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Instructors Office Location CVC L156.

Course Description

General/Introduction to anthropology is the study of human beings, their antecedents and related primates, and their cultural behavior and institutions. You will be introduced to anthropology’s major subfields: physical and cultural anthropology, archaeology and linguistics. Anthropology shows the tremendous diversity of human beings and their way of life while at the same time revealing underlined unity. By way of example, this course will draw on a variety of cultures and societies; hence, the course will encourage the student to suspend value judgments in order to understand why human beings- in their different cultural contexts- believe, think, speak, and socially behave the way they do.  
Prerequisite: Developmental Reading 0093 or English as a Second Language (ESOL) 0044 or have met the Texas Success Initiative (TSI) standard in Reading.  
This course surveys the origin of mankind involving the processes of physical and cultural evolution, ancient man, and preliterate man. Attention is centered on fossil evidence, physiology and family/group roles and status (3Lec.)

Core Curriculum and Course Objectives:

The objective of a communication component of a core is to enable the student to communicate effectively in clear and correct prose in a style appropriate to the subject, occasion and audience. As part of the Core Curriculum, this course satisfies some of the Exemplary Education Objectives in the Communication Component Area, as set forth by the Texas Higher Education Coordinating Board. They are:

The objectives of this course are multiple. Aside from the content of Anthropology, this course addresses several important intellectual competencies and educational objectives as determined by the DCCCD Core Curriculum Guidelines. These include the following:

Reading: the ability to analyze and interpret a variety of printed materials-books, documents and articles at a college level.

Writing: the ability to produce clear, correct and coherent phrases adapted to purpose, occasion and audience at a college level.

Communicate: the ability to analyze and interpret various forms with sufficient literacy skills of writing and reading above a 12th grade level.

Critical Thinking: think and analyze at a critical level.

a) Examine social institutions and processes across a range of historical periods, social structures and cultures.

b) Use and critique alternative explanatory systems or theories.

c) Develop and communicate alternative explanations or solutions for contemporary social issues.
d) Analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study.

e) Differentiate and analyze historical evidence (documentary and statistical) and different points of view.

f) Recognize and apply reasonable criteria for the acceptability of historical evidence and research.

g) Identify and understand differences and commonalities within diverse cultures.

**Course Objectives / Student Learning Outcomes:**
Upon successful completion of this course, students will be able to do the following:

1. Demonstrate an understanding of basic anthropological concepts.

2. Apply basic anthropological concepts in the analysis of various ethnographic materials.

3. Identify, compare and contrast cultural patterns.

4. Demonstrate a familiarity with ethnographic methods.

5. Complete a preliminary, limited ethnographic study.

The above listed Intellectual competencies and educational objectives have been explicitly incorporated into specific learning outcomes for this course. Upon successful completion of this course, you should be able to

1. Identify the major goals, methods and subfields of Anthropology, along with important researchers, and their contributions, by way of objective (multiple choice, true - false) exams. (IC: a, b, c; EEO: e, f, g)

2. Demonstrate your understanding of key concepts, as culture, cross-cultural comparison, ethnocentrism and cultural relativity by way of writing, ‘listening’/reading and thinking critically on discussion boards with your classmates and the instructor. (IC: a, b, c, d. EEO: a, b, c, d)

3. Apply your understanding of these concepts and your critical thinking on two written project reports. (IC: b, d; EEO: a, b, d, f, g).

4. Explain the nature of similarities and differences among and between human Communities and their cultures, in terms of a variety of social institutions, including family life, political and economic organization, religion, linguistic systems, and social structure around the world and through time, via objective exams, discussions with class mates and the instructor, and project papers. (IC: a-d; EEO: a-g).

**Course Book Requirements**

**REQUIRED READINGS --** Unless otherwise announced, these readings will be drawn from:

- Selected Academic Articles from EBSCO HOST and JSTOR.

**Basis for Evaluation / Grades**

ASSIGNMENTS: Each assignment is worth 20 points.

Assignment 1
Assignment 2
Assignment 3
Assignment 4
Assignment 5
100 total points
DISCUSSION BOARD: All discussion board postings are worth 20 points with a minimum of 5 postings on each discussion.
Discussion on Black Board 1
Discussion on Black Board 2
Discussion on Black Board 3
Discussion on Black Board 4
Discussion on Black Board 5

100 total points
TESTS: Each test is worth 100 points. The test questions are made up of 40 multiple chose questions and 10 true or false questions.
Test 1 Chaps 1-4
Test 2 Chaps 5-8
Test 3 Chaps 9-12
Test 4 Chaps 13-16

400 total points
EXTRA POINTS Work. The maximum extra points you can earn is 40 points. All extra work must be submitted on 11/20/2011

Students/Class Survey earn 20 Points

20-60 total points

Total Possible Points for this class without Extra Point Work is 600.
A= 558-600
B= 500-557
C= 442-499
D= 383-441
F= Below 382

Obtaining Final Course Grades Using eConnect
Final Grade Reports are no longer mailed. Convenient access is available online at www.econnect.dcccd.edu. Use your identification number when you log onto eConnect, an online system developed by the DCCCD to provide you with timely information regarding your college record. Your grades will also be printed on your Student Advising Report, which is available in the Admissions Office.

Eastfield / Cedar Valley College Email Policy
Faculty and students must have and use a DCCCD account for all correspondence relating to academic coursework. For information on setting up a DCCCD student email account go to: http://www.dcccd.edu/netmail/home.html
Financial Aid Statement

Students who are receiving any form of financial aid should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could cause you to be in a position of repayment for the current semester. Students who fail to attend or participate after the drop date are also subject to this policy.

Financial Aid Statement for Distance Learning Classes

If you are receiving Financial Aid grants or loans and are enrolled in a Distance Learning class, you must show participation in this class prior to the certification date by either e-mailing or contacting the instructor or logging on to eCampus. Do not drop or stop attending any class without consulting the Financial Aid Office. Changes in your enrollment level and failing grades may require that you repay financial aid funds.

Repeating This Course: (Third Attempt to Enroll in a Course)

Effective for Fall Semester 2005, the Dallas County Community Colleges will charge additional tuition to students registering the third or subsequent time for a course. All third and subsequent attempts of the majority of credit and Continuing Education/Workforce Training courses will result in additional tuition to be charged. Developmental Studies and some other courses will not be charged a higher tuition rate. Third attempts include courses taken at any of the Dallas County Community Colleges since the Fall 2002 Semester. See Third Attempt to Enroll in a Course at: http://www.dcccd.edu/thirdcourseattempt/

AMERICANS WITH DISABILITIES ACT COMPLIANCE

If you are a student with a disability and/or special needs who requires ADA accommodations, please contact your college Disability Services Office.

ACADEMIC HONESTY

The purpose of the Student Code of Conduct is to provide guidelines for the educational environment of The Dallas County Community College District. Such an environment presupposes both rights and responsibilities. Disciplinary regulations at the college are set forth in writing in order to give students general notice of prohibited conduct. Students should be aware of disciplinary actions for all forms of academic dishonesty, including cheating, fabrication, facilitating academic dishonesty, plagiarism, and collusion. Your College Catalog and the DCCCD Catalog contain the entire Student Code of Conduct, which is also available on the Internet at http://www.dcccd.edu.
ATTENDANCE:

Online Students: You may login based on your own schedule, but are you required to meet deadlines. ATTENDANCE: ATTENDANCE WILL BE TAKEN ON LINE VIA EMAIL. In addition, attendance will be noted at times during the course: exams, postings of the discussion board, etc. Online students will be required to respond to online instructor's emails in order to get attendance credit. Under certain conditions (such as prolonged illness), a student may be provided an opportunity to make up missed work. Note: insufficient attendance will result in failure of the course. Actively talking part in class discussions on the Discussion Board, taking your scheduled tests and submitting your assignments will be consider in the attendance policy.

DROP POLICY

IT IS YOUR RESPONSIBILITY TO DROP A COURSE OR WITHDRAW FROM THE COLLEGE: FAILURE TO DO SO WILL RESULT IN RECEIVING A PERFORMANCE GRADE, USUALLY A GRADE OF "F". PLEASE CONSULT THE CURRENT COURSE SCHEDULE FOR THE DROP DATE. The last day to officially withdraw to qualify for a grade of W is by (November 14 (R). You may repeat this course only once after receiving a grade, including W.

ACADEMIC ETHICS:
The College may initiate disciplinary proceedings against a student accused of scholastic dishonesty.

Scholastic dishonesty includes, but is not limited to, statements, acts, or omissions related to applications for enrollment or the award of a degree and/or the submission as one's own work material that is not one's own. Scholastic dishonesty may involve, but is not limited to, one or more of the following acts: cheating, plagiarism, collusion, use of annotated texts or teacher’s editions, and/or falsifying academic records.

Plagiarism is the use of an author's words or ideas as if they were one's own without giving credit to the source, including, but not limited to, failure to acknowledge a direct quotation. Cheating is the willful giving or receiving of information in an unauthorized manner during an examination, illicitly obtaining examination questions in advance, copying computer or Internet files, using someone else's work for assignments as if it were one's own, or any other dishonest means of attempting to fulfill the requirements of a course.

Collusion is intentionally aiding or attempting to aid another in an act of scholastic dishonesty, including but not limited to providing a paper or project to another student, providing an inappropriate level of assistance; communicating answers to a classmate during an examination; removing tests or answer sheets from a test site, and allowing a classmate to copy answers.
DUE DATES FOR DISCUSSIONS, ASSIGNMENTS, TESTS AND EXTRA CREDIT

Please note for the discussion portion of this class you have the opportunity to post up to 4 times and earn the full 20 points. A one line post or one line reply without substance will earn you 0 points. If you find yourself without ideas read what your class mates have said. Do you agree with them? Do you disagree with them? Please explain your stand use examples from your book, other readings or life experiences. If you would like to initiate a topic related to the topic at hand go ahead but please make sure it is relevant and you are adding to the information pool. Most of all I encourage you to do your reading and come with supporting ideas from your book or assigned articles.

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Please note: Any part, or all, of this syllabus may be changed at the discretion of the instructor. Students will be notified of any changes.