

# INTRODUCTION TO CULTURAL ANTHROPOLOGY (ANTH 102.60) – Fall 2022

GEM Competency Area: Social and Behavioral Ways of Knowing

GEM Competency Area: Diversity

## COURSE INFORMATION

**INSTRUCTOR:** Dr. Kerensa Allison

**OFFICE:** SPH 136; (or main office SPH 100A)

**VIRTUAL OFFICE HOURS:** Mon 3-4, Tues noon-1, and by appointment

**PHONE/E-MAIL:** (208) 792-2348 and [klallison@lscs.edu](mailto:klallison@lscs.edu) (“**ANTH102 ONLINE**” subject line)

"The purpose of anthropology is to make the world safe for human differences." Ruth Benedict

## COURSE DESCRIPTION

The fundamental goal of a college education is learning how to “think critically” about oneself and one’s world through information gathering, comparison and contrast, analysis of information, and the examination of basic concepts/beliefs underlying how we understand, and often misunderstand, our natural and social environments. Anthropology is the empirical and comparative study of humans as biological and cultural beings, which is guided by the overarching principles of cultural relativism and by the avoidance of ethnocentrism. Cultural anthropology is a discipline that allows us to study a range of similarities and differences both within and between human groups. We will explore how people meet their basic needs, ask questions, solve conflicts, explain the unexplainable, and exist within this world amongst everyone else. From a holistic perspective and cross-cultural approach, we will explore the diversity and complexity of human culture to expand how we see ourselves and the world.

### Required Text:

- All required reading materials are posted on Canvas. There are no books to buy for this class.

## CLASS STRUCTURE – “How this works”

This is a 15-week class. For each week of the class there is one Learning module on Canvas. Weekly Modules will open each **Monday (one week in advance)** and conclude Sunday at midnight. An announcement will be released each Monday highlighting the week’s agenda and providing tips for success. At the top of each module students will find a page called “Overview and To Do list” providing a detailed outline of what you need to complete that week including the learning objectives to be used to study for the module quizzes. Following the module introduction page, students will find all the materials - readings, films, additional activities, and assignments- to be completed in the order they should be approached throughout the week.

### Each of the Lessons involves three main steps:

1. Read the lesson materials and watch or listen to the additional material (usually interesting documentaries, [TED Talks](#), podcasts) while completing the worksheets.
2. Complete the semi-weekly Worksheets (by **Wednesday**) and take a semi-weekly quiz (by **Friday**) over the Lesson materials each week.
3. Prepare and complete the Challenge assignment and post your result (Canvas Discussion Board and as a fun option, Instagram) before **Sunday, midnight** each week and respond to two classmates before **Wednesday, midnight**.

A complete topic outline, class schedule, recommended weekly class overview, and a grading rubric can be found at the end of the syllabus. Detailed instructions are provided for each assignment in the modules. Some topics in this course lend themselves to both strong and personal opinions; feel free to express them, but always in a way that respects the other members of the class and the educational process. Personal attacks, disparaging remarks, or attempts to dominate the online discussion board will not be tolerated. If you demonstrate such behavior you will be asked to cease. If you persist

in the behavior, formal action, in accordance with LCSC policy, will be taken. Remember as well, that individuals in the class may have been personally affected by the issues that we are discussing; and to show respect to your peers and the educational process. Use your own ideas, views, and experiences to expand the information presented, but our class time should be used to explore the materials and research presented in the class and **to demonstrate your understanding and application of the content presented.**

**CANVAS:** A Canvas page has been developed for this course. This source will contain all the materials necessary for successful completion of the class, the syllabus, assigned readings, links to films and websites, course information, and assignments. The Canvas system is the foundation of this course, so please go and explore it early and let me know if you have any difficulties before the first assignment is due.

Please visit the e-Learning Services Website for a list of [computer system requirements](https://www.lcsc.edu/e-learning/student-information/canvas-technology-specifications) (Full URL: <https://www.lcsc.edu/e-learning/student-information/canvas-technology-specifications>). E-Learning Services offers additional information for students on their [student information page](https://www.lcsc.edu/e-learning/student-information) (Full URL: <https://www.lcsc.edu/e-learning/student-information>).

## **COURSE OBJECTIVES**

### **General Education Learning Outcomes (GELOs):**

This course is designed to help you develop the competencies stipulated by the Idaho State Board of Education for the *Social and Behavioral Ways of Knowing* component of the General Education Core. Upon successful completion of this course, you will be able to do the following:

- i. Demonstrate knowledge of the theoretical and conceptual frameworks of this particular Social Science discipline (Anthropology).
- ii. Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas.
- iii. Utilize Social Science approaches, such as research methods, inquiry, or problem-solving, to examine the variety of perspectives about human experiences.
- iv. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.
- v. Understand and appreciate similarities and differences among and between individuals, cultures, or societies across space and time.

### **General Education Learning Outcomes (GELOs):**

This course is also designed to help you develop the competencies stipulated by the Idaho State Board of Education for the *Diversity* component of the General Education Core. Upon successful completion of this course, you should be able to demonstrate the following competencies:

- i. Demonstrate the effect of culture on human behavior.
- ii. Compare one's own worldview with another worldview.
- iii. Compare differences between key values, assumptions, or beliefs among diverse peoples beyond our own.
- iv. Demonstrate how sameness and difference, as constituted through intersections of social categories (e.g. racial, ethnic, religious, regional, economic, and/or gendered backgrounds), shape the human experience.
- v. Utilize information about human diversity from a variety of sources.
- vi. Demonstrate readiness to communicate (nonverbal and verbal) across cultures with civility and sensitivity.

### **In addition, students will be able to:**

- Learn the basic tools, concepts, and methods of cultural anthropology and be able to apply these to your own lives regardless of what career path you choose.
- Improve their abilities to “think outside the box” by recognizing our own cultural biases and questioning the assumptions, beliefs, concepts, and ideas we have previously taken for granted.
- Learn to ask challenging and productive questions about the world and humanity.

## COURSE EVALUATION

Your grade will be based on a variety of factors (challenges, weekly worksheets, quizzes, and the final project). The best way to succeed is to stay on schedule with the content and submit assignments on time. Every effort will be made to grade assignments within one week of the due date (Note that this might be different from the date that you personally submitted your assignment.). Please be aware that minimum requirements are as the term indicates the minimum requirements to not fail an assignment. In short, do **NOT** expect to receive an outstanding grade for simply having done the minimum.

### Challenges (300 pts., 10 @ 30 pts.):

The big ideas presented in the course are not simply to be memorized. Students must “live their way” into them and make them part of their lives. So, most weeks students will complete a challenge that allows them to put the new ideas and perspectives into action. Students will take each challenge, post pictures, answer questions provided, and reflect on their experience on the Discussion Board and Instagram (optional). Each challenge is unique and detailed instructions will be provided for each challenge. Challenges will be graded based on engagement and effort (taking it seriously and giving it your best effort, including good writing, and specific examples), and **demonstrated comprehension of the Lesson objectives for the week.**

- **Two Challenge Response Posts (Response posts are worth 5 pts of your total challenge grade)**

Learning to respond to other student’s ideas and experiences is an important skill. Students will read through their peer’s Challenge posts and respond to two separate Challenges. Response postings should be a response to the **content** of the individual’s Challenge discussion. Your job is not to criticize or in essence grade another student’s challenge (that is my job). Rather, you should offer additional information that you think provides an alternative view or further supports a discussion of the content provided in the Lesson objectives. Remember, the goal of these challenge responses is to practice anthropology, stimulate discussion, demonstrate understanding of the material, and engage in critical thinking, not to criticize your classmates.

A response post which simply states that you “agree or disagree” with a discussion post is not enough to earn these points. All Challenge assignments should be posted by Sunday PST midnight on the due date listed on the course schedule. Responses should be posted no later than three days following the discussion post deadline (by Wednesday midnight PST).

### Quizzes (200 pts., 10 @ 20 pts.):

Quizzes will cover the virtual lectures and the reading materials provided in each of the Lessons. The quizzes are posted in Canvas within their weekly module. Each quiz includes 20 multiple-choice or true/false questions (1 pt. each) to be completed in 45 minutes and due before **Friday at midnight**. They are open note and open book, but there will not be enough time to look up each question. Students may take each quiz up to **two times** and receive the average of the two scores. You do not need to go to a testing center to take these quizzes, but do make sure to have good internet connection. Quizzes are intended to check for completion and comprehension of the lesson materials and should be taken after you complete the reading/lecture materials. Please note, the **quizzes change each semester, each attempt, and vary for each student.**

### Worksheets (100 pts., 10 @ 10 pts):

Worksheet assignments are most often content questions to complete while you view, review, and analyze class materials. They are due before **Wednesday midnight** the weeks they are assigned. Worksheets will be graded based on engagement and effort (taking it seriously and giving it your best effort, including good writing), **and the quality of the examples presented from the course materials.** Students can earn full points on the worksheet assignments by demonstrating they completed the Lesson materials.

**Note: There are eleven worksheets total and students can skip one without penalty or complete them all for extra credit points.**

### Final Project (100 pts):

Students will create a manifesto in video or written format which captures their learning from the class. This manifesto assignment is an academically supported declaration of intentions, motives, or ideas for change critically analyzing/incorporating information from at least **five** class Lessons to support their declarations. The final project will be graded based on content (thesis and choice of examples), quality of presentation (clarity and organization), **creativity,**

personal reflections, and overall effort. Detailed instructions and examples are provided with the assignment instructions on Canvas.

**EXTRA CREDIT (20 pts. total):**

You may take the opportunity to earn extra credit points during the semester if you so choose.

1. Multicultural Discovery Events (10 pts; 1 Presentations & Summary)  
 Students can attend one of several presentations throughout September. To earn the extra-credit points, you must attend the event (virtual and recorded opportunities are available) and write a one-two page reflection following the additional instructions on Canvas. The written reflection is **due within one-week of the presentation date** before midnight.
2. There are 11 Worksheets. You can skip one Worksheet without penalty or complete all the Worksheets and earn up to full points (10 pts).

**Your final course grade will be figured as follows:**

|                 |                                |
|-----------------|--------------------------------|
| 10 Challenges   | 300 points (30 pts each)       |
| 10 Quizzes      | 200 points (20 pts each)       |
| 10 Worksheets   | 100 points (10 pts each)       |
| 1 Final Project | 100 points                     |
| Extra Credit    | <u>20 points</u>               |
| <b>TOTAL</b>    | <b>720 of 700 total points</b> |

I will compute your final grade based on the following cumulative percentages:

| LETTER | PERCENTAGE |
|--------|------------|
| A      | 93-100     |
| A-     | 90-92      |
| B+     | 87-89      |
| B      | 83-86      |
| B-     | 80-82      |
| C+     | 77-79      |
| C      | 73-76      |
| C-     | 70-72      |
| D+     | 67-69      |
| D      | 60-66      |
| F      | 0-59       |

**A couple notes on grades and grading:**

Your work will be graded according to the thoroughness with which you have addressed each assignment; the extent to which you offer a critical, anthropological analysis/interpretation; the extent to which you have integrated course readings, lectures, films, and discussions; and the clarity and coherence of your writing (i.e. how well-written, organized, and logical your writing is). “A”s are reserved for truly superior work that illustrates depth, breadth, and nuanced comprehension of the course material and nearly flawless writing. “B”s are assigned to above average, well-written work that thoroughly address the topics posed in an anthropological manner. “C”s are an indication that more detail and analysis are needed and/or your writing needs improvement. “D”s are a sign that you did not adequately meet the requirements of the assignment and/or your writing needs significant improvement. “F”s are an indication that you have not met the requirements of the assignment and your writing is unacceptable. (Reference Grading Rubrics below for additional guidance)

At any point during the semester, you can calculate your own grade by simply adding up the number of points you’ve earned so far on worksheets, quizzes, and challenges, and dividing by the total number of points possible at that point in time. Students can also use the Canvas grading tools to plan out their grades by plugging possible grades into each assignment to set goals for the term.

**Regrading of Assignments**

You may request the regrading of any assignments. My policy is that all grade inquiries must be made **in writing** no fewer than 24 hours and no more than one week after the class in which the graded assignment is first handed back.

## COURSE POLICIES

As a participant in this online course, remember, **communication is key**. What works one day, may not work the next and students should check Canvas for updates several times weekly and/or set your notifications on Canvas accordingly. All the materials for the class will be found and submitted online. Content will be delivered two weeks at a time. All assessments and assignments are time/date oriented with deadlines (see Course Schedule).

**Attendance Policy:** I will only take attendance the first two weeks for Financial Aid purposes. I am fully aware of and sensitive to College sanctioned events as well as life events that may conflict with class. Please recognize the materials for this online class are posted a week early and to work ahead if you know you will be extra-busy for school or personal reasons. It is your responsibility to discuss potential “absences” which may influence your class participation ahead of time if possible. If you cannot discuss it with me ahead of time, please make every effort to talk to me as soon as you can.

### Testing Policy:

There are 11 scheduled quizzes for the course. Quizzes are designed to be open book and notes, so you **do not need to be in a proctored testing site** to take any of the quizzes. Students can take the quizzes from any computer with a good internet connection and they will have 45 mins to complete 20 multiple choice or true/false questions based on your Lesson materials. Quizzes will be posted **Mon-Thurs** midnight for each of the Lessons. Please arrange your schedule to take the quiz any time before the due date (see Course Schedule). You have two attempts for each quiz (feel free to take it only once). If you take it twice, you will receive the average of the two scores. Quiz questions vary for each attempt. Quiz answers will not be released until everyone in the course has taken the quiz. Students can drop their lowest quiz score.

### Make-up Policy:

Your class quizzes, worksheets, and challenges have specified due dates and should be submitted on or before the day they are due. Work received later than this, will be considered late. Late assignments are marked down 10% per day up to five days (50%). If you feel you have special circumstances or if you know that you are going to miss a scheduled class requirement due to a legitimate reason (e.g., illness, conflict with an approved university event, death in the family, etc.), contact me **before** the due date to make arrangements and then contact me within **one-week** to make up the work. The last day to turn in any late work for the term (for up to 50% of the possible points) is **Tuesday, December 13th by midnight**.

### Academic Integrity:

Academic integrity is the cornerstone of the college. You assume full responsibility for the content and integrity of the academic work you submit. You may collaborate with classmates on assignments; however, the guiding principle of academic integrity shall be that your submitted work must be your own work. Any student who violates LCSC’s standard of conduct relating to academic integrity will be referred to the Office of Student Affairs and may fail the course.

Failure to adhere to the academic policy:

- 1) The first offense – The grade of ‘F’ for the submitted work without opportunity to redo the work.
- 2) The second offense – same as offense one and the student will be reported to the Office of Student Affairs.

If you are not sure of any of these policies, please ask me. See also the [Student Code of Conduct](https://www.lcsc.edu/student-affairs/student-code-of-conduct/) (Full URL: <https://www.lcsc.edu/student-affairs/student-code-of-conduct/>).

### Incomplete Policy:

Due to unforeseen circumstances, students are sometimes unable to complete a course of study on time. Under these circumstances the student can request an “Incomplete Grade” (I) which must be made up by a fixed deadline in order to prevent the grade being changed to F.

To obtain an “I” grade:

1. Students must make a formal request in writing (e-mail can be used) to the instructor outlining the reason why they are requesting an incomplete, provide documentation when available (i.e. doctor’s notes, court paperwork, etc.) to support the request, and a plan to complete the course.

2. Students must complete 2/3 of the class work (quizzes, worksheets, challenges, final project) to file for an incomplete.
3. A student must have a mathematical possibility of passing the class. A passing grade is 60 percent or above for the entire course.

### **Students who need Academic Accommodations:**

Please notify me during the **first week** of class of any accommodations needed for the course, including, but not limited to note taking, reading, or other course related activities. Please contact our Accessibility Services directly at Phone: 208-792-2677; Email: [accessibilityservices@lcsc.edu](mailto:accessibilityservices@lcsc.edu), Location: LIB 163, and visit their website (Full URL: <https://www.lcsc.edu/accessibility-services/>) to learn more about College services available to you.

### **Privacy Statement**

Course materials (videos, assignments, student posts, etc.) are for use in this course only. You may not upload them to external sites, share with any person outside of this course, or post them for public commentary without my written permission. The College strictly prohibits anyone from duplicating, downloading, or sharing class materials with anyone outside of this course, for any reason.

## **CLASS MATTERS**

*It is my intent that students from diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of the class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. I expect you to feel challenged and sometimes outside of your comfort zone in this course, but it is my intent to present materials and activities that are inclusive and respectful of all persons, no matter their gender, sexual orientation, abilities, age, socioeconomic status, ethnicity, race, culture, perspective, and other background characteristics. (Colby College Faculty Statement 2019)*

- Treat all members of the class and the broader community with respect. We will discuss sensitive topics in this course. Everyone is encouraged to participate in these discussions, but personal opinions must be presented in a way that does not marginalize any person or group.
- I (the instructor) reserve the right to adjust the syllabus. As such, you (the student) are responsible for keeping up with any changes that are announced on Canvas, or in email communications. Not checking Canvas, and/or not checking your LC email account are not legitimate excuses for missing assignments and other information relevant to this course.
- It is your responsibility to check Canvas regularly to ensure that grades are posted accurately.
- You are strongly encouraged to communicate with me if you have any comments, questions, or concerns about the course. Please schedule an appointment when you wish to meet with me.

### **Quick Tips for Success**

- My first name is Kerensa, not Allison. I prefer to be called Dr. Allison or Professor Allison, and not Mrs. Allison.
- I try to respond to emails within 24 hours, but not typically between the hours of 8 pm – 8 am, please plan accordingly.
- Before emailing me, please first check the syllabus and the class announcements on Canvas.
- Check the class Canvas page regularly.
- Take notes– handwritten are better.
- Maintain an open mind; stay curious.
- Keep in mind that active engagement with the readings, participation in class, and good note taking are key to learning and your success in class.
- Any information from the lesson materials are fair-game for quizzes; that said, the Lesson objectives are good guide to what will be covered.
- D Not PLAGIARIZE! Cite everything you use to complete your work.
- **Take care of yourself** by working with the following:
  - Student Counseling Center, Email: [counseling@lcsc.edu](mailto:counseling@lcsc.edu) & Phone: (208) 792-2211
  - Campus Involvement: <https://www.lcsc.edu/student-involvement>
  - Food pantry, Location: LIB 129, Email: [tmcole@lcsc.edu](mailto:tmcole@lcsc.edu), Phone: 208-792-2668  
Website: <https://www.lcsc.edu/sub-csl/campus-food-pantry>, Email: [pantry@lcmail.lcsc.edu](mailto:pantry@lcmail.lcsc.edu),

**Minors**

Students are encouraged to explore the possibility of adding a Minor to their degree program. For additional information contact me or visit the [Minors and Associate Degree page](http://catalog.lcsc.edu/academic-programs/social-sciences-division/academic-certificates-minors/) (Full URL: <http://catalog.lcsc.edu/academic-programs/social-sciences-division/academic-certificates-minors/>)

**Social Media**

To stay informed about LCSC Social Sciences activities beyond the regular classroom consider “liking” us on Facebook at <https://www.facebook.com/LCSCSocScienceDiv>

## COURSE OUTLINE & ASSIGNMENTS

I reserve the right to change this syllabus at any time. The class, the Course Outline below, and your Canvas learning Modules are organized **Monday to Sunday** for 15 weeks of the course. Within each Module on Canvas, you will find the detailed instructions for how to successfully accomplish each week. **All assignments are due by midnight (PST)** as noted below.

| <b>Week of:</b> | <b>Topics</b>                                                                                | <b>Assignment Due Dates</b>                                                                                                                             |
|-----------------|----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 1 (8/22)   | Introductions: Welcome; How all this works; Expectations, yours and mine                     | Challenge 1 Introduce Yourself Due 8/28                                                                                                                 |
| Week 2 (8/29)   | An Invitation to Anthropology                                                                | Worksheet 1 Due 8/31 & Quiz 1 9/2                                                                                                                       |
| Week 3 (9/5)    | The Art of Ethnography - Asking Questions                                                    | Worksheet 2 Due 9/7 & Quiz 2 Due 9/9<br>Challenge 2 Talking-Strangers Due 9/11                                                                          |
| Week 4 (9/12)   | Culture – The Art of Seeing                                                                  | Worksheet 3 Due 9/14 & Quiz 3 Due 9/16<br>Challenge 3 Nacirema Fieldwork Due 9/18                                                                       |
| Week 5 (9/19)   | Evolution & Human Potential                                                                  | Worksheet 4 Due 9/21 & Quiz 4 Due 9/23                                                                                                                  |
| Week 6 (9/26)   | Evolution & Human Potential (Cont.)                                                          | Challenge 4 Start 28 Day Challenge Part 1 Due 10/2                                                                                                      |
| Week 7 (10/3)   | Language – Hidden Assumptions                                                                | Worksheet 5 Due 10/5 & Quiz 5 Due 10/7<br>Challenge 5 Word Weaving Due 10/9                                                                             |
| Week 8 (10/10)  | Infrastructure, Technology, & Neolithic Revolution                                           | Worksheet 6 Due 10/12 & Quiz 6 Due 10/14                                                                                                                |
| Week 9 (10/17)  | Infrastructure & Technology (Cont.)                                                          | Worksheet 7 Due 10/19<br>Challenge 6 The (Un)thing Experiment (Part 1) Due 10/21 & (Part 2) Due 10/23                                                   |
| Week 10 (10/24) | Poverty & Inequalities                                                                       | Worksheet 8 Due 10/26 & Quiz 7 Due 10/28<br>Challenge 7 Poverty Due 10/30                                                                               |
| Week 11 (10/31) | Identity, Race, & Ethnicity                                                                  | Quiz 8 Due 11/11<br>Challenge 8 The Race Card Project Due 11/13<br>Challenge 4, 28 Day Challenge Part 2 Due 11/13                                       |
| Week 12 (11/7)  | Sex & Gender                                                                                 | Worksheet 9 Due 11/16 & Quiz 9 Due 11/18<br>Challenge 9 Gender Due 11/20                                                                                |
| Week 13 (11/14) | Love, & Marriage                                                                             | Worksheet 10 Due 11/23 & Quiz 10 Due 11/25                                                                                                              |
| Week 14 (11/21) | <b>Fall Break – no classes</b>                                                               |                                                                                                                                                         |
| Week 15 (11/28) | Religion and Wisdom                                                                          | Worksheet 11 Due 11/30 & Quiz 11 Due 12/2<br>Challenge 10 Religious Rituals Due 12/4                                                                    |
| Week 16 (12/5)  | The Art of Being Human                                                                       | Work on Manifesto                                                                                                                                       |
| Finals Week     | Final Project - Class Manifesto Due: <b>Monday, December 12<sup>th</sup> before midnight</b> | *The last day to turn in any late work for the term (for up to 50% of the possible points) is <b>Tuesday, December 13<sup>th</sup> before midnight.</b> |

## Grading Rubric

Recognize **written responses** for your assignments are formal pieces of writing and will be graded according to the degree to which they reflect good comprehension of the lesson materials and depth of thought, as evidenced by how astutely you reflect on the provided prompt and connect it to the Lesson materials. The quality of your writing (grammar, spelling, etc.) will also factor into your grade. **This is the holistic rubric I use for grading assignments:**

| %   | Characteristics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 100 | Above and beyond. A detailed and reflective response to the information, questions, or issues presented with multiple good examples.<br>An A+ effort will involve several of the following: <b>innovative thinking, risk-taking, creativity, resolving a difficult contradiction or paradox, and connecting or synthesizing ideas.</b><br>The written work is superior, illustrates depth, breadth, and nuanced comprehension of the big ideas presented in the Lesson/Chapter/Discussion, and nearly flawless writing.<br>All questions or main arguments are addressed thoroughly and thoughtfully. |
| 90  | Excellent work overall. Clear evidence that the big ideas of the Lesson/Chapter/Discussion have been understood and implemented. Analysis is thoughtful, a few assertions may lack specific examples, but assertions are still clearly connected to the argument and placed well within an anthropology context.                                                                                                                                                                                                                                                                                      |
| 80  | Good work, but could include more detail or reflection or the work could be improved through better writing, or better explanation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 70  | Fair work, but fails to include one or more major components of the assignment or there is some evidence that the big ideas of the Lesson/Chapter/Discussion have been misunderstood.                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 60  | Poor work. Work is complete but it appears rushed and a bit unpolished, or some lack of effort. Or there is limited evidence of understanding and some evidence of misunderstanding.                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <59 | Needs work. Work was submitted but it is minimal, incomplete, wrong, or off the mark.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 0   | No submission.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

### Introduction to Cultural Anthropology

#### Weekly Overview Guide

Consider organizing your weeks as follows:

#### Monday – Get set up for Success & Big Idea Presentation

Every Monday morning, you will be introduced to the big ideas and questions for the week through the Announcement Board. Next, start by opening the weekly module and use the “Lesson Overview and To Do List” to make your plan for the week. Copy the “Lesson Objectives” into a word document or write them out in your notes and use them as a **study guide** to fill out before you take any quizzes.

Take time each Monday to read through the details of the assignments for the week. I recommend adding any questions presented in the assignments to your Lesson study guide. Use this study guide to start your progress through the week’s materials and to help keep you focused on the big ideas and questions which I identify as key learning for the week.

## **Tuesday - Read**

Read the Lesson materials, watch the virtual lecture(s), practice the review questions (embedded in reading), and make and review your notes.

\*Note Making lecture posted in Module 2.

**Want to talk about class?** – Stop by Zoom Office Hours on Mondays at 3 pm or Tuesdays at noon, and/or make an appointment for another time. Link: <https://lsc.zoom.us/j/7026715775>

## **Wednesday - Read & Additional Materials**

Review your study guide notes by “note making.” Begin the additional materials, watching videos and listening to the podcasts designed to support your thinking about the big ideas for the week. Complete the worksheet assignment along the way (**Due before midnight**).

Take the open notes Quiz, 20 multiple choice and true/false questions in 45 minutes (First Attempt).

## **Thursday/Friday - Plan & Prepare for Challenges**

(Re)Take the open notes Quiz before **Friday, midnight**, 20 multiple choice and true/false questions in 45 minutes (Second Attempt - **optional**).

This is also a good time to make plans to complete the challenge for the week (plan interviews, take pictures, participate, ask questions, and think big as you check your comprehension of the week’s materials).

## **Sunday - Challenge Due before 11:59 pm**

Most weeks end with a challenge that will allow you to put the big ideas into practice. Submit your photos/videos, reflections, and answers to the questions provided. Be creative and share what you learned with our class.

Want to see examples from past classes? Check out Instagram #LCAnth102 or #anth101

Stay Curious!