This course syllabus is intended as a set of guidelines for Anthropology 2346. Both Richland College and your instructor reserve the right to make modifications in content, schedule, and requirements as necessary to promote the best education possible within prevailing conditions affecting this course.

Instructor Information:

Susan Harper
SBH7420@dcccd.edu
(972)238-6140 (messages only)
Office Location: ACCESS Center – Alamita 110 (mailbox and messages only)
Office Hours: By Appointment

Course Information

Course title: Introduction to Anthropology
Course number: ANTH 2346
Section number: 83420
Credit hours: 3
Class meeting time: Online, through Ecampus
THIS CLASS IS A FLEX-TERM COURSE, RUNNING FROM 1/20-3/6

Course Description

DCCCD Catalog: Study of human beings, their antecedents and related primates, and their cultural behavior and institutions. Introduces the major subfields: physical and cultural anthropology, archeology, linguistics, and ethnology.

Anthropology is the study of humanity in the fullest sense of the word. Anthropology has been called “the most humanistic of the sciences and the most scientific of the humanities.” This is because anthropologists study such diverse topics as the origins and evolution of humans, their links with other species, the development of cultures from ancient origins to contemporary settings, the relationship of language to thought and culture, the nature of social institutions such as family, religion, economics and political organization around the world, just to name a few. This course presents a general overview of the entire broad field of anthropology with special emphasis on adaptation, the relationship between culture and biology, and the cultural diversity and similarities between different human populations.

Course Prerequisites

Developmental Reading 0093 or English as a Second Language (ESOL) 0044 and Developmental Writing 0093 OR English as a Second Language (ESOL) 0054 or have met the Texas Success Initiative (TSI) standard in Reading and Writing.
Required Textbook

Roger Scupin, ed. Cultural Anthropology: A Global Perspective
Publisher: Pearson, Prentice Hall
ISBN: 9780205158805

Student Learning Outcomes

Upon completion of this course, you will:

- Understand and use basic concepts in anthropology;

- Gain knowledge of subject matter in each subfield of the discipline;

- Develop analytical, communicative, and critical thinking skills through anthropological knowledge;

- Recognize and respect diverse cultures (global, generational, and historical perspectives); and

- Demonstrate raised awareness of relevant global and ethical issues happening in our world today.

Course Policies and Procedures

Online Classes and Success

This class is 100% online. We will have no in-person class meetings. Because this class is 100% online, reliable internet access is critical to your success. Failure of your internet access is not an acceptable excuse for late or missing work. Be sure you have a “Plan B” in case your usual method of internet access fails you.

In order to do well in an online course, it is vital that you keep up with the readings and assignments. Check your email and our Ecampus classroom often – I recommend daily.

Because this is a Flex course, we have only 6 weeks. This makes it all the more vital to keep up with the readings and assignments. It is easy to fall behind and difficult to catch up!

Contacting Me

I hope you will feel free to contact me throughout the semester, and not just if you are struggling. I enjoy working with students – we are all colleagues on a learning adventure. I don't bite, I promise.

Email is the best way to contact me. Please use the email address at the top of this syllabus. I answer all email within 24 hours during the week (M-Th) and 48 hours on the weekend (F-Sun). If I will be away from email for an extended period (due to travel, for example), I will notify the class.

You may leave messages for me at the ACCESS Center phone number listed on this syllabus. However, it may take up to 24 hours for to get the message. Email is best.

When emailing me, there are a few things that will help me help you more effectively:

- In the Subject line, include your name and the course you are in (number or title). I teach up to
five classes, so knowing who you are immediately will help me be more efficient. I eventually learn everyone's names, but identifying yourself in the Subject is appreciated.

- Sign your name at the end of your email. This is especially important if you use a name other than the one on the roll – I want to be able to address you appropriately!

- Use proper grammar and spelling. You can be casual, but please avoid text-ese or other confusing language.

- Try to be as specific as possible if you have a question. This prevents lots of back-and-forth, which means we can solve your question or problem faster!

- When in doubt about deadlines and course procedures, the syllabus is the ruling document – review it first!

**Grading Scale and Policy**

There are 1000 points available in this course.

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Boards (10 x 20 pts):</td>
<td>200</td>
</tr>
<tr>
<td>Quizzes (5 x 40 pts):</td>
<td>200</td>
</tr>
<tr>
<td>Field Papers (2 x 80 pts):</td>
<td>160</td>
</tr>
<tr>
<td>Exams (3 x 125 pts):</td>
<td>375</td>
</tr>
<tr>
<td>Check-ins (6 x 10 pts):</td>
<td>60</td>
</tr>
<tr>
<td>Personal Info Response (1x5pts)</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>1000</td>
</tr>
</tbody>
</table>

**GRADING SCALE**

- 900-1000 A
- 899-800 B
- 799-700 C
- 699-600 D
- 599 and below F

I strive to grade assignments as quickly as possible. I use Gradebook in Blackboard so you can see your grades. I know students like to keep an eye on their progress, so here are some basic guidelines for when you can expect to see grades:

**Discussion Boards** will be graded within 7 days of the due date.

**Quizzes** will be graded within 48 hours of the due date.

**Field Papers** will be graded within 7 days of the due date.

**Check-Ins** will be graded within 48 hours of the due date.

**Exams** will be graded within 7 days of the due date.

If there is any variation in these time frames, I will let the class know. (Emergencies and illness, for example, do happen!)
You can help me grade efficiently by handing work in on time, keeping these time frames in mind, and refraining from contacting me about any missing grades until the above time frames have elapsed. (Emailing students about when grades will be posted slows down my grading process, but I understand that you want to know how you're doing. I have given you the above guidelines so that you have a sense when grades will be posted. I hope this helps alleviate any stress for you!)

**Class Assignments and Deliverables**

There are five major categories of assignments in this course.

Each week of the course has its own folder in Blackboard, labeled Week 1, etc. Check these folders carefully, as the materials and instructions you need will be there.

**Discussion Boards:** There will be 10 Discussion Boards this semester. For each Discussion Board, you will post one original response to the prompt I provide and then respond to two colleagues. **Please note that there are sometimes two (2) Discussion Boards per week! Remember to complete the full assignment!**

Each board is worth 20 points -- 10 for your original post and 10 (5 each) for your responses. (In the weeks with two Discussion Boards, this means there are 40 points available.)

Original posts are due by 11:59pm on the due date (typically a Thursday). Responses are due by 11:59pm on the due date (typically a Sunday).

Discussion Boards for each week will open early on Monday morning of the week they are due, so you will have the maximum time to consider the prompts and participate in the discussion.

**Quizzes:** These are short knowledge checks. They check your knowledge of vocabulary and key concepts.

Each quiz is worth 40 points. Quizzes have 20 questions -- they may be fill in the blank or short answer.

Quizzes will be available early Monday morning of the week they are due. Quizzes are due at 11:59pm on the due date (typically a Friday).

**Field Papers:** You will complete two field papers, which give you a chance to apply the tools we are learning. Each will be 3-5 pages long. Detailed instructions are in Blackboard.

Each Field Paper is worth 80 points. Due dates are listed in the Course Calendar. Papers are due by 11:59pm on the due date.

The purpose of the Field Papers is to apply what you are learning in a "real world" setting. These papers are challenging but can also be a great deal of fun to complete.

**Check-Ins:** These are brief assignments that allow you (and me) to see how you're doing with the week's material.

Check-Ins are worth 5 points. They may involve writing a short paragraph, defining a couple terms, or completing exercises such as matching or fill in the blank.

Check-Ins will be available early Monday morning of the week they are due. Check-Ins are due at 11:59pm on the due date (typically a Wednesday).
Exams: There are three exams in this course. Exams draw on material from the lectures, readings, discussions, and any videos or other materials I post for you. Each exam is a mix of fill in the blank, short answer, and essay questions. **Exams are taken online and are timed.** Your final exam is **NOT cumulative.**

Your lowest exam grade will be dropped. There are no make-up exams except in extreme emergencies. The exam you miss is the exam you drop.

Exams will be made available for 48 hours before they are due. **You may attempt each exam only once. Once you begin an exam, you must complete it – you cannot log out and come back to finish the exam. No outside sources (notes, websites, etc.) may be used during exams.**

**Personal Information Response:** This is a short form I have you fill out so I can get to know you better. It is worth 5 points – you get the points if you hand it in! The information on that form is between you and me.

Key to success on all these assignments is reading the assigned chapters. You cannot pass my class without keeping up with the reading!

**Attendance Policy**

In order to succeed in an online course, you **must** participate actively. Log in to our Ecampus classroom at least every other day – every day is advisable!

**Other Policies and Procedures**

**Podcasts**

In addition to the assignments above, each week there will be short podcast lectures. Please listen to all of these. I include material in the podcasts which is not in the book – and which is “fair game” for quizzes and Discussion Boards. Podcasts will be available early Monday morning, so that you can listen to them as you begin the week’s material and assignments. I recommend listening to the podcast by Wednesday at noon so that you can draw on it as you complete any check-ins, quizzes, Discussion Boards, and other assignments for the week. You may listen to the podcasts as many times as you wish.

**Extra Credit**

No extra credit assignments are anticipated during this course. Do not anticipate that extra credit given at a later date will help your final grade.

**Late Assignments**

Late assignments will NOT be accepted. No assignments will be accepted if they are dropped off in my box. **ALL ASSIGNMENTS MUST BE TURNED IN VIA ECAMPUS.**

**Emailed Assignments**

For both your and my benefit, no assignments will be accepted via email.

**Academic Progress**

Students are encouraged to discuss academic goals and degree completion with their instructors. Specific advising is available throughout the semester. Check
www.richlandcollege.edu/admissions/process.php for more details.

**Syllabus Changes**

I reserve the right to amend or alter this syllabus. I will *always* notify the class of any changes in a timely fashion through an Ecampus announcement.
INSTITUTIONAL POLICIES

ACADEMIC DISHONESTY
The Student Code of Conduct prohibits academic dishonesty and prescribes penalties for violations. According to this code, which is printed in the college catalog, "academic dishonesty", includes (but is not limited to) cheating, fabrication, facilitating academic dishonesty, plagiarism, and collusion”.

Academic dishonesty may result in the following sanctions, including, but not limited to:
1. A grade of zero or a lowered grade on the assignment or course.
2. A reprimand.
3. Suspension from the college.

NOTIFICATION OF ABSENCE DUE TO RELIGIOUS HOLY DAY(S)
Students who will be absent from class for the observance of a religious holiday must notify the instructor in advance. Please refer to the Student Obligations section of the college catalog for more explanation. You are required to complete any assignments or take any examinations missed as a result of the absence within the time frame specified by your instructor.

REQUIREMENTS OF THE AMERICANS WITH DISABILITIES ACT
Richland College provides academic accommodations to students with disabilities, as defined under ADA law. It is the student’s choice and responsibility to initiate any request for accommodations. If you are a student with a disability who requires such ADA accommodations, please contact Richland College’s Disability Services Office in person (T120) or by phone at 972-238-6180 (voice/TTY).
http://www.rlc.dcccd.edu/dso/

DROP POLICY
If you are unable to complete this course, you must officially withdraw by Tuesday, February 24, 2015. Withdrawing is a formal procedure which you must initiate; your instructor cannot do it for you.

All Dallas County Community Colleges charge a higher tuition rate to students registering the third time for a course. This rule applies to the majority of credit and Continuing Education / Workforce Training courses. Developmental Studies and some other courses are not charged a higher tuition rate. Third attempts include courses taken at any DCCCD college since the fall 2002 semester. For further information, go online to: http://www.DCCCD.edu/thirdcourseattempt.

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 are also subject to this policy.

To apply for financial aid in the DCCCD, students must complete FAFSA (Free Application for Federal Student Aid) on the web at http://www.fafsa.ed.gov.

STOP BEFORE YOU DROP
For students who enrolled in college level courses for the first time in the fall of 2007, Texas Education Code 51.907 limits the number of courses a student may drop.
You may drop no more than 6 courses during your entire undergraduate career unless the drop qualifies as an exception. Your campus counseling/advising center will give you more
information on the allowable exceptions. Remember that once you have accumulated 6 non-exempt drops, you cannot drop any other courses with a "W". Therefore, please exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, you may access: https://www1.dcccd.edu/courseredrops

Other important course policies can be found at: www.richlandcollege.edu/syllabusinfo/syllabiInformation.pdf
Exemplary Educational Objectives (EEOs): Social and Behavioral Sciences

The objective of a social and behavioral science component of a core curriculum is to increase students' knowledge of how social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity. The exemplary educational objectives (EEOs) for Anthropology 2346 are:

- To examine social institutions and processes across a range of historical periods, social structures, and cultures.
- To use and critique alternative explanatory systems or theories.
- To recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy.
- To identify and understand differences and commonalities within diverse cultures.

Intellectual Competencies: The Core Curriculum guidelines are predicated on the judgment that a series of basic Intellectual Competencies — 1, reading; 2, writing; 3, speaking; 4, listening; 5, critical thinking; and 6, computer literacy — are essential to the learning process in any discipline and thus should inform any Core Curriculum. Core Curriculum Intellectual Competencies (CCICs) for Anthropology 2346 are:

1. Reading: the ability to analyze and interpret a variety of printed material – books, charts and articles – at the college level.
2. Writing: the ability to produce clear, correct and coherent prose adapted to purpose, occasion and audience at the college level.
3. Critical thinking: the ability to think and analyze with critical skills at the college level.

Anthropology 2346 Learning Outcomes:

1. Explain and apply methods and concepts of anthropological inquiry, both scientific and humanistic.
2. Explain the general theory of evolution, its history and application as a central organizing theme for understanding human biological and cultural development.
3. Identify and understand differences and commonalities within and between diverse cultures.
4. Identify, use and critique alternative explanatory systems and theories of human behavior and cultures around the world, and through time.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Deliverables/Items Due</th>
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| Week 1     | What is Anthropology? Scupin, Chapter 1 | 1/22: Personal Information Response Due  
1/23: Original Response on DB 1  
1/25: Responses (2) on DB 1 |
| Week 2     | Our Human Family Scupin, Chapter 2  
Culture Scupin, Chapters 3 and 4 | 1/27: Check-In 1  
1/29: Original Responses on DB 2 and DB 3  
1/30: Quiz 1  
2/1: Responses on DBs 2 and 3  
2/1: Exam #1 due (Chapter 1-4) |
| Week 3     | Anthropological Theory Scupin, Chapter 6  
Doing Anthropology Scupin, Chapter 7 | 2/3: Check-In 2  
2/5: Original Response on DB 4 and DB 5  
2/6: Quiz 2  
2/8: Responses on DBs 4 and 5  
2/8: Field Paper 1 due |
| Week 4     | Language Scupin, Chapter 5  
Applied Anthropology Scupin, Chapter 18 | 2/10: Check-In 3  
2/12: Original Responses on DB 6 and DB 7  
2/13: Quiz 3  
2/15: Responses on DBs 6 and 7 |
| Week 5     | Band Societies Scupin, Chapter 8  
Tribal Societies Scupin, Chapter 9 | 2/17: Check-In 4  
2/19: Original Responses on DB 8 and DB 9  
2/20: Quiz 4  
2/22: Responses on DBs 8 and 9  
2/22: Exam #2 due (Chapter 5, |
| Week 6  | Chiefdom Societies  
|        | Scupin, Chapter 10  
|        | Agricultural State Societies  
|        | Scupin, Chapter 11  
|        | 2/24: Check-In 5  
|        | 2/26: Original Responses on DB 10  
|        | 2/27: Quiz 5  
|        | 3/1: Responses on DB 10  
|        | 3/1: Field Paper #2 due  
| Week 7  | Industrial State Societies  
|        | Scupin, Chapter 12  
|        | Globalization  
|        | Scupin, Chapters 14 and 15  
|        | 3/3: Check-In 6  
|        | 3/6: Exam #3 due (Chapters 10-12)  
| EXAM #3 | EXAM DUE BY 11:59PM  
| MARCH 6 | EXAM DUE BY 11:59PM  

Week of February 23