AU ANTH 200 Cultural Anthropology
ANTH 200 Cultural Anthropology
Consortium of Adventist Colleges and Universities

Self-Paced Courses
This course follows a self-paced online format. You have 180 days from your selected start date to complete the course. The last day to withdraw with a full refund is 15 days after your start date.

Instructor Contact
Please refer to course in LearningHub for the teacher contact information.

Communication with the Instructor
It is important to remember that while the Internet is available 24 hours a day, your instructor is not. You can expect that your instructor will respond to e-mail message to you within 2 business days during the week and may not be available to respond on weekends.

Other Assistance

<table>
<thead>
<tr>
<th>Service</th>
<th>Contact</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Username and password assistance</td>
<td><a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a></td>
<td>(269) 471-6016</td>
</tr>
<tr>
<td>Enrollment and withdrawal questions</td>
<td><a href="mailto:sderegister@andrews.edu">sderegister@andrews.edu</a></td>
<td>(269) 471-6323</td>
</tr>
<tr>
<td>Technical assistance with online courses</td>
<td><a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a></td>
<td>(269) 471-3960</td>
</tr>
<tr>
<td>Exam requests and online proctoring</td>
<td><a href="mailto:sdeexams@andrews.edu">sdeexams@andrews.edu</a></td>
<td>(269) 471-6566</td>
</tr>
<tr>
<td>Distance Student Services - any other questions</td>
<td><a href="mailto:sdestudents@andrews.edu">sdestudents@andrews.edu</a></td>
<td>(269) 471-6566</td>
</tr>
</tbody>
</table>

Part 1: Course Information

Course Descriptions
Comparative study of human diversity and of ways of being human. The concept of culture and ethnography as the primary tool of cultural anthropological research. Salient features of tribal communities, state level policies and modern network society. Globalization and its social, economic and environmental consequences. Understanding “ourselves” and those we call “other.”

Required Text/Material
ISBN 10 1 133 60672 5
(*PURCHASE UNNECESSARY -PDF version will be provided on Learninghub)

NOTE: Textbooks for online courses may be purchased from any supplier. For financial aid in payment, contact your financial advisor at the university where you are completing your degree. Andrews University degree students who have confirmed that funds are available will then purchase the books themselves and send receipts to their financial advisor for reimbursement.
Credit Hour and Commitment
This three credit course requires a total of 135 hours for course lectures, reading assignments, written assignments, and testing. Your time will likely be spent in the following manner: 20 hours on blog responses, 26 hours on lectures, 3 hours on assignments, 4 hours on exams, 4 hours on videos, 15 hours on practice/study simulations (Cengage), 60 hours on reading assignments, and 3 hours on self-assessments. A suggested schedule to accomplish this work is included in this syllabus. 3 credits

Institutional Outcomes:
- 1.a. Demonstrate competence in intellectual, affective, and practical skills to prepare for careers in the twenty-first century, lifelong learning and service.
- 1.b. Select and apply intellectual, affective, and practical skills from their field of study to solve meaningful problems. The identified transferable skills for undergraduate students are: information literacy, quantitative literacy, engaging diverse perspectives, ethical reasoning, analytical inquiry in the form of problem solving and creative thinking, communication, wellness and transferable life skills.
- 2.b. Pursue enduring questions through study in core fields and explore the connections between those fields.

Student Learning Outcomes
- SLO1 - Recognize the ways humans differ in their beliefs and behavior and describe ways that we can attempt to see the world through the eyes of others.
- SLO2 - Describe how human societies have transformed from small-scaled nomad bands to large-scale urban societies.
- SLO3 - Differentiate and distinguish the similarities and differences between the effects of globalization, neoliberalism, and the Nation-State.
- SLO4 - Critique various manifestations of ethnocentrism, imperialism and cultural relativism
- SLO5 - Investigate and hypothesize why people believe their worldviews is the only correct worldview.
- SLO6 - Access your ability to understand your own family dynamics and the family dynamics of other cultures.
- SLO7 - Investigate the relevance of cultural anthropology for constructing a Christian worldview.
- SLO8 Identify underlying factors in the construction of social hierarchy and critique manifestations of inequality.
- SLO9 Differentiate between the cultural factors present in peaceful societies and others where collective violence is found, and hypothesize what an ideal society would include.

Cengage Online Resources
The *Cultural Anthropology* textbook comes with access to online student resources to help you learn information that will be in both assignments and exams. You will receive an access code when you purchase your book to create an account. Your instructor will provide you with your course code so you can sign up for the correct class. The website for the course is cengage.com, a link will also be provided on learning hub for these resources.
To create your account and access the resources you will go to cengage.com and click the “sign in” option. Then select the “New Student User?” option. From there you will enter your course key or access code that has been provided to you.

On this site you will find a menu option where you can select an online version of your book as well as practice quizzes, flashcards, key questions, videos clips, web links, study games, and a chapter glossary. Each resource option is related to the chapter you select in the menu bar.

These resources will not only help prepare you for your midterm and final tests, but discussion forum assignments will also come from them.

**Practice Quizzes**

1. The meanings that people give to life experience form the basis of cultural differences.
   - a. False
   - b. True

2. Cultural anthropologists attempt to combat ethnocentrism by seeking to understand another culture’s beliefs and behavior.
   - a. False
   - b. True

3. When reading cultural texts, such as a Balinese cockfight or an American football game, anthropologists can assume that the text directly represents the character of the entire society.
   - 1. False
Key Questions

Key Questions to Consider

In examining this problem, we will consider the following questions:

1. Why do human beings differ in their beliefs and behaviors?
2. Why do people judge the beliefs and behaviors of others?

Web Resources

Weblinks

Alan Macfarlane - Reflections on Doing Fieldwork
[Video]
http://www.alanmacfarlane.com/DO/PhotobyItem01.htm

Narrated by Alan Macfarlane, Professor of Anthropological Science at the University of Cambridge, this 53-minute film takes the viewer through the fieldwork endeavor, from leaving one’s own country through to getting back to it after fieldwork. Students of anthropology about to embark on fieldwork are the target audience.

AnthroSource
[Video]
http://www.anthrosource.net/dolstab/19.1525/tea.n993.16.5.22?JournalCode=tea

You can find lots of resources on the Nacirema when you visit this website.

Blood and Incense
[Video]
http://www.youtube.com/watch?v=nFpDKQ11Q

If you’d like to see a cockfight, here is the trailer to Blood and Incense, a film about cockfighting and ritual in Indonesia.

Silicon Valley Cultures Project
[Video]
http://www.sbc.edu/SiliconValley

Study Games

BEAT THE CLOCK

Chapter 1

Answer the questions by using your keyboard or by clicking your mouse. The quicker you answer, the higher your score will be. An incorrect answer choice will be removed after 75% and 50% of the time has expired. Be careful not to answer incorrectly or you will lose 50 points! You can skip a question by clicking the Skip button or let time expire without losing points.

Click the Start button when you're ready to begin.

Chapter Glossary

Glossary

- **anthropological fieldwork**: firsthand or direct immersion and observation of the people or culture a researcher is trying to understand.

- **cultural anthropology**: an examination of the world of everyday experiences to discover the patterns and meanings that lie behind that world.

- **cultural text**: a way of thinking about culture as a text of significant symbols—words, gestures, drawings, natural objects—that carries meaning.

- **culture**: the meaning that people give to things, events, activities, and people.
Part 2: Course Methods and Delivery

Methods of Instruction
Methods of instruction include assigned readings from the textbook and the course material, discussion forum responses to questions related to the reading, two anthropology related projects, watching and responding to questions on two movies, and two exams. Regular participation in the course is essential to good performance.

Technical Requirements
- Internet connection (DSL, LAN, or cable connection desirable).

LearningHub Access
This course is delivered online through LearningHub at http://learninghub.andrews.edu

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub.

Please do this online here: https://vault.andrews.edu/vault/pages/activation/information.jsp if you haven’t already. If you need assistance, call or email us: (296) 471-6016 ormailto:helpdesk@andrews.edu.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email dlit@andrews.edu or call (269) 471-3960.

Part 3: Course Requirements
Important Note: Activity and assignment details will be explained in detail within each learning module. If you have any questions, please contact your instructor.

Your Schedule
In Learning Hub, you will access online lessons, course materials, and resources. This course is self-paced. You must complete the course within 180 days. This is the Consortium policy. You may have a stricter deadline imposed by graduation, financial aid, or other restrictions.

Start by creating a schedule for completion of the course.

- Determine your deadline. Do you need a transcript sent to your home institution?
- Working from your deadline, count backwards. Allow 2 weeks after you take your final exam for your final grade to be calculated. Allow another 2 weeks for the transcript to be processed and sent.
- Now use the suggested schedules to create a schedule for yourself that ensures completion 4 weeks before your deadline.

Submit your course plan to your instructor within Learning Hub AND discipline yourself to make regular progress.
**Assessment Descriptions**

**Blog Responses** counts for 25% of the final grade for the course. Thoughtful and complete responses to blog posts show your participation in the course.

**The Personal Network Project** counts for 10% of the final grade for the course. The project will be evaluated based on completeness, meaning that it includes an ego-centered family network diagram, an ego-centered friendship diagram, and written responses to all eight questions posed at the end of the Exercise 16 project description.

**Cultural Encounter Project** counts for 10% of the final grade of the course.

**Movie Responses** count for 5% of the final grade for this course. Two films will be viewed during this course, after each film you will be required to fill out short responses to questions on each film.

**Interactive Activities** are provided by the textbook publisher and are essential to your success in this class. The Cultural Anthro2 book provides resources to help students prepare for tests. With each chapter please follow the instructions listed in your syllabus to use at least one Interactive Activity (Practice Quiz, Flash Card, Key Questions, Video Clips, or Web Resources) to help prepare you for your test. It is highly recommended that you practice until you are receiving 100% on the activities.

**Rubrics**

**Blog Response Rubric**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent (5)</th>
<th>Good (4)</th>
<th>Average (3)</th>
<th>Below Average (2)</th>
<th>Poor (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Length</strong></td>
<td>250 word minimum was reached. (10 points)</td>
<td>1-15 words short. (8-9)</td>
<td>16-35 words short. (6-7)</td>
<td>36-65 words short. (5)</td>
<td>66 + words short. (0-4)</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Each question was answered in a thorough and thoughtful manner. (20 points)</td>
<td>Each question was addressed but not answered thoroughly. (17-19)</td>
<td>A question remained unanswered. (13-16)</td>
<td>A question remained unanswered and answers given were not complete. (8-12)</td>
<td>Multiple questions remained unanswered or multiple answers did not pertain to the questions. (0-6)</td>
</tr>
<tr>
<td><strong>Grammar/ Punctuation</strong></td>
<td>Proper grammar and punctuation were used. (5 points)</td>
<td>Only minor mistakes in punctuation or grammar occurred. (4)</td>
<td>A number of mistakes in grammar and punctuation occurred. (3)</td>
<td>Many mistakes in grammar and punctuation occurred. (2)</td>
<td>Poor grammar and punctuation were used, sentences were incomplete. (0-1)</td>
</tr>
</tbody>
</table>

Score:  /35 =  %
### Movie Responses

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent (5)</th>
<th>Good (4)</th>
<th>Average (3)</th>
<th>Below Average (2)</th>
<th>Poor (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Word Count</strong></td>
<td>400 word minimum was reached. (15 points)</td>
<td>1-50 words short. (8-9)</td>
<td>51-90 words short. (6-7)</td>
<td>91-125 words short. (5)</td>
<td>126+ words short.</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Each question is answered in a thorough and thoughtful manner clearly showing knowledge of the movie. (25 points)</td>
<td>Each question is answered but not in a thorough manner, knowledge from the movie was displayed. (17-19)</td>
<td>Knowledge in the movie was not clearly displayed or content is confusing/incomplete. (13-16)</td>
<td>Content shows a lack of knowledge in the movie or answers were very incomplete. (8-12)</td>
<td>Answers were incomplete and did not pertain to the questions. (0-6)</td>
</tr>
<tr>
<td><strong>Grammar/ Punctuation</strong></td>
<td>Proper grammar and punctuation was used. (5 points)</td>
<td>Only minor mistakes in punctuation or grammar occurred. (4)</td>
<td>A number of mistakes in grammar and punctuation occurred. (3)</td>
<td>Many mistakes in grammar and punctuation occurred. (2)</td>
<td>Poor grammar and punctuation were used, sentences were incomplete. (0-1)</td>
</tr>
</tbody>
</table>

### Personal Network Project

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent (5)</th>
<th>Good (4)</th>
<th>Average (3)</th>
<th>Below Average (2)</th>
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<tr>
<td><strong>Word Count</strong></td>
<td>400 word minimum was reached. (15 points)</td>
<td>1-50 words short. (8-9)</td>
<td>51-90 words short. (6-7)</td>
<td>91-125 words short. (5)</td>
<td>126+ words short.</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Each question was answered in a thorough and thoughtful manner. (20 points)</td>
<td>Each question was addressed but not answered thoroughly. (17-19)</td>
<td>A question remained unanswered. (13-16)</td>
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<td>Only minor mistakes in punctuation or grammar occurred. (4)</td>
<td>A number of mistakes in grammar and punctuation occurred. (3)</td>
<td>Many mistakes in grammar and punctuation occurred. (2)</td>
<td>Poor grammar and punctuation was used, sentences were incomplete. (0-1)</td>
</tr>
<tr>
<td><strong>Format (Drawing)</strong></td>
<td>A clear photo or scan of your personal network project was uploaded. The project was neat and easily understood. All instructions were followed. (20 points)</td>
<td>The project was easily understood but was not neatly done. (19-17)</td>
<td>The project was unclear in parts but understandable overall. Most instructions were followed. (14-16)</td>
<td>The project was sloppy and hard to understand. Instructions were not properly followed. (9-13)</td>
<td>The project was unreadable and disorganized and instructions were not followed. (0-8)</td>
</tr>
<tr>
<td><strong>Format (Question Responses)</strong></td>
<td>Questions were clearly labeled and uploaded in a separate word document. (2 points)</td>
<td>Questions were not clearly labeled. (1)</td>
<td>Questions were not clearly labeled. (1)</td>
<td>Questions were not labeled. (0)</td>
<td>Questions were not labeled. (0)</td>
</tr>
</tbody>
</table>
### Cultural Encounter Project

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent (5)</th>
<th>Good (4)</th>
<th>Average (3)</th>
<th>Below Average (2)</th>
<th>Poor (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Word Count</strong></td>
<td>200 word minimum was reached.</td>
<td>1-10 words short. (8-9)</td>
<td>11-25 words short. (6-7)</td>
<td>26-45 words short. (5)</td>
<td>46 + words short. (0-4)</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Experience was clearly described, reflection was thorough and thoughtful, and comparisons were made between projects. (20 points)</td>
<td>The experience or reflection was not answered thoroughly or projects were not compared. (17-19)</td>
<td>Either the experience or reflection was not addressed. (13-16)</td>
<td>Reflections or experience was not addressed and responses given were not thorough. (8-12)</td>
<td>Directions were not followed or responses were confusing or incomplete. (0-6)</td>
</tr>
<tr>
<td><strong>Grammar/ Punctuation</strong></td>
<td>Proper grammar and punctuation was used. (5 points)</td>
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<td>A number of mistakes in grammar and punctuation occurred. (3)</td>
<td>Many mistakes in grammar and punctuation occurred. (2)</td>
<td>Poor grammar and punctuation was used, sentences were incomplete. (1)</td>
</tr>
<tr>
<td><strong>Format (Drawing)</strong></td>
<td>A clear photo or scan of your participants' personal network project was uploaded. The project was neat and easily understood. All instructions were followed. (20 points)</td>
<td>The project was easily understood but was not neatly done. (19-17)</td>
<td>The project was unclear in parts but understandable overall. Most instructions were followed. (14-16)</td>
<td>The project was sloppy and hard to understand. Instructions were not properly followed. (9-13)</td>
<td>The project was unreadable and disorganized and instructions were not followed. (0-8)</td>
</tr>
</tbody>
</table>

**Score:** \( \frac{\text{Number of Points Earned}}{55} = \% \)

### Exams

There are two exams in this course. The midterm exam covers material from modules 1-8 and is made up of definitions, short answer, short and long essay questions types and is worth 65 points. You will be allowed 120 minutes to take this exam. This exam is worth 25% of your grade. The final exam covers material from modules 9-16 and is made up of definitions, short answer, short and long essay questions types and worth 65 points. You will be allowed 120 minutes to take this exam. This exam is worth 25% of your grade. Both exams require proctoring.

Follow prompts in the course space to set up your exam session. In each module that contains an exam, you will find what to review and what materials are allowed (if any) during the exam.

Please read the important information about taking exams and how online proctoring works at [www.andrews.edu/distance/students/exams.html](http://www.andrews.edu/distance/students/exams.html). The follow the instructions that apply to your situation on the exam request form to set up your exam session.

Please note that an exam code is never released to the student. All students must present photo identification before each exam session. Exams can only be proctored after a deadline with approval directly from the instructor to the Testing Center (sdeexams@andrews.edu or 269-471-6566). No exam is returned to the student for review. The instructor, to aid studying for future exams can provide feedback on exams.
### Suggested schedule for completion in 8 weeks:

<table>
<thead>
<tr>
<th>Module</th>
<th>Lessons</th>
<th>Readings</th>
<th>Assignments</th>
<th>Outcomes Met</th>
</tr>
</thead>
</table>
| Intro          | These items will need to be completed before you will have access to the rest of the course | Orientation  
Course Overview  
Introductions  
Academic Integrity | Schedule  
Introduce Yourself  
Academic Integrity Quiz  
Academic Integrity Statement |             |
| 1              | Lesson 1 - Learn about the four major subfields of anthropology as well as the types of tools anthropologists use to study various cultures. | AA Ch. 1-2 & Hutterites Intro – Ch.3 | Discussion One | SLO1          |
|                | Lesson 1 continued.                                                      | Watch A Man Called “Bee” Movie                                           | Man Called “Bee” Movie Response | SLO1          |
| 2              | Lesson 2 - Discover in depth how ethnography is done.                   | AA Ch. 3-4 & Hutterites Ch. 4-7 (Appdx)                                 | Discussion Two  
Hutterite Movie Response | SLO1          |
|                | Lesson 3 - Learn how you can begin to understand beliefs and behaviors that are different from your own. | AA Ch. 5-6 & Cultural Anthropo2 Ch. 1 | Discussion Three  
Flash Card Interactive Activity | SLO1          |
| 3              | Lesson 4 - Explain the transformation of human societies from small-scale nomadic bands of hunters and gatherers to large-scale urban-industrial states. | AA Ch. 7-8 & Cultural Anthropo2 Ch. 2 | Discussion Four  
Video Clips and Practice Quiz  
Interactive Activity | SLO2          |
|                | Lesson 5 - Define globalization and understand its effects on yourself.  | AA Ch. 9-10 & Cultural Anthropo2 Ch. 3 | Discussion Five  
Practice Quiz Interactive Activity | SLO1, SLO2, SLO3 |
| 4              | Lesson 6 - Understand how people can hold such differing beliefs so certainly that they believe all other world views are wrong. | AA Ch. 11-12 & Cultural Anthropo2 Ch. 4 part 1 (pp. 82-92) | Discussion Six  
Practice Quiz Interactive Activity  
Mennovahf Reaction Paper | SLO4          |
|                | Lesson 7 - Understand the concept of cultural types, what kinds of worldviews are associated with each type, and how this influences the way people view and defend their own view | AA Ch. 13-14 & Cultural Anthropo2 Ch. 4 part 2 (pp. 92-106) | Discussion Seven  
Web Resources Interactive Activity | SLO5          |
| 5              |                                                                         |                                                                         |                                                                            |              |
|                | **PROCTORED MIDTERM EXAM (Ch. 1-4)**                                    |                                                                         |                                                                            |              |
|                | Lesson 8 - Learn how to identify and diagram a kinship network          | AA Ch. 15-16 & Cultural Anthropo2 Ch. 5 part 1 (pp. 108-116)            | Personal Network Project  
Key Questions and Flash Cards  
Interactive Activity | SLO5          |
| 6              | Lesson 9 - Discover what you need to know before you can understand the dynamics of family life in other societies. | AA Ch. 17-18 & Cultural Anthropo2 Ch. 5 part 2 (pp. 117-130)             | Cultural Encounter Project  
Practice Quiz Interactive Activity  
Discussion Eight | SLO5, SLO6    |
|                | Lesson 10 - Learn how people determine who they are, and how they communicate who they think they are to others. | AA Ch. 19-20 & Cultural Anthropo2 Ch. 6 | Discussion Nine  
Flash Cards Interactive Activity | SLO1, SLO4, SLO5, SLO6 |
| 7              | Lesson 11 - Explain why modern societies are characterized by social, political, and economic inequalities. | AA Ch. 21-22 & Cultural Anthropo2 Ch. 7 part 1 (pp. 152-163)             | Discussion Ten | SLO1, SLO8, SLO7 |
|                | Lesson 12 - Explain how a knowledge of other societies can be used to address problems in modern society | AA Ch. 23-24 & Cultural Anthropo2 Ch. 7 part 2 (pp. 164-177)             | Discussion Eleven  
Practice Quiz Interactive Activity | SLO1, SLO7    |
| 8              | Lesson 13 - Understand how societies give meaning to and justify collective violence. | AA Ch. 25-26 & Cultural Anthropo2 Ch. 8 | Discussion Twelve | SLO1, SLO7, SLO9 |
|                | **PROCTORED FINAL EXAM (Ch. 5 – 8)**                                    |                                                                         |                                                                            |              |
## Suggested schedule for completion in 8 weeks:

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| 2      | Lesson 1 continued. | Watch A Man Called “Bee” Movie | Man Called “Bee” Movie Response | SLO1 |
| 3      | Lesson 2 - Discover in depth how ethnography is done. | AA Ch. 3-4 & Hutterites Ch. 4-7 (Appdx) | Discussion Two  
Hutterite Movie Response | SLO1 |
| 4      | Lesson 3 - Learn how you can begin to understand beliefs and behaviors that are different from your own. | AA Ch. 5-6 & Cultural Anthro2 Ch. 1 | Discussion Three  
Flash Card Interactive Activity | SLO1 |
| 5      | Lesson 4 - Explain the transformation of human societies from small-scale nomadic bands of hunters and gatherers to large-scale urban-industrial states. | AA Ch. 7-8 & Cultural Anthro2 Ch. 2 | Discussion Four  
Video Clips and Practice Quiz  
Interactive Activity | SLO2 |
| 6      | Lesson 5 - Define globalization and understand its effects on yourself. | AA Ch. 9-10 & Cultural Anthro2 Ch. 3 | Discussion Five  
Practice Quiz Interactive Activity | SLO1, SLO2, SLO3 |
| 7      | Lesson 6 - Understand how people can hold such differing beliefs so certainly that they believe all other world views are wrong. | AA Ch. 11-12 & Cultural Anthro2 Ch. 4 part 1 (pp. 82-92) | Discussion Six  
Practice Quiz Interactive Activity  
Mennohauf Reaction Paper | SLO4 |
| 8      | Lesson 7 - Understand the concept of cultural types, what kinds of worldviews are associated with each type, and how this influences the way people view and defend their own view | AA Ch. 13-14 & Cultural Anthro2 Ch. 4 part 2 (pp. 92-106) | Discussion Seven  
Web Resources Interactive Activity | SLO5 |
| 9      | **PROCTORED MIDTERM EXAM (Ch. 1-4)** | | | |
| 10     | Lesson 8 - Learn how to identify and diagram a kinship network | AA Ch. 15-16 & Cultural Anthro2 Ch. 5 part 1 (pp. 108-116) | Personal Network Project  
Key Questions and Flash Cards  
Interactive Activity | SLO5 |
| 11     | Lesson 9 - Discover what you need to know before you can understand the dynamics of family life in other societies. | AA Ch. 17-18 & Cultural Anthro2 Ch. 5 part 2 (pp. 117-130) | Cultural Encounter Project  
Practice Quiz Interactive Activity  
Discussion Eight | SLO5, SLO6 |
| 12     | Lesson 10 - Learn how people determine who they are, and how they communicate who they think they are to others. | AA Ch. 19-20 & Cultural Anthro2 Ch. 6 | Discussion Nine  
Flash Cards Interactive Activity | SLO1, SLO4, SLO5, SLO6 |
| 13     | Lesson 11 - Explain why modern societies are characterized by social, political, and economic inequalities. | AA Ch. 21-22 & Cultural Anthro2 Ch. 7 part 1 (pp. 152-163) | Discussion Ten | SLO1, SLO8, SLO7 |
| 14     | Lesson 12 - Explain how a knowledge of other societies can be used to address problems in modern society | AA Ch. 23-24 & Cultural Anthro2 Ch. 7 part 2 (pp. 164-177) | Discussion Eleven  
Practice Quiz Interactive Activity | SLO1, SLO7 |
| 15     | Lesson 13 - Understand how societies give meaning to and justify collective violence. | AA Ch. 25-26 & Cultural Anthro2 Ch. 8 | Discussion Twelve | SLO1, SLO7, SLO9 |
| 16     | **PROCTORED FINAL EXAM (Ch. 5 – 8)** | | | |
Completing Assignments
All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed. Assignments and exams must be completed within 180 days of course registration date. This timeframe is subject to change depending on deadlines set by your home institution.

Part 4: Grading Policy

Graded Course Activities

<table>
<thead>
<tr>
<th>Percent %</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>Blog Posts</td>
</tr>
<tr>
<td>10</td>
<td>Personal Network Project</td>
</tr>
<tr>
<td>10</td>
<td>Cultural Encounter Project</td>
</tr>
<tr>
<td>5</td>
<td>Movie Responses</td>
</tr>
<tr>
<td>25</td>
<td>Midterm Exam</td>
</tr>
<tr>
<td>25</td>
<td>Final Exam</td>
</tr>
<tr>
<td>100</td>
<td>Total Percent Possible</td>
</tr>
</tbody>
</table>

Viewing Grades in Moodle
- Click into the course.
- Click on the Grades link in Administration Block to the left of the main course page.

Letter Grade Assignment

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>88-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-87%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>78-79%</td>
</tr>
<tr>
<td>C</td>
<td>73-77%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
</tr>
</tbody>
</table>
Part 5: Course Policies

Withdrawal and Incomplete Policies
The current withdrawal policy can be found online at https://www.andrews.edu/distance/students/gradplus/withdrawal.html. The incomplete policy is found online at http://www.andrews.edu/weblmsc/moodle/public/incompletes.html.

Maintain Professional Conduct Both in the Classroom and Online
The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.

Academic Accommodations
Students who require accommodations may request an academic adjustment as follows:
1. Read the Andrews University Disability Accommodation information at https://www.andrews.edu/services/sscenter/disability/
2. Download and fill in the disability form at http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf. Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to success@andrews.edu or fax it to (269) 471-8407.
3. Email sdestudents@andrews.edu to inform the School of Distance Education that a disability has been reported to Student Success.

Commitment to Integrity
As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

Commitment to Excellence
You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of “commitment to Integrity” you are expected to adhere to a “commitment to excellence.” Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

Honesty
Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student’s academic standing. Lessons may be discussed with other students, tutors may help to guide a student’s work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student’s own work. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.