



HUM 320: Exploring The Worlds Diverse Cultures

7.5 Week Online (Section XX) – 3 Credits

Semester:

Day(s):

Time(s):

Classroom:

Instructor:

Office Hours:

Office Location:

Phone Number:

Email:

INSERT
Professional
Headshot Here

Prerequisite/Co-Requisites: None

Course Description

This course focuses on themes and concepts in Cultural Anthropology that have been used to understand people of the world and cultural diversity, with an emphasis on social change and globalization. Students will read and analyze case studies on different societies in the world in addition to conducting an observational fieldwork project.



Course Goal

Exploring the World's Diverse Cultures offers students the opportunity to read and analyze case studies on different societies in the world, concluding with an observational fieldwork project.



Required Text

Nanda, S. and Warms, R.L. (2015) Culture counts: A concise introduction to cultural anthropology. (3rd ed.) Stamford, CT: Cengage Learning

Other required readings and multimedia content posted on Blackboard.

Student Learning Outcomes

Apply the major themes and concepts for the cross-cultural study of peoples across the world with in-depth analyses of case studies, such as 1) the clash of cultures involved with the 2011 law in France banning the face veil, 2) cultural resistances of the Gwich'in indigenous people in Alaska and Canada and possible oil drilling in the Arctic National Wildlife Refuge, 3) culture change and the traditional matrilineal kinship system of the Mosuo people in China in the face of a burgeoning tourist industry, and 4) the relationship of tribalism to the nation-state in Syria, as well as the civil war

Demonstrate an understanding of anthropological methods of research and the ethics involved by conducting an observational project

Use critical thinking and analytical skills by participating in debates in class discussions

Recognize and understand the complexity of culture and analyze cultural conflicts in terms of values, norms, and symbolism along with the underlying power relations and social diversity

Explain how indigenous and traditional societies culturally resist and/or change due to impacts from modernization and globalization

Describe and compare the differences between kin-based and state societies, along with understanding how traditional kin-based societies today exist within modern nation-states

Analyze case studies to assess the repercussions of global processes on local societies, covering global processes such as the global economy, transnational migration, the spread of Islamic fundamentalist movements, and international indigenous rights, as well as understanding the impacts on individual people and their life choices

Develop an understanding of cultural diversity through the observation project and paper whereby students describe the cultural construction of gender, socioeconomic class, ethnicity and regional social identities

- Improve writing skills by demonstrating effective writing skills in various formats (e.g. discussions, essays and papers) and for various purposes (e.g. arguing, explaining, and describing)



Grading Policy

Your performance in this course is assessed using multiple, varied methods in the areas listed below and based on the expectations as described in the syllabus and outlined in assessment scoring guides or rubrics. If you do not understand the expectations, it is your responsibility to ask the instructor questions.

Four Quizzes	10%
Seven Weekly Discussion	35%
Two Essay Tests	30%
Observational Project	25%
Restaurant choice paper	5%
Final paper	20%
Total:	100%

Coursework Expectations

This section of the syllabus contains a listing with brief descriptions of the assessment methods for this course. They are designed to align with the student-learning outcomes and provide you with varied ways to demonstrate mastery of the course content. ***Additional instructions and related scoring guides or rubrics are posted to Blackboard.***

Blackboard



Four Quizzes: (10%) Quizzes are meant for review. The quizzes cover the weekly unit overviews, readings, and multimedia content.



Weekly Discussion (35%) Students need to do a main post addressing the questions posed for discussion. The main posts should be posted by midnight on Wednesdays. Late main posts will receive a point reduction. Then, students should do at least three response posts. Response posts provide substantive insights on other students' main posts. The response posts are due by midnight on Sundays. The weekly discussion ends at midnight on Sundays. Any posts done after this deadline will not be graded. See the "Discussion Grading Rubric".

Essay tests (30%) assess students' comprehension of the course content, and their ability to think through the topics and case studies and arrive at reasoned conclusions. In order to earn a good grade on the essay tests, students' essays should demonstrate the following three qualities: 1) comprehensive coverage and keen understanding of the weekly unit overviews, readings, multimedia content, and class discussions, 2) analytical ability, and 3) good writing skills.



Observational Project (25%) entails fieldwork conducted at an American eatery of the student's choice. Observations will be made on the social dynamics exhibited by people at this eatery. The project consists of three phases. At the beginning of the term, students will write a two page paper on their choice of restaurant or other eatery and why they think their choice is a good choice for observing the dynamics involved with gender, sexuality, socioeconomic class, ethnicity, regional identities and other multicultural groupings in our society. By Week 4, students should have visited their chosen eatery and done observations. They need to report during Week 4's class discussion on one set of observations that are revealing of the social dynamics and cultural meanings pertaining to gender and gender relations.

The final paper in this course is the third phase of the American Eateries observation project. Students will need to detail two distinct sets of observations and write an analysis on the cultural construction of social identities regarding gender, socioeconomic class, and ethnicity/regionalism.

Course Outline / Class Schedule*

Week / Date(s)	Topic(s) To be Covered Each Week	Assignments
1	What is Anthropology? Doing Cultural Anthropology	<ul style="list-style-type: none">Weekly DiscussionChoice of American Eatery for Observation Project paper due by midnight on Sunday
2	Culture, Language, and Religion	<ul style="list-style-type: none">Weekly DiscussionQuiz 1 due by midnight on Sunday
3	Livelihoods and Economic Systems	<ul style="list-style-type: none">Weekly DiscussionQuiz 2 due by midnight on Sunday
4	Gender	<ul style="list-style-type: none">Mid-term Essay Test due Sunday by MidnightWeekly discussion on one set of observations from your American Eatery, along with gender analysis
5	Marriage, Family, and Kinship	<ul style="list-style-type: none">Weekly DiscussionQuiz 3 due by midnight on Sunday
6	Political Organization	<ul style="list-style-type: none">Weekly DiscussionQuiz 4 due by midnight on Sunday
7-7 1/2	Globalization and Final Essay Test	<ul style="list-style-type: none">Weekly DiscussionFinal Essay Test to be complete by midnight on last Thursday of termFinal Paper on American Eateries Observation Project due by midnight on last Thursday of term

**This syllabus is subject to change at the discretion of the instructor.*



Class Policies



Students who enroll in this course are making a commitment to regularly participate online in the weekly discussions and to complete all coursework by the end of the term. You are expected to regularly log into Blackboard throughout each week of the course, and to actively participate in all class discussions. Once the weekly discussion is closed, no late posts will be graded. Each weekly discussion counts for 5% of your grade.

Quizzes and essay tests must be completed before the deadlines. No extra credit work will be given. Make-ups will only be considered for medically documented cases. Documentation must be presented one week before the end of the term, via email. Incompletes will only be considered when there is a medical/health situation that prevents the student from completing the coursework on time. Documentation must be presented via email with a telephone number of the doctor for verification purposes.



Statement on Diversity: Literacy, academic fluency, and intellectual rigor are founded on an understanding and appreciation of the different perspectives that make up our society. The General Education department is committed to delivering instruction in a safe environment that promotes respect for all individuals and that values differences and similarities of age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status. Prejudice, discrimination, and intolerance are antithetical to the mission of Goodwin College as well as to scholastic values.



Blackboard: Blackboard contains class materials such as PowerPoints, worksheets, media, and links for submitting assignments. Be sure to **check Blackboard often** to stay up to date on announcements, new course materials, and other important information. **All assignments must be submitted on Blackboard.**



Late Assignments: Deadlines are an integral part of all professional careers. You must manage your time and complete all coursework thoroughly and on time (e.g., quizzes, exams, papers, projects, discussion board posts). Per department policy, any work submitted to the instructor after the due date will result in a zero for that particular assignment. Late assignments or make-up exams are not permitted except when there are documented extenuating circumstances (i.e., medical and family emergencies), and the instructor has been notified 24 hours before or after the deadline. In circumstances in which the instructor permits a make-up assignments or exams, the format of the task is at the discretion of the instructor.



Communication and E-mail: Students are expected to communicate in a professional manner (i.e., verbal, written, and electronic). I will send course updates and announcements through Blackboard so please **check your Goodwin e-mail account regularly.**



APA Style: This course follows APA style format for all written assignments. All written assignments must be produced using software that is compatible with Blackboard. Assessment of written assignments will include use of APA format, writing, grammar, quotations, and references. Academic Writer is also available at <https://goodwin.libguides.com/academicwriter> to help with APA formatting.



Expectations for Written Work: The following are basic expectations for all written work:

1. One-inch margin for all sides of the page (e.g., top, bottom, left, and right side of the page).
2. The font is 12 point.
3. The paper is double spaced.
4. The first page of the paper includes:
 - ✓ Your full name
 - ✓ The date of submission

Goodwin College Policies and Services

This course adheres to all policies outlined in the Goodwin College catalog.

General academic policies of Goodwin College may be found on the college web site at and in the college catalog at <http://www.goodwin.edu/academics/catalogs.asp>.

Student services information may be found on the Goodwin College website at <https://www.goodwin.edu/student-affairs/> and <http://www.goodwin.edu/library/>.