



Syllabus

Course Number/Title: AN177 Cultural Anthropology

Department: Social Science/Anthropology

Required Texts: CD/Online Text

Introductory Cultural Anthropology: An Interactive Approach

By Loretta A. Cormier, Sharyn R. Jones

ISBN Number: 978-1-936306-05-0

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<http://thecollaboratory.wikidot.com/cultural-anthropology-accelerated>

Year: Fall 2012

Credit Hours: 3

Room #: BMC 712

Days/Time: MW 10:50-12:05

8/22-10/17/12

Course Placement: Any

Prerequisite: None

Phone #: 460- 5528

<https://app.onelogin.com/client/apps>

RATIONALE

Cultural Anthropology is suitable for transfer to four-year institutions offering training in the behavioral/social sciences professions. Cultural Anthropology provides the basis for further study of past and present cultures. Students learn by practical experience, involvement and investigation using concepts and theories of anthropology. This disciplined, anthropological experience will complement and enhance students' academic program of study as well as influence their own lives.

COURSE DESCRIPTION

Anthropology is the comparative study of past and present human societies and cultures. Cultural Anthropology explores culture as the basis for human experience. Cultural Anthropology is the study of human diversity and universals. Emphasis includes examination of the worldviews of peoples and the areas where they live from a international and interdisciplinary perspective. Students are engaged in using the theories and practices of anthropology in field research and in learning by practical experience, involvement and investigation.

COURSE OUTLINE

				Text Tests
Modules 1&2	The Discipline of Anthropology—The ABCs	Introducing Ourselves; Virtual Office	Core Concepts; Four Fields of Anthropology; Nature/Nurture	1-4
Module 3	Expressive Culture Material Culture Social Organization	Cultural Awareness	Symbol, myth, & ritual	5, 6, & 7
Module 4				Midterm
Module 5	Social Constructions	Journal	Ethnography, Ethnicity, Ethnology	8-14
Module 6	http://thecollaboratory.wikidot.com/cultural-anthropology-accelerated	Digital Stories	Human Ecology; Globalization	
Module 7	Cultural Heritage	Review	Gender, Race, Age; Code of Ethics	
Module 8		Reflection Groups		Final Exam

Videos, Guest Lectures, and Field Trips to be scheduled.

List of Due Dates online in eCourses AN177 “Course Checklist”

COURSE LEARNING OBJECTIVES

A primary goal of the class is that students learn to express themselves more freely and clearly. This aims at building a sense of community within the classroom.

Each student should practice goal setting, problem solving, and personal motivation. Thorough practice should develop skilled individuals with good work habits and attitudes.

Anthropology includes study using the scientific method. Students will learn scientific reasoning skills along with recall of scientific content. Using a conflicting viewpoints format, students will be presented with hypotheses or viewpoints that are mutually inconsistent owing to different premises, incomplete or disputed data, or differing interpretations of data. Test items in this format measure students' skills in understanding, analyzing, and comparing alternative hypothesis or viewpoints.

Anthropology reading assignments use vocabulary building and reading comprehension skills. Reading tests measure reading comprehension and the use of concepts and terminology specific to anthropology. Students are required to derive meaning from the reading assignments by referring to what is explicitly stated, reasoning to determine implicit meanings, and drawing conclusions, comparisons, and generalizations for beyond the text.

Primary objectives of each student will be:

- Defining culture and other anthropological concepts
- Identification of ethnocentrism and racism
- Distinguishing cultural relativism and other anthropological theories
- Using the discipline of anthropology in ways relevant to the workplace and community

Integrated Competencies of each student will be:

- Time management--set goals/standards as priorities for accomplishing specific tasks
- Teamwork skills--identify and use skills for effective work relations with team members

Decision-making/Problem solving--identify important information needed to solve a problem
 Speaking skills--gather and present information in an effective manner of oral communication
 Self-management--take responsibility for accomplishments, diligence and self-esteem

During the course the student is expected to read and discuss text and other written materials required by the instructor. Supplemental readings and reserve or hand-out materials provide further references to encourage students' lifelong learning of their relationships to the world around them.

The discipline of anthropology aims to develop creative, skilled, and competent persons who can survive and contribute to the lives of others. The responsibility of the instructor is to offer students not only the traditional approaches to anthropology but also approaches that are consistent with current world issues and problems.

These objectives should be accomplished by discussion of instructor-generated questions and activities. This in turn leads to meeting the objectives of student generated questions and learning activities. Drawing on readings, ideas, and experiences students will become participant observers in their own cultural analysis.

The social science course teaches structure and methodology of the discipline and its tools of inquiry. The course of study is problematic and aims to develop usable knowledge in the form of conceptual, analytic, decision-making skills, along with factual memorization. This course stresses learning by involvement and investigation. The approach is multi-media and multi-disciplinary, drawing on social science, as well as physical science and humanities.

Students should identify career opportunities in anthropology.

- Archeology provides written documentation of cultural history and prehistory.
- Archeologists preserve and exhibit artifacts in museums and process data from cultural sites.
- Physical anthropologists have given forensic evidence in court and work in public health or in the design of clothing and equipment for human use.
- Linguists work in educational training programs to promote languages and communication.
- Ethnologists have studied existing and recent cultures, ways of life, thinking, and behavior. Ethnologists may work in community development, health care, agricultural improvement, personnel and organizational management and assessment of the impact of change in people's lives.

The common thread of the concept of culture forms the unifying theme to the study of human development and social relations. Students should learn the chronologies of cultural history and prehistory and describe life ways of past peoples. One of the most important lessons of anthropology is that each of the diverse cultures of humankind should be understood in its own context, through change, continuity, and coexistence.

Upon completion of the course the student should be able to:

1. Paraphrase key information from the reading assignments about anthropology.
2. Demonstrate recognition of key concepts of cultural anthropology.
3. Distinguish between biological evolution and cultural evolution.
4. Describe the methods and interpretation of the archeological record.
5. Identify the social and environmental factors that influence cultural behavior and values.
6. Define and give examples of ethnology, ethnohistory, and ethnography.
7. Compare verbal/nonverbal and gender-specific characteristics of human communication.
8. Explain the anthropological view of American heritage.
9. Describe the role of anthropologists in the classroom, in fieldwork, and among their colleagues.
10. Practice applying anthropological techniques of interview, investigation, and reporting in local situations.
11. Creatively explore issues of anthropological concern.
12. Use multimedia. Web 2.0 tools to tell stories.*
13. Exhibit evidence of scholarship showing the ability to discover and evaluate sources of information using them effectively.
14. Understand the holistic perspective of anthropology.*

15. Understand the knowledge base of anthropological inquiry.*
16. Trace changes of the discipline.*

*Course Learning Objectives Assessed: Statements that indicate what students are expected to know or to have learned upon completion of a course or a lesson.

COURSE COMPETENCIES

1. Recognize the holistic perspective of anthropology
2. Identify the knowledge base of anthropological inquiry
3. Demonstrate effective oral and written communication skills
4. Practice a higher level of critical and creative thinking processes.

The learning outcomes and competencies detailed in this syllabus meet or exceed the learning outcomes and competencies specified by the Kansas Core Competency Project for this course.

COURSE LEARNING OUTCOMES

a. Cognitive Outcomes: This course will develop the student's general intellectual abilities, curiosity, powers of critical analysis, aesthetic appreciation, and creativity. The student will have the capacity to analyze and interpret the dynamics of various events, ethical processes, and their significance, demonstrated by student's ability to read and think critically, to write effectively and express himself or herself.

b. Affective Outcomes: Upon completion of the course the student will have an understanding of personal management and skills necessary for academic and job success; to include how the college and workplace affects them and how they can affect it. The student will also appreciate social affiliation, group dynamics and strategy; and better understand the academic process.

Classroom Climate - It is likely you will hear class members express ideas or opinions very different from your own. You can listen to opposing viewpoints and respect the rights of others to hold differing perspectives without compromising your own beliefs or values. Be polite. Constructive feedback is a balance of honesty, respect, and sensitivity. Provide your classmates with specific and useful comments in a helpful and supportive manner. You will find yourself receiving constructive feedback as well as giving it. Do not overreact to suggestions for improvement. No presentation is perfect and no critique is all knowing. We are all learning as we engage in this experience.

METHOD OF INSTRUCTION

Texts, videos, lectures, and group discussions will be used to introduce students to course content. The basis of instruction is student discovery and instructor guidance. The instructor uses a perspectivist approach. Instruction includes the Socratic Method and Intuitive Learning Techniques, as well as lecture/discussion format. This course is part of an on-going field research in action anthropology. Learning activities to encourage student performance may include active learning, teamwork, and critical thinking exercises.

Course work is designed to allow students to apply what they are learning directly to authentic situations related to the course outline. People learn through experience and in social relations. Flexibility of course direction and responsiveness to student interests foster a collegial and productive learning environment. Students are expected to contribute in a respectful, constructive manner in the shape and content as the course evolves. The instructor facilitates the integration of classroom learning within the context of the world beyond the academic setting.

METHOD OF EVALUATION

Course credit will be evaluated by the following:

	Attendance/ Participation	Performance	Outcome
	50 % of Grade	50% of Grade	100%
	Quizzes, Tests, Practice Activities	30% Examinations 20% Presentations/ Reports/Papers/ Projects	Semester Grade

Grading uses the following scale:

A=90-100%, B=80-89%, C=70-79%, D=60-69%, F=0-59%

Presentations/Papers. Evaluation includes preparation, relevant sources, design, and presentation. Submitted in class and on the Internet at <http://thecollaboratory.wikidot.com/cultural-anthropology-accelerated> & <https://app.onelogin.com/client/apps>.

Examinations. Essay and objective examinations will be given covering study guides, lectures, discussion, and assignments. Final examination will be according to the session/finals schedule, unless otherwise notified. Final Exam will only be administered once.

Semester grade is determined one-half by attendance, participation, and practice. The other half is based on performance--i.e. quiz and test grading, presentation grade and examination grades.

COURSE REQUIREMENTS

Required computer access to <https://app.onelogin.com/client/apps> , and online posting of presentations required at <http://thecollaboratory.wikidot.com/cultural-anthropology-accelerated> Students will read the entire syllabus and inquire about any further information necessary. Textbooks must be purchased at the beginning of the course. Each student is responsible for reading, taking class notes, and doing assignments. The level of competency each student should demonstrate for successful completion of the course is at least the 70 percentile level for a C average. All quizzes, tests, and examinations are required of each student. Students will turn in assignments when due and arrive on time for each scheduled class. Students will observe and pay attention to the focus of each instructional activity whether lecture, video, or group discussion, etc. Students will show due diligence and self-discipline in study habits.

The asynchronous online format allows self-motivated, task-driven students the flexibility to complete undergraduate level coursework. Because this course relies heavily on regular interaction with others, students must have access to a working computer with Internet access throughout the course. Additionally, we will be using a variety of technology tools for this course, as working comfortably in a Web 2.0 environment is a major component of life today.

- SERVICE-LEARNING COMPONENT**

Any student may arrange with the course instructor and community agency an approved Service-Learning Presentation. Each participating student who chooses this option will plan with the instructor 15 hours of volunteer service-learning and orally report the results as a course presentation.

Computer access to <http://thecollaboratory.wikidot.com/cultural-anthropology-accelerated> and ePortal eCourses required.

Classroom Climate - It is likely you will hear class members express ideas or opinions very different from your own. You can listen to opposing viewpoints and respect the rights of others to hold differing perspectives without compromising your own beliefs or values. Be polite. Constructive feedback is a balance of honesty, respect, and sensitivity. Provide your classmates with specific and

useful comments in a helpful and supportive manner. You will find yourself receiving constructive feedback as well as giving it. Do not overreact to suggestions for improvement. No presentation is perfect and no critique is all knowing. We are all learning as we engage in this experience.

ASSIGNMENT POLICY

Assignments will be announced in class, online and hand-out sheets. Students are responsible for quality and timeliness of all assignments. Late work may not receive full credit. Please indicate your name and identify the lesson at the top of the assignment.

Introduce Ourselves Assignment: Post a short bio about yourself and reply in the Introduction Thread.

Create a digital story using iMovie, Moviemaker, or other movie editor. Add your voice over—narrative, images, and music. Post to the course Module Threaded Discussion and the class wikidot site as assigned in class. <http://thecollaboratory.wikidot.com/cultural-anthropology-accelerated>

TEST POLICY

Quizzes, tests, and examinations will be designated in class as online, open/closed file, notes, or textbook. Extensions for online testing must be instructor approved.

ATTENDANCE POLICY

Attendance is recorded by collection of assignments, quizzes, tests, and examinations. Failure for non-attendance forms will be used according to school policy. Official withdrawal forms should be submitted by the student to obtain refund and change enrollment status according to official deadlines.

SCHOOL ACTIVITY ABSENCE

If you are absent due to a school activity such as field trips, athletic events involving players, etc., you are required to have permission by the appropriate coach or other instructor. **You must make arrangements to make up class work before** you leave for that activity, or class work may not receive full credit.

PERSONAL ABSENCE

In the case of a personal absence--one which cannot be avoided, class work must be made up before the absence, or by arrangement with the instructor. It is your responsibility to call the instructor's office and communicate about your absence and class work--(785) 460-5528. The instructor may also be informed by email at linda.davis-stephens@colbycc.edu .

FIELD TRIP POLICY

Each student joining a class field trip must turn in appropriate forms before the trip begins. Forms requiring a notarized signature may be completed with the Notary Public in the Administration Office of Colby Community College or other Notary Public.

Academic Integrity Policy

Colby Community College defines academic integrity as learning that leads to the development of knowledge and/or skills without any form of cheating or plagiarism. This learning requires respect for Colby's institutional values of quality, service and integrity. All Colby Community College students, faculty, staff, and administrators are responsible for upholding academic integrity.

Cheating is giving, receiving, or using unauthorized help on individual and group academic exercises such as papers, quizzes, tests, and presentations through any delivery system in any learning environment. This includes impersonating another student, sharing content without authorization, fabricating data, and altering academic documents, including records, with or without the use of personal and college electronic devices.

Plagiarism is representing or turning in someone else's work without proper citation of the source. This includes unacknowledged paraphrase, quotation, or complete use of someone else's work in any form. It also includes citing work that is not used and taking credit for a group project without contributing to it.

The following procedure will be used for students who violate the policy:

- First Offense – Student will receive a zero for the assignment and the student will be reported to the Dean of Academic Affairs.
- Second Offense – The student will be reported to the Dean of Academic Affairs and removed from the class.
- Third Offense – The student will be reported to the Dean of Academic Affairs and dismissed from the college.

Any questions about this policy may be referred to the Dean of Academic Affairs.

ASSESSMENT STATEMENT

Colby Community College assesses student learning at several levels: general education, program, and classroom. The goal of these assessment activities is to improve student learning. As a student in this course, you will participate in various assessment activities. An example of your work, a paper, some test questions, a presentation, or other work may be selected for assessment. This process will not affect your grade, will not require you do additional work and your evaluation will be confidentially handled. Results of these activities will be used to improve teaching and learning at Colby Community College.

SYLLABUS INFORMATION DISCLAIMER

The course instructor reserves the right to change any information contained in this document, when necessary, with adequate notice given to the student. Notice shall be given in the classroom during class. No other notice is required. It is the students' responsibility to keep up with any changes, modifications, adjustments or amendments that are made to this document.

The student must discuss with the instructor any course related assignment, learning activity, or other part of the course that a student finds objectionable to his/her moral integrity or otherwise considers offensive content. Thereupon, with respectful dialogue, the instructor and student can find an alternative together for quality education.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

According to the Americans with Disabilities Act, it is the responsibility of each student with a disability to notify the college of his/her disability and to request accommodation. If a member of the class has a documented learning disability or physical disability and needs special accommodation, he/she should contact CCC Student Support Services or the CCC Dean of Student Services.

EQUIPMENT

Access to a computer equipped with Microsoft Office (Word), Internet access and a web browser, and an e-mail address. Except to accommodate special needs, audio/visual recording of my lectures or class discussion is not allowed.

BIBLIOGRAPHY AND WEBLIOGRAPHY

<http://www.ndbco.com/catalog/item/7474403/7877863.htm>

<http://homepage.uab.edu/sharynj/>

Textbook links

<http://www.aaanet.org/publications/guidelines.cfm>

Style Guide—AAA

<http://thecollaboratory.wikidot.com/cultural-anthropology-accelerated>

Davis-Stephens, Linda. "[Cheyenne Action Archeology](#)". In: *Research Frontiers in Anthropology* by Carol Ember, Melvin Ember, and Peter Peregrine, Eds. Upper Saddle River: Prentice Hall. Pages 73-114. 1998.

Davis-Stephens, Linda. "Cheyenne Action Archeology, Steps to Ecological Laws of the Tenth Millennium". Professional Paper presented at the International Congress of Anthropological and Ethnological Sciences, Williamsburg, Virginia, July 26-Aug. 1, 1998.

Davis-Stephens, Linda. "Cheyenne Country Almanac of an Organic Farm Buffalo Ranch". Professional Paper Presented and Published Abstract. International Union of Ethnological and Anthropological Sciences, Kunming, China. July 27-31, 2009.

Schlesier, Karl. "Rethinking the Dismal River Aspect and the Plains Athapaskans, A.D. 1692-1768". *Plains Anthropologist*. Vol. 17. Columbia. 1972.

Schlesier, Karl. "Action Anthropology and the Southern Cheyenne." *Current Anthropology*. 15 (3): 277-299. 1974.

Schlesier, Karl. *Wolves of Heaven*. University of Oklahoma Press, 1987

Schlesier, Karl. *Plains Indians, A. D. 500-1550, The Archaeological Past of Historic Groups*. Norman: University of Oklahoma Press. 1994.

Schlesier, Karl. "Commentary: A History of Ethnic Groups in the Great Plains A. D. 150-1550". In: Schlesier, Karl. *Plains Indians, A. D. 500-1550, The Archaeological Past of Historic Groups*. Norman: University of Oklahoma Press. Pages 308-381. 1994.

Recommended Resources: You will find an extensive bibliography in *Research Frontiers in Anthropology*, by Ember and Ember, available at used bookstores or from the instructor. In that book you should read the article "Cheyenne Action Archeology" and order the bibliographic articles and books by Interlibrary Loan from your local library. The Cheyenne article is also available online in the "El Cuartelejo Webliography and Sources" part of the webpage by Linda Davis-Stephens. "[El Cuartelejo: High Plains Laws and Identity--Service Learning the History of a Bioregion](#)".

Ctrl + Click to follow link <http://www.angelfire.com/ks2/hipp/index.html>

<http://greatplainsexperience.blogspot.com/>

<http://colbycriminaljusticeportfolios.wikidot.com/davis-stephens:page-1>

<http://thecollaboratory.wikidot.com/faculty:davis-stephens>

Preparatory education: Wichita State University, (Master of Arts/Anthropology), Wichita State University, (Bachelor of Anthropology/Spanish, Magna Cum Laude with Honors), Wichita State

University, (Degree Candidate/Elementary & Secondary Education); Legal education: Washburn University (Juris Doctor). Certificate: Visiting Scholar Certificate, Kansas State Board of Education.

Community Activities: National Park Service, Kansas State Historical Society, Prairie Museum of Art and History, Thomas County Historical Society, Jennings Heritage Associates, Oral Interviews, Kansas Folklore Society, Service Learning Archival Materials, Kansas Anthropological Association, High Plains Chapter, Special Collections Library.

Fieldwork: Spanish Interviews, Norton Correctional Facility, Restoration/Preservation Projects, Central High Plains, Action Anthropology/Archeology, Western Plains Region.

Selected Works in Media and Print: include Linda Davis-Stephens' Collection, Prairie Museum of Art and History; Summary, Nomination and Comprehensive Survey Reports, National Park Service, Cheyenne Action Archeology Tenth Millennium Series, Local History and Culture Documentaries, Theses, Sustainable Agriculture Policy, Central Plains Region, Mock Farm Mediation.

Positions held: President Hispanic American Law Student Association, Principal, West Plains Academy, and Attorney with emphasis in Criminal/Environmental Law, Conflict Resolution, and International Law.

Classes taught: Forensic Anthropology, Criminal Justice Forum, Juvenile Justice, Homeland Security, Loss Prevention and Private Security, Judicial Functions, Corrections, Criminal Procedure, Introduction to Criminal Justice, Criminology, Great Plains Experience, World Regional Geography, American Frontier Literature, Spanish, Government, World Religions, Anthropology, Women's Studies, Native American Cultures, Friends University—Conflict Resolution, Business Ethics, Organizational Behavior, Organizational Management & Leadership.

Revised: 08/12