

ANT 110

Introduction To Cultural Anthropology

Model syllabus

This is one example of how an individual instructor might develop a teaching syllabus. Guidelines for instructors are highlighted in grey. Variations are acceptable so long as the sections and / or content highlighted in yellow appear on all teaching syllabi. If in the future the wording of required sections such as the Liberal Arts Curriculum & GT Pathways is changed by the LAC committee or others, the updated language will replace that shown here.

Instructor Name: Professor Whitney L. Duncan

Instructor Contact Information: whitney.duncan@unco.edu; 970-351-2260

Instructor Office Location and Drop-in Hours:

Office: Candelaria 2056

Office Hours: Mondays 11am-1pm, Wednesdays 11-12, or by appointment (in person or Zoom)

Class Meeting Time and Place: online asynchronous

Course Credits: 3

COURSE CATALOG DESCRIPTION

This course explores how culture shapes human experience, diversity, and inequality, and how anthropological perspectives can help address contemporary social issues. (LAC, gtP): Credits 3; LAC Area 5c (Human Behavior and Social Systems), GT-SS3

COURSE PURPOSE (In addition to the course catalogue description, we recommend that instructors also include a more detailed course description, as in the following example.)

What is culture and why does it exist? How are people around the world different and how are they the same? How do various cultural groups live and what problems do they face in the present day? How does your own cultural lens and social positioning impact how you view the world? The purpose of this course is to explore answers to such questions. Reading case studies of cultural groups from around the globe as well as an in-depth ethnography of an unhoused community in San Francisco, we will investigate issues ranging from childrearing practices to understandings of gender and race to inequality and colonization. You will get in touch with your own inner anthropologist by researching a particular social issue in the contemporary world and posing anthropologically informed solutions to that issue.

COURSE LEARNING OUTCOMES

By the end of the semester, students should be able to:

- Describe and give examples of: anthropological theories of culture, methods commonly used by cultural anthropologists, cultural practices of various groups around the world, and variation with regard to language, kinship, economics, politics, and religion.

- Critique yourself and analyze your own position in society using anthropological approaches.
- Use anthropological tools and concepts to analyze a contemporary social issue and propose culturally informed, practical solutions.
- Articulate your opinions, demonstrate your knowledge, and debate your classmates in writing.

Required Text/Course Materials:

Course readings will consist of articles and chapters provided on Canvas and the following book, which you must purchase or check out from a library - note that UNC's library has an e-version you can access for free!

- 1) Bourgois, Philippe & Jeffrey Schonberg (2009). *Righteous Dopefiend* (California Series in Public Anthropology). Berkeley: University of California Press.

There are also required films, podcasts and YouTube clips, which you'll find in each Learning Unit.

LIBERAL ARTS CURRICULUM & GT PATHWAYS

This course is a part of the Liberal Arts Curriculum at UNC and fulfills 3 credit hours of the Social & Behavioral Sciences: Human Behavior, Culture, or Social Frameworks category. The Colorado Commission on Higher Education has approved ANT110 for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-SS3 category. For transferring students, successful completion with a minimum C– grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to <http://higher.ed.colorado.gov/academics/transfers/gtpathways/curriculum.html>

UNC's LAC outcomes in Social & Behavioral Sciences: Human Behavior, Culture, or Social Frameworks are aligned with the State of Colorado's GT Pathways student learning outcomes, competencies, and content criteria for SS3. This includes CDHE competencies and student learning outcomes in Critical Thinking and Diversity & Global Learning.

The course mapping provided here is just one example. An individual instructor may develop different assignments and content to meet the course learning outcomes and competencies. The instructor should edit the column "course mapping" as necessary

LAC Human Behavior, Culture, or Social Frameworks Learning Outcomes + GTP Competencies & SLOs	Course Mapping
Critical Thinking: Competency in critical thinking addresses a student's ability to analyze information and ideas from multiple perspectives and articulate an argument or an opinion or a conclusion based on their analysis.	

<p>Student Learning Outcomes (SLOs) <i>Students should be able to:</i></p> <ol style="list-style-type: none"> 1. Explain an Issue. <ol style="list-style-type: none"> a. Use information to describe a problem or issue and/or articulate a question related to the topic. 2. Utilize Context <ol style="list-style-type: none"> a. Evaluate the relevance of context when presenting a position. b. Identify assumptions. c. Analyze one's own and others' assumptions. 5. Understand Implications and Make Conclusions <ol style="list-style-type: none"> a. Establish a conclusion that is tied to the range of information presented. b. Reflect on implications and consequences of stated conclusion. 	<p>-Discussion boards require students to ask critical questions, synthesize course material and concepts evaluate context and positions, analyze one's own and others' assumptions, and come to their own conclusions. Weeks 2-16</p> <p>-Final Project on <i>Anthropology in Action: Addressing Contemporary Social Issues</i> requires students to describe a problem or issue, understand implications, present a position, establish a conclusion, and reflect on implications and consequences of conclusion. (Ongoing)</p>
<p>Diversity & Global Learning: Competency in diversity and global learning refers to a student's ability to critically analyze and engage complex, interdependent structures and constructs (such as natural, physical, social, cultural, economic, or political) and their implications for individuals, groups, communities, or cultures. This competency will introduce students to various concepts toward building their awareness of diversity and the importance of inclusivity. Through diversity and global learning, students should seek to understand how their actions affect both local and global communities.</p> <p>Student Learning Outcomes (SLOs) <i>Students should be able to:</i></p> <ol style="list-style-type: none"> 1. Build Self-Awareness 	<p>- Build Self-Awareness: The Autoethnography essay requires students to reflect on their self-</p>

<p>a. Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.</p> <p>2. Examine Perspectives</p> <p>a. Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.</p> <p>3. Address Diversity</p> <p>a. Make connections between the world-views, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts.</p>	<p>stories, perspectives their positions in society using anthropological concepts. Week 8</p> <p>- Examine perspectives: Weekly readings and multimedia material present diverse global perspectives and weekly discussions require students to reflect on and evaluate those. All weeks. Final Project requires students to examine diverse perspective and understand social problems confronting a particular population. Ongoing.</p> <p>-Address diversity: Weekly readings address diverse societal structures around the world, inequality and experiences of exploitation and marginalization in historical and contemporary contexts. Weekly</p> <p>-Discussions, in-class exercises, quizzes, and exams require students to reflect and demonstrate their grasp of this material. Weekly</p>
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<p>Content Criteria for Human Behavior, Culture, or Social Frameworks (GT-SS3)</p>	<p>Course Mapping</p>
<p>Students should be able to:</p> <p>a. Develop knowledge of human behavior, including learning, cognition, and human development or cultural or social frameworks/theories that explore and compare issues and characteristics of individuals, groups, communities, or cultures.</p> <p>b. Use tools, approaches, and skills from the Social & Behavioral Sciences to analyze and interpret issues.</p> <p>c. Understand diverse perspectives and groups.</p>	<p>a. Weekly readings on human behavior, culture, and society from a variety of perspectives require students to develop such knowledge. Weekly</p> <p>b. Students will use anthropological tools to analyze and interpret social issues in discussions (Weeks 2-16), an Ethnographic Observation assignment (Week 4), an Autoethnography assignment (Week 8), and a Final Project (ongoing).</p> <p>c. Weekly readings on human behavior, culture, and society from a variety of perspectives require students to develop such knowledge. Weekly</p>

International Studies Competency

As part of a Liberal Arts Curriculum, the International Studies (IS) competency refers to students' ability to analyze complex, interdependent global systems (natural, physical, social, cultural, economic, technological and/or political, etc.) in order to identify sources of and strategies for addressing conflict, cooperation, inequity, and/or competition in a global context. Courses designated IS introduce students to variations in a range of human constructions including perspectives, ethics, cultures, discipline-based application of knowledge, and intellectual traditions. By building an awareness of the interconnectedness of global systems, courses with the IS designation reveal to students the impact of countries, regions, or non-state actors on global systems individual identities, communities, and the potential for planetary sustainability.

The course mapping provided here is just one example. An individual instructor may develop different assignments and content to meet the course learning outcomes and competencies. The instructor should edit the columns "representative relevant texts/readings" and "representative assessments."

IS SLO #	REPRESENTATIVE RELEVANT TEXTS/READINGS	REPRESENTATIVE ASSESSMENT/S
<p>SLO 1. Discuss global political, economic, cultural, social, ecological, and/or technological challenges from a perspective other than their own national and/or cultural context.</p>	<ul style="list-style-type: none"> - Introduction to <i>The Land of Open Graves</i>, by Jason de León - "The Emotional Lives of Others," Aeon article by Andrew Beatty - "Grief and a Headhunter's Rage," by Renato Rosaldo - <i>Righteous Dopefiend</i>, by Phillippe Bourgois - <i>Kumu Hina</i> film 	<ul style="list-style-type: none"> - Connect, Reflect, and Question (CRQ) Discussion Board Assignments - Final Project: Anthropology in Action: Addressing Contemporary Social Issues
<p>SLO 2. Apply discipline-based approaches to analyze complex, interdependent global systems and legacies (for example, natural, physical, social, cultural, economic, and/or political) and their implications for people's lives and/or the earth's sustainability.</p>	<ul style="list-style-type: none"> - "Global Women in the New Economy," by Barbara Ehrenreich - "Being Indigenous in the 21st Century," by Wilma Mankiller - Radiolab's "Border Trilogy" 	<ul style="list-style-type: none"> - Final Project: Anthropology in Action: Addressing Contemporary Social Issues

<p>SLO 3. Identify sources of and strategies to address conflict, cooperation, inequity, and/or competition in a global context.</p>	<ul style="list-style-type: none"> - “Immigration 101,” public lecture - <i>Righteous Dopefiend</i>, by Philippe Bourgois 	<ul style="list-style-type: none"> - Final Project: Anthropology in Action: Addressing Contemporary Social Issues
<p>SLO 4. Discuss discipline-based theoretical, cultural and/or intellectual perspectives within a global context.</p>	<ul style="list-style-type: none"> - “How Cultures Around the World Think about Parenting” - “‘Don’t Ride the Bus!’ and other Warnings Women Anthropologists are Given During Fieldwork,” by Bianca Williams - Introduction to <i>The Land of Open Graves</i> - <i>Righteous Dopefiend</i>, by Philippe Bourgois - “Do Muslim Women Really Need Saving?” by Lila Abu-Lughod 	<ul style="list-style-type: none"> - Connect, Reflect, and Question (CRQ) Discussion Board Assignments - Final Project: Anthropology in Action: Addressing Contemporary Social Issues
<p>SLO 5. Apply multiple disciplinary perspectives (for example, cultural, historical, scientific, etc.) to examine the impact of countries, regions, or non-state actors on global systems (man-made and/or natural).</p>		
<p>SLO 6. Assess one’s own sense of identity, community, ethics, perspective, and/or impact in the context of a world composed of interdependent yet often inequitable systems.</p>	<ul style="list-style-type: none"> - “The Consumer Diaries, or, Autoethnography in an Inverted World,” by Elizabeth Chin - “Embarazada at the Edge of the Field,” by Whitney Duncan - “Everything I Kept: Reflections of an Anthro-poeta,” by Ruth Behar 	<ul style="list-style-type: none"> - Autoethnography paper

PREREQUISITES: There are no prerequisites for this course except an open mind.

COURSE ORGANIZATION

- The course is divided into learning units. Each unit has a set of readings and other materials, as well as accompanying assignments, in-class activities, and/or quizzes.
- The units vary in length ranging from 1 to 4 weeks long. I am making most of the materials for all units available up front, but I would suggest you just follow along according to the Course Schedule dates.
- You will make weekly discussion board posts & responses to other students on Canvas on Wednesday of each week. There are 14 possible discussion board posts, and Canvas will drop your lowest 4 scores.
- Additionally, there are 2 short papers, 3 quizzes, a midterm exam, a final exam, a final project, and a final reflection.
- To stay caught up, please complete all readings and other assigned materials by Wednesday of the week they're assigned.

EXPECTATIONS & ACCOMMODATIONS

What I expect from you:

This course is a collaborative achievement: its success depends on participation and full engagement from each of us. As such, I expect that you will take ownership of your learning by being present and curious and by completing all readings, discussion board posts, assignments, and tests. I expect that you will learn the material, not just memorize it for an exam. I expect that you start the course with an open mind and that you approach each topic ready to learn. I expect that you will respect your classmates and their views.

Because this is an online course, there are certain technical competencies that are required for course completion. You must have the ability to use a common word processor, use email, and work with a browser to access the online course and other course materials.

Open communication is extremely important to me, and I am happy to answer questions, clarify content, and work with you if you face health or personal issues that cause you to fall behind. Please contact me as soon as you can if you fall behind so that we can work together to get you back on track. Your success is important to me—please get in touch if you are struggling.

What you can expect from me:

You can expect me to respond to your emails within 48 hours. You can expect me to grade your work in a timely fashion. You can expect me to treat you with respect and consideration.

Time Commitment:

Please realize that it will take you at least as much time, work, and dedication to complete this online course as it does for an on-campus course. Taking an online course gives you great flexibility – you can “attend” class any time you want, and from any location. But because you are not made to attend at a specific time or place, it requires extra self-discipline:

- You must determine when you attend
- You must make sure that you attend regularly
- You must make sure that you reserve or, better yet, actually schedule enough time to check announcements, read the Course Materials, study, and complete assignments.

In a regular semester, for a 3-hour class, you would be expected to spend 3 hours in class each week and about 6 hours outside of class studying and completing assignments. Therefore, for this online course, expect around that same amount of time - 9 hours total per week. This will vary, however, based on how comfortable you are in an online environment. You will not be able to complete the work that is required at one "sitting". You will need to check the site on a daily basis and complete portions of the work throughout the week.

Make sure that you stay on top of the assignments and readings. Once you fall behind, it is very difficult to catch up and fully participate with your peers. If you are in the habit of spreading the work throughout the week you will not get behind and you will build a community of learners.

Open Dialogue:

We will be covering some sensitive topics, so please keep an open mind and be respectful of your peers' views and beliefs. You don't have to agree, but you do have to be considerate and measured when you disagree. This course aims to be inclusive of all worldviews and perspectives. If you feel as though your voice isn't being heard, please contact me so we can do our best to remedy the situation.

I hope you will always feel free to ask questions via email or to make an appointment for Zoom office hours. I'm here to help.

Also, please note that you will receive regular communication about this course via Canvas announcements, so please make sure your settings for the course allow you to get announcements and check your Bearmail regularly!!

Sickness & Emergency:

Note of support. I am here to help and support you, and work with you toward your successful completion of the course. Please prioritize health (including mental and emotional health).

Students are expected to be active and creative participants in the course. If, due to a health or other emergency, you are unable to complete assignments, quizzes, or discussion boards, please communicate this to me as soon as you can so that it is on my radar. I will work with you so you can make up the assignments you missed during your absence. You are all adults, and you are never required to share personal information with me about why you are absent or can't turn in your work, and you are NOT required to provide a doctor's note.

Canvas will automatically drop your 4 lowest discussion board assignments – so if there are several weeks in which you can't contribute, you won't be penalized for that.

These accommodations are intended to provide you the time and space to deal with any challenges/crises that may arise. If, however, you experience extraordinary difficulties or a protracted crisis that requires additional accommodations, please contact me so we can discuss other arrangements. As always, communication regarding challenges you are experiencing in the course help me to help you succeed but you are not required to share personal information. You are also encouraged to contact the Counseling Center at 970-351-2496 for additional emotional support if needed.

GRADING PROCEDURES:

We strongly recommend a clear statement of grading procedures. This is an example.

Please check in with me, as I am usually happy to work with students to help them get caught up and back on track. Open communication is the most important thing! Generally speaking, unless we create a different plan, I will automatically deduct 1 point for lateness (for assignments worth 4 points) and 10 points for lateness (for assignments worth 100 points). Assignments submitted more than a week late receive a "0".

Course Grading Scale

The following scale is the standard for anthropology courses.

93-100	A	4.000
90-92	A-	3.667
88-89	B+	3.334
83-87	B	3.000
80-82	B-	2.667
78-79	C+	2.334
73-77	C	2.000
70-72	C-	1.667
68-69	D+	1.334
63-67	D	1.000
60-62	D-	0.667
0-59	F	0.000

COURSE ASSIGNMENTS

Instructors may determine appropriate assignments to evaluate student achievement of course learning outcomes. Possible examples are listed below

Each assignment can be found under the “Assignments” tab on the left-hand menu of our Canvas shell. There, you will find instructions and rubrics. Due dates and pacing can be found in the “Course Schedule” below.

Assessment & % of grade	% of grade	Due date	Description
Intro discussion board	1	Weds of Week 1	Respond to the prompt to get to know each other and to practice posting on the discussion board! (Graded Pass/Fail)
Connect, Reflect, & Question (CRQ) Discussion Board Assignments	20	Due on Weds evenings (can post	The purpose of this discussion board assignment is to encourage active engagement with course material and foster meaningful connections

		responses until Friday)	between anthropology and students' lives, experiences, and the world around them. *There are 12 possible discussions (in addition to the introductory discussion). Canvas will automatically drop your 4 lowest discussion scores. This means that you can skip 4 (or put in less effort to 4) without penalty.
Pre- and post-test	1	One at beginning one at end of course	The first week of class you'll complete a short, ungraded pre-test just to give our department a sense of the knowledge you're coming in with. You get full credit just for trying it; no penalty for wrong answers. There will also be a post-test.
Quizzes	15	On Fridays	There are 3 CLOSED-BOOK (& no AI) quizzes that cover readings, lectures, and in-class films. Questions will be multiple choice and true/false. They will open up Wednesday mornings by 5am and must be completed by Friday evenings at 11pm. Once you begin a quiz, you will have 45 minutes to complete it. The purpose of the quizzes is to aid in comprehension and absorption of course concepts, to keep you caught up with reading, and to prepare you for the midterm and final. *Canvas will automatically drop your one lowest quiz score.
Midterm exam	9	Friday Week 9	Closed-book (& no AI). Will cover readings and other course materials (such as lecture notes and films). Questions will be multiple choice & true/false.
Final exam	10	Weds Finals Week	Closed book (& no AI). Will cover readings and other course materials (such as lecture notes and films). Questions will be multiple choice & true/false. The final exam covers materials from throughout the term.
Ethnographic Observation Assignment	10	Friday Week 4	For this assignment, you will go out into the world and practice observing like a cultural anthropologist does.
My Story: Autoethnography Assignment	10	Friday Week 8	This paper asks you to reflect upon your own self-stories and your own position in society. You'll use the anthropological concepts we've learned to try and identify your own perspectives and paradigms. In essence I am asking you to think like an anthropologist about your own life and identity.
Final Project Proposal: Anthropology in Action	3	Weds Week 10	You'll submit your proposal on Canvas
Final Project: Anthropology in Action: Addressing Contemporary Social Issues	16	Due Week 15	Students will use anthropological tools and concepts to analyze a contemporary social issue and propose culturally informed, practical solutions. The project will include research, application of

			anthropological methods, and either a traditional research paper or an “un-essay” in which you present your research in a different creative format. This project is an opportunity to demonstrate your understanding, analytical skills, and passion for the subject. Whether a paper or a creative project, the project should be a comprehensive exploration of a specific topic within the scope of our course that has captured your interest.
End of Term Reflection: What are your takeaways?	5	Due finals week	This is a short (300-500-word) reflection piece addressing what you’ve learned and how you’ll take that with you into your future endeavors.

Students should be conscientious about participating in class activities and discussion boards, respecting the opinions of others, and completing assignments on the days they are assigned.

DISCUSSION BOARD INFORMATION

Connect, Reflect, and Question

To encourage active engagement with course material and foster meaningful connections between anthropology and students' lives, experiences, and the world around them, you will post on the Connect, Reflect, and Question (CRQ) discussion board most weeks.

There are 14 possible discussions (in addition to the introductory discussion). Canvas will automatically drop your 4 lowest discussion scores. This means that you can skip 4 (or put in less effort to 4) without penalty.

CRQs are due by 11:59pm on Wednesday evenings. Post a response by Friday evening at the latest.

Each discussion board post should address the following prompt and include a thoughtful response to at least one other student.

1. **What surprised you? (1-2 sentences)** Share one concept, example, or perspective from this week's material that you found surprising, thought-provoking, or challenging. Why did it stand out to you?
2. **How does it connect? (2-3 sentences)** Identify one connection between this week's material and:
 - Something from your own life or cultural experience.
 - Another topic we've covered in class.
 - A current event or social issue.

3. **What would you explore further? (1-2 sentences)** Pose a thoughtful question inspired by the material. This could be something you're curious about, a critique of the reading, or a deeper issue you'd like to discuss with your peers.
4. **Engage with a peer: (2-3 sentences)** Read your classmates' posts and respond to at least one. Build on their ideas, answer their question, or introduce a new perspective they might not have considered.

****All posts and responses must be your own work. If you use AI for this assignment, you must disclose how you used it and whether any sections of text are AI-generate. Non-disclosure of AI use will be treated as plagiarism.***

Rubric for Weekly Discussion Board Assignment: *Connect, Reflect, and Question*

Criteria	Exemplary (4 points)	Proficient (3 points)	Developing (2 points)	Needs Improvement (1 point or less)
Engagement with Material	Thoughtfully identifies surprising or thought-provoking aspects of the material with detailed explanation and demonstrates deep engagement with concepts.	Identifies a surprising or thought-provoking aspect with adequate explanation and clear engagement with concepts.	Identifies a surprising aspect but provides limited explanation or shows minimal engagement with concepts.	Fails to identify or explain a surprising aspect, or response lacks relevance to the material.
Connections	Insightfully connects material to personal experience, class topics, or current events with clear relevance and detailed reasoning.	Connects material to personal experience, class topics, or current events with adequate reasoning and relevance.	Makes a connection, but it is vague, superficial, or not fully developed.	Fails to make a connection or provides a connection that lacks relevance or clarity.
Question for Exploration	Poses a thoughtful, open-ended question that reflects curiosity, critical thinking, or a desire to delve deeper into the material.	Poses a relevant question related to the material, but it may lack depth or be somewhat closed-ended.	Poses a question that is vague, unrelated, or does not demonstrate critical thinking.	Fails to pose a question or poses one that is irrelevant or not meaningful.
Peer Engagement	Responds to peers in a way that builds on their ideas, offers additional insights, or provides constructive	Responds to peers respectfully and offers additional insight, though feedback may be general or less developed.	Responds to peers, but feedback is minimal, overly general, or does not build meaningfully on their ideas.	Fails to respond to peers or provides a response that is irrelevant, dismissive, or lacks engagement.

Criteria	Exemplary (4 points)	Proficient (3 points)	Developing (2 points)	Needs Improvement (1 point or less)
	feedback while remaining respectful and engaging.			
Clarity and Mechanics	Posts are well-organized, clear, and free of grammatical or spelling errors, effectively communicating ideas.	Posts are clear and organized, with minimal grammatical or spelling errors that do not interfere with understanding.	Posts are somewhat clear, but organization or frequent errors detract from readability.	Posts are poorly organized, unclear, or contain frequent errors that interfere with understanding.

Scoring Guide:

- **Exemplary:** 4 points
- **Proficient:** 3 points
- **Developing:** 2 points
- **Needs Improvement:** 0-1 points

Notes for Students:

- High-quality participation involves not only sharing your own insights but also actively engaging with your peers to foster a dynamic learning community.
- Responses should reflect careful reading, critical thinking, and respect for diverse perspectives.

We strongly encourage instructors to include the syllabus statements recommended by the university, either within the syllabus (as is the case here) or accessed by web links, as listed below.

To read the statements pertaining to Disability, Title IX, Psychological Services, and other important resources, please scan the QR code or visit https://www.unco.edu/center-enhancement-teachinglearning/teaching-resources/syllabus_statements.aspx

Inclusivity & Student Support

I support all students, regardless of immigration status, national origin, race, ethnicity, gender, or disability.

Open Dialogue. We will be discussing some sensitive topics, so please keep an open mind and be respectful of your peers' views and beliefs. You don't have to agree, but you do have to be considerate and measured when you disagree. This course aims to be inclusive of all worldviews and perspectives.

Hate speech and bigotry will not be tolerated. If you feel as though your voice isn't being heard, please contact me so we can do our best to remedy the situation.

I hope you will always feel free to ask questions in class and to come see me in office hours.

Immigration Statement. I fully support the rights of undocumented and differently documented students to an education and to live free from the fear of deportation, and pledge to work with students who require immigration-related accommodations. If you have any concerns in that regard, feel free to discuss them with me, and I will respect your wishes concerning confidentiality. I am an immigration researcher and advocate and have completed UNC's DREAMer Zone training. You can also find DREAMer Resources at <https://www.unco.edu/equity-inclusion/dreamers.aspx>

Equity & Inclusion. The University of Northern Colorado (UNC) embraces the diversity of students, faculty, and staff. UNC honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. People of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, sizes and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness of others' individual and intersecting identities. For information or resources, contact the Division of Diversity, Equity and Inclusion, at 970-351-1944. If students want to report an incident related to identity-based discrimination/harassment, please visit www.unco.edu/institutional-equity-compliance.

Additionally, there are several cultural and resource centers across the campus that are equipped and designed to serve as caring and thoughtful centers for students, staff and faculty. You can find their information below:

Asian Pacific American Student Services (Cultural Center)

924 20th St
Greeley, CO 80639
(970) 351-1909

AsianPacificAmerican.StudentServices@unco.edu

César Chávez Cultural Center & DREAMer Engagement Program (Cultural Center)

1410 20th St
Greeley, CO 80639
(970) 351-2424

ChavezCenter@unco.edu

Center for Women's and Gender Equity (Resource Center) & Stryker Institute for Leadership Development

1915 10th Ave
Greeley, CO 80639
970-351-1492

cwge@unco.edu

Gender and Sexuality Resource Center (Resource Center)

2215 10th Ave., Campus Box 42
Greeley, CO 80631
970-353-0191
gsrc@unco.edu

Marcus Garvey Cultural Center (Cultural Center)

928 20th St., Campus Box 41
Greeley, CO 80639
(970) 351-2351
MGCC@unco.edu

Native American Student Services (Cultural Center)

924 20th St
Greeley, CO 80639
(970) 351-1909
nativeamericanstudentservices@unco.edu

Veterans Services (Resource Center)

1815 8th Ave
Greeley, CO 80631
970-351-1403
veterans.services@unco.edu

Disability Resources. I strive to create an open and inclusive learning space for all students, including those with mental, physical, or cognitive disabilities, illness, injuries, impairments, or any other condition that tends to negatively affect one's equal access to education.

It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to students' inclusion or to accurate assessments of students' achievement (e.g. inaccessible web content, use of videos without captions), students should communicate about these aspects with their instructor(s).

Additionally, if you have a temporary health condition or a permanent disability that requires accommodations, contact the Disability Resource Center (DRC) as soon as possible. DRC facilitates the interactive process that establishes reasonable accommodations.

Office: (970) 351-2289, Michener Library L-80.

Students can learn more here: www.unco.edu/disability-resource-center

Land Acknowledgment. The University of Northern Colorado occupies the unceded lands of the Ute, Cheyenne, and Arapaho peoples. The University acknowledges the 48 tribes that are historically tied to the state of Colorado. Thus, the land on which UNC is situated is tied to the history and culture of our native and indigenous peoples. UNC appreciates this connection and has great respect for this land. Additionally, the University community pays its respect to Elders past, present, and future, and to those who have stewarded this land throughout the generations. As part of the learning and reflection process please visit <https://native-land.ca/> or call the Office of Equity & Inclusion at 970-351-1944.

Title IX. The University of Northern Colorado is committed to providing a safe and inclusive learning environment for all students that is free from discrimination and harassment, including sexual harassment, sexual assault, domestic violence, dating violence, and stalking. Students who have experienced (or who know someone who has experienced) any of these concerns should know that they are not alone. UNC has staff members in the University's *Office of Institutional Equity and Compliance* (OIEC) who are trained to support students in navigating these concerns and are able to provide on- and off-campus resources and supports, referrals to health and counseling services, academic and housing modifications, and mutual no-contact orders between individuals.

Please be aware all UNC instructors and most staff members are required to report their awareness of sexual misconduct to the OIEC. This means that if students tell an instructor about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, the instructor must share that information with the Title IX Coordinator and Equity Officer, Jimmy Kohles. Mr. Kohles or a trained staff member in OIEC will contact the reporting students to let them know about resources and support services at UNC as well as their options to pursue an investigation through OIEC, law enforcement, or both. Students who have experienced these types of incidents are not required to speak with OIEC staff regarding the incident. Students' participation in OIEC processes are entirely voluntary.

If students do not want the Title IX Coordinator notified, instead of disclosing this information to the instructor, students can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore options now, or in the future. UNC has confidential victim advocates available 24/7 by phone – students can contact the **Assault Survivors Advocacy Program** (ASAP) at 970-351-1490 to seek confidential guidance and support.

On this page you can find a list of confidential campus resources: https://www.unco.edu/center-enhancement-teaching-learning/teaching-resources/syllabus_statements.aspx

Food Insecurity and Basic Needs. Knowing that food insecurity is experienced at higher rates among college students, UNC offers assistance to students facing food insecurity through an on-campus food pantry and in navigating local food assistance programs. For access to food and hygiene products at no charge, please visit the Bear Pantry is located in University Center 2166A and is open for regular hours throughout the semester. Please visit www.unco.edu/bear-pantry for more information. Resources also exist in the local community through the [Weld Food Bank](#), [Mobile Food Pantry](#), and [Supplemental Nutrition Assistance Program \(SNAP\)](#). If you or someone you know would like support navigating these local options, please contact [UNC's Student Outreach and Support](#) to set up a time with a case manager.

Student Well-Being. Students often experience stressors that make it difficult for them to meet the challenges of their courses—stressors like sleep problems, financial concerns, relationship concerns, employment difficulties, feelings of anxiety, hopelessness, or depression.

- If you are struggling with this class, please visit me during office hours or contact me via e-mail.
 - If you're not sure where to turn, the [website](#) for UNC's Student Outreach and Support (SOS) office lists a wide variety of resources for students. Case Managers in the SOS office can assist students during difficult circumstances which may include medical, mental health, personal or family crisis, and illness or injury.
 - Mental health professionals are available on-campus and in the community. See a wide variety of on- and off-campus resources on the [Dean of Student's webpage](#).
 - If you or someone else is experiencing a crisis:
 - On-Campus and During Business Hours: Call the [UNC Counseling Center](#) at 970-351-2496.
 - After Hours (including evenings, weekends, and holidays):
 - Contact North Range Behavioral Health by calling 844-493-TALK (8255) or text TALK to 38255
 - Contact the 988 Suicide and Crisis Lifeline at 9-8-8.
 - For free, confidential consultations, check out the [Counseling Center](#). To access staff in the Counseling Center, call 970-351-2496 or stop by the Center, located on the second floor of Cassidy Hall.

Center for Career Readiness. Come visit us at the Center for Career Readiness to talk about resume, cover letter, interviewing, career/major exploration, job/internship search, graduate school search, and everything else career. For more information on student *resources*, or to schedule an *appointment*, visit the website: www.unco.edu/career/students or for student *events*, visit: www.unco.edu/career/events.

We are located:

Office: University Center 1st floor

Hours: M-F, 8am-5pm

Appointments: Virtual and In-Person

Drop-Ins: Visit our website for up-to-date information

It's never too early to talk about career!

ADMINISTRATION

Course Policies:

Instructors must include their specific procedure for determining final grades if the university is forced to close during the scheduled final exam period. This is an example; instructor may choose other policies.

- *Policies for determining final grades in the event that a university closure occurs during the class's final exam period:*

In the unlikely event of university closures during finals week, you will take your final online as planned or, if this is impossible due to the circumstances, your final grade will be your pre-final grade.

Honor Code. All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community's academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

Academic Misconduct. UNC's policies and recommendations for academic misconduct will be followed. Cheating, plagiarism, forgery, and all other forms of academic misconduct are unacceptable in this course, and at UNC. Please familiarize yourself with the UNC Student Code of Conduct: <http://www.unco.edu/dos/Conduct/codeofconduct.html> Lack of knowledge of these requirements will not be viewed as an excuse for noncompliance. Cheating, plagiarism, or forgery will result in a zero for that assignment. Repeat offenders may receive a failing grade for the course. Please especially avoid plagiarism in composing your written assignments. To plagiarize is to present the words or ideas of some else as if they were your own, but can also include turning in the same paper or work, even if is your own, in multiple classes. In other words, if you are cutting and pasting from any source, reusing material from another class, or closely following the format/content of another paper, you must cite the source in every instance. This includes websites, books, unpublished papers, lectures, etc. Penalties for plagiarism range from a failing grade on the assignment or course to more comprehensive University disciplinary action. For more information on this topic and university policies, consult the resources on this website: <http://www.unco.edu/dean-of-students/offices-resources/student-rights-responsibilities/academic-integrity.aspx>

Academic Integrity. Students are expected to practice academic honesty in every aspect of this course. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the Dean of Students Office. Academic misconduct includes actions such as cheating, plagiarizing, fabricating false sources, unauthorized recording, and/or unauthorized use of artificial intelligence (AI). More information about the academic misconduct process can be found in [University Regulations 3-2-203](#) and additional procedures outlined UNC's [Student Code of Conduct](#) (Student Code).

Artificial Intelligence (AI) USE Statement. There are situations and contexts within this course where you may be asked to use AI tools to explore how they can be used. Outside of those circumstances, you are discouraged from using AI tools to generate content (text, video, audio, images) that will end up in any student work (assignments, activities, responses, etc.) that is part of your evaluation in this course. **Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI.** In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work. (Source: Colorado University system)

CLASS SCHEDULE:

Instructors may determine appropriate topics, materials and tasks to facilitate student achievement of the course objectives. This should include a list of deadlines for accomplishment of assignments. These may be displayed in a list, chart, or other format. The chart below is one example.

Unit	Weeks & Dates	Unit Materials (Assignments may be subject to change.) Have all readings/multimedia materials completed by Weds night of the week they're assigned. Your Discussion Board posts due Wednesday nights should address that week's materials.	Graded Assignments – <u>Due by 11:59pm</u>
1: The Nuts and Bolts of Cultural Anthropology	Weeks 1-2	<p>Week 1 Readings: (1) Understanding Anthropology</p> <p>Multimedia Activities: --Watch video: Doing Anthropology</p> <p>Week 2 Readings: (1) The Nacirema (2) How Cultures Around the World Think about Parenting (3) “Don’t Ride the Bus!” and other Warnings Women Anthropologists are Given During Fieldwork (4) Introduction to <i>The Land of Open Graves</i></p> <p>Multimedia Activities: --Watch the first hour (at least) of film: “Babies”</p>	<ul style="list-style-type: none"> • Introductory Discussion Board (pass/fail)àWeds Week 1 • Pre-test (pass/fail)àFri Week 1 • First Connect, Reflect, Question (CRQ) Discussion BoardàWeds Week 2 (they’ll be due every Weds from here on out. Responses to other students are due no later than Friday evening). • Quiz 1àFri Week 2
2: Practicing Cultural Relativism	Week 3	<p>Week 3 Readings: (1) Do Muslim Women Really Need Saving? (2) Understanding Islam (3) As Muslim Women, We Ask... (4) Peruse the Universal Declaration of Human Rights</p> <p>Multimedia Activities: --Watch short film: “They Call Me Muslim”</p>	<ul style="list-style-type: none"> • Be sure to work on your Ethnographic Observation Assignment Due Next Week!

<p>3: Language, Culture, & Emotion</p>	<p>Weeks 4-5</p>	<p>Week 4 Readings: (1) Conversation Style: Talking on the Job (2) Whorf Revisited (3) Choose between news stories How Language Seems to Shape One’s View of the World, The Subtle Ways Language Shapes Us (Gender), and Multilinguals Have Multiple Personalities</p> <p>Multimedia Activities: --Watch film: Do you Speak American?” (Episodes 1 &3) --Listen to NPR story, From Upspeak to Vocal Fry: Are We ‘Policing’ Young Women’s Voices?</p> <p>Week 5 Readings: (1) The Emotional Lives of Others (2) Grief and a Headhunter’s Rage (3) Schizophrenia Here is Different from Schizophrenia There: Why?</p> <p>Multimedia Activities: --Listen to Invisibilia Podcast on emotion: High Voltage --Watch TED Talk, Dreams from Endangered Cultures</p>	<ul style="list-style-type: none"> • Ethnographic Observation Assignment Due via Canvas on Friday Week 4 • Quiz 2 àFri Week 5
<p>4: Thinking Like an Anthropologist</p> <p>Autoethnography & Positionality; The Body & Material Culture; Sex & Gender; Race & Ethnicity</p>	<p>Weeks 6-9</p>	<p>Week 6 Readings: (1) The Consumer Diaries, or, Autoethnography in an Inverted World (2) Embarazada at the Edge of the Field (3) Everything I Kept: Reflections of an Anthro-poeta</p> <p>Multimedia Activities: --Watch TED Talk: The Danger of a Single Story --Watch short video: How Does Culture Shape our Bodies?</p> <p>Week 7 Readings: (1) Mortal to Divine and Back</p>	

		<p>(2) Meet the Muxes (3) The Struggles of Rejecting the Gender Binary</p> <p>Multimedia Activities: -- Watch film: Kumu Hina</p> <p>Week 8 Readings: (1) What is Race? Just the Facts (2) Race is a Social Construct, Scientists Argue (3) Materials from PBS’s Race: The Power of an Illusion</p> <p>Multimedia Activities --Watch short film: Raised without Gender --Watch short videos: “What is Race? What is Ethnicity? Is there a Difference?,” “Where does the Idea of Race Come From?,” and “White Privilege”</p> <p>Week 9 Readings (1) Mixed Blood (2) Explore the AAAs Race: Are We So Different?</p> <p>Multimedia Activities --Listen to podcast Episodes 1 & 2 of the 1619 Project</p>	<ul style="list-style-type: none"> • My Story: Autoethnography Assignment due on Canvas Friday Week 8 • MIDTERMàFri Week 9
<p>5: Case Study, Righteous Dopefiend</p>	<p>Weeks 10-14</p>	<p>Week 10 Readings: <i>Righteous Dopefiend Book</i> Chapters 1, 3, 4</p> <p>Multimedia Activities: --Watch film: Crips and Bloods</p> <p>Week 11 Readings: <i>Righteous Dopefiend Book</i> Chapters 5, 7, 8 (You can skim Chapter 8)</p>	<ul style="list-style-type: none"> • Final Project Proposal à Weds Week 10

		<p>Multimedia Activities: --Watch film “Unnatural Causes: In Sickness and in Wealth”</p> <p>Week 12 Readings: <i>Righteous Dopefiend Book</i> Chapters 9 and Conclusion</p> <p>Multimedia Activities: --None</p>	<p>Quiz 3àFri Week 12</p>
<p>6: Anthropology in a Time of Globalization</p>	<p>Weeks 14-15</p>	<p>Week 13 Readings:</p> <ul style="list-style-type: none"> - Global Women in the New Economy - Ch. 1 of <i>The Undocumented Americans</i> by Carla Cornejo Villavicencio <p>Multimedia Activities: --Listen to Radiolab’s “Border Trilogy” Parts 1 &2 --Listen to/watch my Immigration Lecture --Watch short video, “No Man’s Land”</p> <p>Week 14 Readings: None – Thanksgiving Break (but work on your final project early in the week!)</p> <p>Week 15 Readings:</p> <ul style="list-style-type: none"> - The Americanization of Mental Illness - An Alternative Therapy Hits Home in Mexico - Being Indigenous in the 21st Century <p>Multimedia Activities: -- Wade Davis’ “The Worldwide Web of Belief and Ritual”</p>	<ul style="list-style-type: none"> • Work on your Final Project – it’s due Week 15! • Final Project: Anthropology in Actionà Weds Week 15

7: Exam Week	Weeks 16-17	Week 16 Take post-test, take final	<ul style="list-style-type: none">• Post-test (pass/fail)à Monday of Finals Week• End of term reflection essayàMonday of Finals Week• Final ExamàDue on Canvas Friday of Finals Week.
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