigate archaeological discourses in other classes and in their daily lives.

Methods of Evaluation

ASSESSMENTS AND GRADING

We will assess your performance in this course through five criteria: Perusall discussion posts, module activities, writing and discussion, quizzes, and a final website project.

- 10% Perusall Discussion Posts (10 posts – 3 points each)
- 15% Module Activities (4 activities – 10 points each)

- 15% Written and Discussion Assignments (3 activities – 10 points each)
 - 30% Unit Quizzes (3 quizzes – 45 points each)
 - 30% Final Website Project (3 main parts)
1. 15% Final Project Assignments (4 assignments – points vary between 5 and 25)
 2. 5% First Draft (50 points)
 3. 10% Final Project Submission (50 points)
- +1% Extra Credit

Assignment Descriptions

• Perusall Discussion Posts (10% of your grade)

For 10 of 14 modules, you will be expected to join a collaborative reading experience by annotating, asking questions, and interacting with other posts from your peers. This ensures that you understand the main ideas, theories, and arguments that the authors are making. Using the Perusall tool through Canvas, you will read the assigned chapter/article for each week and make annotations. You will need three annotations: 1) The first two annotations are **due on Wednesdays by 11:59 pm**. These annotations should be one fact – definitions or explanations of the readings or images (maps, charts, infographics) – and one insight or question – insight includes connecting to another idea in the course content. Your third annotation **is due on Saturdays by 11:59 pm**, and should be an original response to a peer that contributes to the conversation. This should not just be restating ideas or saying you liked a point. This should be answering a question and/or adding onto a fact/insight that your peer posted. Another student should be able to respond to your response. There must be enough information for them to form another contribution. Review the Perusall Student Guidelines on Canvas.

• Module Activities (15% of your grade)

Four modules contain activities that will further apply the knowledge gained in the module. Some of these applications are through the exploration of 3D archaeological sites and material culture. Others are through interactions with digital media such as videos and websites. The directions for each activity vary depending on the assignment and the module topic(s).

• Writing and Discussion Assignments (15% of your grade)

There are three writing assignments outside of the Final Website Project. These three writing assignments are:

- Advocating for Cultural Heritage Essay (Module 3)
- Roman Unity and Division Discussion (Module 7)
- End of Course Reflection Essay (Module 14)

Like the module activities, these are assignments that help flesh out and apply the knowledge you have gained in the module. These assignments are writing-based and range from 500 to 1,000 words in length for completion. The aim is for you to develop skills in communicating archaeological knowledge, ideas, and reasoning clearly and effectively.

- **Unit Quizzes (30% of your final grade)**

There are three quizzes in this course. They are composed of 30 multiple-choice and 3 short-essay questions (with answers of a few paragraphs). The quizzes are timed, and you will be given 75 minutes. Only one attempt will be given. Each quiz is worth 10% of your grade. Honorlock is not used in this course.

- **Final Website Project (30% of your final grade)**

The course will culminate with the production of an informative, thesis-driven website on a topic of your choosing pertaining to archaeology that integrates the study of material culture. The website will be created on <https://sites.google.com/>. This website creator is free, user-friendly, and will work on a variety of devices. For more information on Google Sites, review the Google Sites Student Instructions on Canvas. Students are required to conduct an original research project on a specific archaeological topic that will be embedded within the website design. The word requirement for the website is 2,500-3,000 words. To identify a specific topic, students will need to come up with a research question, a thesis statement, and conduct background research to investigate their thesis. The website will be written in the style of an academic paper using sections such as an introduction, background, methods, results, discussion, and conclusion.

You must use **at least six peer-reviewed sources**. **Peer-reviewed sources are academic journal articles** that have undergone a review process by other professionals in the field of study who have critiqued the work on its academic integrity and scholarship. Only articles that have been reviewed and determined to be well-rounded research are published. Any other sources will need to be from reputable sources. If you are unsure what sources are reputable, we would recommend reviewing this website: <https://guides.lib.uw.edu/research/faq/reliable>. Wikipedia is not a reputable source, but you might want to explore Wikipedia pages for inspiration to find reputable sources.

- **Extra Credit (1% of your grade)**

Extra credit is offered in the course through PlayPosit interactions embedded in the lectures. A question will pop up, and if you answer the question correctly, then you will earn a satisfactory mark for that lecture. **You may go back and repeat the questions**

as many times as possible. Up to 1% of extra credit can be earned from these engagements. For example, if you answer all the questions correctly, you will earn 1% added to your final grade, whereas if you answer 50% correctly, you will receive 0.5%. This may not seem like much, but many students end up on the edge of a letter grade, and this extra credit has the possibility to bump your letter grade into the next category.

Grading Scale

Letter grade and percentage

Letter Grade	Percentage Value
A	93 - 100%
A -	90 - 92.9%
B +	87 - 89.9%
B	83 - 86.9%
B -	80 - 82.9%
C +	77 - 79.9%
C	73 - 76.9%
C -	70 - 72.9%
D +	67 - 69.9%
D	63 - 66.9%
D -	60 - 62.9%
E	59.9% and below

Minimum Grade Required

A minimum grade of C is required to earn General Education, Quest, and/or Writing Requirement credit. Courses used to satisfy these requirements may not be taken S/U.

Course Schedule

Fall Semester Schedule of Assignments by Week and Module

Weeks & Modules	To Do	Assignments	Due Dates
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Weeks & Modules	To Do	Assignments	Due Dates
Week 1 Module 0: August 20-23 Orientation Module 1: August 24-30 Defining the object	• Read the syllabus and orientation module pages, which include a ~17-minute video. • Watch 4 Prerecorded videos (each between 3 min and 23 min) • Read Graeber and Wengrow, Chapters 1, 2 (pages 1-77) • Read Incredible Archaeology, Introduction (pages 7-11)	1. Course Orientation Quiz 2. Course Introduction Post 3. Perusall Reading Comments: Chapters 1 and 2 4. Google Map Activity	Quiz and post due on Saturday, 8/22 Initial Perusall comments due on Wednesday, 8/26 Remaining assignments due on Saturday, 8/29
Week 2 August 31-September 6 Module 2: Archaeology and Civilization	• Watch 4 Prerecorded videos (each between 2 and 23 min) • Read Graeber and Wengrow, Chapter 3 (pages 78-119) • Read Calcagno and Fuentes (2012): What makes us human? (pages 184-194) • Read SAA Website: What is Archaeology and What Do Archaeologists Do?	1. Perusall Reading Comments: Chapter 3 2. Interpreting Digital Representations	Initial Perusall comments due on Wednesday, 9/2 Remaining assignments due on Saturday, 9/5

Weeks & Modules	To Do	Assignments	Due Dates
Week 3 Holiday: September 7 September 8-13 Module 3: From Hunter-Gatherers to Farmers	• Watch 3 Prerecorded videos (each between 3 and 16 minutes) • Read Graeber and Wengrow, Chapter 4 (pages 120-163) • Read Incredible Archaeology, The Cradle of Humankind (pp. 232-233), Human Fossils at Sierra de Atapuerca (pp. 118-119), The Battle of Little Bighorn (pp. 26-27) • Read Matero on Heritage, Conservation, and Archaeology (pages 1-5)	1. Perusall Reading Comments: Chapter 4 2. Advocating for Cultural Heritage Essay	Initial Perusall comments due on Wednesday, 9/9 Remaining assignments due on Saturday, 9/12
Week 4 September 14-20 Module 4: Origins of Agriculture	• Watch 5 Prerecorded videos (each between 3 and 20 minutes) • Read Graeber and Wengrow, Chapter 6 (pages 210-248) • Read Incredible Archaeology: Gobekli Tepe (pp. 242-243), Catalhoyuk (pp. 244-247), Stonehenge (pp. 110-113), Bhimbetka (pp. 270-271)	1. Perusall Reading Comments: Chapter 6 2. Plagiarism and Citation Assignment	Initial Perusall comments due on Wednesday, 9/16 Remaining assignments due on Saturday, 9/19
Week 5 September 21-27 Module 5: Agriculture and Society	• Watch 4 Prerecorded videos (each between 3 and 22 minutes) • Read Graeber and Wengrow, Chapter 7 (pages 249-275)	1. Unit 1 Quiz 2. Submit a Thesis Statement	No Perusall this week. Quiz and Thesis Statement due on Saturday, 9/26
Week 6	• Watch 6 Prerecorded videos (each between 6 and 30 minutes) • Read Graeber and Wengrow, Chapter 8	1. Perusall Reading Comments: Chapter 8	Initial Perusall comments due on

Weeks & Modules	To Do	Assignments	Due Dates
September 28- October 4 Module 6: The Ancient Old World I	(pages 276-327) • Read Incredible Archaeology: Jericho (pp. 248-249), Ur (pp. 254-255), Giza (pp. 192-195), Deir Al Medina (pp. 208-209), Persepolis (pp. 260-263), Mohenjo-Daro (pp. 264-265) • Work on the Final Project proposal	2. Monumenta I Power and Religion in Ancient Egypt	Wednesday, 9/30 Remaining assignments due on Saturday, 10/3

Weeks & Modules	To Do	Assignments	Due Dates
Week 7 October 5-11 Module 7: The Ancient Old World II	• Watch 6 Prerecorded videos (each between 6 min and 1 hr.) • Incredible Archaeology: Vijayanagara (pp. 274-276), Gyeongju (pp. 296-299), Mausoleum of the First Emperor (pp. 284-285), Minoan Palace of Knossos (pp. 162-165), Mycenae (pp. 156-159), Athens (pp. 140-143), Pompeii and Herculaneum (pp. 136-139), Rome (pp. 132-135) • Read Woolf 1997: Beyond Romans and natives (pages 339-350) • Read the National Geographic Infographic on Traces of Ancient Rome in Our Modern World	1. Perusall Reading Comments: Incredible Archaeology 2. Roman Unity and Division Discussion	Initial Perusall and Roman Discussion comments due on Wednesday, 10/7 Remaining assignments due on Saturday, 10/10
Week 8 October 12-18 Module 8: SE Asia & Pacific	• Watch 4 Prerecorded videos (each between 7 and 50 minutes) • Read Graeber and Wengrow, Chapter 10 (pages 359-440) • Read Incredible Archaeology: Angkor Wat and Angkor Thom (pp. 302-305), Budj Bim (pp. 306-307), Kakadu National Park (pp. 308-311), Easter Island (pp. 312-315)	1. Perusall Reading Comments: Chapter 10 2. Final Project Proposal Due	Initial Perusall comments due on Wednesday, 10/14 Remaining assignments due on Saturday, 10/17
Week 9 October 19-25 Module 9: Africa	• Watch 3 Prerecorded videos (each between 5 and 15 minutes) • Read Monroe (2013) (pages 17-35) • Read Incredible Archaeology: Aksum (pp. 220-223), Great Zimbabwe (pp. 228-231), Rock Churches of Lalibela (pp. 224-225), Mapungubwe (pp. 234-235), Game Pass Shelter (pp. 236-237)	1. Unit 2 Quiz	No Perusall assignment this week. Unit 2 Quiz due on Saturday, 10/24

Weeks & Modules	To Do	Assignments	Due Dates
	• Work on the Final Website Project Draft 1		

SAMPLE SYLLABUS

Weeks & Modules	To Do	Assignments	Due Dates
Week 10 October 26- November 1 Module 10: North America	• Watch 4 Prerecorded videos (each between 4 and 22 min) • Read Graeber and Wengrow, Chapter 11 (pages 441-492) • Read Incredible Archaeology: Head-Smashed-In-Buffalo Jump (pp. 16-17), Serpent Mound (pp. 32-33), Cahokia (pp. 28-31), Chaco Canyon (pp. 20-21), L'Anse aux Meadows (pp. 18-19)	1. Perusall Reading Comments: Chapter 11 2. Pottery Analysis at a Florida Civic Ceremonial Center	Initial Perusall comments due on Wednesday, 10/28 Remaining assignments due on Saturday, 10/31
Week 11 November 2-8 Module 11: Mesoamerica	• Watch 5 Prerecorded videos (each between 5 and 28 minutes) • Read Graeber and Wengrow, Chapter 9 (pages 328-358) • Read Incredible Archaeology: Chichen Itza (pp. 56-59), Teotihuacan (pp. 38-41), Monte Alban (pp. 42-43), Tikal (pp. 44-47), Copan (pp. 48-49)	1. Perusall Reading Comments: Chapter 9 2. Turn in Final Website Draft 1	Initial Perusall comments due on Wednesday, 11/4 Remaining assignments due on Saturday, 11/7
Week 12 Holiday: November 11 November 9-15 Module 12: Andes	• Watch 4 Prerecorded videos (each between 9 and 47 minutes) • Read Contreras (2010) (pages 241-288) • Read Bray (2015) (pages 3-19) • Read Incredible Archaeology: Moche Huacas of Sol and La Luna (pp. 76-79), Machu Picchu (pp. 66-69), Nasca Lines (pp. 88-89), Tiwanaku (pp. 90-93), Sipan (pp. 86-87)	1. Perusall Reading Comments: Bray's article 2. Peer Review Due	Initial Perusall comments due on Thursday, 11/12 Remaining assignments due on Saturday, 11/14
Week 13 November 16-21	• Watch 3 Prerecorded videos for Module 13 (each between 11 and 43 minutes)	1. Short Reflection Essay	No Perusall assignment

Weeks & Modules	To Do	Assignments	Due Dates
Modules 13 & 14: Amazonian Cities and Archaeological Futures	• Watch 3 Prerecorded videos for Module 14 (each between 6 and 13 minutes) • Read Heckenberger and Neves (2009) (pages 251-266) • Read Neves and Heckenberger (2019): The Call of the Wild: Rethinking Food Production in Ancient Amazonia (pp. 371-388) • Read Lost Garden Cities: Pre-Columbian Life in the Amazon • Read The Xingu Firewall: A Story Map. • Read Graeber and Wengrow, Chapter 12 (Pages 492-523) • Read Atalay (2006) (pp. 280-310) • Read De León (2012) (pp. 477-495) • Work on revising the Final Website Project.	2. Unit 3 Quiz	this week. Reflection Essay due on Wednesday, 11/18 Unit 3 Quiz due on Saturday, 11/21
November 22-29 Thanksgiving	Holidays	Holidays	Holidays
Week 14 November 30-December 2 Module 15: Final Website Project	• Read supplemental guides to website creation • Finish Final Website Project	1. Submit the final draft of the Final Website Project	Final Website Project due on Wednesday, 12/2 at 11:59 PM

Additional (non-textbook) reading assignments:

Amazon Hopes Collective. (n.d.). The Xingu Firewall. ArcGIS StoryMaps. Retrieved June 3, 2026, from

<https://storymaps.arcgis.com/stories/d13c50b64ada4e53856b3d4d64a08bcb>

Atalay, S. (2006). Indigenous archaeology as decolonizing practice. *American Indian Quarterly*, 30(3/4), 280–310. <https://www.jstor.org/stable/4139016>

Bray, T. L. (2015). Andean wak'as and alternative configurations of persons, power, and things. In T. L. Bray (Ed.), *The archaeology of wak'as: Explorations of the sacred in the Pre-Columbian Andes* (pp. 3–19). University Press of Colorado.
<https://www.jstor.org/stable/j.ctt130hkws.5>

Calcagno, J. M., & Fuentes, A. (2012). What makes us human? Answers from evolutionary anthropology. *Evolutionary Anthropology*, 21(5), 182–194.
<https://doi.org/10.1002/evan.21328>

Contreras, D. A. (2010). Landscape and Environment: Insights from the Prehispanic Central Andes. *Journal of Archaeological Research*, 18(3), 241–288.
<https://doi.org/10.1007/s10814-010-9038-6>

De León, J. (2012). "Better to be hot than caught": Excavating the conflicting roles of migrant material culture. *American Anthropologist*, 114(3), 477–495.
<https://doi.org/10.1111/j.1548-1433.2012.01447.x>

Heckenberger, M. J. (2009, October 1). Lost garden cities: Pre-Columbian life in the Amazon. *Scientific American*, 301(4). <https://www.scientificamerican.com/article/lost-cities-of-the-amazon/>

Heckenberger, M. J., & Neves, E. G. (2009). Amazonian archaeology. *Annual Review of Anthropology*, 38, 251–266. <https://doi.org/10.1146/annurev-anthro-091908-164310>

Matero, F. G. (2008, June 18). Heritage, conservation, and archaeology: An introduction. Archaeological Institute of America. <https://www.archaeological.org/heritage-conservation-and-archaeology-an-introduction/>

Monroe, J. C. (2013). Power and agency in precolonial African states. *Annual Review of Anthropology*, 42, 17–35. <https://doi.org/10.1146/annurev-anthro-092412-155539>

National Geographic Society. (n.d.). Traces of ancient Rome in our modern world [Infographic]. National Geographic.
<https://images.nationalgeographic.org/image/upload/v1645781994/EducationHub/files/traces-ancient-rome-our-modern-world.pdf>

Neves, E. G., & Heckenberger, M. J. (2019). The call of the wild: Rethinking food production in ancient Amazonia. *Annual Review of Anthropology*, 48, 371–388.
<https://doi.org/10.1146/annurev-anthro-102218-011057>

Woolf, G. (1997). Beyond Romans and natives. *World Archaeology*, 28(3), 339–350.
<https://doi.org/10.1080/00438243.1997.9980352>

Alignment of SLOs

- Perusall discussion posts assess students' ability to engage with assigned readings, identify key facts and ideas, recognize authors' theories and arguments, ask thoughtful questions, connect course concepts, and respond thoughtfully to peers. These assignments align with SLOs 1, 2, 3, 5, and 6.
- Module activities assess students' ability to apply course knowledge to archaeological sites, material culture, videos, websites, digital media, and other course materials. These activities help students recognize anthropological methods and analyze how themes such as environment, landscape, power, and identity shape past civilizations. These assignments align with SLOs 1, 2, 4, and 5.
- Writing and discussion assignments assess students' ability to communicate archaeological knowledge and reasoning clearly while applying course concepts to specific themes and problems. These assignments include the cultural heritage essay, the discussion of Roman unity and division, and the end-of-course reflection essay. They help students analyze bias, material culture, power, identity, and connections between the past and present. These assignments align with SLOs 3, 4, 5, and 6.
- Unit quizzes assess students' comprehension of each unit's learning objectives, including key civilizations, archaeological concepts, theories, methods, and anthropological themes. The short essay questions also assess students' ability to explain course ideas and communicate their reasoning clearly. These assignments align with SLOs 1, 2, 3, 4, and 6.
- The final website project assesses students' ability to develop and present an original archaeological research project on a topic related to archaeology and material culture. Through the project assignments, students select a topic, develop a research question and a thesis statement, conduct background research using peer-reviewed academic sources, organize evidence in an academic structure, and communicate their analysis through a thesis-driven website. This project serves as a major assessment of students' content knowledge, research skills, critical thinking, source evaluation, anthropological analysis, and disciplinary communication. This project aligns with SLOs 1, 2, 3, 4, 5, and 6.
- Extra credit PlayPosit interactions provide optional opportunities for students to check their understanding of lecture content and reinforce key course concepts. These activities align with SLOs 1 and 2.

University Policies and Resources

Information about grading policies, support for students with disabilities, course evaluations, the Honor Code, and other course policies and campus resources can be found on the [Syllabus Policies page](#).

Attendance Policy

Excused and Unexcused Absences

Students may only participate in classes if they are registered officially or approved to audit with evidence of having paid audit fees. The Office of the University Registrar provides official class rolls to instructors.

Students are responsible for satisfying all academic objectives as defined by the instructor. Absences count from the first-class meeting.

Acceptable reasons for absence from or failure to engage in class include illness; Title IX-related situations; serious accidents or emergencies affecting the student, their roommates, or their family; special curricular requirements (e.g., judging trips, field trips, professional conferences); military obligation; severe weather conditions that prevent class participation; religious holidays; participation in official university activities (e.g., music performances, athletic competition, debate); and court-imposed legal obligations (e.g., jury duty or subpoena). Other reasons (e.g., a job interview or club activity) may be deemed acceptable if approved by the instructor.

For all planned absences, a student in a situation that allows an excused absence from a class, or any required class activity must inform the instructor as early as possible prior to the class. For all unplanned absences because of accidents or emergency situations, students should contact their instructor as soon as conditions permit.

Students shall be permitted a reasonable amount of time to make up the material or activities covered during absence from class or inability to engage in class activities because of the reasons outlined above.

If a student does not participate in at least one of the first two class meetings of a course or laboratory in which they are registered, and they have not contacted the department to indicate their intent, the student can be dropped from the course. Students must not assume that they will be dropped, however. The department will notify students if they have been dropped from a course or laboratory.

The university recognizes the right of the instructor to make attendance mandatory and require documentation for absences (except for religious holidays), missed work, or inability to fully engage in class. After due warning, an instructor can prohibit further attendance and subsequently assign a failing grade for excessive absences.

Religious Holidays Guidelines

At the University of Florida, students and faculty work together to allow students the opportunity to observe the holy days of their faith. A student should inform the faculty member of the religious observances of their faith that will conflict with class attendance, with tests or examinations, or with other class activities prior to the class or occurrence of that test or activity. The faculty member is then obligated to accommodate that particular student's religious observances. Because students represent a myriad of cultures and many faiths, the University of Florida is not able to assure that scheduled academic activities do not conflict with the holy days of all religious groups. Accordingly, individual students should make their need for an excused absence known in advance of the scheduled activities.

The Florida Board of Education and state law govern university policy regarding observance of religious holidays.

Guidelines

- Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith.
- Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence.
- Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances.

If a faculty member is informed of or is aware that a significant number of students are likely to be absent from class because of a religious observance, the faculty member should not schedule a major exam or other academic event at that time.

A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence. Furthermore, a student who believes that they have been unreasonably denied an education benefit due to religious beliefs or practices may seek redress through the student grievance procedure.

Absence due to Illness

A student who is absent from class or any required class-related activity because of illness should contact their instructor, if feasible, as early as possible prior to the missed class or activity.

Students shall be permitted a reasonable amount of time to make up the material or activities covered during an excused absence.

Students should contact their college by the deadline to drop a course for medical reasons. Students can petition the Dean of Students Office to drop a course for medical reasons. The university's policy regarding medical excuse from classes is maintained by the Student Health Care Center.

Twelve-Day Rule

Students who participate in university-sponsored athletic or scholarly activities are permitted to be absent 12 scholastic days per semester without penalty. A scholastic day is any day on which regular class work is scheduled as defined in the approved university calendar. [More Info](#)

The student or student's advisor must notify the instructor as early as possible prior to the anticipated absence to allow ample time for accommodations. Instructors must be flexible and not penalize students when re-scheduling during-term and final exams, class assignments, and other required activities and must follow the UF Attendance Policy herein and UF Examination Policies. As noted in the UF Examination Policies, during-term exams should be re-scheduled no later than before the end of the semester, while final exams no later than 90 days after the originally scheduled exam time. However, instructors are encouraged to re-schedule final and during-term exams, assignments, and other activities as soon as possible after the last day of the absence and must not penalize the student in any way. [More Info](#)

A group's schedule that requires absence of more than 12 scholastic days should be adjusted so that no student is absent from campus more than 12 scholastic days. Students who previously have been warned in writing by their instructor about the impact of absences on their individual class performance should not incur additional absences, even if they have not been absent 12 scholastic days. The student is responsible to maintain satisfactory academic performance and attendance.

Course Policies and Resources

Procedure for conflict resolution

Any issues, disagreements, or grade disputes should be discussed first between the Instructor and the student. If the problem cannot be resolved, please contact Prof. John Krigbaum (krigbaum@ufl.edu, (352) 294-7540), Chair of Anthropology. Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the

University Ombuds Office (<http://www.ombuds.ufl.edu>; 352-392-1308) or the Dean of Students (<http://www.dso.ufl.edu>; 352-392-1261).

Communication practices for the course

- You are responsible for materials posted on Canvas at <https://elearning.ufl.edu/>, including required readings, announcements, details on assignments, and other supplementary material. Canvas technical support is available at <https://elearning.ufl.edu/student-help-faqs/>.
- The Instructor may use email to make general class announcements or to contact you directly about your work. You are responsible for checking your official UF email regularly to be aware of communication from your Instructor. There are no allowances for students who fail to read their email announcements or whose inboxes are full at the time an announcement is sent.
- Canvas Notifications: In your Canvas "Account," click on "Notifications." Set the notification for "Submission Comment" to either "Notify Immediately" or "Daily Summary." The Instructor communicates with you regarding your assignments primarily through Submission Comments, rather than email. We expect every student to read their submission comments within 24 hours. Many of them may require immediate action on your part.

Library Resources

- The UF Libraries provide access to numerous resources and services that will help you succeed in this course. Access thousands of online databases, books, and articles, or visit one of the branch locations for additional resources, services, and study spaces. Further, as this class requires students to complete a bibliography and research paper, both the Anthropology Library Guide and the Anthropology Assignment Guide may be of assistance. You can also contact the Anthropology Librarian directly for help with developing your research topic/question, searching for sources, and evaluating information (GiNESSA Mahar (Anthropology Librarian): gimahar@ufl.edu, office: Library West Room 500). And you can also Ask A Librarian for help by email, chat, text, or phone.

Late and Make Up Work Policy

Extensions on assignments, quizzes, and exams will not be scheduled unless due to illness, health issues, an emergency, a religious holiday, or a major scheduling conflict, with proof provided to the Instructor. An email/canvas conversation, following university procedures, is expected so that arrangements can be made with all parties (Instructor and student) in agreement. It is the student's responsibility to contact the Instructor and inform them of an emergency or circumstance.

- Late assignments/quizzes/exams without an excuse will be penalized 5% per day, up to a maximum of 10 days.
- No unexcused late work will be accepted ten days after the due date without agreement with the Instructor.

How to be Successful in an Online Course

- Adjust Canvas Notification Preferences to enable Canvas to send you an email directly.
- Keep up with the lecture videos and take notes.
- Keep track of module assignments and quiz due dates. Many assignments require preparation time and cannot be completed on the day they are due.
- Communicate with your Instructor about course questions, grading, and if you are falling behind.
 1. Reach out as early as possible if you will be late in turning in assignments, sick, or have other extenuating circumstances that will affect your participation in the course.
 2. We are willing to work with students when they communicate well about these issues.
- It is essential to acknowledge that the online classroom is, in fact, a classroom, and certain behaviors are expected when communicating with both your peers and your Instructor. Guidelines for online behavior and interaction are known as netiquette. See Canvas for more details.
- Keep an open mind, be respectful, be considerate, and learn! You will enjoy this class!