ONLINE HYBRID COURSE – TEMPLATE DRAFT FOR INSTRUCTORS TO USE TO DEVELOP THEIR ONLINE COURSE SYLLABUS

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New York City College of Technology
Social Science Department

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TITLE: INTRODUCTION TO ANTHROPOLOGY – HYBRID CLASS
ANTH 1101 (Section #), ROOM LOCATION, DAYS AND TIMES – MEETS IN PERSON AT LEAST ONCE A WEEK
Number of class hours, lab hours if applicable, credits: Class Hours: 3, Credits 3, BS Core
Enrollment requirements: Certification reading and writing
Prerequisites: Basic Knowledge of Blackboard, and city tech email account
Satisfies Flexible Core: World Cultures and Global Issues

INSTRUCTOR:
NAME:
EMAIL:
OFFICE LOCATION:
OFFICE HOURS: If doing office hours online, use Blackbaord "Collaborate"

[*Note to instructors:* Feel free to use various forms of technology to create an interactive environment. Such as:
"Blackboard Collaborate" (students will need to use on-ear headphones with microphone)
Consider posting "Powerpoint slides" of lectures with your personalized audio recording
Create assignments that can utilize "eportfolios"
Create discussion boards (such as on "Blackboard) or create "blogs."
Use "wikis" to work on an assignment, to share information, to create and produce a final product, such as research assignment.
Use "webcams" to stream information in real time.
*Note: if you incorporate additional technology to create a more interactive environment, explain on the syllabus what you will be using, and how you will be using it. Consider adding links to students to tutor them on the use of alternative technology and/or refer them to Websupport1 http://websupport1.citytech.cuny.edu/]

COURSE DESCRIPTION: This course is a general introduction to the four fields of anthropology that looks at how Anthropologists study cultural and physical aspects of humankind. We will explore a range of societies and methods that Anthropologists study. This course covers such topics as economic systems, population dynamics, kinship, political systems, religion, art, medicine, as well as globalization, power relations and ethics. This course covers cross-cultural ethnographic data including Africa, Meso-America, Australia, and Asia.

HYBRID ACTIVITIES: The class is scheduled to meet twice a week, please refer to the weekly sections on this syllabus for the days we will be meeting in class face to face, and the days we will meet in the virtual classroom online. There are no online class activities on the dates when there are no scheduled classes. In general, we will meet in the classroom at least once a week. The virtual class time is an interactive and collaborative learning environment. You must have internet access during the virtual class time period and have the latest versions of Chrome, Firefox, Internet Explorer, Safari, or Edge. JavaScript, Java, and Cookies must be enabled. Allow pop-up windows. The latest technical requirements from Blackboard are found at:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support

The syllabus lists the weekly at home reading assignments, and the online "virtual" assignments. There are weekly discussion questions and you are expected to post a response and comment on other student responses on the discussion board located on Blackboard. Plan on visiting the discussion board at least 3 times per week.

To participate in the virtual classroom, you must post a message and response to the weekly discussion questions. Late posts are counted as "lateness to class" – 3 of this equal 1 absence. Absent posts (at least 3 per week) are "absences from

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class". Absent members are not participating in part of the activities, and their grade will be lowered to reflect the lack of participation.

REQUIRED TEXTBOOK (S) and/or MATERIALS*
This course uses Open Educational Resources (OER), hence your readings are available on <mark>Open Lab</mark> (in the course site under "Reading Assignments") or Blackboard (under "course documents"). Or click on the link per week.
https://openlab.citytech.cuny.edu/popefischeranth1101sp2017/assignments/

SEQUENCE OF TOPICS AND TIME ALLOCATIONS (week by week.)*

SECTION 1 – INTRODUCTION TO ANTHROPOLOGY
WEEK 1 : Day 1: Meet in person, Day 2 Meet in person
   [*Topics* include but are not limited to the following: Course outline and requirements, Anthropology methodology, what is culture? What are the 4 fields of Anthropology? Intro to Darwinism & the Biological orientation. Key terms and concepts, theoretical approaches to anthropology.]
   ⇨Mandatory Reading: Read "UNIT 1: Introduction to Anthropology"
   https://openlab.citytech.cuny.edu/popefischeranth1101sp2017/assignments/1unit-one-introduction-to-anthropology/

   ⇨*Weekly Discussion Question (Post response on blackboard):* Introduce yourself to the class. What is your major? Why are you taking this class? What do you hope to learn?

[SECTION 2 –OVERVIEW OF 4 FIELDS]
   WEEK 2: Day one (meet online in virtual classroom) , Day 2 (Meet in person today [*Topics*: Biological/Physical Anthropology]
   ⇨Mandatory Textbook Reading Assignment: Finish Reading the section on Biological Anthropology in "2.1UNIT TWO: Biological Anthro – evolution" -- 4 fields of Anthropology"
   https://openlab.citytech.cuny.edu/popefischeranth1101sp2017/assignments/2-1unit-two-biological-anthropology-evolution/

   ⇨*Weekly Discussion Question (Post response on blackboard):* Explain why you believe race is biological (innate), or is it a cultural construct (you learn it)? Based on the readings, how do anthropologists define race?

   WEEK 3: Day one (virtual classroom), and Day 2 (Meet in person today)
   [*Topics:* Primate studies, PaleoAnthropology, Tool Industries – Transition/overlap from Biological Anthropology to Archeological Anthropology]
   ⇨Watch the Film: John Marshall's "A Kalahari Family" Dobe Ju'Hoansi
   https://citytech.kanopy.com/video/kalahari-family-part-i-far-country
   The Kanopy database can be accessed from the City Tech Library website, select "article search," then select the database "kanopy," and search for the film "A Kalahari Family: A Far Country." If you are off campus you will need to log in using your City Tech library ID number. Make sure this is activated by the Library. The tests and final will expect you to apply themes/concepts from the course to examples from the film.

   ⇨Mandatory Textbook Reading Assignment: Read the section on Primate and Paleo Anthropology in "2.2UNIT TWO: Biological Anthropology – Primate and tool industry" -- 4 fields of Anthropology"
   https://openlab.citytech.cuny.edu/popefischeranth1101sp2017/assignments/2-2unit-two-biological-anthropology-primates-tools/

   ⇨*Weekly Discussion Question (Post response on blackboard):* Though we will be using the film to understand the theory Cultural Materialism, for this week's discussion question I want you to pay special attention to research methodology. After watching the film, can you describe any fieldwork methods that the Marshalls used to collect information? Discuss any ethical issues the Marshalls faced as researchers. What would you have done if you were a researcher faced with an ethical dilemma in the field?

   WEEK 4: Day 1 (Online /virtual classroom), Day 2 (Meet in class)
   Topics: Archeology and Linguistic Anthropology. Click on the links to see the examples and interactive exercises.
   ⇨Mandatory Textbook Reading Assignment: Read and interact on section for Archeological Anthropology

in "2.3UNIT TWO: Archaeological"
https://openlab.citytech.cuny.edu/popefischeranth1101sp2017/assignments/2-3unit-two-archaeology/
AND
2.4UNIT TWO: Linguistic Anthropology"
https://openlab.citytech.cuny.edu/popefischeranth1101sp2017/assignments/2-4unit-two-linguistics/

⇨*Weekly Discussion Question (Post response on blackboard):* For this week's discussion question I want you to think about how the way you speak may impact how other people perceive you. (Think about gendered speech, dialects, code switching, use of different languages, etc.) Please give situational examples in your discussion.

WEEK 5: Day 1 (Online /virtual classroom), Day 2 (Meet in class)
Topics: Cultural Anthropology
⇨Mandatory Textbook Reading Assignment: Read the sections on Cultural Anthropology in "2.5UNIT TWO: Cultural Anthropology."
https://openlab.citytech.cuny.edu/popefischeranth1101sp2017/assignments/2-5unit-two-cultural-anthropology/

⇨*Weekly Discussion Question (Post response on blackboard):* For this week's discussion address the concepts "ethnocentrism," and "cultural relativism." If you were a researcher, and you were faced with a cultural practice that you personally found offensive, how would you avoid being ethnocentric? Can you ever fully avoid your own cultural biases? Whereas cultural relativism attempts to be neutral and non-judgmental of other cultural practices, are there situations where an anthropologist may not be able to remain neutral? Please provide a hypothetical example in your response.

Week 6: Day 1 (Online /virtual classroom), Day 2 (Meet in class)
PART I: INFRASTRUCTURE – Mode of Production (material constraints such as environment, technology, forms of exchange), and Mode of Reproduction (material constraints of demography & population dynamics such as birth rates, death rates, migration). Infrastructure is considered the foundation of societies that predicts or influences all other aspects of that society (structure and superstructure). Types of societies include: Foragers, Pastoralists, Horticultural societies, Agricultural Societies, Post Industrial societies.

Topics: mode of production: Environment, Technology, Exchange (Economic Systems); mode of reproduction (Demography)

⇨Mandatory Textbook Reading Assignment: "3UNIT 3: Infrastructure and Forager Societies"
https://openlab.citytech.cuny.edu/popefischeranth1101sp2017/assignments/3unit-three-infrastructure-foragers-2/

** YOUR FIRST MIDTERM EXAM WILL BE NEXT WEEK IN CLASS – SECTIONS 1 AND 2, WEEKS 1-5, see list of key terms with definitions at the end of "UNIT 3: Infrastructure and Forager Societies". There are also review materials on Blackboard. There are 35 multiple choice questions. The written section includes 3 sections: 1) Define Cultural Materialism, 2) Outline the Universal Pattern, 3) Describe the "Infrastructure" of Forager societies using supporting detailed examples from the film: A Kalahari Family: A Far Place.

⇨POSTER PROJECT: Divide class into 4 groups – Biological Anthropology, Archeology, Linguistic Anthropology, and Cultural Anthropology. Each group will **pick a research topic** relevant to their group and present their findings WEEK 15. Hand in a brief description of the topic your group will focus on. Turn in a list of each student and what assignment they will do for the project, with due date. At least 2 students per task: 1. Research methods, 2. Research article, 3. Research results and findings, 4. Thesis statement, 5. Abstract, 6. Bibliography, 7. Miscellaneous: such as PowerPoint, images, graphics, etc.

Before selecting your poster group, explore the American Anthropological Association website description of the four fields of Anthropology:

https://www.americananthro.org/AdvanceYourCareer/Content.aspx?ItemNumber=2150

➡️***Weekly Discussion "Poster Group" Question (Post response on blackboard*)**:From this point forward, each student will participate in group discussions related to the poster projects. Log on as you would for the regular weekly discussions, but now you will find group discussion boards for each of the four groups – you should only post responses for the group that you are assigned to. Think of this as a forum for your group to brainstorm ideas and exchange information. For the first group session I want your group to brainstorm possible poster topics. For example, for the "Biological Group," do you want to focus on things related to evolution, or primate studies, or forensics? (Review the reading for possible topics UNIT 2.1 and 2.2). For the "Archeology Group," do you want to focus on a particular area, fieldsite, or forms of methodological technology? (Review the reading for topics UNIT 2.3). For the "Linguistic Group," do you want to focus on a particular language or manner of speaking (Review the reading for topics UNIT 2.4). For the "Cultural Anthropology Group," do you want to focus on a particular culture, and/or an aspect of culture (Food, art, music, style, housing, etc.). (Review the reading for topics (UNIT 2.5).

WEEK 7: Day 1 (Online /virtual classroom), Day 2 (Meet in class) FIRST MIDTERM TEST TODAY

➡️POSTER HOMEWORK: Pick 3 **anthropological research articles** your group has chosen from a peer reviewed academic journal (This is <u>not</u> information from a website. You can find academic journal articles on the City Tech Library databases. JSTOR, EBSCO, Wilson are good databases in which to search for an academic research article). I will post your groups' selected articles on Blackboard as all students will be expected to read them. The final exam will have questions related to these articles. (You can use the article worksheet posted on Blackboard as a template).

➡️***Weekly Discussion "Poster Group" Question:*** This week's discussion session should show a discussion and exchange of the possible articles you will use in your presentation. Provide links to the articles, send pdf copies of the articles to everyone in the group. I must see and approve at least 3 peer reviewed articles for your presentation.

SECTION 4 –ANALYZING SOCIETIES CONTINUED
Please note that there is less reading in this section as you are expected to be actively working on your group poster presentation.

[SECTION FOUR]
PART II: **STRUCTURE: <u>Domestic Economy</u> (Forms of family organization, kinship, marriage patterns), <u>Political Economy</u> (Forms of leadership, political organization, warfare). The infrastructure influences what type of structure will be found in a particular type of society. Structure deals with how the individual connects to the group (group cohesion).**

WEEK 8: Day 1 (Online /virtual classroom), Day 2 (Meet in class)
Topics: Domestic Economy. Overview of general characteristics of Pastoral Society (Film: The Disappearing World: Masai Woman – The Masai of Kenya (https://www.youtube.com/watch?v=KSqqPbk9CUo

➡️Mandatory Textbook Reading Assignment: "4.1UNIT 4: Structure Domestic Economy"
https://openlab.citytech.cuny.edu/popefischeranth1101sp2017/assignments/4-1unit-four-structure-domestic-economy/

➡️POSTER HOMEWORK: Write a detailed description of the **research methods** typically used by an anthropologist in your sub-discipline. (Must cover: Selection criteria, procedures, ethics). Explore the American Anthropological Association website description of research methods:
http://www.americananthro.org/LearnAndTeach/ResourceDetail.aspx?ItemNumber=1465&navItemNumber=733

➡️***Weekly Discussion "Poster Group" Question:*** This week's discussion session should show a discussion and exchange of the drafts of the methods section you will use in your presentation. Though one or two people in your

group should be mainly responsible for writing this section, they should send a draft around to everyone in the group to comment on.

Weekly Discussion Question: We will be using this week's film to understand the "Structure" (Domestic Economy, Political Economy) of Pastoral societies. Describe scenes from the movie that highlight kinship/family organization (lineage, marriage patterns, division of labor).

WEEK 9: Day 1 (Online /virtual classroom), Day 2 (Meet in class)
Topics: Political Economy (Forms of leadership, Systems of conflict/control, etc

⇨Mandatory Textbook Reading Assignment: "4.2UNIT Four: Structure Political Economy Pastoral Society"
https://openlab.citytech.cuny.edu/popefischeranth1101sp2017/assignments/4-2unit-four-structure-political-economy-pastoralists/

⇨POSTER HOMEWORK: Hand in your **thesis statement.**

⇨*Weekly Discussion "Poster Group" Question:* This week's discussion session should show a discussion and exchange of the drafts of thesis statement you will use in your presentation. Though one or two people in your group should be mainly responsible for writing the statement, they should send a draft around to everyone in the group to comment on.

Weekly Discussion Question: Refer to the film we saw last week, "Masai Women" to describe the Political Economy of Pastoral societies. Describe scenes from the movie that highlight situations of conflict and control, types of leadership, patterns of warfare.

** YOUR SECOND MIDTERM EXAM WILL BE NEXT WEEK – SECTION 4, WEEKS 6-9, see list of key terms with definitions in ""UNIT 4.2: Structure Political Economy Pastoral Society" or on Blackboard "test review" file.

WEEK 10: Day 1 (Online /virtual classroom), Day 2 (Meet in class)
(Midterm grades posted on Blackboard)
*SECOND MIDTERM EXAM: Covers section covers sections 3 & 4. There are 35 multiple choice questions. The written section includes 3 sections: 1) Define Cultural Materialism, 2) Outline the Universal Pattern, 3) Describe the "Structure" of Pastoral societies using supporting detailed examples from the film: Masai Woman.

WEEK 11 : Day 1 (Online /virtual classroom), Day 2 (Meet in class)
PART III: **SUPERSTRUCTURE: (Belief systems, magic, witchcraft, religion, worldview, Cultural Expressions, Art, Music, Dance, Folktales, Myths, Sports, Food, Television, Movies, etc.) The Infrastructure influences the type of superstructure that will be found in a particular society. Superstructure deals with the expression of values and beliefs. (Watch the Film: Faces of Culture: The Asmat of New Guinea https://www.youtube.com/watch?v=EdVnMRT1vZY**

Topics: Religion, Symbols, Myth, Magic, Witchcraft.
⇨Mandatory Reading Assignment: "5.1UNIT 5: Superstructure : Religion and Belief Systems"
https://openlab.citytech.cuny.edu/popefischeranth1101sp2017/assignments/5-1unit-five-superstructure-religion/

⇨POSTER HOMEWORK: Hand in a description of your **research results and findings**.

⇨*Weekly Discussion "Poster Group" Question:* This week's discussion session should show a discussion and exchange of the drafts of the results and findings section you will use in your presentation. Though one or two people in your group should be mainly responsible for writing this section, they should send a draft around to everyone in the group to comment on.

Weekly Discussion Question: We will be using this week's film to understand the "Superstructure" of Horticultural societies. Describe scenes from the movie that highlight belief systems/religion, forms of magic, types of symbolism, the use of dance and music, the type of architecture, games ,and art.

WEEK 12 Day 1 (Online /virtual classroom), Day 2 (Meet in class)
Topics: Art and Expressive Culture.
⇨Mandatory Reading Assignment: "5.2UNIT Five: Superstructure : Art & Expressive Culture"
https://openlab.citytech.cuny.edu/popefischeranth1101sp2017/assignments/5-2unit-five-superstructure-art-expressive-culture/

⇨Mandatory Article Reading Assignments available on JSTOR (You will need to log into city tech library with ID):
Geertz, Clifford (1973) "Deep Play: Notes on the Balinese Cockfight" in The Interpretation of Cultures. New York: Basic Books.
https://www-jstor-org.citytech.ezproxy.cuny.edu/stable/20024056

⇨POSTER HOMEWORK: Hand in your **abstract.**

⇨*Weekly Discussion "Poster Group" Question:* This week's discussion session should show a discussion and exchange of the drafts of the abstract you will use in your presentation. Though one or two people in your group should be mainly responsible for writing this section, they should send a draft around to everyone in the group to comment on.

WEEK 13 Day 1 (Online /virtual classroom), Day 2 (Meet in class)
Topics: Cultural Diversity, Issues of identity & resistance, Medical Anthropology, Psychological Anthropology.
⇨Mandatory Textbook Reading Assignment: "5.3UNIT Five: Superstructure: Medical Psychological Anthropology"
https://openlab.citytech.cuny.edu/popefischeranth1101sp2017/assignments/5-3unit-five-medical-anthro-psychological-anthro/

⇨POSTER HOMEWORK: Hand in your **bibliography** (should reference the 3 scholarly articles, anything used from the internet such as webpages & images, and any additional source used to prepare your presentation).

⇨*Weekly Discussion "Poster Group" Question:* This week's discussion session should show a discussion and exchange of the drafts of the bibliography you will use in your presentation. Though one or two people in your group should be mainly responsible for writing this section, they should send a draft around to everyone in the group to comment on.

SECTION 4 –POSTER PRESENTATIONS: [Review Poster Research Project "Poster Tips Intro ANTH 1101" on Blackboard under "course documents/content."

WEEK 14 – Day 1 (Online /virtual classroom), Day 2 (Meet in class)
This week is the last day for your group to meet in class before the poster presentations next week.

WEEK 15 – Day 1 (Meet in class), Day 2 (Meet in class)
POSTER PRESENTATIONS TODAY
(Attendance is mandatory on both days; all posters must be set up at the start of class for the entire class to review before the ½ hour oral presentations. Posters that are not set up at the start of class may receive 0 points)
        GROUP PRESENTATION ON TUESDAY: Posters that address the question "What is Anthropology?"
                1. Biological Anthropology. Group 1:
                2. Anthropological Archaeology. Group 2:
        GROUP PRESENTATION ON THURSDAY:
                3. Linguistic Anthropology Group 3:
                4. Cultural Anthropology Group 4:

⇨ *ONLINE ASSIGNMENT: **REMEMBER, ONE MEMBER OF YOUR GROUP MUST UPLOAD THE ENTIRE TEXT FROM YOUR PRESENTATION TO "TURNITIN" ON BLACKBOARD BEFORE I CAN COMPLETE THE GRADES. Log onto our classroom site on Blackboard, click on "turnitin" in the left side, click on "view/complete Poster Project," choose the file you want to upload, and click "confirm."

FINALS: Day 1 (Meet in class), Day 2 (Meet in class)

⇨ Mandatory Homework: Prepare for the final exam. Look over the key words and concepts listed in the textbook and presented in lecture. Review the readings, films, and lecture material to prepare for the short essay questions. Think about some of the major concepts or themes we have covered in the course. Be able to define "cultural materialism" and the 5 different modes of production described in class (Foragers, Pastoralists, Horticultural society, Agricultural society, Post Industrial Society). How is the "superstructure" of a particular society influenced by the "Infrastructure"?

FINALS: Day 1 (Essay portion of test- meet in class), Day 2 (Multiple choice portion of test – meet in class). There are 35 multiple choice questions. The written section includes 3 sections: 1) Define Cultural Materialism, 2) Outline the Universal Pattern, 3) Pick one of the cultures we studied in class (Foragers, Pastoralists, Horticultural Societies) and describe the general characteristics for that cultural society in terms of the Universal Pattern. Use examples from the corresponding film to illustrate your understanding. Then, pick one example from that culture that falls under "Superstructure." Explain how the "Infrastructure" of that culture determines, or allows for that one example you picked in the Superstructure.

COURSE INTENDED LEARNING OUTCOMES/ASSESSMENT METHODS

LEARNING OUTCOMES	ASSESSMENT METHODS
1. Have an understanding of Anthropological Fieldwork	**1.** Group Poster Presentation and questions on exams. Students learn about anthropological fieldwork and in their research poster projects learn the importance of describing "methodology."
2. Have an understanding of classic Anthropological theories	**2.** Final Exam Essay question and Multiple-choice questions. The course is structured around the theory of "Cultural Materialism" but students also learn other theoretical approaches to study anthropology such as Darwinism, Sociobiology, Functionalism, Cultural Marxism, etc.
3. Have an understanding of basic Anthropological concepts (i.e. 4 fields of Anthro., emic/etic, culture, cultural relativism/ethnocentrism, Kinship, etc.)	**3.** Questions on exams and Group Poster Projects. The course covers important terms and concepts associated with Anthropology.
4. Have an understanding of a variety of cultures and societies	**4.** Questions on exams and essay question on final. In a broad perspective, students learn about basic types of societies (Foragers, Pastoralists, Horticulturalist, Agriculturalists, Post Industrial societies) as well as a broad range of cultural examples from Africa, South America, Asia, etc.

GENERAL EDUCATION LEARNING OUTCOMES/ASSESSMENT METHODS

LEARNING OUTCOMES	ASSESSMENT METHODS
1. KNOWLEDGE: Students develop knowledge of the concepts and theories deployed by anthropologists in their analysis of cultural and social issues.	**1.** Research poster project and exams. The course is structured around the theory of "Cultural Materialism" but students also learn other theoretical approaches to study anthropology such as Darwinism, Sociobiology, Functionalism, Cultural Marxism, etc.
2 SKILLS: Students develop and use the tools needed for communication, inquiry, analysis and productive work.	**2.** Research poster project and exams. Students learn about research methodology as well as developing a thesis, and analysis.
3. INTEGRATION: Students work productively within and across disciplines.	**3.** Research poster project and exams. Anthropology is a holistic discipline that incorporates themes from a range of disciplines: economic systems, political systems, religious systems, genetic studies, religious studies, etc.
4. VALUES, ETHICS, AND RELATIONSHIPS: Students understand and apply values, ethics, particularly in terms of research methodology but also in terms of cultural relativism.	**4.** Research poster project and exams. Students learn cultural sensitivity through the concept of "cultural relativism" as well as being exposed to different cultural practices. They learn the importance of "ethics" in terms of research methods that they use/describe in their poster projects.

ASSIGNMENTS and other course requirements*

Students are expected to attend the lectures and to have read the assigned reading. The final grade will be based on two midterm exams (30%), class participation (attendance affects your participation grade – for face to face classes, I take oral attendance at the start of the class, for virtual classroom attendance you must post a message and response to the weekly discussion board and res)(10%), a group poster presentation project (30%), and a final exam (30%). Students will need to bring a #2 pencil for the exams. Midterm exams are based on the readings and lecture presentations. The final exam consists of multiple choice and essay questions. There will be **no make-up exams**. You must take lecture notes in class – I do not give out my lecture notes. Your participation grade includes reading before each class because I expect you to participate and contribute comments in class (i.e. Raise your hand and make comments NOT reading a book in the back of the room nor playing on a computer, text messaging, passing notes, talking to a friend, etc.). Attendance impacts the participation grade (if you are not present, you are not participating). There is a detailed description of the poster project that will be handed out in class and posted on Blackboard. In this project each group describes, "What is anthropology?" You should be working on this project throughout the entire semester. I do not offer extra credit however you can improve your grade by working with the City Tech tutors. You can come to my office hours to discuss any issues or concerns you might have. I will be happy to review materials with you during my office hours. Ethnographic films will be shown throughout the course depending on time and availability. Plagiarism will not be tolerated and may result in an automatic "F" and a formal report to the Academic Integrity Committee. See Academic Integrity Statement below.

Poster Research project:

The class will be divided into four groups based on each of the four fields of anthropology (Biological/Physical Anthropology, Archaeology, Linguistic anthropology, and Cultural Anthropology). Your objective is to describe what is anthropology?

Week 6: Meet with your groups in class to brainstorm ideas for your project:
Sign up for poster groups. (Weeks 1-5 entail a lot of reading, so the emphasis on the poster projects will start after the first midterm).

The aim of your group is to teach the class about your field of research, for example, what do biological Anthropologists study? You are not doing an overview of the whole field, but rather narrow it down – for example, if you were an Archeologist, what might you want to study? Look at research topics within your group's field. For instance, if you are part of the Biological Anthropology group, you might look at primate studies, genetics, forensic anthropology, etc. Within the Archaeology group, consider looking at a particular research site, or new research methods used to analyze findings. Within linguistics you might look at studies that analyze language in terms of gender, technology, or globalization. For cultural anthropology, your group might focus on a particular cultural group, cultural expression, or practice. Another possibility is to focus on a famous anthropologist within the sub-discipline.

Turn in a ***list of each student and what assignment*** they will do for the project, with due date. At least 2 students per task: 1. Research methods, 2. Research article, 3. Research results and findings, 4. Thesis statement, 5. Abstract, 6. Bibliography, 7. Miscellaneous: such as PowerPoint, images, graphics, etc.

Week 7:
Once you have an initial topic idea you can look up ***scholarly articles found in peer reviewed journals*** to support your analysis, and this will help you further develop your topic. This will take time and you must verify the articles with me to make sure you have found a peer reviewed journal article by an anthropologist. Hand in a brief 2 page description using the article template on Blackboard of the 3 anthropological research articles your group has chosen from a peer reviewed academic journal (This is not information from a website. You can find academic journal articles on the City Tech Library databases. JSTOR, EBSCO, Wilson are good databases in which to search for an academic research article). I will review in class how to find articles and based on the information you can find, you may alter your research topic. I will post your groups' selected articles on Blackboard as all students will be expected to read them. The final exam will have questions related to these articles. (*article worksheet posted on Blackboard as a template).

Week 8:
Write a detailed description of the ***research methods*** typically used by an anthropologist in your sub-discipline. (Must cover: Selection criteria, procedures, ethics). Given the topic you have selected, how would an anthropologist gather data to analyze it? (*Methodology template worksheet posted on Blackboard).
Explore the American Anthropological Association website description of research methods:
http://www.americananthro.org/LearnAndTeach/ResourceDetail.aspx?ItemNumber=1465&navItemNumber=733

Week 9:
Hand in your ***thesis statement***. What, how, why? (*Thesis template worksheet posted on Blackboard).

Week 11:
Hand in a description of your ***research results and findings***. Present evidence you gathered that proves your thesis. What did you find? Why is this important? Relate to themes from class. Can you relate to your own experience?

Week 12:
Hand in your ***abstract.*** Brief 250-400 word summary with a. topic, b. research question, c. thesis statement, d. one sentence summary of methods, etc. (* Abstract template worksheet posted on Blackboard)

Week 13:

Hand in your ***bibliography*** (should reference your 3 scholarly articles, and anything used from the internet such as webpages & images, and any additional source used to prepare your presentation)

WEEK 15:–POSTER PRESENTATIONS THIS WEEK
(Attendance is mandatory; all posters must be set up at the start of class for the entire class to review before the ½ hour oral presentations. <mark>ONLINE ASSIGNMENT:</mark> One student should be responsible for uploading the entire text from your project on Blackboard, "<mark>turnitin</mark>")
GROUP PRESENTATION ON TUESDAY: Posters that address the question "What is Anthropology?"
1. Biological Anthropology. Group 1:
2. Anthropological Archaeology. Group 2:
GROUP PRESENTATION ON THURSDAY:
3. Linguistic Anthropology Group 3:
4. Cultural Anthropology Group 4:

Research Project Grading Rubric	Nothing/ Missing		Poor				Fair		Good		Great
Title: Tells what the project is about: a. topic, b. thesis.	0	1	2	3	4	5	6	7	8	9	10
Abstract: brief 250-400 word summary with a. topic, b. research question, c. thesis statement, d. one sentence summary of methods, etc.	0	1	2	3	4	5	6	7	8	9	10
Well developed thesis statement: a. what, b. how, c. why.	0	1	2	3	4	5	6	7	8	9	10
Methodology: a. Selection criteria, b. procedures, c. ethics (Approx. 300+words). Explain how an anthropologist collects their data.	0	1	2	3	4	5	6	7	8	9	10
Literature Review: Discussion of scholarly articles: a. topic, b. author's thesis, c. connect to your group's thesis, etc.	0	1	2	3	4	5	6	7	8	9	10
Results and Conclusions: Present evidence you gathered that proves your thesis. What did you find? Why is this important? Relate to themes from class. Can you relate to your own experience? (Approx. 1000 words)	0	1	2	3	4	5	6	7	8	9	10
Visual Images	0	1	2	3	4	5	6	7	8	9	10
References, citations, bibliography	0	1	2	3	4	5	6	7	8	9	10
Aesthetic or creative presentation	0	1	2	3	4	5	6	7	8	9	10
Oral presentation: a. Covered thesis, methods, articles, & results. Presentation was a. Clear, b. audible, c. clever/creative, etc.	0	1	2	3	4	5	6	7	8	9	10
Based on the above criteria, how well did the group present its ideas? What would be your overall grade for this group:	F-	F	F	F	F	F+	D- D D+	C- C C+	B- B B+	A- A	A+

INTER-GROUP GRADE RUBRIC	Name of student #1	Name of Student #2	Etc.
(1) How well did the student work in the group?			
(2) How much time did the student work with the group?			
(3) Would you work on another project with this student?			
(4) What is your overall evaluation of the student's performance on this project? What grade would you give?			

GRADING WEEKLY DISCUSSION BOARD QUESTIONS:

The Syllabus lists a weekly discussion question related to the themes and concepts from the course. You are expected to post a response to this question before the final due date to allow time for other students to respond to what you wrote, and to allow time for you to respond to other students' comments. Please use constructive criticism meaning, if you strongly disagree with a student's post, reply in a friendly manner that provides the pros and cons of their argument in a well-reasoned manner. On Blackboard, access the course, and click on the "discussion" section on the left side column. There you will find the weekly questions where you will post your responses.

Grading Rubric for Weekly Discussion Questions (10 total):

	Poor – 0 points	Weak 1-6 points	Good 7-8 points	Excellent 9-10 points
# of Posts [Activity]	No posts and/or plagiarized.	Posted comments less that 6 times during the semester. Did not post on time, or posted too late for other students to comment.	Posted on a fairly regular bases, at least 8 times. Posted on time most of the time.	Posted consistently on time.
Quality of Posts [Content]	No posts and/or plagiarized	Shows some critical thinking skills. Shows some ability to understand and apply the concepts and themes from the course to real world situations. Able to use some clear and thoughtful language to discuss issues and concepts.	Shows clear critical thinking skills. Shows good ability to understand and apply the concepts and themes from the course to real world situations. Uses clear and thoughtful language to discuss issues and concepts.	Shows advanced critical thinking skills. Exceeds ability to understand and apply the concepts and themes from the course to real world situations. Uses exceptionally clear and thoughtful language to discuss issues and concepts.
Helpful Feedback to fellow students [Engagement]	No posts and/or plagiarized	Sometimes engages in responding to other students posts in a thoughtful and encouraging manner. (Less than 6 times)	Frequently engages in responding to other students posts in a thoughtful and encouraging manner. (6-8 times)	Consistently engages in responding to other students posts in a thoughtful and encouraging manner. (Over 10 times)

METHOD OF GRADING – elements and weight of factors determining students' grade*

2 Exams (30%), class participation (attendance impacts participation grade, posting timely responses on discussion board) (10%), a group poster project (30%), and a final exam (30%).

CITYTECH GRADE POINTS:

A	93-100	B	83-86.9	C	70-76.9	WU	Unofficial Withdrawal –More than 3 absents
A-	90-92.9	B-	80-82.9	D	60-69.9		
B+	87-89.9	C+	77-79.9	F	59.9 below		

ACADEMIC INTEGRITY POLICY STATEMENT

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion. The complete text of the College policy on Academic Integrity may be found in the catalog.

COLLEGE POLICY ON ABSENCE/LATENESS

A student may be absent without penalty for 10% of the number of scheduled class meetings during the semester. As this class meets twice a week the student is allowed 3 class absents.

CAMPUS RESOURCES THAT MAY HELP YOU IN THIS CLASS

Atrium Learning Center: Atrium Building G-18, Director: Judith Rockway, Phone: 718.260.5874, jrockway@citytech.cuny.edu
The Atrium Learning Center (ALC) through its extensive computer labs, workshops and tutoring offers assistance to students across the entire college population. Tutors can help you develop a thesis statement and topic sentences.
The Student Support Services Program (SSSP): Atrium Building 237 (A-237)
Director: Faith Fogelman, Voice: 718.260.5143, TTY: 718.260.5443, Fax: 718.254.8539, ffogelman@citytech.cuny.edu
Student Support's mission is to provide students with disabilities -- physical/hidden/learning, affective mood disorders and temporary conditions -- with the tools, services and accommodations necessary for achievement. All initiatives focus on academic success for retention, graduation and transition to professional employment.
Student Computing Helpdesk: Namm First Floor Information Booth, Phone: 718.260.4900 E-mail:
helpdesk@campus.citytech.cuny.edu
Counseling Services Center: Namm Hall (N-108), Director: Cynthia Bink, Phone (Namm): 718.260.5030
The mission of the Counseling Services Center is to support and promote the educational, psychological and career development of students. Our focus is on offering counseling services that will help you succeed in college. Please take a few minutes to explore our web site and learn about our workshops as well as our individual and support group services.
Websupport1: Instructional Technology & Technology Enhancement Centers, G-601, (718)254-8565.
http://websupport1.citytech.cuny.edu/
itec@citytech.cuny.edu

Semester course is taught: XXXX