



Syllabus
Anthropology 1010
MWF 10 :00a – 10 :50a
LIFE A106
17 Jan. 2017 – 12 May 2017
Intro to Anthropology
Spring 2017

Instructor: Elisha Oliver

Office Hours: MW: 11:30a -2:30p or by Appointment

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This course syllabus is a contract issued to the student by the instructor. The instructor has the right to change or modify this course syllabus and any materials associated with it. All changes to this syllabus and/or associated materials will be issued to the student by means of dated, written addenda. The student is responsible for being aware of the information contained in this syllabus, associated course materials, and changes to each. The student is also responsible for being aware of information contained in the *UNT Catalog*, the *Student Handbook*, and the semester Class Schedule.

SYLLABUS MODIFICATION STATEMENT

Faculty has the right to change or modify the course syllabus materials during the academic year. Any changes will be shared with students. All changes in the instructor's policies after the semester has begun must be made in writing as part of a written addendum to the course syllabus; this addendum should be clearly labeled and dated as such.

COURSE DESCRIPTION: Welcome to the Introduction of Anthropology. This course provides an introduction to the five fields of anthropology: biological anthropology, archaeology, linguistic anthropology, sociocultural anthropology and applied anthropology. You will learn about anthropological perspectives on human origins and about the cultural and biological bases of human behavior, language, and thought. We will examine human diversity, both modern and ancient, learning how and why our species developed the way it did. Particular emphasis is placed on evolution, both biological and cultural, and on the explanatory power of evolutionary theory. We will also look at how anthropologists approach modern issues around the world today. You should come out of this course with an appreciation for cultural diversity

and with the ability to make connections between your life and the lives of the people around the world.

Instructor's Vision and Mission for the Course:

My Vision is to effectively introduce students to key anthropological practices, concepts, and contributions within society while embracing and supporting cultural diversity. I aim to prepare students to fully contribute to and participate in a diverse multi-cultural society with the necessary knowledge and tools to respectfully improve their lives and the lives of others. **My Mission** is to provide an exceptionally engaging, rewarding, respectful and safe learning environment that is conducive to facilitating a passion for life-long learning, preparing students for global participation and citizenship, local and global service, leadership, and academic achievement by building and enhancing the critical thinking, problem solving, and communication skills of the student.

- I. **SUCCESS PREREQUISITES:** ENGL1310
- II. **NEXT COURSE IN SEQUENCE:**
- III. **COURSE OUTCOMES:** Upon completing the course, the student, as evaluated by the instructor, should be able to:
 - A. Explain the four-field and applied approaches in anthropology.
 - B. Students will also be able to competently discuss and explain ethnocentrism and cultural relativism.
 - C. Recognize and understand human biological, cultural, and linguistic diversity while simultaneously drawing on the archaeological record to provide context for similarities and differences among various groups
 - D. Recognize, identify, and outline the major trends in primate and human evolution.
 - E. Examine, recognize and relate basic human concerns and the common humanity that links people of all times.
 - F. Apply the comparative anthropological perspective to the study of culture, religion and magic, sexuality and gender, marriage and kinship structures, social and political structures and institutions, and social control and social change, across time and space.
 - G. Position course themes and topics within a larger framework of anthropological literature and theoretical perspectives.

- H. Critically examine and, using cultural relativism, be able to discuss a range of historical and contemporary issues.
- I. Reflect on and (Re)examine one's personal values and cultural origins within an anthropological framework.

IV. **Text:** *Anthropology: What does it mean to be human.*, Lavenda R. and Schultz, E., Oxford, ISBN# 978-0-190-21084-7; *Guests of the Sheik*, Fernea, E., Anchor Books, ISBN# 0-385-01485-6

Other Materials: Journal for writing/sketching; pens/pencils; post-it notes; index cards

V. **Comprehensive Outline of Subject Content:** This course will utilize both texts and additional readings will be posted on line. We will approach the content as follows:

A. **Introduction to Anthropology: Exploring Ethnocentrism and Cultural Relativism (Ch. 1: Lavenda & Schulz):** In this section, we will focus on the meaning and uses of anthropology. *Additional Readings online*

B. **Biological Anthropology, Evolution, and Variation (Ch. 2,3, 4, & 5: Lavenda & Schulz):** This week we begin the unit on Physical Anthropology (also called Biological Anthro). This field in anthropology is interested in both contemporary and ancient humans and primates. In the readings for this section, you'll take on the issue of fact and theory and how these impact our understanding of human adaptation. Evolution is a FACT (but in a way, kind of a theory). We can observe changes directly by observing the world around us (most recently, the stickleback fish and the peppered moth but there are many others). However, the mechanisms are still a little bit foggy, though we have a lot of proof. The leading explanation is the theory of natural selection. In this way, evolution is essentially a theory and a fact. Human diversity is a funny thing: we are about 99.9% similar to each other, about 98% similar to chimps and 50% to yeast. Kind of crazy huh? We share 50% of our DNA with the organisms we use to make our bread and beer. If you're interested in learning more about genetics or biological anthropology, we have some amazing professors and laboratories on campus and the doors are always open to those who would like to expand their knowledge. Besides the textbook chapters, you have a short article by Bogin for this section. *Additional Readings online*

C. **Archaeology and the Human Past (Ch. 6-7: Lavenda & Schulz):** Archaeology is the study of material culture. *Indian Jones? Romancing the Stone...* are these movies still a part of the must watch list for American Teenagers? When I was growing up, these movies were our introduction to archaeology: quirky adventurous types chasing after antiquities in foreign countries...I'm here to tell you, some of that is true, but archaeology can be a bit more subdued (lots of time in a 3x3 square foot pit digging with a paint brush and spoon) and at times archaeological methods are used in contemporary forensic cases. You'll read two articles this week about solving crimes with archaeological

tools. Your textbook reading gives a good explanation of the methods used in archaeological studies. Find a local archaeologist and ask her or him about their profession. *Additional Readings online*

- D. Understanding Culture (Ch. 8 & 13: Lavenda; Guest of the Sheik: Fernea):** Many of the concepts important in Cultural Anthropology are also important in other fields, so it is our methods that set us apart. Cultural anthropologists use qualitative and quantitative research methods to learn more about humans and groups. This is done through a variety of methods and strategies, one of which is the ethnographic method. The ethnographic method primarily uses participant observation. Anthropologists work with people to learn more about their lives by living and working among them, becoming immersed in the language and culture, and learning to ask relevant questions so that behavior is understood from (as much as possible) an "insider's point-of-view." Culture is a funny thing. We don't really think that much about our own culture. Our behavior and actions just seem so "normal", right? Be attentive throughout the week to your actions and reactions to those around you...does culture account for misunderstandings or miscommunications? How might an understanding of culture impact your future vocation? Find a local anthropologist and learn about their area/s of specialization.
- E. Linguistics: Language and Communication (Ch. 9 &10: Lavenda):** Linguistic anthropology is the study of language and communication. The sub-discipline is often multidisciplinary and, the linguistic anthropologist should have a good handle on culture and the technical aspects of language. Linguists study everything from structure of language to how language is used as a cultural practice. One important aspect of language that anthropologists address is the loss of the world's indigenous languages. There are thought to be 6,000 languages in the world today, but it is thought that only 600 will survive the next century. This week you have the readings from your textbook, additional articles, and brief media links to read and review. These items should provide you with additional information to gain a better understanding of linguistics and language. *Additional Readings online*
- F. What does Anthropology Have to do with It? (Ch. 15: Lavenda):** Applied anthropologists use a variety of methods and theories to address problems and issues. They work in a variety of settings, with diverse groups, and in various businesses. *Additional Readings online*
- G. Anthropology, Politics, and Globalization (Ch. 11, 12, 14, & 16: Lavenda):** This week, we will be exploring anthropology in the context of global issues. Many anthropologists specialize in geographies outside of the United States.

- VI. **Instructional Methods:** Students will be exposed to a variety of instructional methods to include, class lecture and discussion, video films, slide presentations, audio samplings, writing, hands-on applications/exercises, and performance. Students will also be required to participate in online activities. This is a large class; however, we will follow the following: Mondays: Instructor led-discussion to establish the context and background for the readings and outlines key content, arguments, and ideas in the readings, Wednesdays [co-creation of knowledge day]: Partial Instructor led-discussion and a small group of students [co-creators], delegated in advance, will facilitate the discussion or an activity along with the instructor, raising questions, stimulating debate, and integrating ideas from the readings into the collective analysis and critical interrogation of the materials covered for the week and, Fridays [*fast-forward Fridays or Recap and Film Continuation].
- VII. **Attendance Policy:** Students must attend class in a regular and timely manner to gain the full benefit of information presented in this course. The following policy is intended to help students make appropriate decisions regarding their attendance:

For excessive unexcused absences, a student's final grade for the course will be reduced by one letter grade. (Note: the final grade will not be reduced from a "D" to an "F" due to lack of attendance.) The number of unexcused absences considered "excessive" is based on the length of the class meeting.

Instructors have the authority to excuse absences; however, they are not required to do so. Instructors will consider excusing an absence only if the student seeking to be excused submits written verification that the absence was caused by significant unforeseen circumstances beyond the student's reasonable control. Instructors will judge the merit of each petition and then decide whether or not to excuse the absence.

LATE ARRIVALS. A student who enters the classroom after instruction has begun distracts both the instructor and the other students - such action is discourteous. Students who arrive after attendance is taken must advise their instructor to prevent being marked absent.

- VIII. **Evaluation Techniques:** Students will take a Blackboard Orientation Quiz and a Student Misconduct Quiz. These are worth **25** points each. There will be two (2) long exams administered throughout the semester, covering information from class lecture, assignments and the text. The exams may include matching, completion, true/false, multiple choice, and essay questions. All essay questions should be addressed with a proper essay response, using full sentences and paragraphs. The exams are worth **100** points each. There will be one (1) 5-8-page paper (Guests of the Sheik) worth a total of **100** points. There are two (2) cultural event write-ups worth **50** points each. Students will also complete **8** discussion board posts (**25** points each) for a total of **200** points and **8** "fast-forward Friday" on-line mini quizzes (**25** points each) for a total of **200** points. Student participation and attendance are worth a total of **50** points. Classroom journal [in-class writing prompts & discussion] are expected to be maintained. The in-class journal writings and discussions are worth **100** points. The maximum number of points a student can earn totals, 1,000 points. There "may" be opportunities for extra credit.

IX. **Academic Integrity:** Academic integrity is a non-negotiable. Academic dishonesty or misconduct is not condoned nor tolerated at institutions within the University of North Texas system. Academic dishonesty is behavior in which a deliberately fraudulent misrepresentation is employed in an attempt to gain undeserved intellectual credit, either for oneself or for another. Academic misconduct is behavior that results in intellectual advantage obtained by violating specific standard, but without deliberate intent or use of fraudulent means.

Academic dishonesty includes submission of essays that have been previously submitted for a grade in another class. This includes high school classes or previously undertaken college courses. Students should write new essays for this course or risk a plagiarism charge.

Anthropology Department Undergraduate Plagiarism Policy

Plagiarism is defined as misrepresenting the work of others (whether published or not) as your own. It may be inadvertent or intentional. You should always provide references for any facts, statistics, quotations, or paraphrasing of information that are not common knowledge. The Department of Anthropology does not tolerate plagiarism or any other form of academic dishonesty. Students suspected of academic dishonesty will be given a hearing in which they are informed of the charges. Clear evidence in support of the charge will merit failure in the course. For more information on the university's policies regarding academic integrity and dishonesty, see the Center for Student Rights and Responsibilities at: <http://www.unt.edu/csrr/>.

X. **Grading:** Students can earn up to 1,000 points for the semester. The breakdown is as follows:

Blackboard Orientation Quiz	25
Academic Misconduct Quiz	25
Class Participation and Attendance	50
Cultural Event #1	50
Cultural Event #2	50
Discussion Board (8)	200
Fast-Forward Fridays (mini-quiz) (8)	200
Guests of the Sheik Paper	100
Long Exam #1	100
Long Exam #2	100
<u>In-class journal and discussion</u>	<u>100</u>
Total	1,000 pts

XI. **Make-up Policy:** If there are extenuating circumstances, the student should contact the instructor in advance; however, each unit has a flexibility built in already, which should allow completion.

XII. **A.D.A. Policy:** UNT complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students with disabilities who seek accommodations must make their request by contacting the Office of Services to Students with Disabilities: <https://disability.unt.edu/> or by calling: 940-565-4323.

XIII. **General Education Goal Statement:** Upon completion of University of North Texas [Anthropology] degree, students will have accomplished the following five outcomes:

#1: Critical Thinking: Critical thinking skills include, but are not limited to, the ability to comprehend complex ideas, data, and concepts; to make inferences based on careful observation; to make judgments based on specific and appropriate criteria; to solve problems using specific processes and techniques; to recognize relationships among the arts, culture, and society; to develop new ideas by synthesizing related and/or fragmented information; to apply knowledge and understanding to different contexts, situations, and/or specific endeavors; and to recognize the need to acquire new information.

*All courses will contain assignments that demonstrate critical thinking, but not all courses will include all listed critical thinking elements.

#2: Effective Communications: Effective communication is the ability to develop organized, coherent, unified written or oral presentations for various audiences and situations.

#3: Computer Proficiency: Computer proficiency includes a basic knowledge of operating systems, word processing, and Internet research capabilities.

#4: Civic Responsibility: Preparation for civic responsibility in the democratic society of the United States includes acquiring knowledge of the social, political, economic, and historical structures of the nation in order to function effectively as citizens in a country that is increasingly diverse and multicultural in its population and more global in its view and functions.

#5: Global Awareness: Global awareness includes knowledge of the geography, history, cultures, values, ecologies, languages, and present day issues of different peoples and countries, as well as an understanding of the global economic, political and technological forces which define the interconnectedness and shape the lives of the world's citizens.

XIV. **ELECTRONIC DEVICE POLICY:** Cell Phones and other electronic devices are disruptive to the class. If a student's work or family situation requires the student to keep the device turned on during class, the student must turn the phone to a silent or vibrate mode. If a student must receive a call during class, the student will leave the room. **A student may not make a call during class. Cell phones and all electronic devices may not be used during an exam unless stipulated by an instructor.** Use of a cell phone or electronic device during an exam is considered academic misconduct, and the student will be subject to the appropriate penalties. This policy may be strengthened by the instructor.

XV. **UNATTENDED CHILDREN POLICY:** “For personal safety of children and potential problems in supervision, children should not be at any location on campus without adult supervision. No children are permitted in classrooms, laboratories, teaching areas or the Library.”

- XVI. **INSTITUTIONAL STATEMENT:** Each student is responsible for being aware of the information contained in the University of North Texas Catalog, Student Handbook, and semester information listed in the Class Schedule.
- XVII. **GLOBAL EDUCATION MISSION:** Global education is an institutional commitment to providing learning environments that provide a cross-cultural global perspective through all facets of the educational process. This institutional commitment to global education shall manifest itself throughout the entire institution, providing support for diversity, international, and inter-cultural educational opportunities. These opportunities will be institutionalized through curricular and co-curricular activities. The institutional commitment to Global Education will assist in preparing students for an increasingly technological and global society.

APPEALING GRADES

To appeal grades, students must submit original graded essays and exams reflecting the instructor's original comments. It is the students' responsibility to retain graded as well as ungraded assignments both for grade appeal and for study/review.

GRADE OF "I" (INCOMPLETE)

The *UNT Office of the Registrar* explains the grade of "I" as follows:

What is an Incomplete (I) Grade?

An Incomplete Grade ("I") is a non-punitive grade given only during the last one-fourth of a term/semester and only if a student (1) is passing the course and (2) has a justifiable and documented reason, beyond the control of the student (such as serious illness or military service), for not completing the work on schedule. The student must arrange with the instructor to finish the course at a later date by completing specific requirements. These requirements must be listed on a Request for Grade of Incomplete form signed by the instructor, student, and department chair; and also entered on the grade roster by the instructor. Grades of "I" assigned to an undergraduate course at the end of the Fall 2007 semester and later, will default to "F" unless the instructor has designated a different automatic grade. See also Removal of "I" policy.

How to Get an Incomplete (I) Grade

An "I" grade is a non-punitive grade given only during the last one-fourth of a semester and only if a student (1) is passing the course; (2) has justifiable reason why the work cannot be completed on schedule; and (3) arranges with the instructor to finish the course at a later date by completing specific requirements that the instructor must list on the electronic grade roster. All work in the course must be completed within the specified time (not to exceed one year after taking the course.)

How to Remove an Incomplete (I) Grade

A student may remove a grade of "I" within one year by completing the stipulated work. After completion of the stipulated work the instructor of record records the final grade on a UNT Grade Change Form and obtains the department chair's signature. The instructor's academic dean completes processing with the Registrar's Office, where the grade point average is adjusted accordingly. For undergraduate courses taken Fall 2007 or later, if a student does not complete

the stipulated work within the time specified, the grade will default to F unless the instructor has designated a different automatic grade. The GPA is adjusted accordingly, and the student will be subject to academic penalty should any exist

TECHNOLOGY REQUIREMENTS & RESOURCES FOR TECHNICAL HELP/TECHNICAL ASSISTANCE

<http://it.unt.edu/helpdesk>

NEED HELP?

Contact The UNT IT Helpdesk

Phone: 940-565-2324
E-Mail: helpdesk@unt.edu
Location: Sage Hall, Room 130

WEEKLY CALENDAR (Tentative)

A. *Introduction to Anthropology: Exploring Ethnocentrism and Cultural Relativism (Ch. 1: Lavenda & Schulz): In this section, we will focus on the meaning and uses of anthropology. *Additional Readings online*

Week One – Jan. 18 & Jan. 20*

- Introduction to course
- What is Anthropology
- ***Fast Forward Friday** [Blackboard Quiz –due 1/20/17 by 5pm]
- **Read :**[for 1/23 & 1/25] Chapters 1&2 [Lavenda]

Week Two – Jan. 23, 25, & 27

- What is anthropology?
- Cultural Relativism
- Ethnocentrism
- Why is evolution important to anthropologist?
- ***Fast Forward Friday** [Academic Misconduct Quiz- due 1/27/17 by 5pm]
- **Read:** [for 1/30, 2/1, & 2/3] Chapters 2 &3 [Lavenda]

B. *Biological Anthropology, Evolution, and Variation (Ch. 2,3, 4, & 5: Lavenda & Schulz: This week we begin the unit on Physical Anthropology (also called Biological Anthro). This field in anthropology is interested in both contemporary and ancient humans and primates. In the readings for this section, you'll take on the issue of fact and theory and how these impact our understanding of human adaptation. Evolution is a FACT (but in a way, kind of a theory). We can observe changes directly by observing the world around us (most recently, the*

*stickleback fish and the peppered moth but there are many others). However, the mechanisms are still a little bit foggy, though we have a lot of proof. The leading explanation is the theory of natural selection. In this way, evolution is essentially a theory and a fact. Human diversity is a funny thing: we are about 99.9% similar to each other, about 98% similar to chimps and 50% to yeast. Kind of crazy huh? We share 50% of our DNA with the organisms we use to make our bread and beer. If you're interested in learning more about genetics or biological anthropology, we have some amazing professors and laboratories on campus and the doors are always open to those who would like to expand their knowledge. Besides the textbook chapters, you have a short article by Bogin for this section. *Additional Readings online**

Week Three– Jan. 30, Feb. 1 & 3

- Evolutionary Theory?
- What can evolutionary theory tell us about human variation?
- ***Fast Forward Fridays [mini-quiz #1 –due 2/3/17 by 5pm]**
- ***Discussion Board #1 [due by 2/5/17 by 5pm]**
- **Read:** [for 2/6, 2/8, & 2/10] Chapters 3& 4 [Lavenda]

Week Four – Feb. 6,8, & 10

- Micro & Macro Evolution
- What can the study of primates tell us about human beings?
- Paleoanthropology & The Fossil Record
- **Read:** [for 2/13, 2/15, 2/17] Chapters 4&5 [Lavenda]

Week Five – Feb. 13,15, & 17

- What can the fossil record tell us about human origins?
- Anatomically Modern Humans
- **Read:** [for 2/20, 2/22, 2/24] Chapter 6 [Lavenda]

*H. Archaeology and the Human Past (Ch. 6-7: Lavenda &Schulz): Archaeology is the study of material culture. Indian Jones? Romancing the Stone...are these movies still a part of the must watch list for American Teenagers? When I was growing up, these movies were our introduction to archaeology: quirky adventurous types chasing after antiquities in foreign countries...I'm here to tell you, some of that is true, but archaeology can be a bit more subdued (lots of time in a 3x3 square foot pit digging with a paint brush and spoon) and at times archaeological methods are used in contemporary forensic cases. You'll read two articles this week about solving crimes with archaeological tools. Your textbook reading gives a good explanation of the methods used in archaeological studies. Find a local archaeologist and ask her or him about their profession. *Additional Readings online**

Week Six – Feb. 20,22, & 24

- How do we know about the human past?
- ***Fast Forward Fridays [mini-quiz #2 – due 2/24/17 by 5pm]**
- ***Discussion Board #2 [due 2/26/17 by 5pm]**

- **Read:**[for 2/27/17, 3/1/17, & 3/3/17] Chapter 7 [Lavenda]

Week Seven– Feb. 27, March 1 & 3

- Why did humans settle down?
- ***Fast Forward Fridays – [mini-quiz #3 – due 3/3/17 by 5pm]**
- Guests of the Sheik updates
- ***Discussion Board #3 [due 3/5/17 by 5pm]**
- **Read:** [for 3/6/17, 3/8/17, 3/10/17] Chapter 8 [Lavenda]

D. Understanding Culture (Ch. 8 & 13: Lavenda; Guest of the Sheik: Fernea): Many of the concepts important in Cultural Anthropology are also important in other fields, so it is our methods that set us apart. Cultural anthropologists use qualitative and quantitative research methods to learn more about humans and groups. This is done through a variety of methods and strategies, one of which is the ethnographic method. The ethnographic method primarily uses participant observation. Anthropologists work with people to learn more about their lives by living and working among them, becoming immersed in the language and culture, and learning to ask relevant questions so that behavior is understood from (as much as possible) an "insider's point-of-view." Culture is a funny thing. We don't really think that much about our own culture. Our behavior and actions just seem so "normal", right? Be attentive throughout the week to your actions and reactions to those around you...does culture account for misunderstandings or miscommunications? How might an understanding of culture impact your future vocation? Find a local anthropologist and learn about their area/s of specialization.

Week Eight – March 6, 8, & 10

- Let's talk about culture.
- Ethnography and The Ethnographic Method
- **Exam**
- **Read:** [for 3/13, 3/15, & 3/17] Guests of the Sheik Fernea]
- Student-led Discussions

Week Nine– March 13, 15, & 17

- **Spring Break**
- **Read:** [Continue Reading Guests of the Sheik]

Week Ten– March 20, 22, & 24

- Culture and Guest of the Sheik Discussions
- It's all in a Word: A preview of Language
- ***Discussion Board #4 [due 3/26/17 by 5pm]**
- ***Cultural Event Write-Up #1 [due [3/26/17 by 11:59 pm]**
- **Read:** [for 3/27,3/29, 3/31] Chapters 9 [Lavenda] ***Complete*** Guests of the Sheik*

E. Linguistics: Language and Communication (Ch. 9 &10: Lavenda): *Linguistic anthropology is the study of language and communication. The sub-discipline is often multidisciplinary and, the linguistic anthropologist should have a good handle on culture and the technical aspects of language. Linguists study everything from structure of language to how language is used as a cultural practice. One important aspect of language that anthropologists address is the loss of the world's indigenous languages. There are thought to be 6,000 languages in the world today, but it is thought that only 600 will survive the next century. This week you have the readings from your textbook, additional articles, and brief media links to read and review. These items should provide you with additional information to gain a better understanding of linguistics and language. *Additional Readings online**

Week Eleven – March 27, 29 &31

- Why is understanding Human Language Important?
- ***Fast Forward Fridays [mini-quiz #4 – due 3/24/17 by 5pm]**
- ***Discussion Board #5 [due 4/2/17 by 5pm]**
- **Read:** [for 4/3, 4/5, & 4/7] chapter 10 [Lavenda]

Week Twelve – April 3, 5, & 7

- How do we Make Meaning?
- ***Discussion Board #6 [due by 4/9/17 by 5pm]**
- **Mini-quiz #5 [due by 4/7/17 by 5pm]**
- ***Cultural Event Write-Up #2 [due by 4/9/17 by 11:59 pm]**
- **Read:** for [4/10, 4/12, 4/14] Chapter 15 [Lavenda]; *Excerpts from the Spirit Catches You..*
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F. What does Anthropology Have to do with It? (Ch. 15: Lavenda): *Applied anthropologists use a variety of methods and theories to address problems and issues. They work in a variety of settings, with diverse groups, and in various businesses. *Additional Readings online**

Week Thirteen – April 10, 12, & 14

- Applied Anthropology
- What can we do with anthropology?
- ***Fast Forward Fridays [mini-quiz #6 due by 4/14/17 by 5pm]**
- ***Discussion Board #7 [due by 4/16/17 by 5pm]**
- **Read:** for [4/17,4/19, & 4/21] Chapters 11 & 12 [Lavenda]

G. Anthropology, Politics, and Globalization (Ch. 11, 12, 14, & 16: Lavenda): *This week, we will be exploring anthropology in the context of global issues. Many anthropologists specialize in geographies outside of the United States.*

Week Fourteen – April 17, 19, & April 21

- Why do anthropologists study economic and political relations and relationships?
- ***Mini-quiz #7 [due 4/21/17 by 5pm]**

- **In-Class Journals Due**
- **Read:** [for 4/24, 4/26, & 4/28] Chapters 14 & 16 [Lavenda]

Week Fifteen – April 24, 26, & 28

- What can anthropology tell us about social inequality?
- What can anthropology tell us about globalization?
- ***Fast Forward Fridays [mini-quiz #8 – due 4/28/17 by 5pm]**
- ***Discussion Board #8 [due by 4/30/17 by 5pm]**
- ***Guest of the Sheik Paper [due by 4/30/17 by 11:59pm]**

Week Sixteen – May 1, 3, & 5

- **Review**

Week Sixteen/Seventeen – May 6

- **Long Exam #2 [Final] : 8a-10a**

Course

Name of Instructor

I, _____ have received a copy of the course syllabus. I fully understand the requirements and expectations for this course.

Printed Name

Date

Signature