SYLLABUS

ANTH 200 Cultural Anthropology

202321

ANTH 200 Cultural Anthropology
School of Distance Education

Self-Paced Format
This course follows a self-paced online format. This format allows you to set your own pace of study. While you have 180 days from your start date to complete the course with Andrews University, it is your responsibility to meet any deadlines set by your home institution. The last day to withdraw with a full refund is 15 days after your start date. See more withdrawal details here.

Instructor Contact
Please refer to course in LearningHub for the teacher contact information.

Communication with the Instructor
It is important to remember that while the Internet is available 24 hours a day, your instructor is not. You can expect that your instructor will respond to e-mail message to you within *2 business days* during the week and may not be available to respond on weekends.

Other Assistance

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Technical assistance with online courses	dlit@andrews.edu	(269) 471-3960
Exam requests and online proctoring	sdeexams@andrews.edu	Call: (269) 471-6566
Distance Student Services - any other questions	sdestudents@andrews.edu	Text: (269) 397-4477

Part 1: Course Information

Course Description
Comparative study of human diversity and of ways of being human. The concept of culture and ethnography as the primary tool of cultural anthropological research. Salient features of tribal communities, state level policies and modern network society. Globalization and its social, economic and environmental consequences. Understanding "ourselves" and those we call "others."

Required Text/Material
Links are provided in the LearningHub course space for accessing these textbooks.

Brown, N., McIlwraith, T., & Tubelle de Gonzalez, L. (Eds.). (2020). *Perspectives: An Open Invitation to Cultural Anthropology* (Second ed.). Online: PBPressbooks. (Open source and available at https://perspectives.americananthro.org/index.html

Johnson-Weiner, K. M. (2020). *The Lives of Amish Women*. Baltimore, Maryland: Johns Hopkins University Press. (Available for purchase in hardcopy and as a free download through the James White Library)

Credit Hour and Commitment

This course is offered for 3 semester credits; therefore, it is expected that you will spend 135 hours total on this course. This course has 16 modules with 16 lessons, 2 exams, 10 blogs, 2 movie responses and 2 projects. Each modules represents a week of a typical semester course. It is recommended that you budget 9 hours for studying and completing the activities for each module. There are suggested schedules to accomplish this work included in this syllabus.

Institutional Outcomes

IO1. Demonstrate competence in intellectual, affective, and practical skills to prepare for careers in the twenty-first century, lifelong learning and service through a. analytic inquire d. engaging diverse perspectives e. ethical reasoning, and i. information literacy.

IO2. Pursue enduring questions through study in core fields and explore the connections between those fields. Core fields for undergraduate programs are the Humanities, the Arts, the Natural Sciences, History, the Social Sciences, and Mathematics.

IO4. Examine and practice moral, intellectual, and theological virtues that reflect God's loving character.

IO6. Address the needs of diverse communities in a manner consistent with Christian thought and practice.

Program Learning Outcomes

1.1   Describe key concepts, principles, and overarching themes in the behavioral sciences
1.2   Develop a working knowledge of behavioral sciences' content domains
1.3   Describe applications of behavioral sciences
2.1   Use scientific reasoning to interpret behavioral science phenomena
2.2   Demonstrate behavioral sciences information literacy
3.1   Apply ethical standards to evaluate the behavioral sciences and practices
3.3   Adopt values that build community at local, national, and global levels
4.1   Demonstrate effective writing for different purposes
5.1   Apply behavioral science content and skills to career goals

Student Learning Outcomes

SLO1. Recognize the ways humans differ in their beliefs, language, and behavior through the concept of culture and explain how we can see through the eyes of others.

SLO2. Describe how human societies have transformed over time.

SLO3. Differentiate between various kinds of economies and modes of subsistence.

SLO4. Critique various manifestations of ethnocentrism, cultural relativism, and the constructions, maintenance, and remaking of social worlds.

SLO5. Identify underlying factors in the construction of social hierarchy and critique manifestations of inequality.

SLO6. Access your ability to understand your own family dynamics and the family dynamics of other cultures.

SLO7. Investigate the relevance of cultural anthropology for understanding systems of faith and belief.

SLO8. Recognize the impacts of human activity on the planet and implications for the future.

Part 2: Course Methods and Delivery

Methods of Instruction
Methods of instruction include assigned readings from the textbook and the course material, discussion forum responses to questions related to the reading, two anthropology related projects, watching and responding to questions on two movies, and two exams. Regular participation in the course is essential to good performance.

Technical Requirements
- Computer: PC (Win 10 or newer) or MAC (10.14 or better)
- A webcam with microphone, and speakers (or plug in headset)
- Internet: 2.4 Mbps or faster DSL, cable or Wi-Fi connection
- Browser: Current version of Chrome or Firefox
- Software: Office 2013 or newer (Office 365 available here)

LearningHub Access
This course is delivered online through LearningHub at http://learninghub.andrews.edu

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub.

Please do this online here: https://vault.andrews.edu/vault/pages/activation/information.jsp if you haven't already. If you need assistance, call or email us: (296) 471-6016 or mailto:helpdesk@andrews.edu.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email dlit@andrews.edu or call (269) 471-3960.

Part 3: Course Requirements

Important Note: This online class is **not** self-paced. You can arrange your schedule flexibly during each week, but you MUST participate each week. You are expected to "show up" to class by interacting in the discussion forums a minimum of two times per week. In addition, assignments are due regularly each week. Adequate Internet access during the duration of the course is critical for your participation. To be successful, plan to spend time daily on the course.

Assessment Descriptions

Blogs

You will have 10 blogs with questions that you will respond to throughout this course.

1. All posts should be limited to one paragraph and be between 75 and 250 words long. Writing longer posts will not improve your grade but will not detract from it either.
2. All posts must address the question or questions posed. Writing on a completely separate topic will yield no credit. Likewise, if post content is inaccurate or irrelevant to the discussion at hand it will not yield high marks.
3. When appropriate refer to your personal experiences in your posts. If you have learned something about the world that is relevant to the topic at hand share it with us.
4. Posts should always be complete when posted and use proper grammar. No one likes to read anything riddled with mistakes.

If for whatever reason your post(s) on the online discussion board do not meet these criteria they will not receive full credit.

The Personal Network Project counts for 10% of the final grade for the course. The project will be evaluated based on completeness, meaning that it includes an ego-centered family network diagram, an ego-centered friendship diagram, and written responses to all eight questions posed at the end of the Exercise 16 project description.

Cultural Encounter Project counts for 10% of the final grade of the course.

Movie Responses count for 5% of the final grade for this course. Two films will be viewed during this course, after each film you will be required to fill out short responses to questions on each film.

Exams count for 50% of the final grade for this course. The midterm and final exam will cover assigned readings, films, and materials given in the various modules. The midterm exam will cover all material given up to that point. The final exam will cover all material given from the midterm until the final. Both exams will include questions in multiple choice format as well short answer and essay questions.

Rubrics

Blog Response Rubric					
Criteria	**Excellent (50 points)**	**Satisfactory (42.5 points)**	**Emerging (37.5 points)**	**Poor (32.5 points)**	**Unsatisfactory (0 points)**
Length (20%)	250 word minimum was reached.	1-15 words short.	16-35 words short.	36-65 words short.	66 + words short.
Content (45%)	Each question was answered in a thorough and thoughtful manner.	Each question was addressed but not answered thoroughly.	A question remained unanswered.	A question remained unanswered and answers given were not complete.	Multiple questions remained unanswered or multiple answers did not pertain to the questions.
Community (25%)	Responds to two or more peer posts in a way that advances discussion beyond the obvious, incorporate new ideas, asks further questions to expand the discussion, and use examples from reading, Web research, or personal experience (as appropriate)	Responds to two peer posts, shows attention to key ideas shared, to expand the discussion using examples and asking questions using examples from reading, Web research, or personal experience (as appropriate)	Responds to two peer posts, offers little interaction with other posts in the discussion. Mostly summarizes what others have said without adding to discussion.	Posts only once in the entire discussion/ misrepresent content of other posts.	Does not engage with others.
Grammar/ Punctuation (10%)	Proper grammar and punctuation were used.	Only minor mistakes in punctuation or grammar occurred.	A number of mistakes in grammar and punctuation occurred.	Many mistakes in grammar and punctuation occurred.	Poor grammar and punctuation were used, sentences were incomplete.

Movie Responses					
Criteria	**Excellent (50 points)**	**Satisfactory (42.5 points)**	**Emerging (37.5 points)**	**Poor (32.5 points)**	**Unsatisfactory (0 points)**
Word Count (30%)	400 word minimum was reached.	1-50 words short.	51-90 words short.	91-125 words short.	126+ words short.
Content (60%)	Each question was answered in a thorough and thoughtful manner.	Each question is answered but not in a thorough manner, knowledge from the movie was displayed.	Knowledge in the movie was not clearly displayed or content is confusing/ incomplete.	Content shows a lack of knowledge in the movie or answers were very incomplete.	Answers were incomplete and did not pertain to the questions.
Grammar/ Punctuation (10%)	Proper grammar and punctuation were used.	Only minor mistakes in punctuation or grammar occurred.	A number of mistakes in grammar and punctuation occurred.	Many mistakes in grammar and punctuation occurred.	Poor grammar and punctuation were used, sentences were incomplete.

Personal Network Project Rubric					
Criteria	**Excellent (50 points)**	**Satisfactory (42.5 points)**	**Emerging (37.5 points)**	**Poor (32.5 points)**	**Unsatisfactory (0 points)**
Length (20%)	250 word minimum was reached.	1-15 words short.	16-35 words short.	36-65 words short.	66 + words short.
Content (30%)	Each question was answered in a thorough and thoughtful manner.	Each question was addressed but not answered thoroughly.	A question remained unanswered.	A question remained unanswered, and answers given were not complete.	Multiple questions remained unanswered or multiple answers did not pertain to the questions.
Grammar/ Punctuation (10%)	Proper grammar and punctuation were used.	Only minor mistakes in punctuation or grammar occurred.	A number of mistakes in grammar and punctuation occurred.	Many mistakes in grammar and punctuation occurred.	Poor grammar and punctuation were used, sentences were incomplete.
Format (Drawing) (30%)	A clear photo or scan of your personal network project was uploaded. The project was neat and easily understood. All instructions were followed.	The project was easily understood but was not neatly done.	The project was unclear in parts but understandable overall. Most instructions were followed.	The project was sloppy and hard to understand. Instructions were not properly followed.	The project was unreadable and disorganized, and instructions were not followed.
Format (Question Responses) (10%)	Questions were clearly labeled and uploaded in a separate word document. Formatting and organization of the document provide meaningful information about context and intent.	Questions were clearly labeled and uploaded in a separate word document.	Questions were not clearly labeled.	Questions were not labelled.	Questions were not provided in a separate Word document.

Cultural Encounter Project Rubric					
Criteria	**Excellent (50 points)**	**Satisfactory (42.5 points)**	**Emerging (37.5 points)**	**Poor (32.5 points)**	**Unsatisfactory (0 points)**
Length (25%)	200 word minimum was reached.	1-10 words short.	11-25 words short.	26-45 words short.	46 + words short.
Content (30%)	Experience was clearly described, reflection was thorough and thoughtful, and comparisons were made between projects.	The experience or reflection was not answered thoroughly, or projects were not compared.	Either the experience or reflection was not addressed.	Reflections or experience was not addressed and responses given were not thorough.	Directions were not followed or responses were confusing or incomplete.
Grammar/ Punctuation (15%)	Proper grammar and punctuation were used.	Only minor mistakes in punctuation or grammar occurred.	A number of mistakes in grammar and punctuation occurred.	Many mistakes in grammar and punctuation occurred.	Poor grammar and punctuation were used, sentences were incomplete.
Format (Drawing) (30%)	A clear photo or scan of your participants' personal network project was uploaded. The project was neat and easily understood. All instructions were followed.	The project was easily understood but was not neatly done.	The project was unclear in parts but understandable overall. Most instructions were followed.	The project was sloppy and hard to understand. Instructions were not properly followed.	The project was unreadable and disorganized and instructions were not followed.

Exams

There are two exams in this course. The midterm exam covers material from modules 1-8 and is made up of definitions, short answer, short and long essay question types and is worth 65 points. You will be allowed 120 minutes to take this exam. This exam is worth 25% of your grade. The final exam covers material from modules 9-16 and is made up of definitions, short answer, short and long essay question types and worth 65 points. You will be allowed 120 minutes to take this exam. This exam is worth 25% of your grade. Both exams must be taken under supervision of a proctor.

Please read the important information about taking exams and how online proctoring works at www.andrews.edu/distance/students/exams.html.   Follow prompts in the course space to set up your exam session. In each module that contains an exam, you will find what to review and what materials are allowed (if any) during the exam. Proctoring appointments can be set up one month in advance.

Please note that an exam code is never released to the student. All students must present photo identification before each exam session. Exams can only be proctored after a deadline with approval directly from the instructor to the Testing Center (sdeexams@andrews.edu or 269-471-6566). No exam is returned to the student for review. To aid studying for future exams, you may request the instructor to provide summary feedback on an exam.

Suggested schedule for completion in 8 weeks:

Modules	Lessons	Readings	Assignments	Outcomes Met
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Schedule Introduce Yourself Academic Integrity Quiz Academic Integrity Statement	
1	Lesson 1: Introduction to Ethnography	*The Lives of Amish Women* Preface, Chapters 1 and 2 Video lecture	Blog One	SLO 1
	Lesson 2: A Man Called Bee	Watch *A Man Called "Bee": Studying the Yanomamo* Video lecture	Movie Response: A Man Called Bee	SLO 1
2	Lesson 3: The Lives of Amish Women	*The Lives of Amish Women* chapters 5, 6, and 8 Video lecture	Movie Response: The Amish: People of Preservation	SLO 1
	Lesson 4: Introducing Cultural Anthropology	*Perspective* Chapter 1 Video lecture	Blog Two	SLO 1 SLO 4
3	Lesson 5: Fieldwork: Methods in Anthropology	*Perspectives* Chapter 3 Video lecture	Blog Three	SLO 1
	Lesson 6: Subsistence	*Perspectives* Chapter 5 Video lecture	Blog Four	SLO 2 SLO 3
4	Lesson 7: Economics	*Perspectives* Chapter 6 Video lecture	Blog Five	SLO 3
	Lesson 8: Political Anthropology	*Perspectives* Chapter 7 Midterm Exam Review Video lecture	Blog Six	SLO 2 SLO 3
5	Lesson 9: Midterm	**PROCTORED Midterm Exam**		
	Lesson 10: Race and Ethnicity	*Perspectives* Chapter 9 Video lecture	Blog Seven	SLO 4 SLO 5
6	Lesson 11: Marriage and the Family	*Perspectives* Chapter 8 Video lecture	Personal Network Project	SLO 6
	Lesson 12: Family and Cultural Encounters	*Perspectives* Chapter 8 Video lecture	Cultural Encounter Project	SLO 5 SLO 6
7	Lesson 13: Language	*Perspectives* Chapter 4 Video lecture	Blog Eight	SLO 1 SLO 5
	Lesson 14: Religion	*Perspectives* Chapter 11 Video lecture	Blog Nine	SLO 1 SLO 7
8	Lesson 15: Culture and Sustainability	*Perspectives* 14 Final Exam Review	Blog Ten	SLO 8
	PROCTORED FINAL EXAM			

Suggested schedule for completion in 16 weeks:

Modules	Lessons	Readings	Assignments	Outcomes Met
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Schedule Introduce Yourself Academic Integrity Quiz Academic Integrity Statement	
1	Lesson 1: Introduction to Ethnography	*The Lives of Amish Women* Preface, Chapters 1 and 2 Video lecture	Blog One	SLO 1
2	Lesson 2: A Man Called Bee	Watch *A Man Called "Bee": Studying the Yanomamo* Video lecture	Movie Response: A Man Called Bee	SLO 1
3	Lesson 3: The Lives of Amish Women	*The Lives of Amish Women* chapters 5, 6, and 8 Video lecture	Movie Response: The Amish: People of Preservation	SLO 1
4	Lesson 4: Introducing Cultural Anthropology	*Perspective* Chapter 1 Video lecture	Blog Two	SLO 1 SLO 4
5	Lesson 5: Fieldwork: Methods in Anthropology	*Perspectives* Chapter 3 Video lecture	Blog Three	SLO 1
6	Lesson 6: Subsistence	*Perspectives* Chapter 5 Video lecture	Blog Four	SLO 2 SLO 3
7	Lesson 7: Economics	*Perspectives* Chapter 6 Video lecture	Blog Five	SLO 3
8	Lesson 8: Political Anthropology	*Perspectives* Chapter 7 Midterm Exam Review Video lecture	Blog Six	SLO 2 SLO 3
9	Lesson 9: Midterm	**PROCTORED Midterm Exam**		
10	Lesson 10: Race and Ethnicity	*Perspectives* Chapter 9 Video lecture	Blog Seven	SLO 4 SLO 5
11	Lesson 11: Marriage and the Family	*Perspectives* Chapter 8 Video lecture	Personal Network Project	SLO 6
12	Lesson 12: Family and Cultural Encounters	*Perspectives* Chapter 8 Video lecture	Cultural Encounter Project	SLO 5 SLO 6
13	Lesson 13: Language	*Perspectives* Chapter 4 Video lecture	Blog Eight	SLO 1 SLO 5
14	Lesson 14: Religion	*Perspectives* Chapter 11 Video lecture	Blog Nine	SLO 1 SLO 7
15	Lesson 15: Culture and Sustainability	*Perspectives* 14 Final Exam Review	Blog Ten	SLO 8
16	**PROCTORED FINAL EXAM**			

Completing Assignments
All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed.

Part 4: Grading Policy

Graded Course Activities

Percent %	Description
25	Blogs
10	Personal Network Project
10	Cultural Encounter Project
5	Movie Responses
25	Midterm Exam
25	Final Exam
100	Total Percent Possible

Viewing Grades in Moodle
- Click into the course.
- Click on the **Grades** link in Administration Block to the left of the main course page.

Letter Grade Assignment

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D	60-69%
F	0-59%

Part 5: Course Policies

Withdrawal and Incomplete Policies
The current withdrawal policy can be found online at
https://www.andrews.edu/distance/students/gradplus/withdrawal.html. The incomplete policy
is found online at http://www.andrews.edu/weblmsc/moodle/public/incompletes.html.

Maintain Professional Conduct Both in the Classroom and Online
The classroom is a professional environment where academic debate and learning take place.
Your instructor will make every effort to make this environment safe for you to share your
opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and
beliefs of other students—both in the face-to-face classroom and online communication.
Students have the right and privilege to learn in the class, free from harassment and disruption.

Academic Accommodations
Students who require accommodations may request an academic adjustment as follows:
1. Read the Andrews University Disability Accommodation information
   at https://www.andrews.edu/services/sscenter/disability/
2. Download and fill in the disability form
   at http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf .
   Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and
   scan. Email the completed form and disability documentation (if any)
   to success@andrews.edu or fax it to (269) 471-8407.
3. Email sdestudents@andrews.edu to inform the School of Distance Education that a
   disability has been reported to Student Success.

Commitment to Integrity
As a student in this course, and at the university, you are expected to maintain high degrees of
professionalism, commitment to active learning, participation in this course, and integrity in
your behavior in and out of this online classroom.

Commitment to Excellence
You deserve a standing ovation based on your decision to enroll in, and effectively complete this
course. Along with your pledge of "commitment to Integrity" you are expected to adhere to a
"commitment to excellence." Andrews University has established high academic standards that
will truly enhance your writing and communication skills across the disciplines and in diverse
milieu with many discourse communities in the workplace.

Honesty
Using the work of another student or allowing work to be used by another student jeopardizes
not only the teacher-student relationship but also the student's academic standing. Lessons may
be discussed with other students, tutors may help to guide a student's work, and textbooks,
encyclopedias and other resource materials may be used for additional assistance, but the actual
response must be the student's own work. A student who gives information to another student
to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum
Committee for appropriate punitive action.