University of South Florida Sarasota-Manatee
Course Syllabus, Fall 2014; Online Delivery
ANT 2000 Sec. 521 Introduction to Anthropology

Instructor: Ms. Theresa Gilbertson
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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. It is an introduction to Anthropology, a cross-cultural study of the human species in biological and social perspective. This course surveys the four major branches of anthropology: biological anthropology, archaeology, linguistics (the analysis of language in its cultural context), and cultural anthropology (the cross-cultural study of peoples living in the world today). Students will get a theoretical grounding in the four major subfields with emphasis on the holistic nature of anthropology. Students can expect to be challenged by the links between the systems of biology and culture, and will explore key questions about human diversity in the past, present, and future. There is one (1) mandatory live attendance session in Blackboard Collaborate, launched through Canvas for student presentations on their final research project during the week 15 sessions. I will offer multiple options for the mandatory attendance during Week 15 and have tentatively set them as follows: on Monday evening from 6-7:30 PM, OR Wednesday morning from 10-11:30 AM, OR Friday afternoon from 3-4:30 PM. Students also must attend any live or recorded session during week one and should read the syllabus, being sure to download, sign, and return the honor’s pledge by Saturday, August 30 by 12 noon in order to not be dropped from the class. If the days and times above do not work for you, be sure to send me your availability schedules so I may revamp the days and times offered, based on students' needs. Remember, I am teaching two other online classes and will have to work around those scheduled sessions, too! All other weeks you may attend either a live or recorded session.

Texts Required: Anthropology: What does it mean to be human? (2nd Ed.) by Lavenda and Schultz
There will be a number of journal article assignments in addition to the text for consideration of incorporation into your final research papers.

Course Objectives: Introduction to Anthropology is intended to introduce the methods, principles, and practices of anthropology to the undergraduate student. It meets the General Education requirement of 3 semester hours of African, Latin American, Middle Eastern or Asian (ALAMEA) Perspectives OR Social Sciences, and is part of the University of South Florida’s Foundations of Knowledge and Learning Core Curriculum for Social and Behavioral Sciences. All coursework is completed online in USF’s Canvas system.

Goals: By the end of the semester, students should be able to:
understand the roles and interplay of biology, language and culture in shaping human behavior in the past and in the present.

understand the holistic, interdisciplinary nature of anthropology, which encompasses biological anthropology, cultural anthropology, archaeology, and linguistic anthropology.

understand the relevance of anthropology for solving contemporary social problems.

 distinguish between biological categories (e.g., sex and human biological variation) and cultural constructions (e.g., gender and "race") and explain their impact on human behavior.

Seek solutions to contemporary social problems by applying anthropological data and demonstrate their understanding through theoretical discussion regarding diverse values and lifestyles; and construct an APA style research paper based on journal articles plus the weekly readings and coinciding précis, blogs, and discussions.

In addition to the text, 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 (6 wks X 20pts) 120
2. Research Presentation 25
3. Research/Analytical Paper 150
4. Canvas discussions (16wks X 5pts) 80
5. Blogs (5wks X 10 pts) 50
6. Quizzes (9 X 25 pts) 225

Quizzes: Quizzes are based on the textbook portion of the readings, covering major concepts. They will be launched through “Assignments” in Canvas on a regular, but not weekly, basis. There are 15 chapters of the Lavenda/Schultz book and corresponding 9 quizzes based solely on the readings assigned, so know in advance that some of the quizzes will include 2 or 3 chapters. Quizzes will be timed, so you need to complete the readings and précis/blogs first in order to do well on these quizzes. Students with accommodations from the disabilities director will have a special login for quizzes timed appropriately for their particular accommodation.

Weekly Précis: There will be a two-page weekly response paper OR blog due by Tuesday at 5p.m. for 11 of the semester weeks. These response papers should demonstrate your critical thinking as regards the weekly reading assignments. A guide to critical thinking is posted in Files in Canvas. Both papers and blogs need to employ correct spelling, punctuation, and grammar. All assignments need proper citation, according to APA writing style guidelines. I expect APA writing style to be new to most of you, so there will be leniency on early assignments with you expected to read my comments and corrections on the graded works so that the errors will abate by semester’s end. Links to style guidelines are on an announcement in Canvas and below under “Analytical Papers.”
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 the list of anthropology topics provided in the announcement section of Canvas (List in progress as of this writing). These presentations will be uploaded through Assignments in Canvas and each student will narrate his or her presentation during a Blackboard Collaborate session toward the end of the semester, week 15.

Analytical/Research Papers:
You will write one (1) 1,500 to 2,000--word research paper. Papers must be fully cited and follow the current guidelines for APA style. If you are not already familiar with a 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/).

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- (520-545) C+ (507-519) C (481-506) C- (455-480) D+ (442-454) D (416-443) D- (390-415) F anything under 390! Opportunity for extra credit will not be offered.

Last day to drop without penalty: Friday, August 29!

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 second to last week of the semester. 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 or blogs) are due via links in Assignments no later than 5p.m. each Tuesday following the assigned reading. I expect 5 blog participations and 6 response papers in your choice of order (although there is no précis 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 blog 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.

USF Sarasota-Manatee Policies and Procedures

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. http://generalcounsel.usf.edu/policies-and-procedures/pdfs/policy-10-045.pdf

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.

www.sarasota.usf.edu/Students/Disability/

Contact Information:  David Owens, Coordinator      941-359-4714      plakey@sar.usf.edu

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 catalog, 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 catalog, 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: Blackboard, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Blackboard 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
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 Blackboard course information via that address.

**August 25 -29:** First week. This is a *MANDATORY ATTENDANCE WEEK*. You need to **attend either a live or recorded session** for the week, launched in Blackboard Collaborate in Canvas. I am also attaching an honesty pledge to this syllabus which you need to sign and return to me, either by scanning the signed pledge or taking a photo of the signed pledge with your smart phone and returning that to me by Saturday, August 30, by noon. The honor or “honesty” pledge will be used to meet the USF first week mandatory attendance policy. The honesty pledge will be for my files and it simply states that you agree that the work you will submit this semester will be your own work. **Homework:** Read Lavenda/Schultz Chapters one and two, pages 4-55. Write a two-page blog in which you use key terms from each of these readings to describe a short article found at [https://www.msu.edu/~jdowell/miner.html](https://www.msu.edu/~jdowell/miner.html). The blog is due by 5pm on Tuesday, September 2nd. You also need to go to the discussion board and construct a critical reading question (CRQ) based any of the readings assigned, and be sure to look for two (2) CRQs of peers to which you will reply.

**September 1-5:** I will login through Blackboard Collaborate in Canvas based on days and times that a majority of students acknowledge as most convenient for participation. 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 Blackboard Collaborate session additional dates and times for live Blackboard Collaborate sessions, based on student suggestions/requests. Keep in mind, I am already teaching other courses, so please understand that I can only do my best to meet your particular time needs. **Homework:** Read Lavenda/Schultz Chapter three, pages 57-91. Write a two-page précis in which you consider the content, method, credibility, and applicability of the readings *OR* do the blog option for the week. The précis or blog is due by 5pm on Tuesday, September 9. 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. I also expect to launch the first of the nine miniquizzes this week (Chapters 1-3). That will also be found in Assignments in Canvas.

**September 8-12:** Date of Blackboard Collaborate 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. **Homework:** Read Lavenda/Schultz Chapters four and five, pages 93-151. 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 5pm on Tuesday, September 16th. 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. I also expect to launch the second of the nine miniquizzes this week (Chapters 4-5). The quiz will also be found in Assignments in Canvas.
September 15-19: Date of Blackboard Collaborate 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:** Read Lavenda/Schultz Chapters six and seven, pages 153-211. 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 5pm on Tuesday, September 23rd. 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. If also expect to launch the third of the nine miniquizzes this week (Chapters 6-7). The quiz will also be found in Assignments in Canvas.

September 22-26: Date of Blackboard Collaborate 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:** Read Lavenda/Schultz Chapters eight and nine, pages 213-281. 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 5pm on Tuesday, September 30th. 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.

September 29 - October 3: Date of Blackboard Collaborate 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:** Read Lavenda/Schultz Chapters nine and ten, pages 283-313. 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 5pm on Monday, February 24th. 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. I also expect to launch the fourth of the nine miniquizzes this week (Chapters 8-10). The quiz will also be found in Assignments in Canvas.

October 6-10: Date of Blackboard Collaborate 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:** Read Lavenda/Schultz Chapters eleven, pages 315-337. 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 5pm on Monday, February 24th. 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. I also expect to launch the fifth of the nine miniquizzes this week. The quiz will also be found in Assignments in Canvas.

October 13-17: Date of Blackboard Collaborate 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:** Read Lavenda/Schultz Chapters twelve, pages 339-361. 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 5pm on Monday, March 4th. 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. **I also expect to launch the sixth of the nine miniquizzes this week.** The quiz will also be found in Assignments in Blackboard.

**October 20-24:** Date of Blackboard Collaborate 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. **If you want help with research on your specific research topic, be sure and contact me by today!**  
**Homework:** Read Lavenda/Schultz Chapters thirteen, pages 363-402. 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 5pm on Monday, March 11th. 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. **I also expect to launch the seventh of the nine miniquizzes this week.** The quiz will also be found in Assignments in Blackboard.

**October 27-31:** **Homework:** Read Lavenda/Schultz Chapters fourteen, pages 405-435. 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 5pm on Tuesday, November 4th. You also need to go to the discussion board and construct a critical reading question (CRQ) based on the readings, and be sure to look for two (2) CRQs of peers to which you will reply. **I also expect to launch the eighth of the nine miniquizzes this week.** The quiz will also be found in Assignments in Canvas.

*This is the 10th writing assignment; 1 to go. You need to keep track of whether you need a blog or précis.*

**November 3-7:** Date of Blackboard Collaborate session to be determined by student requests and will be e-mailed to all. Discussion of the readings and presentation. **Homework:** Read Lavenda/Schultz Chapters fifteen, pages 437-467. 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 5pm on Tuesday, November 11th. 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 ninth of the nine miniquizzes this week.** The quiz will also be found in Assignments in Canvas.

**November 10-14:** Date of Elluminate 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:** If, for some reason during the first 11 weeks, you have missed either a précis or blog, this is an opportunity to write either
specific to your area of research. Like other weekly assignments, include at least three (3) articles that you can use for your final research paper in either format of contribution for the weekly grade. The précis or blog is due by 5pm on Tuesday, November 18th. 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.

**November 17-21:** Date of Elluminate 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 at least three (3) articles that you can use for your final research paper. You should be well on your way to producing a paper by now. While there is no précis or blog 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.

**November 24-28:** Date of Elluminate 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 and research paper are due next week*. Presentations should all be uploaded by noon on Monday, December 1 and the paper is due by 5pm on Tuesday, December 2nd. 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.

**December 1-5:** This is the week 15 **MANDATORY LIVE ATTENDANCE**. Date of Elluminate 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 will need to login prior to your assigned time and make sure that your microphone works so you can earn these presentation points! **Homework:** Study for finals in your other classes! Also, 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!

**December 8-12:** Final’s week. *No final for the class.* I will get the graded research papers back to you as quickly as possible.

Complete and return the Honor Pledge below by noon on Saturday, August 30, to satisfy the mandatory first day class attendance on the Canvas roster and not be dropped from the course!
In support of the University of South Florida's standards of excellence, honesty, integrity, and academic accountability, I pledge, on my honor, to conduct myself at all times in accordance with university rules that prohibit cheating, plagiarism, or any other form of academic dishonesty.

As members of an academic community, in the spirit of self-motivated and self-disciplined learning, we must take greater personal responsibility for our actions and will not tolerate individual or collective inappropriate academic behaviors.

I understand that students and faculty have an ethical responsibility to ensure that the content of student work is original or cites appropriate sources for all programs at the university.

I further understand that it is my responsibility to inquire of my instructors if I have any question as to how to authenticate any information that I include in work I submit as a course assignment.

I am aware that sanctions may be imposed at the discretion of my instructors and/or through the university's Judicial Affairs system for a violation of principles outlined in this statement, including:
- Refusal to accept the work.
- Failure of a specific assignment.
- Failure in the course.
- Expulsion from the university.

My signature on this document is an acknowledgement that I have read the syllabus and understand what I will need to do to excel this semester and that I have read and understand this honor pledge and agree to abide by the terms of this agreement throughout my academic career at the University of South Florida.

Signature: _________________________________________

Username: ____________________@ mail.usf.edu

Printed name: _____________________________________