

Anthropology 1302

Faculty: Kathleen O'Connor, Ph.D.

PHONE: (915) 747-7285

FAX: (915) 747-8266

E-MAIL: kaconnor2@utep.edu

Teaching Assistant: Mario Chavez

mjchavez2@miners.utep.edu

**Please direct any questions first to Mario.
We will answer emails within 48 hours.**

Course Description

The aims of this course are:

1. To introduce you to some of the varieties of world cultures, and
2. To examine the methods and theories anthropologists have used to understand them.

We will explore various aspects of culture, including language, enculturation, adaptation to the environment, religion, social structure, gender, ethnic identity, and family. A main goal of the class is for students to learn more about many different cultures and their own cultures while gaining critical perspectives on them. Discussion and questions are strongly encouraged and expected. No prerequisites are required.

Outcomes

After completing this course, students should be able to:

- Identify various distinctive cultures, the boundaries between cultures as well as shared ways of life and interactions across cultures.
- Have a basic understanding of main anthropological concepts, methods and theories, including how to apply them to cultural data.
- Recognize cultural conflict and ethnocentrism in society.
- Consider the effects of language, culture, and environment in the formation of their own beliefs and practices.
- Analyze complex processes such as globalization, colonialism, and cultural change.

- Debate and discuss multicultural issues in a tolerant manner and in a diverse group setting.
- Understand some of the main elements of diversity and multiculturalism in North America.

Required Texts

James Peoples and Garrick Bailey. Humanity: An Introduction to Cultural Anthropology. 9th edition. 2012. Wadsworth/Thomson Learning: Belmont, CA.

Conrad Kottack and Kathryn Kozaitis. On Being Different: Diversity and Multiculturalism in the North American Mainstream. 4th edition. 2008. McGraw-Hill: New York.

Course Requirements

1. There will be one main discussion post and one discussion reply per week, except for weeks 10 and 16 and the first week (during which there will be a syllabus quiz).
2. There will be three (3) exams. No make-ups will be allowed.
3. There will be four (4) papers as follows:
4. An ethnic identity paper.
5. A community identity paper.
6. A book review paper.
7. One ethnographic assignment.
8. All papers should be 4 typed pages.

Grading

Syllabus Quiz = will not be graded, but is mandatory.

Discussion/Participation (1 per week, except first, 10th and 16th week) 13 x 4 = 52 pts
For each discussion there will be 3 pts. maximum for the main discussion post and 1 pt. maximum for each reply.

Papers: 4 @ 6pts = 24 pts.

Exams: 3 @ 8pts = 24 pts.

Grading scale:

100-90 A

89-80 B

79-70 C

69-60 D

59 F

I will pass out information explaining each paper assignment in detail.

No late papers or make-up exams will be allowed except in cases of documented family or medical emergencies.

Class Outline

There will be roughly one unit per week of the course. Each course unit includes material so that students will understand the fundamental issues, along with representative details and examples. A brief outline of the course follows:

1. Introduction to Anthropology, and Introduction to North American Culture
2. Culture and Cultures
3. Culture and Language
4. Anthropological Theory
5. Anthropological Research Methods
6. Adaptation
7. Economics and Culture
8. Marriages and Families
9. Kinship and Culture
10. Enculturation and Life Cycle
11. Gender
12. Politics and Culture
13. Social Structure
14. Religions, Art and Culture
15. Globalization
16. Ethnicity and Applied Anthropology

Each unit will consist of 2-3 lessons, including readings with on-line guidelines and checkpoints, and on-line discussion. Discussion participation will be needed.

Course Work

Course activities will consist of reading, written discussions posted on discussion boards, and long written assignments. In general, it is expected that the course will require approximately nine hours each week, including reading, exercises, discussions, and all other activities.

Using the Lessons/Reading Guide. The goal of each lesson is to give you a guideline for close, detailed reading of the books; this takes the place of lecture from the professor. Take advantage of it! It will make a big difference in discussion and on your papers, as this level of detail and understanding is what I am looking for. Please note: you do not need to write out answers to the questions (unless that would help you personally) and you do not need to submit the answers to the professor. Instead, you should review the questions before you read each set of pages indicated in the book, and have the questions by your side as you read. Not every question can be answered directly in the reading; some are there to make you think or to point out implications rather than direct statements.

Discussions

Each registrant is required to participate in on-line discussion as an individual. Each lesson will require students to write at least 200 words in response to a question or set of questions. They will be provided at the top of each discussion forum as it is opened for the week. Each student will also reply to the entries of the other students; at least one extended comment [50 words or

more] and one brief follow-up for each question. The deadlines for discussion postings are listed in the calendar. Please note that there are two deadlines: one for the 200 word response ("main discussion question due") and one for replies to other students ("discussion board closes"). I will not read discussion items posted after the due date/time. Please plan your work time carefully.

Discussion postings must be in English to ensure mutual communication among participants. Words/phrases in Spanish should be translated in parentheses.

These discussion postings will focus on your ideas about the readings, not on summaries. Discussion postings will be graded according to the following criteria:

- Does the commentary show evidence of having read the material?
- Does the commentary show evidence of thinking about the reading beyond just summarizing it? (This may include extension to new circumstances/other readings, contradictory evidence, internal (in)consistency, and analyses of assumptions.)
- Does the commentary include relevant evidence to support its own argument?

Each discussion post will be graded on the basis of its content. Full credit will be given for the demonstration of extensive, knowledgeable, and thoughtful discussion. Less credit for capable knowledge with less evidence of critical or deep thinking. Even less points will be given for mostly correct, but incomplete, knowledge, partial mistakes, or incompletely thought-out discussion. Little credit will be given for minimally correct and involved discussion; and zero points for completely unprepared discussion or no discussion.

The standard practice ("netiquette") for participation in networked discussion requires that all participation be focused on the topic at hand, not become personalized, and be substantive in nature. (Translation: you may certainly disagree with others, and I hope you do, but you must do so respectfully; you may express strong beliefs or emotions, but you may not get so carried away that you lose all perspective on the course itself.)

Periodic Papers

Each paper's topic will be announced well in advance on the course Announcements page. Papers should be at least 4 pages, double spaced, submitted as a Word or rich text format (RTF) document.

Papers are graded on the basis of knowledge of all of the relevant material in the assigned readings and lessons/reading guides; excellent selection of one or several main arguments; excellent supporting arguments that extend, exemplify, or justify the main arguments; and excellent choice of supporting evidence. Use of ideas learned in discussion is encouraged.

Papers written in your own words will be given a higher grade than ones made up heavily of direct quotations. Light, relevant use of quotations is acceptable. Length depends very much on what you have to say, and you are expected to have a lot to say after having done the "close readings" in the lessons and after participating actively in discussions (including reading and learning from other students and the professor in discussions).

Student Responsibilities

Quizzes and Exams:

The exams will contain a mix of "objective" questions and more open-ended essay questions.

While the course will be largely conducted in an asynchronous mode (students can participate and submit work from anywhere at any hour of the day), it is not a self-paced course. The schedule below will be strictly adhered to, both in the activities for each unit and in the submission of work. Students are responsible for reading all instructions and assignments carefully, and for paying special attention to due dates.

Attendance:

Attendance in an on-line course consists of prompt fulfillment of all class activities. Students are responsible for reading all assignments in the time frame indicated and for completing all activities (discussions, papers) within the announced time span. Each lesson will expire one week after its activation date and cannot be accessed after that. Exceptions will be made only for documented medical emergencies.

Due dates/deadlines:

All deadlines are on the course schedule.

Special Circumstances

Students with disabilities or other conditions that complicate their ability to do course work should communicate that information to the professor at the beginning of the semester.

Academic Integrity

Plagiarism, cheating and other forms of academic dishonesty are prohibited and will be referred to the Office of the Dean of Students. Students must do their own work on all class papers and exams.

Work submitted formally (i.e., Papers) will be evaluated for content and for standard grammar and style. Contributions to discussions will be permitted somewhat greater deviation from standard practice for formal submission.

Standard practices of academic integrity are required in the course. All material submitted must be the student's own work. Ideas and expressions cited from the work of others must be credited appropriately. The course will follow the University of Texas at El Paso 's policies on academic honesty. These policies can be found at <http://studentaffairs.utep.edu>.

Copyright Notice

Many of the materials that are posted within this course are protected by copyright law. These materials are only for the use of students enrolled in this course and only for the purpose of this course. They may not be further retained or disseminated.

Technical Requirements

You will be taking this entire course, and possibly other courses, on your computer. You must have the minimum hardware and software to successfully complete this course. If you are in the market for a new system, please consider spending a bit more to upgrade to a more optimal system. Please refer to the [Getting Started](#) of the course for more information on technical requirements.

Technical Support

The University of Texas at El Paso provides free 24/7 Helpdesk support to academic students and faculty members teaching on-line. The Helpdesk can provide answers to questions about using technology and services, as well as, technical support. Please visit the [Technical Support Page](#) for more information.