

UNIVERSITY OF NORTHERN COLORADO

ANT 110 ONLINE: INTRODUCTION TO CULTURAL ANTHROPOLOGY

Fall 2016

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Office Hours: 11am-12:00pm and 2-3:30pm Tues/Thurs and by appointment

COURSE PURPOSE

What is culture and why does it exist? How are people around the world different and how are they the same? How do various cultural groups live and what problems do they face in the present day? How does your own cultural lens impact how you view the world? The purpose of this course is to explore answers to such questions. Reading case studies of cultural groups from around the globe as well as an in-depth ethnography of a homeless community in San Francisco, we will investigate issues ranging from childrearing practices to understandings of sexuality to inequality and politics. You will get in touch with your own inner anthropologist by researching a particular culture of your choosing and posing solutions to problems that group faces in the contemporary world.

LEARNING OBJECTIVES

By the end of the semester, students should be able to:

- Describe and give examples of: anthropological theories of culture, methods commonly used by cultural anthropologists, cultural practices of various groups around the world, and variation with regard to language, kinship, economics, politics, and religion.
- Critique yourself and analyze your own position in society using anthropological approaches.
- Explain the main characteristics of at least one cultural group and develop a plan for resolving a main contemporary challenge that group faces.
- Apply anthropological concepts to real-world problems in the present day.
- Articulate your opinions, demonstrate your knowledge, and debate your classmates in writing.

READINGS

Course readings will consist of articles and chapters provided through Blackboard (Abbreviation "BB" on Course Schedule) and the following book, which you must purchase or check out from a library:

- 1) Bourgois, Philippe & Jeffrey Schonberg (2009). *Righteous Dopefiend* (California Series in Public Anthropology). Berkeley: University of California Press.

There are also required films and YouTube clips, which you'll find in each Learning Unit.

COURSE ORGANIZATION

-The course is divided into eight learning units. Each unit has a set of readings and other materials, as well as accompanying discussion boards and quizzes.

- The units vary in length ranging from 2 to 3 weeks long. I am making most of the materials for all units available up front, but I would suggest you just follow along according to the Course Schedule dates, starting the reading and other materials for each unit at the beginning of each unit and completing the ones necessary each week to post on the Discussion Board. For example, the second discussion board is on the *Babies* film and "The Nacirema" reading. This means that at the very least, you need to have watched *Babies* and read "The Nacirema" before you post. Each discussion board topic tells you what materials you need to have completed by the time the post is due.

-For all due dates, see the Course Schedule. Here is the general pattern of the course:

Every Wednesday (unless otherwise noted in the course schedule) there is a discussion board + 1 response to a classmate's post due by 11pm. DO NOT LEAVE THIS UNTIL THE LAST MOMENT, because then you won't have time to post a response! I would recommend aiming to post your comment and response a day before the due date to be sure you stay on track. Be sure you've completed the required materials before posting and responding to your peers.

On selected Fridays you will have a quiz due on Blackboard; there are 4 total. They will open up Thursday mornings by 5am and must be completed by Friday at 11pm. You will have 45 minutes to complete each quiz. They are true/false and multiple choice.

You also have a midterm and final exam, as well as your Course Project on Global Citizenship.

EXPECTATIONS

What I expect from you:

This course is a collaborative achievement: its success depends on participation and full engagement from each of us. As such, I expect that you will take ownership of your learning by completing all readings, activities, discussion boards, and assignments. I expect that you will learn the material, not just memorize it for an exam. I expect that you start the course with an open mind and that you approach each topic ready to learn. I expect that you will respect your classmates and their views.

Because this is an online course, there are certain technical competencies that are required for course completion. You must have the ability to use a common word processor, use email, and work with a browser to access the online course and other course materials. I expect that you contact me with questions or concerns as soon as they develop, so we can make sure you stay current with your assignments. Contacting me after the fact except in cases of extreme emergency will not likely result in a great deal of sympathy for your cause.

What you can expect from me:

You can expect me to respond to your emails within 48 hours. You can expect me to grade your work in a timely fashion. You can expect me to treat you with respect and consideration.

Time Commitment:

Please realize that it will take you at least as much time, work, and dedication to complete this online course as it does for an on-campus course. Taking an online course gives you great flexibility – you can “attend” class any time you want, and from any location. But because you are not made to attend at a specific time or place, it requires extra self-discipline:

- You must determine when you attend
- You must make sure that you attend regularly
- You must make sure that you reserve or, better yet, actually schedule enough time to check announcements, read the Course Materials, study, and complete assignments.

In a regular semester, for a 3-hour class, you would be expected to spend 3 hours in class each week and about 6 hours outside of class studying and completing assignments. Therefore for this online course, expect around that same amount of time - 9 hours total per week. This will vary, however, based on how comfortable you are in an online environment. You will not be able to complete the work that is required at one “sitting”. You will need to check the site on a daily basis and complete portions of the work throughout the week.

Make sure that you stay on top of the assignments and readings. Once you fall behind, it is very

difficult to catch up and fully participate with your peers. If you are in the habit of spreading the work throughout the week you will not get behind and you will build a community of learners.

GRADING AND ASSIGNMENTS

Each assignment can be found under the “Assignments” tab on the left-hand menu. There, you will find instructions and rubrics.

Assessment & % of grade	% of grade	Due date	Description
Discussion Boards Worth a possible 4 points each.	25	Every Weds (unless otherwise noted in Course Schedule)	Discussions are a main component of the class, and you are expected to post an original comment and a response to your classmates’ comments every Wednesday (unless noted in the Course Schedule). Please find the rubric for discussion boards below (you can also find it under the “Discussion Board” link in “Assignments”).
Quizzes	25	On Fridays	There are 5 quizzes (always on Fridays unless otherwise noted) that cover readings, lectures, and in-class films. Questions will be multiple choice and true/false. They will open up Thursday mornings by 5am and must be completed by Friday evenings at 11pm. Once you begin a quiz, you will have 45 minutes to complete it. The purpose of the quizzes is to aid in comprehension and absorption of course concepts, to keep you caught up with reading, and to prepare you for the midterm and final. **Missing even one quiz dramatically impacts your grade. I encourage you to be prepared for each quiz, and it is always better to take the quiz and do your best than to skip it because you don’t think you’re ready.**
Midterm	10	10/7	Will cover readings and other course materials (such as lecture notes and films). Questions will be multiple choice & true/false.
Final	15	12/9	Will cover readings and other course materials (such as lecture notes and films). Questions will be multiple choice & true/false. The final exam covers materials from throughout the term.
Course Project Assignment 1: Regional Overview Report and Social Problem Analysis	10	10/21	See “Assignments” for details.
Course Project Assignment 2: Final Product	15	11/30	See “Assignments” or your Small Groups Discussion Board for details

Students should be conscientious about participating in class activities and discussions, respecting the opinions of others, and completing assignments on the days they are assigned.

DISCUSSION BOARD EXPLANATION AND RUBRIC

The discussion board is absolutely central to this online course, and where we will do most of our interacting and processing of course concepts.

As you see in the syllabus, your discussion board posts count for 25% of your grade! It is therefore essential that you put time and effort into each post.

The objectives of our discussion boards are:

- for you to demonstrate your comprehension of course concepts and materials
- for you to articulate your opinions
- for you to learn from and debate your peers.

Each Wednesday (unless otherwise noted in the Course Schedule), you are to make an original post and reply to one of your classmates' posts. In your original post you should aim to write at least 2 clear, substantive paragraphs that address the prompts. In your response to another student, you should aim for a few thoughtful sentences. Please be sure to proofread, spellcheck, and polish each post you make. Discussion Boards are graded on a 0-4 point scale.

To score a "4" on a discussion board, you must rank Excellent in all of the following categories:

Originality

- Reflects clear, innovative, critical thinking (i.e., makes interesting connections)
- Does not rehash others' ideas
- Provides original insight

Engagement with course materials and concepts; engagement with peers

- Evidence that you have actually read the texts/watched the videos/done the activities
- Correct use of course concepts, showing evidence of comprehension & application of concepts to real life
- Response postings are substantive, extending and expanding on others' thoughts, not just affirmation or agreement/disagreement with their ideas

Writing

- Easy to understand
- Professionally written and respectful
- No grammar or spelling mistakes
- 1-2 well-written paragraphs

Timeliness

- On time

To score a "3" on a discussion board, you meet most of the above criteria but fall short on a few.

To score a "2" on a discussion board, you fall short on most of the criteria

To score a "1" on a discussion board, you fall short on all the criteria.

To score a "0" on a discussion board, you don't turn in your original post or your response.

****Note:** you have to submit BOTH an original post AND a response to receive a score for the week.

Here is the discussion board rubric as per criteria above:

	0 points: No post	1 point: Insufficient	2 points: Poor	3 points: Average/Good	4 points: Very good/Excellent
Quality of post & response		Falls short on all criteria	Falls short on most criteria	Meets most criteria but falls short on a few	Meets all criteria

GRADING POLICY

For assignments/discussion board posts worth 4 points, I will automatically deduct 1 point for lateness. For assignments worth 100 points, I will automatically deduct 10 points for lateness. Assignments submitted more than 3 days late receive a "0". If you have a medical or other emergency you must submit documentation to avoid late penalties.

Grading Scale:

93-100	A	4.000
90-92	A-	3.667
88-89	B+	3.334
83-87	B	3.000
80-82	B-	2.667
78-79	C+	2.334
73-77	C	2.000
70-72	C-	1.667
68-69	D+	1.334
63-67	D	1.000
60-62	D-	0.667
0-59	F	0.000

ACADEMIC INTEGRITY

We will be discussing some sensitive topics, so please keep an open mind and be respectful of your peers' views and beliefs. You don't have to agree, but you do have to be considerate and measured when you disagree. This course strives to be inclusive of all worldviews and perspectives. If you feel as though your voice isn't being heard, please contact me so we can do our best to remedy the situation.

I also expect you to be honest and to uphold UNC's Honor Code, which says:

*All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: **Honesty, Trust, Respect, Fairness, and Responsibility.** These core elements foster an atmosphere inside and outside of the classroom, which serves as a foundation and guides the UNC community's academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.*

Academic Misconduct is a serious offense. Defined as "[a]ny practice or conduct by a member of the University community that seriously deviates from those ethical standards which are commonly accepted within the professional community," including but not limited to the following:

- **Cheating** – A student uses a smart phone to access the internet while taking an quiz.
- **Copyright Infringement** – A student uses a photograph found on the internet in a presentation without obtaining permission from the photographer.
- **Deception** – A student gives a dishonest excuse when asking for a deadline extension.
- **Denying access to information or material** – A student makes library or shared resource material unavailable to others by deliberately misplacing those resources.
- **Fabrication** – A student invents data in an academic work.
- **Facilitating academic misconduct** – a student knowingly allows a portion of their work to

be used by another student.

- **Plagiarism** – A student represents the ideas of another in a paper without citing the work.
- **Sabotage** – A student prevents others from completing their work by opening a window to affect a temperature controlled experiment.
- **Unauthorized collaboration** – A student works with other students on a paper without the specific permission of the instructor.

In short, any research or work you do must be yours, and that means proper credit must be given to the work and scholarship of those whom you use in your assignments. **Please use APA format for citations; see “Course Resources” in Blackboard for more information.**

ADA Statement:

Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact Disability Support Services at (970)351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.