|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **ANTH 2351 - Cultural Anthropology**  **Course Syllabus: Summer 1 (5 Weeks) 2024** | | | | | | | |
| ***“Northeast Texas Community College exists to provide responsible, exemplary learning opportunities.”***  **Kimberly A. Hinson, MA, RPA**  **Office: Virtual**  **Email:khinson@ntcc.edu kahinson@choctawnation.com** | | | | | | | |
| **Office Hours** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Online** |
|  | By Appt. | By Appt. | By Appt. | By Appt. | By Appt. | Monday through Friday via email |

*The information contained in this syllabus is subject to change without notice. Students are expected to be aware of any additional course policies presented by the instructor during the course.*

**Course Description:** This course provides an introduction to the discipline of Anthropology, the study of human cultures. Topics may include social organization, institutions, diversity, interactions between human groups, and ethics in the discipline.

# Required Textbook(s):

2016 Haviland, William A., Harald E.L. Prins, Dana Walrath, and Bunny McBride,

*The Essence of Anthropology (Fourth Edition)*, Cengage Learning Solutions, USA.

# ISBN Number: 978-1-305-25898-3

**Recommended Reading(s):**

Ruth Benedict, Patterns of Culture (Classic Anthropology, Not Required)

# Student Learning Outcomes:

1. Describe key concepts and methods of cultural anthropology.

2. Explain the concept of culture, cultural diversity, and culture change.

3. Demonstrate how anthropological concepts apply to addressing human and global challenges.

# Course Objectives:

1. To introduce students to the perspectives, field methods, and theories of the four major subfields of Anthropology (Biological Anthropology, Cultural Anthropology, Archaeology, and Linguistic Anthropology).

2. To evaluate the role of culture in shaping human behavior, past and present.

3. To explore human diversity and the complexity of the human species.

# Lectures & Discussions: *See course schedule below*

# Evaluation/Grading Policy:

Final grades will be based on 4 quizzes, 5 Blackboard discussions, 1 Assignment, and a Final Exam.

Syllabus Acknowledgement 5%

4 Quizzes 40%

5 Blackboard Discussions 25%

1 Assignment 15%

Final Exam 15%

Total: 100%

*Grading Scale:*

90-100% A Superior Work

80-89% B Good Work

70-79% C Average Work

60-69% D Below Average Work

0-59% F Unsatisfactory

# Tests/Exams:

Quizzes/exams will be administered on Blackboard according to the schedule. Materials covered include the textbook, powerpoints, and video clips. Quiz questions will be in multiple choice or true/false format. The final exam will be in long answer or essay format. Make-up quizzes/exams will only be allowed in exceptional cases. Quizzes/exam must be completed by 11:59pm on the evening of the designated quiz/test date.

# Assignments:

Students will complete one small assignment, a short ethnographic interview. The goal of this assignment is to interview a local person, i.e. informant, regarding a “rite of passage,” or ceremony marking an important stage in a person’s life. Students will summarize the interview as well as consider the values, attitudes and assumptions of the informant. Students will be expected to submit notes from their interview (suggested questions provided) and answer some directed questions from the instructor.

# Blackboard Discussions:

Students will create a total of six blackboard discussion threads. The discussions will be based on assigned video clips and prompt questions provided by the instructor. Students are expected to engage with and reflect on the topic, powerpoint lecture, and assigned video clips.

# Student Responsibilities/Expectations:

Research by those in education development reveals the strong relationships between attendance and grades; those who “actively” attend (participate in) class on a regular basis earn far higher grades than those who are tardy and absent. It is the responsibility of each student to attend all scheduled class meetings in the courses in which he/she is enrolled. All students are expected to read or review the assigned materials.

# NTCC Academic Honesty Statement:

"Students are expected to complete course work in an honest manner, using their intellects and resources designated as allowable by the course instructor. Students are responsible for addressing questions about allowable resources with the course instructor. NTCC upholds the highest standards of academic integrity. This course will follow the NTCC Academic Honesty policy stated in the Student Handbook."

# Academic Ethics:

The college expects all students to engage in academic pursuits in a manner that is beyond reproach. Students are expected to maintain complete honesty and integrity in their academic pursuit. Academic dishonesty such as cheating, plagiarism, and collusion is unacceptable and may result in disciplinary action. Refer to the student handbook for more information on this subject.

# ADA Statement:

It is the policy of NTCC to provide reasonable accommodations for qualified individuals who are students with disabilities. This College will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student’s responsibility to request accommodations. An appointment can be made with Katherine Belew, Academic Advisor/Coordinator of Special Populations located in the College Connection. She can be reached at 903-434-8218. For more information and to obtain a copy of the Request for Accommodations, please refer to the NTCC website - Special Populations.

# Family Educational Rights and Privacy Act (Ferpa):

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children’s educational records. These rights transfer to the student when he or she attends a school beyond the high school level. Students to whom the rights have transferred are considered “eligible students.” In essence, a parent has no legal right to obtain information concerning the child’s college records without the written consent of the student. In compliance with FERPA, information classified as “directory information” may be released to the general public without the written consent of the student unless the student makes a request in writing. Directory information is defined as: the student’s name, permanent address and/or local address, telephone listing, dates of attendance, most recent previous education institution attended, other information including major, field of study, degrees, awards received, and participation in officially recognized activities/sports.

**Suggested Course Schedule:**

|  |  |  |
| --- | --- | --- |
| **Date** | **Topic/Lecture** | **Reminders** |
| **Week 1**  **(6/3-6/7)** | What is Anthropology? (Chapter 1 in Haviland, see powerpoint lecture) | Discussion Board and Quiz due by Friday 11:59pm |
| The Four Subfields of Anthropology (Continue Chapter 1 in Haviland, see powerpoint lecture) |
| Characteristics of Culture (Chapter 8) |
| **Week 2**  **(6/10-6/14)** | Language and Communication (Chapter 9) | Discussion Board and Quiz due by Friday 11:59pm |
| Social Identity, Race, and Racism (Chapter 7) |
| Sex, Gender, and Sexuality  (Chapter 10) |
| **Week 3**  **(6/17-6/21)** | Subsistence and Exchange | Discussion Board and Quiz due by Friday 11:59pm |
| Sex, Marriage, and Family  (Chapter 12) |
| **Week 4**  **(6/24-6/28)** | Kinship and Other Forms of Grouping (Chapter 13) | Discussion Board and Quiz due by Friday 11:59pm |
| Politics, Power, and Violence |
| **Week 5**  **(7/1-7/5)** | Religion and Spirituality (Chapter 15) | Ethnographic Assignment, Discussion Board, and Final Exam due by Tuesday, July 9, 11:59pm |