University of South Florida Sarasota-Manatee  
Course Syllabus, Spring 2015; Online Delivery  
ANT 4432 Sec. 521 Individual and Culture

Instructor: Ms. Theresa Gilbertson
Office Hours: 1:30 – 2:30 p.m. M-W and 5-6p.m. on Mondays on the Sarasota campus
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In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include, but are not limited to, Canvas, Blackboard Collaborate, Skype, and email messaging and/or an alternate schedule. It is the responsibility of the student to monitor Canvas for each class for course specific communication, and the main USFSM, College, and department websites, emails, and MoBull messages for important general information.

Course Description: This is an online course, including online delivery of presentations, lectures, discussions, and tests. The relationship between the individual and society is studied cross-culturally. Main themes include child-rearing practices, psychosomatic illness and curing, and discussion of theories and models of personality development with special reference to their applicability to the emerging field of cross-cultural mental health planning. There are three (3) mandatory live online sessions launched through Canvas in Blackboard Collaborate over the course of the 16 week semester. Week one (Jan. 5-9) a session will be offered on Monday night from 7:30 to 9:00 PM, on Wednesday morning from 8-9:30 AM, as well as from 12noon -1:30 PM on Friday. Choose any one of the above day/times to attend and not be dropped from the course. **IF NONE OF THESE DATES AND TIMES WORK WITH YOUR SCHEDULE, LET ME KNOW IMMEDIATELY SO THAT I CAN ADD A SESSION.** The other weeks for mandatory sessions will be week 7 (Feb. 16-20), and week 15 (April 13-17). After the week one segments, I will allow students to send me their availability schedules so I may revamp the days and times offered based on students' needs. **I will always offer the prescheduled Friday noon segment weekly.** I will do my best to accommodate all students' availability, **BUT WILL NOT WAIVE THE REQUIREMENT OF THE THREE (3) MANDATORY ONLINE SESSIONS.** These sessions will help you prepare for all upcoming assignments and assure that you are all prepared to do the work required of my students. While you will be studying the individual and culture from an anthropological perspective, you will really be learning critical thinking skills and techniques of inquiry-based learning.

**Texts Required:** Bock, P. K. (1994). *Psychological Anthropology*. ISBN-13: 978-0275949563. There will be a number of journal article assignments in addition to the text.

**Course Objectives:** Explore Individual and Culture concepts, methods, theories, and practices related to the relationship of the individual and society. It meets the Gordon Rule 6A Communications criteria and fulfills the exit requirement of a Major Works class. **These criteria require a minimum of 6000 words written according to APA writing**
style, demonstrating correct grammar, spelling, and punctuation. All coursework is completed online in USF’s Canvas system.

**Goals:** By the end of the semester, students should be able to:
- understand the relationship of the concepts of persons, society, culture, environment, and time;
- understand the variations in the relationship of individual and society across cultures, time, and space;
- demonstrate their understanding through theoretical discussion regarding diverse values and lifestyles; and
- construct an APA style research paper based on a personal interest as it applies to weekly readings and coinciding précis, journal entries, and discussions.

In addition to the texts, each student is required to access your USF e-mail account in order to fulfill the commitments of this course. Accounts are provided free of charge through the university. All e-mail from me will be through Canvas, so if you choose to use another e-mail account, you are responsible for setting up a proxy to re-route the mail sent to your USF account. Failure to do so may have a negative affect on your course grade, since you may miss homework updates sent via e-mail. All of the coursework is available on Canvas, an on-line course access program.

**Course Requirements:** Your effort required for this course will consist of successfully completing 7 segments as follows:

1. Weekly précis (5 wks X 15 pts) 75
2. Annotated Bibliography 80
3. Research Presentation 25
4. Research/Analytical Paper 200
5. Discussions (15wks X 5pts plus topic) 80
5. Blog entries (4wks X 10 pts) 40
6. Quizzes (6 X 25 pts) 150
650

**Canvas Use:** The class syllabus is posted in Canvas, an online course management system. In this class Canvas will be used for (add specific information to your course). Information on how to use Canvas is available at: http://usfsm.edu/e-learning-services/student-resources/

**Plagiarism Software:** The University of South Florida has an account with an automated plagiarism detection service which allows student assignments be checked for plagiarism. I reserve the right to ask students to submit their assignments to Turnitin through Canvas. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student’s paper was plagiarized.
PLEASE REMOVE YOUR NAME FROM THE BODY OF YOUR PAPER AND REPLACE IT WITH YOUR USF ID#. ALSO REMOVE YOUR NAME FROM THE FILE NAME AND REPLACE IT WITH YOUR USF ID# (e.g., “U12345678 Essay 1.docx”) BEFORE SUBMITTING IT TO TURNITIN.

Pursuant to the provisions of the Family Educational Rights and Privacy Act (FERPA), students are requested to maintain confidentiality as a way to keep their personal contact information (i.e. name, address, telephone) from being disclosed to vendors or other outside agencies. By your submission, you are also agreeing to release your original work for review for academic purposes to Turnitin.

Quizzes: Quizzes are based on the readings, covering major concepts, methods, and theories. They will be launched through Assignments in Canvas on a regular, but not weekly, basis. There are 19 readings plus the Introduction in the book and an additional 10 corresponding journal articles from which the material for the 6 mini-quizzes has been derived. Quizzes will be timed, so you need to complete the readings and précis/blog entries first in order to do well on these quizzes.

Weekly Précis: There will be a two-page weekly response paper OR blog entry due by Monday at midnight for 9 of the semester weeks. There are also discussion questions and responses throughout the semester. The response papers should demonstrate your critical thinking as regards the weekly reading assignments. A guide to critical thinking is posted in Modules in Canvas. Both papers and blog entries need to employ correct spelling, punctuation, and grammar since this is an exit course. All assignments need proper citation, according to APA writing style guidelines. Links to style guidelines are on an announcement in Canvas and hyperlinked below under “Analytical Papers.” Discussion critical reading questions (CRQs) and responses are also due each week by midnight on Mondays.

Presentations: You will be responsible for one media presentation (PowerPoint, Prezi, or Windows Media Player). Topics will be collaborated with the instructor early in the semester based on one of the topic areas provided in the announcement section of Canvas. These presentations will be uploaded through Assignments in Canvas and launched and narrated by you, the student, during the week 15 online live session (toward the end of the semester). The presentation coincides directly with both the Annotated Bibliography and the final Research Paper assignments.

Annotated Bibliography
You will complete an APA style annotated bibliography using eight (8) peer-reviewed journal articles relating to the topic that you have chosen for the final research paper. The annotated bibliography is a preliminary step in writing both the final research paper and the presentation that you will deliver to peers during the week 15 mandatory attendances. That means that for the week 15 sessions you all need to have access to a working microphone for the computer from which you will be presenting. Guidelines for the
annotated bibliography are available through a link in announcements and a grading rubric for this assignment is found in Course Documents within the Modules component of Canvas.

**Research/Analytical Papers:**
You will write one (1) 2,500 to 3,000-word research paper. *Papers must be fully cited and follow the current guidelines for APA style.* If you are not already familiar with APA writing style, either get yourself a guideline out of the library, or become familiar with the style by reading the guidelines online at the On-line Writing Laboratory (OWL) at Purdue University ([http://owl.english.purdue.edu/owl/](http://owl.english.purdue.edu/owl/)).

**Grading:**
All assignments will receive a numerical grade. Final letter grades will be determined on an accumulated percentile basis, in accordance with the customary scale used in university courses: 

- **A+** (637-650)
- **A** (611-636)
- **A-** (585-610)
- **B+** (572-584)
- **B** (546-571)
- **B-** (520-570)
- **C+** (507-519)
- **C** (481-506)
- **C-** (455-480)
- **D+** (442-454)
- **D** (416-441)
- **D-** (390-415)
- **F** anything under 390!

Opportunity for extra credit will not be offered.

**Last day to drop without penalty: Friday, January 9!**

Make-up tests, Late Submissions, and Incompletes: You are expected to complete all assignments on time. Falling behind hinders the process of learning. For this reason, I have instituted certain policies designed to encourage the timely completion of assignments, and to discourage the taking of makeups for inappropriate reasons. The class presentations will be an integral component of class activities. There is no make-up date for presentations since they take place during the last week of mandatory live online attendance.

Research papers must be submitted by the due date indicated in the syllabus. Papers that are submitted late will be penalized one letter grade per day, regardless of reason. Weekly responses (précis) are due via links in Assignments or journal no later than midnight each Monday. I expect 4 blog entries and 5 response papers (précis) in your choice of order (although there is no blog option for week one). All should contain information pertinent to the “Reading Critically” guidelines posted in course documents. Late weekly précis get a zero grade, regardless of reason for their latency. There is a make-up date for one précis or journal entry built into the syllabus.

A grade of Incomplete (I) will be awarded only if at least one-half of your required work has been completed with a cumulative passing grade at the time that the incomplete is requested.

**USF Sarasota-Manatee Policies and Procedures**

Sarasota-Manatee is a tobacco-free, smoke-free campus. Confine your smoking to inside your vehicle, as that is the only place you can smoke without being fined.
Religious Observances
The University recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes.

Disabilities Accommodation
Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. Contact Information: Interim Disability Coordinator is Dr. David Owens (941) 359-4714; disabilitieservices@sar.usf.edu or see http://www.usfsm.edu/students/disability/

Counseling and Wellness Center Services
The Counseling and Wellness Center is a confidential resource where a student can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. Students can receive assistance in confidence. This confidential resource can help students without having to report their situation to either the Office of Student Rights and Responsibilities (OSRR) or the Office of Diversity, Inclusion, and the Equal Opportunity (DIEO), unless you request that they make a report.

Please be aware that educators must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. If a student discloses any of these situations to an instructor personally, he/she is required to report it to OSRR or DIEO for investigation. The Deputy Coordinator for USFSM is Mary Beth Wallace, AVP for Student Enrollment, Engagement and Success, 941-359-4330 or marybeth@sar.usf.edu.

Counseling and Wellness Center 941-487-4254
Victim Advocate (24/7) 941-504-8599

Academic Dishonesty
The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. Please be sure to review the university’s policy in the USFSM Undergraduate Catalog or USFSM Graduate Catalog and the USF Student Code of Conduct.
Undergraduate: http://www.sarasota.usf.edu/Academics/Catalogs/
Graduate: http://www.sarasota.usf.edu/Academics/Catalogs/
USF Student Code of Conduct: http://www.sa.usf.edu/srr/page.asp?id=88
**Academic Disruption**
The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the USFSM Undergraduate Catalog or USFSM Graduate Catalog and the USF Student Code of Conduct.

Undergraduate: http://www.sarasota.usf.edu/Academics/Catalogs/
Graduate: http://www.sarasota.usf.edu/Academics/Catalogs/
USF Student Code of Conduct: http://www.sa.usf.edu/srr/page.asp?id=88

**Contingency Plans**
In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Blackboard Collaborate, Skype, and email messaging and/or an alternate schedule. It is the responsibility of the student to monitor Blackboard/Canvas site for each class for course specific communication, and the main USFSM and College websites, emails, and MoBull messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency.

**Emergency Preparedness**
It is strongly recommended that you become familiar with the USF Sarasota-Manatee Emergency Action Plan on the Safety Preparedness site http://www.sarasota.usf.edu/facilities/SafetyPreparedness.php

**Fire Alarm Instructions**
At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated.

**Web Portal Information**
Every newly enrolled USF student receives an official USF e-mail account. Students receive official USF correspondence and Canvas course information via that address. Therefore, it is the student’s responsibility to check their USF email regularly.

**Instructor Copyright**
Students may not sell notes or other course materials.

**January 5-9:** First week. This is a **MANDATORY ATTENDANCE WEEK**. You need to attend one of the three options for the week. A live online session will be offered from 12-1:30 PM on Friday, as well as on Monday night from 7:30 to 9 PM, and on Wednesday morning from 8-9:30 AM. **You must log in to one of the live events this week.** **IF NONE OF THESE OPTIONS WORK FOR YOU, LET ME KNOW ASAP WHEN YOU ARE AVAILABLE AND I WILL ADD ANOTHER OPTION.** I also have an honesty pledge attached to this syllabus which all students who are not dropped for non-attendance, according to the USF first week mandatory attendance policy, need to sign and return. The honesty pledge will need to be signed by each of you and returned.
either by e-mail attachment or by mail for my files; it simply states that you agree that the work you will submit this semester will be your own work. **Homework:** Read Bock, Introduction and readings by Piker and Schlegel (Readings 1 and 2) in the text book. Also, in Course Documents, read Week 1 journal article, “Toward a new generation of cross-cultural research.” Write a two-page précis in which you consider the content, method, credibility, and applicability of each of these readings. The précis is due by midnight on Monday, January 12th. You also need to go to the discussion board and construct a critical reading question (CRQ) based on one of the four (4) articles (intro to the section plus three readings) assigned, and be sure to look for two (2) CRQs of peers to which you will reply.

**January 12-16:** I will login through Canvas into a live delivery system based on days and times that a majority of students acknowledge as most convenient during the week one session. The Live session will be to launch a presentation for the week and to answer any questions live, for those who find it convenient to attend. I will also announce in this live session additional dates and times for live sessions, based on student suggestions/requests. Keep in mind, I am already teaching other courses on Tuesday and Thursday evenings at 6 p.m., so please do not request those times as I do not yet have a clone. **Homework:** In Bock, readings 3 and 4 by Bock and Casson. Also, in Course Documents, read Week 2 journal article, “Distributed Cognition: Where the cognitive and social merge.” Write a two-page précis in which you consider the content, method, credibility, and applicability of each of these readings OR do the blog entry option for the week. The précis or blog is due by midnight on Monday, January 19th. You also need to go to the discussion board and construct a critical reading question (CRQ) based on one of the three (3) articles assigned, and be sure to look for two (2) CRQs of peers to which you will reply.

**January 19-23:** Date of live non-mandatory session to be determined by student requests and will be e-mailed to all. Discussion of the readings and presentation. I will be going into detail on précis writing as well as using APA writing style. I will also deal with issues that may have arisen by now with the lexicon of anthropology. **You need to choose a research topic by Monday, January 19th, or one will be assigned to you.** **Homework:** In Bock, readings 5 and 6 by Jenkins and Barkow. Also, in Course Documents, read Week 3 journal article, “Culturing the adolescent brain: What can neuroscience learn from anthropology?” Write a two-page précis in which you consider the content, method, credibility, and applicability of each of these readings OR do the blog option for the week. The précis or blog is due by midnight on Monday, January 26th. You also need to go to the discussion board and construct a critical reading question (CRQ) based on one of the three (3) articles assigned, and be sure to look for two (2) CRQs of peers to which you will reply. **I also expect to launch the first of the six mini-quizzes this week.** The quizzes will also be found in Assignments in Canvas.

**January 26-January 30:** Date of live session to be determined by student requests and will be e-mailed to all, for those interested in attending the “live” virtual sessions. Discussion of the readings and presentation. **Homework:** In Bock, reading 7 by Miller. Also, in Course Documents, read Week 4 journal article, “Why cultural psychology?”
Write a two-page précis in which you consider the content, method, credibility, and applicability of each of these readings OR do the blog option for the week. The précis or blog is due by midnight on Monday, February 2高管. You also need to go to the discussion board and construct a critical reading question (CRQ) based on one of the two (2) articles assigned, and be sure to look for two (2) CRQs of peers to which you will reply. I also expect to launch the second of the six miniquizzes this week. The quiz will also be found in Assignments in Canvas.

February 2-6: Date of Live session to be determined by student requests and will be e-mailed to all, for those interested in attending the “live” virtual sessions. Discussion of the readings and presentation. Homework: In Bock, readings 8 and 9 by McGrew/Marchant and Oyama. Also, in Course Documents, read Week 5 book chapter, “Evolutionary theory and human development” from the book Evolutionary Perspectives on Human Development. Write a two-page précis in which you consider the content, method, credibility, and applicability of each of these readings OR do the blog option for the week. The précis or blog is due by midnight on Monday, February 9高管. You also need to go to the discussion board and construct a critical reading question (CRQ) based on one of the three (3) articles assigned, and be sure to look for two (2) CRQs of peers to which you will reply.

February 9-13: Date of live session to be determined by student requests and will be e-mailed to all, for those interested in attending the “live” virtual sessions. Discussion of the readings and presentation. Homework: In Bock, readings 10 and 11 by Besnier and Fox. Also, in Course Documents, read Week 6 journal article, “Imagination and reality: On the relations between myth, consciousness, and the quantum sea.” Write a two-page précis in which you consider the content, method, credibility, and applicability of each of these readings OR do the blog option for the week. The précis or blog is due by midnight on Monday, February 16高管. You also need to go to the discussion board and construct a critical reading question (CRQ) based on one of the three (3) articles assigned, and be sure to look for two (2) CRQs of peers to which you will reply. I also expect to launch the third of the six mini-quizzes this week. The quiz will also be found in Assignments in Canvas.

February 16-20: This is the second week of MANDATORY LIVE ATTENDANCE. Date of Live session to be determined by student requests and will be e-mailed to all. Discussion of the readings and presentation. Included in this session will be a confirmation of research topics and an update from each of you on the availability of peer-reviewed journal articles specific to your chosen topic. Homework: In Bock, reading 12 by Rogoff and Morelli. Also, in Course Documents, read Week 7 journal article, “Social isolation from communities and child maltreatment: A cross-cultural comparison.” Write a two-page précis in which you consider the content, method, credibility, and applicability of each of these readings OR do the blog option for the week. The précis or blog is due by midnight on Monday, February 23高管. You also need to go to the discussion board and construct a critical reading question (CRQ) based on one of the two (2) articles assigned, and be sure to look for two (2) CRQs of peers to which you will reply. This week and the next two weeks have lighter-than-normal readings.
assigned so that you can get a good start on the Annotated Bibliography that is due by midnight on Monday, March 16th.

**February 23-28:** Date of Live session to be determined by student requests and will be e-mailed to all, for those interested in attending the “live” virtual sessions. Discussion of the readings and presentation. **Homework:** In Bock, reading 13 by Bock. Also, in Course Documents, read Week 8 journal article, “Rethinking the social impact of the arts.” Write a two-page précis in which you consider the content, method, credibility, and applicability of each of these readings OR do the blog option for the week. The précis or blog is due by midnight on Monday, March 2nd. You also need to go to the discussion board and construct a critical reading question (CRQ) based on one of the two (2) articles assigned, and be sure to look for two (2) CRQs of peers to which you will reply. **I also expect to launch the fourth of the six mini-quizzes this week.** The quiz will also be found in Assignments in Canvas. **Look for at least one or two sources this week for your Annotated Bibliography, too!**

**March 2-6:** Spring break! No live session this week… not a one! **If you want help with research on your specific research topic, be sure and contact me by today!** **Homework:** In Bock, reading 14 by Munroe and Munroe. Also, in Course Documents, read Week 9 journal article, “Culture and the self: Implications for cognition, emotion, and motivation.” Write a two-page précis in which you consider the content, method, credibility, and applicability of each of these readings OR do the blog option for the week. The précis or blog is due by midnight on Monday, March 9th. You also need to go to the discussion board and construct a critical reading question (CRQ) based on one of the five (5) articles assigned, and be sure to look for two (2) CRQs of peers to which you will reply. **Look for at least one or two sources this week for your Annotated Bibliography, too!**

**March 9-13:** Date of Live session to be determined by student requests and will be e-mailed to all, for those interested in attending the “live” virtual sessions. Discussion of the readings and presentation. **Homework:** In Bock, readings 15 and 16 by Tedlock and Bourguignon. Also, in Course Documents, read Week 10 journal article, “Dream sharing as social practice.” If, for some reason during the first 9 weeks, you have missed either a précis or blog, you are welcome to write whichever you need as a make-up. If you have already written 5 précis and 4 blogs, **DO NOT DO THIS ASSIGNMENT!** Write a two-page précis in which you consider the content, method, credibility, and applicability of each of these readings OR do the blog option for the week. The make-up précis or blog is due by midnight on Monday, March 16th. You also need to go to the discussion board and construct a critical reading question (CRQ) based on one of the three (3) articles assigned, and be sure to look for two (2) CRQs of peers to which you will reply. **I also expect to launch the fifth of the six mini-quizzes this week.** The quiz will also be found in Assignments in Blackboard. **Your Annotated Bibliography on eight (8) peer-reviewed journal articles is due no later than midnight on Monday, March 16th!** **Also, this week marks the 10th writing assignment; 1 to go. You need to keep track of whether you need a journal or précis.** There are only five (5) précis links in the grade book so that should keep you on-track, leaving 4 assignments open as blogs.
March 16-20: Date of Live session to be determined by student requests and will be e-mailed to all. Discussion of the readings and presentation. Homework: In Bock, readings 17, 18, 19, and conclusion. There is no outside reading this week. If you have already written 5 précis and 4 blogs, DO NOT DO THIS ASSIGNMENT! Write a two-page précis in which you consider the content, method, credibility, and applicability of each of these readings OR do the blog option for the week. The make-up précis or blog is due by midnight on Monday, March 23rd. This is the last week of make-up weekly assignments. You also need to go to the discussion board and construct a critical reading question (CRQ) based on one of the four (4) articles assigned, and be sure to look for two (2) CRQs of peers to which you will reply.

March 23-27: Date of Live session to be determined by student requests and will be e-mailed to all, for those interested in attending the “live” virtual sessions. Discussion of the readings and question/answer period for research issues. Homework: Work on your final research paper. You also need to go to the discussion board and construct a critical reading question (CRQ) based on something from your research, and be sure to look for two (2) CRQs of peers to which you will reply. I also expect to launch the last of the six miniquizzes this week. The quiz will also be found in Assignments in Canvas.

March 30- April 3: Date of Live session to be determined by student requests and will be e-mailed to all, for those interested in attending the “live” virtual sessions. The discussion will be specific to research, thesis statement, and APA style issues. If there are any questions about your presentations, those will also be addressed. Homework: Look for whatever articles or book chapters you need to assure that you have at least the minimum 12 sources for your research paper. You should be well on your way to producing a paper by now. While there is no précis or journal option this week, use information from one of your sources to construct a critical reading question (CRQ) and be sure to look for two (2) CRQs of peers to which you will reply.

April 6-10: Date of Live session to be determined by student requests and will be e-mailed to all, for those interested in attending the “live” virtual sessions. Included in the discussions will be a recap of what is expected in the presentations you will all be giving online next week. I will also go over again how to share your desktop and launch your own presentations. Homework: Finish your Research and work on the presentation and final paper. The presentation is due next week and the final paper is due on Monday, April 21st! You also need to go to the discussion board and construct a critical reading question (CRQ) based on something from your research, and be sure to look for two (2) CRQs of peers to which you will reply.

April 13-17: This is the third/final week of MANDATORY LIVE ATTENDANCE. Date of Live session to be determined by student requests and will be e-mailed to all. Sessions this week will specifically be for students to present their research topics to their peers as well as to me for grading. In addition to launching your media presentation, you need to have a microphone available so that you can both narrate your presentation as well as answer potential questions from peers or from the instructor. There is a link in
Assignments in Canvas for you to attach your presentation, activating the grade book feature for the assignment. You should also prepare a brief one-page handout that you should e-mail your peers prior to your presentation. **Homework:** You need to go to the discussion board and construct a critical reading question (CRQ) based on something from your peers’ research from the posted presentations, and be sure to look for two (2) CRQs of peers to which you will reply. Finish your research papers as they are due on Monday!

**April 20-24:** *Submit your final APA-style research paper through the link provided in Canvas by Monday, April 21st, at midnight.* There will be live sessions launched this week in order to answer any final questions concerning cultural anthropology that students might have. **Homework:** Study for your final exams in *other classes*!

**April 27-May 1:** Final’s week. *No final for the class.* I will get the graded research papers back to you as quickly as possible.