

Harding University
ANTH 2500-OL1 Anthropology
August 24-December 18, 2020
Online

General Information

Instructor: Dr. Anessa Westbrook
Assistant Professor of Bible and Ministry
E-mail: adwestbrook@harding.edu (preferred method of contact)
Office hours by appointment:
Monday: 3-5
Tuesday: 4-5
Wednesday: 9-12, 3-5
Thursday: 4-5
Friday: 3-4

You may obtain an appointment up to five days in advance by using the following link:
<https://calendly.com/adwestbrook/30-min-meeting>

University Mission Statement: “Harding’s mission is to provide a quality education that will lead to an understanding and philosophy of life consistent with Christian ideals.”

Harding’s mission is to provide a quality education that will lead to an understanding and philosophy of life consistent with Christian ideals. This involves the following goals: the integration of faith, learning, and living; the development of Christian scholarship; the promotion of Christian ethics; the development of lasting relationships; the promotion of wellness; and the promotion of citizenship with a global perspective.

This course will study and explore other cultures from a Christian worldview.

Department of Behavioral Sciences Mission Statement: “The Mission of the Department of Behavioral Sciences is to provide, within a Christian context, a sound knowledge and foundation in the field and to enhance growth in critical thinking, scientific inquiry, and Christian service.”

Prerequisites: None.

Course description: Diversity of culture. Comparison of behavioral patterns and values in various societies. Understanding and appreciating cultural diversity. Problems of cross-cultural communication. (3 credit hours)

Time Zone: Harding University is located in Searcy, AR, in the Central Standard time zone. **Please note that all assignment deadlines are in Central Standard Time.**

Course Communication: The preferred way to contact me is by email, either through my regular email address (adwestbrook@harding.edu) or Canvas. I will typically respond to emails within 48 hours five days a week, Monday through Friday. Please put the course title ANTH 2500 in the subject line of the email. If you have not received a reply within 48 hours please send the email again. I will reply using Canvas or your HU email. I have included my cell phone number in my contact information as an alternate form of communication.

Course Feedback

I will be interacting in the discussion boards several times a week. The turn-around time for assignments turned in on time is three business days from the due date. Late assignments should not expect to receive the same priority level as those turned in on time.

Textbook

Cultural Anthropology: Tribes, States, and the Global System, 7th edition, by John H. Bodley, (Rowman & Littlefield, 2020). ISBN: 978-1538127902 (pbk.) or 978-1-5381-2791-9 (electronic). 978-1538127902

This textbook is available through H.U. Direct Access. Your student account will automatically be charged unless you opt out by the second week of class. Watch for emails from the bookstore with more details. If you desire a paper copy, you may use the information above to obtain it from another vendor, but then be sure to opt out of H.U. Direct Access. Contact the bookstore with any questions.

Textbook rationale: This textbook is required and has been chosen because it provides a comprehensive resource which serves as the assigned readings and quizzes. You will not be able to complete this class without this textbook.

University Learning Outcomes:

This course contributes to the university's learning outcome on Global Citizenship:

ULO 4: Students will demonstrate knowledge and skills for interacting responsibly with cultural perspectives different from their own.

John 3:16 says, "For God so loved the world, that he gave his only Son, that whoever believes in him should not perish but have eternal life." (ESV) This course seeks to help students develop a stronger appreciation and understanding of other cultures, so that they can learn to love people from other cultures, just as God loved us.

Program Objectives:

This course is a general education course for the Department of Behavioral Sciences. It supports the following objective from the social work program:

3. Use human behavior conceptual frameworks to understand development and behavior across the life span and to support intervention at multiple levels including individuals, families, groups, organizations, communities, and global systems. (PLO 3)

Course Objectives:

At the end of this course you will be able to:

1. Identify concepts related to the field of anthropology and demonstrate his or her understanding through discussion boards. CLO1
2. Recognize points of ethnocentrism in their own life or culture and describe it in a discussion post. CLO2
3. Identify basic anthropological theory and discuss it in the discussion boards. CLO3
4. Participate in experiential cultural experiences. CLO4
5. Analyze other cultures and describe and reflect on them. CLO 5

Module Objectives:

At the end of each module, you will be able to:

Module 1 (August 24-September 4):

1. Discuss the basic concept of anthropology (CLO 1).
2. Reflect upon the differences in expectations between Western and rural African cultures regarding the "good life." (CLO 1, 2, 5)

Module 2 (September 7-18):

1. Reflect upon the traditional, ecological knowledge of the Amazonian people. (CLO 5)
2. Apply their understanding of anthropological concepts to the Christian issues surrounding walking marriages. (CLO 1, 5)
3. Reflect on becoming a more culturally sensitive person. (CLO 1, 2)

Module 3 (September 21-October 2):

1. Compare and contrast differences between Western and small-scale societies. (CLO 5)
2. Reflect on the moral and ethical obligations of Western cultures to protect the lifestyles of small-scale societies. (CLO 5)
3. Describe their cross-cultural food experiences. (CLO 4)

Module 4 (October 5-16):

1. Discuss herding society and the basic concepts surrounding division of labor and equality. (CLO 5)
2. Reflect upon the effect of tourism on small-scale societies, considering if Western cultures need to provide protection in this area. (CLO 5)

Module 5 (October 19-30):

1. Explain different theoretical views on "primitive mentality." (CLO 3)
2. Describe different anthropological theories. (CLO 3)
3. Report on their cross-cultural interviews. (CLO 4)

Module 6 (November 2-13):

1. Describe and discuss elements that make up Pacific island society. (CLO 5)
2. Reflect ethically on how to handle situations that have occurred within Dani society. (CLO 5)
3. Describe their museum experiences. (CLO 4)

Module 7 (November 16-December 4):

1. Demonstrate understanding of the Hindu class system. (CLO 5)
2. Describe and reflect upon basic Chinese values surrounding family, age, and gender. (CLO 5)
3. Apply the concept of "saving face" to a business setting. (CLO 5)

Module 8 (December 7-18):

1. Explain economic power, social power, and social control in the American culture. (CLO 5)
2. Reflect upon the use of social control in their own society. (CLO 1,

Course Schedule:

A module starts on Monday at 12:01 am CST the first Monday of each cycle, and ends on Friday, 11:59 pm CST of the second Friday of each cycle.

Required Technology:

Harding University students enrolled in online classes must have access to an appropriate digital device and a reliable Internet connection. A laptop or desktop is still the recommended device for online learning; the Canvas interface was optimized for desktop displays. Broadband connectivity is required, as many classes incorporate rich media content.

Hardware/Operating Systems

- A personal computer running Microsoft Windows 8/10/2019 or Apple Macintosh running OS X.
- Camera/microphone/headphones (sometimes called peripherals) may be necessary for certain assignment options or video conferencing.

Some Mac users may experience technical issues with certain publisher related course software. For this reason, a PC is recommended.

To see which browsers are supported by Canvas, how to update your browser, and additional required components (e.g. Flash and Java) please visit the [Canvas Community website](#) for help. The [privacy policy](#) for Canvas can be found on their website..

For mobile users, there is a Canvas app available from the Google Play Store or the Apple iTunes store. Because technology changes rapidly, the information contained within this requirement may change, and without advance notice.

Minimum Technical Skills:

During this course, it is expected that students will possess the following set of minimum skills:

1. An ability to use a computer.
2. Competence with Canvas (Harding's Learning Management System, or LMS).
3. Competence with email and file attachments.
4. Competence with software (e.g., Microsoft Office Suite).
5. Installing software.
6. Competence with search engines (e.g., Google).

Canvas:

Canvas is the learning management system (LMS) used by Harding's online courses. For additional information relating to Canvas, including tutorials, please visit Harding's [IST Canvas page](#) or [Instructure Canvas Help Center](#).

Canvas, Internet, or Technology Outage:

As an online learner you must be able to manage technical difficulties, as power outages, connection problems and other technical issues are always a possibility. Technology will sometimes fail; for this reason, it is advisable to complete your assigned work prior to the due date.

Instructor—If I experience a power outage, an Internet service outage, an LMS (Canvas) or other technical issue that significantly affects online assignments, the ability to grade assignments, or the instructor/student communication channel is significantly disrupted, adjustments to due dates will be made as appropriate.

Student—If you experience a power outage, internet service outage, LMS (Canvas) or other technical issue, you are held responsible for completing your assigned work in a timely manner. Harding University is not responsible for the student's access to a working computer or reliable internet service. An internet outage or computer issue is not an excuse for late work. A backup plan for reliable internet service and a working computer is prudent. Should you experience any such issues, communicate with your instructor in a timely manner.

Technical Support:

The first point of contact for questions and concerns relating to your online course is your me, your instructor. I will provide you with instructions within my training and capabilities regarding how to proceed. For technical assistance or to report a problem, Harding's e-Learning Help Desk is available Monday-Friday between 8:00 a.m. – 5:00 p.m. CST.

Phone: 501-279-5201

Email: elearning@harding.edu

Website: [eLearning Website](#)

Again, please remember that the instructor is the first point of contact.

Grades will be assigned by percentage:

90+	A	60+	D
80+	B	59 & below	F
70+	C		

ROUNDING: Because bonus points are offered the first week, I do not round.

BONUS POINTS: 5 bonus points if your Canvas icon is a picture of yourself by Friday of the first week of class. No other bonus opportunities are available. For more information on how to do this, see [the how to add a profile picture to my student account document](#). Please make sure that your photo adheres to the Harding dress code.

Course Requirement Summary:

Discussion Posts (10 pts. each x 16)	160
Application Posts (10 pts. each x 16)	160
Reflection Posts (10 pts. each x 8)	80
Quizzes (20 pts. each x 8)	160
Exams (150 pts. each x 2)	<u>300</u>
	860

Forum Assignments:

The Discussion, Application, and Reflection Questions/Forums (see specifics below) will contain a wide variety of different activities. Within each Module this could involve discussing a topic from your textbook, exploring an ethical situation, case studies, commenting on a video, observations about your culture, past experiences with a new culture, or other things. *Posts made after the module is over will be docked 20% unless prior arrangements have been made with me.*

Due to the nature of online learning, the students are expected to replace classroom time with reading, writing, and frequent class participation online. Please look at each requirement below carefully. Each post must be thoughtful, clearly expressed, and 5-7 sentences in length to receive full credit.¹ The cross-cultural interview should be at least twice this length and the rubric will be adjusted accordingly.

Assignment Lists

A checklist of assignments will be posted in each module. The following is a list of the type of assignments you will receive:

- Introductory Videos
- Narrated PowerPoints
- Assigned Textbook Reading
- Linked Videos and Files

¹ Posts with five well thought through sentences will receive full credit. If the sentences are shorter and lighter, you will need seven sentences to receive full credit.

- Additional Information Needed to Complete the Postings (i.e. case studies, informational sheets, etc.)
- Module Quizzes over Assigned Textbook Readings
- Three different types of discussion boards (detailed below).

Discussion questions (10 pts. each x 16):

- 1) Comment on each discussion question by Friday of the first week of the module.
- 2) Respond to at least one comment posted by classmates or the instructor by Friday of the second week of the module.
- 3) In summary, for each module's discussion question, you will need to have two posts in this section: one to answer the question, and one response to a classmates' answer or comment.
- 4) Posts should be 5-7 sentences in length, responses should also follow this guideline.

Application assignment (10 pts. each x 16):

- 1) Comment on each application question by Friday of the first week of the module.
- 2) Respond to at least one comment posted by classmates or the instructor by Friday of the second week of the module.
- 3) In summary, for each module's application question you will need to have two posts in this section alone: one to answer the question, and one response to classmates' answers or comments.
- 4) Posts should be 5-7 sentences in length, responses should also follow this guideline.

Reflection assignment (10 pts. each x 8):

The reflection assignment could be a question, interview, case study, or a report on an experiential learning experience. You can find the assignment in the forum and in the module overview. Formal writing rules apply for reflection assignments as well. This forum will require at least 5-7 sentences to receive full credit, but depending upon the content may require a longer post to give a complete response. Complete this assignment by Friday of the second week of the module.

Experiential Assignments:

(NOTE: These take the place of three of the eight regular Reflection Forum assignments. I just have them listed out here so you will be aware of them since they require some extra coordination.)

1. Cross-Cultural Food Experience (Due in Module 3):

Each student is expected to have a new, cross-cultural food experience during the course of this class. In my on-ground Anthropology class we had "tastings" when we sample new foods. Even though this is an online class, I would like you to try a new food. This is a graded assignment. You will post your experience in the assigned reflection board. Make sure that this is truly a new food experience. When you post on this assignment, include the following:

- | | |
|-----------------------------------|--|
| a. The name of the food. | d. How the food is prepared. |
| b. Country of origin of the food. | e. When the food is eaten/how it's used. |
| c. Ingredients. | f. Your experience of trying this food. |

2. Cross-Cultural Interview (Due in Module 5):

Students will conduct an interview of someone who is from another country, or has lived in another country for at least one year. The report should include information about the identity and basic information of the person interviewed. *There are no set questions that must be asked*, however some suggested areas are as follows:

Morning routine	Hobbies
Food	Education/Schools
Language	Income
Family	Religious beliefs
Technology	Etiquette

You are not limited to these, but they might give you some ideas on what to ask about. It should go without having to be said, but *no two identical interviews should be turned in, even if the same person is interviewed*. Posts should be 10-14 sentences in length for full credit.

3. Museum Visit (Due in Module 7):

Take a field trip to a museum and select one of the following exercises. If you are going as a group, that is fine, just make sure that you can answer the following questions.

Option One: Find a display about marriage and family then include the following in your post: 1) Give a brief description of it, 2) How is it the system similar or different from your own? 3) What was your personal reaction to it, i.e. what did you find the most interesting?

Option Two: Find a display about art, then include the following in your post: 1) Give a detailed description, picture, or video of one object or display that you found the most interesting, 2) Give the function of the item, both physical and in terms of power and/or control, 3) Note any connection between the appearance of the object and its function, 4) Share your response to the object.

Option Three: If you cannot make it to a museum, pick an object from the Smithsonian National Museum of Natural History that fits one of the categories in options 1 & 2 and follow the reporting instructions for that option. Be sure to provide the link to the object. anthropology.si.edu

Quizzes (20 pts. each x 8):

An open book quiz will be given over each week's reading assignment. Each quiz will contain 20 questions. You will have three attempts, and one hour to complete each quiz. I will take the highest grade from each quiz. Each quiz will be slightly different, and I recommend using all three attempts so you will be prepared for your exams. If you want to see the correct answers, you must do all three attempts. All quizzes will be open from the beginning of class.

Exams (150 pts. each x 2):

Two exams will be given. You will receive only one attempt per exam and will have two hours to take it. You must study and be prepared as there will not be time to look up everything. Exam 1 will cover Modules 1-4. Exam 2 will cover Modules 5-8. Each exam is worth 150 points and will consist of 75 questions. The midterm is open from the beginning of the semester, and the final exam will open during the regular time the final exam is open

on campus. The midterm must be completed by Friday, October 16th at 11:59 p.m. CST and the final must be completed by Friday, December 18th at 11:59 p.m. CST. CST is Central Standard Time, which is Searcy's time zone. The Friday end date is set by the Provost's office and cannot be adjusted.

Student Declaration

Submitting an electronic document at Harding University constitutes an agreement with the following declaration:

1. I affirm that the work submitted is of my own accord, is original, and contains the necessary and appropriate citations, where the work is of another source.
2. I affirm that this assignment has not previously been submitted in any form.
3. When submitting assignments to Turnitin, I acknowledge and adhere to its disclaimer statements.
4. I affirm to uphold Harding University's [Code of Academic Integrity](#).

Reservation Statement

The instructor reserves the right to modify and update any part of the syllabus where necessary. It is your responsibility to stay up to date with the changes communicated by the professor.

Class Schedule

Aug. 24-Sept. 4	Module 1: What is anthropology?
Sept. 7-18	Module 2: Culture & Culture Shock
Sept. 21-Oct. 2	Module 3: Food Procurement DUE: Cross-Cultural Food Experience (Oct. 2 nd) ²
Oct. 5-16	Module 4: Subsistence Strategies DUE: Midterm (Friday, Oct. 16 th @ 11:59 pm)
Oct. 19-30	Module 5: Anthropological Theory DUE: Cross-Cultural Interview (Oct. 30 th)
Nov. 2-13	Module 6: Kinship, Marriage, & Family DUE: Post about Museum (Nov. 13 th)
Nov. 16-Dec. 4	Module 7: Social Stratification
Dec. 4-18	Module 8: Political Organization & Social Control DUE: Final and Posts (Friday, Dec. 18 th @ 11:59 pm)

NOTE: You may always work ahead to accommodate work schedules.

² Check the “Learning Objective and Task List” page listed within module for details about special assignments.

Attendance and Participation Requirements:

In an online course, attendance and participation are gauged by participation in the online discussion and other assignments. Students who miss 20% of the total requirements will receive a WF (withdraw/fail) and be dropped from the class.

Last day to drop a class:

Information on dropping a class can be found on Pipeline by searching “Withdrawing or Dropping a Class” in the search bar on Pipeline.

Policy on late work:

Discussions completed after the end date on the module will be docked 20% unless prior arrangements are made with the professor. No late work will be accepted over two weeks late unless excused by the university.

Writing style and referencing:

Students are expected to write their posts using good grammar appropriate to an academic setting. Since there are no formal papers assigned in this course, knowledge of a particular reference style (such as APA, MLA, or Turabian) is not needed.

Students with Disabilities:

It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a documented disability condition (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations, must contact the instructor and the Disabilities Office at the beginning of each semester. (If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Disabilities Director as soon as possible in order to get academic accommodations in place for the remainder of the semester. The Disabilities Office is located in Room 226 of the Student Center, telephone (501) 279-4019.

Academic Integrity:

Honesty and integrity are characteristics that should describe each one of us as servants of Jesus Christ. As your instructor, I pledge that I will strive for honesty and integrity in how I handle the content of this course and how I interact with each of you. I ask that you join me in pledging to do the same. Academic dishonesty will result in penalties up to and including dismissal from the class with a failing grade and will be reported to the Provost Office. All instance of dishonesty will be handled according to the procedures delineated in the Harding University catalog.

Assessment:

Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching-learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all criteria of the Higher Learning Commission. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the Academic units and the

Administrative and Educational Support (AES) units. Specifically, all academic units will be assessed in reference to the following Expanded Statement of Institutional Purpose: The University provides programs that enable students to acquire essential knowledge, skills, and dispositions in their academic disciplines for successful careers, advanced studies, and servant leadership.

Time Management Expectations:

This course adheres to Harding’s credit hour policy and is consistent with the standards for courses offered through face to face instruction, although the course content and faculty-student interaction occurs through one or more forms of distance education.

Academic Support and Grievances:

If a student believes that he or she has reason to question the decision of a faculty member with regard to the final grade received in a course or the unreasonable denial of academic progression, a procedure has been established to resolve the grievance. See “Academic Grievance Procedure” for details about this procedure.

Harding offers a wide variety of academic support services. While this list is not all-inclusive, the following links may be useful to students:

- [Library Resources](#)
- [Testing Services](#)
- [Tutoring](#)
- [Writing Lab](#)
- [Advising](#)
- [Registration](#)
- [Financial Aid](#)
- [Student Life](#)
- [Counseling](#)
- [Career Services](#)

Accessibility:

This course will be facilitated using Canvas, the Learning Management System used by Harding University. Canvas ADA compliance information can be seen by accessing this link: [Canvas ADA Compliance Information](#).

Information regarding Harding University student accommodations can be accessed at the following link: [Harding University Student Accommodations](#).

Netiquette

1. **Remember your place.** A Web-based classroom is still a classroom, and comments that would be inappropriate in a regular classroom are likely to be inappropriate in a Web-based course as well. Treat your instructor and your fellow students with respect.
2. **Brevity is best.** Be as concise as possible when contributing to a discussion. Web-based courses require a lot of reading, and your points might be missed if hidden in a flood of text. If you have several points that you want to make, it might be a good idea to post them individually, in several more focused messages, rather than as a single, lengthy, all-encompassing message.
3. **Stick to the point.** Contributions to a discussion should have a clear subject header, and you need to stick to the subject. Don't waste other's time by going off on irrelevant tangents.
4. **Read first, write later.** Don't add your comments to a discussion before reading the comments of other students unless the assignment specifically asks you to do so. Doing so is tantamount to ignoring your fellow students and is rude. Comments related to the content of previous messages should be posted under them to keep related topics organized, and you should specify the person and the particular point you are following up on.
5. **Post correctly.** Make sure your postings are located in the correct thread.
6. **Netspeak.** DO NOT TYPE IN ALL CAPS OR USE EXCLAMATION MARKS!!!!!! :-)
This is regarded as shouting and is out of place in a classroom. Given the absence of face-to-face clues, written text can easily be misinterpreted. Avoid the use of strong or offensive language. If you feel particularly strong about a point, it may be best to write it first as a draft and then review it, before posting, in order to remove any strong language.
7. **The recorder is on.** Think carefully about the content of your message before contributing it. Once sent to the group, there is no taking it back. Also, although the grammar and spelling of a message typically are not graded, they do reflect on you, and your audience might not be able to decode misspelled words or poorly constructed sentences. It is a good practice to compose and check your comments in a word-processor before posting them. However, unless grammar and spelling are graded components of the course do not obsess. **Never criticize or comment on others grammatical or spelling errors, unless doing so is part of your assignment.**
8. **Test for clarity.** Messages may often appear perfectly clear to you as you compose them, but turn out to be perfectly obtuse to your reader. One way to test for clarity is to read your message aloud to see if it flows smoothly. If you can read it to another person before posting it, even better.
9. **Keep a straight face.** Humor is important in an online course as it can add to the enjoyment and the personality of the course. However, avoid humor and sarcasm directed toward others. These frequently depend either on facial or tone of voice cues which are absent in text communication. Keep your humor directed either at yourself or at no one in particular. Also, remember this is a Christian environment and our humor should reflect our respect of each other and Christ. If you have a good clean joke to share, feel free. Humor gives us a glimpse into your personality.
10. **Be forgiving.** If someone states something that you find offensive, mention this directly to the instructor. Remember that the person contributing to the discussion may be new to this form of communication. What you find offensive may quite possibly have been unintended and can best be cleared up by the instructor.

Many of these netiquette tips were taken from the University of Wisconsin's *Online Etiquette* at www.online.uwc.edu/Etiquette.html.

How to Complete this Class

I wanted to include some advice on how to work ahead and stay on top of this class. This is meant to be a portable and flexible class. Here are some things to think about as you are planning how to complete the class.

How to Stay on Schedule

- Obtain your textbook before class begins or stay opted in to H.U. Direct Access.
- Print out the syllabus and the “to do” lists that are posted within each module and keep it all together for easy reference.
- You will complete one module every two weeks.
- Figure out a system of how and when you are doing to post.
- Try to work ahead rather than fall behind!
- Complete the midterm by Friday, October 16th at 11:59 p.m. CST (Searcy-time).
- Complete the final exam by Friday, December 18th at 11:59 p.m. CST (Searcy-time).
- If you type your responses into a Word document (or similar program) then you will have them for safekeeping should there be a computer glitch as you are trying to post. You can simply cut and paste them into Canvas. It’s easy—and safer!
- Keep on the lookout for a good museum experience and a good cross-cultural food experience. You can always do these early, when it’s most convenient for you. Try to stretch yourself with the food experience!³
- Be thinking about who you can interview for your cross-cultural interview.
- Make sure you do all three quiz attempts to make sure you can see the correct answers for study purposes later.
- If you have some time, use it to work ahead. It pays off!

³ I have posted recipes in case you don’t have access to international foods. You don’t have to use mine—you are welcome to try to make something else, too. Trader Joe’s, World Market, or Whole Foods these are also great places to find easy-to-make international foods.