

Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond in Writing

Course Number ANTH 101 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

Our department is requesting to add ANTH 101 to the Cultural Literacy menu. See attached application and syllabus.

Indicate the requested change.

	Change to a Course	Dept./School ¹	College	Dean	TEC	UGEC	AUAC/Grad	Provost	President
1.	Title (description unchanged)	A	A	A	I	–	I	I	I
2.	Description (not affecting content)	A	A	A	I	–	I	I	I
3.	Course term(s)	A	I	A	I	–	I	I	I
4.	Content (change of course outcomes)	A	A	A	I	–	I	A	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A	–	A	A	I
6.	Course number within the hundred	A	A	I	I	–	I	I	I
7.	Course number beyond the hundred	A	A	A	A	–	A	A	I
8.	Prerequisites	A	A	A	I	–	I	I	I
9.	Course fee(s)	A	–	A	–	–	–	A	I
10.	From U to G <i>or</i> G to U	A	A	A	A	–	A	A	I
11.	Cross-list course	A	A	A	A	–	A	A	I
12.	Department of record	A	A	A	A	–	A	A	I
13.	Close a course	A	A	A	A	–	A	A	I
14.	New course (includes combining or splitting courses)	A	A	A	A	–	A	A	I

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	Change to the University Requirements (All Campuses)	Dept./School¹	College	Dean	TEC	UGEC	AUAC/Grad	Provost	Faculty	President	Trustees
1.	University Requirements — Change course outcomes of an included course ²	A	A	A	–	A	–	A	–	A	–
2.	University Requirements — Add or drop a required course from the University Requirements ²	A	A	A	–	A	–	A	A	A	–
3.	University Requirements — Add or drop a course from a menu within the University Requirements ²	A	–	–	–	A	–	A	–	A	–
4.	University Requirements — Change hours within a menu in the University Requirements ²	A	A	A	–	A	–	A	A	A	–
	Change to Catalog Information (for Campus)										
1.	General Requirements for Bachelor's Degrees and Associate's Degrees	–	–	–	–	–	A	A	A	A	–
2.	Policies governing academic probation and suspension	–	–	–	–	–	A	A	A	A	–
3.	Requirements for graduating with honors	–	–	–	–	–	A	A	A	A	–
	Change to a Degree Plan Proposed by Faculty or College										
5.	Educational Program — Revise ³	A	A	A	A	–	A	A	–	A	–
6.	Educational Program — Adopt/change admission requirements	A	A	A	A	–	A	A	–	A	–
7.	Educational Program — Add ³	A	A	A	A	–	A	A	A	A	I
8.	Educational Program — Discontinue	A	A	A	A	–	A	A	A	A	I
9.	GPA — Revise program-required GPAs	A	A	A	A	–	A	A	–	A	–
10.	Minor — Revise	A	A	A	I	–	I	I	–	I	–
11.	Minor — Add	A	A	A	A	–	A	A	–	A	–
12.	Minor — Discontinue	A	A	A	A	–	A	A	–	A	–
13.	Degree — Add	A	A	A	A	–	A	A	A	A	I
14.	Degree — Discontinue	A	A	A	A	–	A	A	A	A	I
	Change to a Degree Plan Proposed By Provost										
15.	Educational Program — Discontinue	R	–	R	A	–	A	A	A	A	I
16.	Minor — Discontinue	R	–	R	A	–	A	A	–	A	–
17.	Degree — Discontinue	R	–	R	A	–	A	A	A	A	I

¹ When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

² Courses that satisfy ACU's University Requirements will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible.

Department/School Chair(s)	
 _____ <i>Signature</i>	9-15-2022 _____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

College Academic Council(s)	
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Dean(s)	
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Teacher Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

University General Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Abilene Undergraduate Academic Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Graduate Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Provost	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Faculty	
_____ <i>Chair of Faculty Senate</i>	_____ <i>Approval date</i>

President	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Application for Cultural Literacy Menu

Guidelines For All General Education Courses

1. All general education courses must be 100-level or above.
2. General education courses should present a breadth of knowledge, not focusing on skills, techniques, and procedures specific to a particular occupation or profession.
3. Individual courses will fulfill only a single general education requirement.
4. Courses free of prerequisites are preferred. Applications to add courses with prerequisites must provide additional evidence that the course contributes to a student's breadth of knowledge and is not specific to a particular occupation or profession.
5. Each course may appear on a maximum of two menus that accept applications (arts and humanities, cultural literacy, life and physical sciences, and social and behavioral sciences).

Cultural Literacy Description

Courses within this domain provide students opportunity to develop informed discourse and understand the interconnectedness of diverse peoples. Additionally, students will courageously interrogate their own internal processes about diversity and equity. Courses satisfying this menu will assist students to 1) explore global, historical, and cultural experiences of diverse populations, and 2) interrogate one's internal and external views and values for greater self-awareness.

Instructions

Complete this form and submit it with a course syllabus and approval chart to the University General Education Council. Faculty submitting an application should be prepared to perform annual assessment for their course. The assessment will be conducted with the rubric included in this course application.

Subject code, course number, and title of course:	ANTH 101, Introduction to Anthropology
Terms offered:	Spring, Odd Years
Catalog description:	An overview of archeology; physical, linguistic, and cultural anthropology. Challenges students to a serious look at today's "global village" with its diversity of cultures and a fuller understanding of "tribal loyalties" in the midst of growing international interdependence. An appropriate world view is suggested, in contrast to provincialism. May be used to satisfy University Requirements.
Course prerequisites:	None

Cross-listed courses: *Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	None
Other general education menus on which the course appears or you are applying for:	Social & Behavioral Sciences

Description of Menu Fit

Please describe how your class fits into the Cultural Literacy Menu (200 words or less). The course description, this statement, and the course syllabus together should demonstrate that a substantial portion of the course content (about half) is dedicated to issues involving the three relevant outcomes listed below.

ANTH 101 provides students with a unique perspective on the social world, developing their understanding of the diversity of the world's cultures and the interconnectedness of all people. Students are also challenged to apply concepts from anthropology to their personal lives in order to further ACU's mission of global service and leadership. Students learn and apply anthropological concepts to a range of social institutions, like race, gender, family, religion, politics, and economics, all in comparative perspective. Taken together, course readings and assignments explore global, historical, and cultural experiences of diverse populations, and require students to interrogate their internal and external views and values for greater self-awareness.

Students meet these goals through the assignments like Participant Observations, where students choose a location and spend 3 hours observing the activities that take place in the setting. In addition, students participate in an intergenerational town meeting in Abilene and write a reflective paper on their experiences. This assignment taps into outcome B3 directly. Finally, response projects are "choose your own adventure" opportunities for students to create a unique artifact that represents their learning.

Prerequisites

If the course has prerequisites, provide evidence that the course contributes to a student's breadth of knowledge. Also provide evidence that the course content is not specific to a particular occupation or profession (200 words or less).

None

Relevant Outcomes

At a minimum, a course applying to the Cultural Literacy menu must use at least one topic or activity listed below each of the mapped outcomes:

- B1: Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.

- Account for and explain divergent perspectives on cultural phenomenon (e.g., female face-coverings in Islamic communities, “nepotism” in collectivistic contexts, aesthetic values in a certain historical period, etc.).
- Demonstrate how social and historical contexts shape a community’s worldview or cultural commitments.
- Study or write a case study of inculturation, ritual, or morality that emerges from a specific cultural context.
- Identify underlying values, ideologies, perspectives, and attitudes that account for external cultural practices and products of a specific culture, particularly as these are expressed through its language.
- Through measurable assessments, compare the cultural perspectives of another culture with those of a student’s own culture and reflect through adequate speech (oral or written) on how this knowledge prepares them to be culturally sensitive professionals.
- B2: Understand the interconnectedness of human experience with a posture of humility while celebrating difference.
 - Reflect on a specific issue(s) considering the notion of cultural humility or ethnorelativity.
 - Evaluate appreciatively the music, ritual, art, theatre, or religious expression of a different culture.
 - Engage in and reflect upon a special event or celebration that highlights a different cultural background.
 - Requires students to attend and actively participate in an event honoring or presenting one or more aspects of a racial/cultural group that they do not identify with and respond to that event by a writing assignment or another medium.
 - Study and evaluate an accepted institutional or association statement on culture, race, or diversity (e.g., [UN Declaration on Cultural Diversity](#), [American Anthropological Association Declaration on Anthropology and Human Rights](#), etc.) and reflect upon it from a discipline-specific and/or faith perspective.
 - Require students to both recognize and demonstrate their respect for differences along at least two of the following axes of difference: gender, class, religion, sexuality, disability, age, or a major cultural difference (e.g., race, ethnicity, individualism-collectivism, high-low power distance orientation, high-low uncertainty avoidance, etc.).
 - Analyze attitudes and practices of working with those of differing cultural perspectives (at the micro, mezzo, and macro levels) with a presence of humility while learning, communicating, offering help, and making decisions in professional practice and settings.
 - Create a rationale (moral, ethical, religious) for maintaining an interpersonal stance that is other-oriented (open to the other) in relation to aspects of cultural identity that are most important to a person or persons of a different cultural perspective.

- Reflect upon the cultural dimensions of complex challenges of human interconnections (e.g., changing relations within and between human communities, changing relations with ecological and climatic conditions, shifts in technology, migration, environmental degradation, new technologies, etc.).
- B3: Interrogate one's internal and external views and values for greater self-awareness.
 - Reflect upon one's social location regarding race and at least two of the following: gender, class, sexuality, disability, age.
 - Create a framework to discuss and demonstrate critical reflection up cultural differences in the workplace
 - Feature personal reflections which involves diverse cultural perspectives not typical of mainstream North American culture.
 - Feature personal reflections on the intersection of biography (identifying the origins of the content of their reflections) and social inequality/injustice on race, gender, sexuality, social class, disability, and/or age
 - Require students to read/listen/view content created by one or more persons whose work connects social inequality with personal experience.
 - Examine systems of privilege and oppression that shape students' perspectives, values, and behavior, with a focus on race, gender, sexuality, social class, disability, and/or age.
 - Require students to examine critically their social location regarding race as a system of inequality and at least two of the following: gender, sexuality, disability, age as systems of inequality.
 - No less than 50% of course content focuses on one or more of the following: cultural difference, power, privilege, structural and institutional inequality.
 - No less than 40% of course content features diverse sources of knowledge integrated throughout the semester, including but not limited to indigenous, spiritual, community-centered, or otherwise marginalized knowledges.
 - No less than 40% of the course content focuses on structural and institutional social change in one or more of the following contexts: campus, community, state, nation, global region, or global system.
 - Provide an account of why it is important not be neutral regarding power relations and cultural hegemony, especially white supremacy, and all forms of racism.

From the lists above, indicate which topic or activity fulfills this course's connection to each learning outcome.

Outcome	Topic or Activity
Outcome B1	Culture; Meaning-making; Race, Gender, and Sexuality Activity: Quizzes
Outcome B2	Kinship; Human variation; Race, Gender, and Sexuality

	Activity: Participant Observation
Outcome B3	Cultural Change; Aging and the Life Course Activity: Intergenerational Town Hall Response

Assessment

Ideally, assessment will occur within one or two exams/assignments. Please indicate which exams or assignments will be used for each outcome. These artifacts may be the same as the activities listed in the Relevant Outcomes section. Provide assignment prompts if available.

Area to Be Assessed	Assessment Artifact
Outcome B1	Quizzes measure students' content knowledge in anthropology, a fundamentally relational and global discipline that takes many forms of diversity as its object of study.
Outcome B2	Participant Observation Assignment
Outcome B3	Intergenerational Town Hall Response

Please use the following rubric to perform assessment each year.

Student Learning Outcome B1

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.	Shows little to no understanding of two or more of the areas of different experiences of diverse populations.	Conversant in experiences of diverse populations.	Demonstrates exceptional depth of understanding in discourse in all three areas of different experiences of diverse populations.

Student Learning Outcome B2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand the interconnectedness of the human experience with a posture of humility.	Shows little to no understanding about connections among people and/or expresses cultural superiority.	Able to express understanding about connections among people and express that one's own culture or experiences are not superior to others.	Clearly expresses understanding about a connected, shared human experience and clearly expresses humility of perspective on human experiences.
Celebrate difference among people.	Unable to express value in the differences among individuals and/or cultures.	Able to express value in the differences among individuals and/or cultures.	Expresses persuasive advocacy for valuing human difference.

Student Learning Outcome B3

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Interrogate one's internal and external views and values for greater self-awareness.	Unable to acknowledge having a unique cultural viewpoint and/or unable to analyze the factors that contribute to it.	Expresses self-examination of a cultural viewpoint and expresses a conclusion about any potential individual blind spots due to that perspective.	Clearly expresses a thorough self-examination of one or more cultural viewpoints, expresses a conclusion about any potential individual blind spots due to that perspective, and expresses a plan for growth.

Abilene Christian University
ANTH 101.01
“Introduction to Anthropology”
Spring 2020
TR 12:00 to 1:20 pm

“Ordinarily we are unaware of the special lens through which we look at life...Anthropology holds up a great mirror to humanity [which reflects back] its infinite variety.”

- Clyde Kluckhohn

Instructor: Dr. Suzie Macaluso, PhD

Office Hours: Monday & Wednesday 1:00 to 2:30, Tuesday & Thursday 9:00 to 11:00

Office: Sherrod 129 (in the Pruett Gerontology Center)

E-mail: Suzie.Macaluso@acu.edu

Phone: 325-674-6983

Mission of ACU

The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.

Mission of the College of Arts and Sciences

The mission of the College of Arts and Sciences is to educate students for worldwide Christian service and leadership through programs of study and other learning experiences that blend a liberal arts education with professional and career education.

Catalog Description of ANTH 101 – Introduction to Anthropology

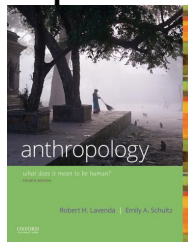
An overview of archeology, physical, linguistic, and cultural anthropology. Challenges students to a serious look at today's "global village" with its diversity of cultures and a fuller understanding of "tribal loyalties" in the midst of growing international interdependence. An appropriate worldview is suggested, in contrast to provincialism.

Course Objectives & Learning Outcomes:

During this course experience, you will:

Objective	Measurement
Trace and discuss the emergence and impact of global social interdependency and the “worldviews” that are represented.	Response Projects Quizzes
Be familiar with and correctly identify the four types of anthropological evidence (archaeological, physical, cultural, and linguistic) and the roles they play in understanding human social settings and interactions.	Response projects Quizzes
Understand and describe the role of race and ethnicity, family, religion, education, communication, politics, gender, and economic factors in community life.	Response projects Quizzes
Engage in basic research analyses using methods and ethics of applied anthropology.	Participant observation
Apply concepts of anthropological thinking to personal life goals and preparation for service and leadership throughout the world.	Town hall reflection

Required Texts



All texts are available from the ACU bookstore.

Lavenda, Robert H. and Emily A. Schultz. *Anthropology: What Does it Mean to be Human?* 4th edition.

Prerequisites

None.

Course Format

The course will be conducted in a lecture/discussion format.

Evaluation

Adult-learning theory will be used to evaluate your performance in this class. Adult-learning theory tells us that adults learn better in a safe, flexible, and challenging environment. In order to provide an optimal environment for learning you will have a choice about which grade you will pursue in this course depending on your personal learning objectives.

Each grade is associated with a set of required assignments that you must complete in order to earn that grade. All assignments except quizzes will be graded as satisfactory or unsatisfactory. I will provide clear assignment specifications with examples of satisfactory work. Only assignments completed by the deadline will count toward your final grade. Research has shown that this kind of grading system provides a safe, flexible, and more rigorous learning environment than traditional points based systems.

Grade Criteria

Following are lists of assignments and criteria required to earn a specific grade in this class. You can find the specifications for each assignment posted on Canvas. Please note that failure to satisfactorily complete any of the requirements for a particular assignment will result in a grade of “unsatisfactory” on that assignment. Each student will be given 3 tokens at the start of the semester. Each token may be used to reattempt one assignment that did not receive a satisfactory grade (multiple tokens may be used to reattempt an assignment more than one time), to excuse one absence, or to submit an assignment after the due date.

A grade of A indicates complete mastery of the seven learning objectives. In order to obtain complete mastery on these objectives and earn an A you will need to:

1. Have no more than 3 unexcused absences during the semester.
2. Earn an average of 80% on all online Quizzes (open book, open note, timed quizzes). I will drop your one lowest quiz score.
3. Participate in the intergenerational town hall and complete the response paper.
4. Complete the Participant Observation Project.
5. Complete 4 response projects

A grade of B indicates above average mastery of the four learning objectives. In order to obtain above average mastery on these objectives and earn a B you will need to:

1. Have no more than 4 unexcused absences during the semester.
2. Earn an average of 78% on all online Quizzes (open book, open note, timed quizzes). I will drop your one lowest quiz score.
3. Participate in the intergenerational town hall and complete the response paper.
4. Complete the Participant Observation Project.
5. Complete 3 response projects

A grade of C indicates average mastery of the four learning objectives. In order to obtain average mastery on these objectives and earn a C you will need to:

1. Have no more than 5 unexcused absences during the semester.
2. Earn an average of 70% on all online Quizzes (open book, open note, timed quizzes). I will drop your one lowest quiz score.
3. Participate in the intergenerational town hall and complete the response paper.
4. Complete the Participant Observation Project.
5. Complete 2 response projects

A grade of D indicates below average mastery of the four learning objectives. In order to obtain below average mastery on these objectives and earn a D you will need to:

1. Have no more than 6 unexcused absences during the semester.
2. Earn an average of 68% on all online Quizzes (open book, open note, timed quizzes). I will drop your one lowest quiz score.
3. Participate in the intergenerational town hall and complete the response paper.
4. Complete 1 response project

A grade of F indicates that you did not meet any of the learning objectives for the course. Failure to meet the requirements for a D will earn an F in the course.

SOCI 415 Grade Form					
Assignments Required for a...		A	B	C	D
Number of Absences		3	4	5	6
Quiz Average		82%	80%	70%	68%
Town Hall Response		Yes	Yes	Yes	Yes
Participant Observation		Yes	Yes	Yes	No
Number of Response Projects		4	3	2	1

Overview of Assignments

I. Lecture Attendance/Participation/Daily Reading

Class participation is comprised of two components: attendance and discussion. It is imperative that you arrive to class on time each day prepared to work and discuss. Read the course material prior to coming to class so that you can participate fully in discussions. PowerPoint slides will be posted on Canvas prior to the start of each class. While having the slides is not a substitute for taking notes or attending class they will help you focus on what I say in class rather than worrying about copying down the notes on the screen.

*Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor, are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person.

II. Quizzes

There will be a short online quiz for each of the chapters covered. Each quiz corresponds to the textbook material. The quizzes will consist of multiple choice and true/false questions. Quizzes will be administered online via Canvas.

III. Participant Observation

You will choose a location and spend 3 hours observing the activities that take place in the setting. You will write a three-page paper describing the experience and your observations. You will find specific instructions for the paper on Canvas.

IV. Town Hall Participation & Reflection

You will participate in an intergenerational town hall meeting at the Abilene Convention Center. During the town hall you will serve as table leaders, leading a discussion about issues facing older adults in our area. Following the town hall you will reflect on your experience in a written paper to be submitted on canvas. Complete instructions and details can be found on campus.

V. Response Projects

The response projects provide a unique way for you to respond to the material covered in the textbook and show that you comprehend the topic. You will have a choice of the following response types:

1. A written book response
2. A photo essay and reflection
3. A podcast
4. A persuasive speech (recorded)
5. An analysis of song lyrics
6. Poetry and reflection
7. Art and reflection
8. Public service announcement
9. Solution to an Anthropological problem
10. Autoethnography

The specific requirements for each of the 10 options are posted on Canvas.

General Classroom Policies and Guidelines

Grade Book

I will post complete/incomplete grades on Canvas as well as the quiz grades (shown as a percent). You should use the grade book on Canvas as an indicator of how many assignments you have completed at a satisfactory level. You may also use the grades in Canvas to get an average for your quizzes. **The grade listed on Canvas as your overall grade does not correspond to your final grade in the class.** Grades will be determined based on which grade bundle you choose to complete.

Late Work

Work will be considered late if it is not submitted to Canvas by the due date and time. All assignments that are submitted late will be graded as unsatisfactory.

Absences for In-Class assignments

If you are a student athlete or have an official, University related absence you must notify the instructor prior to missing class with written documentation signed by your coach/instructor/advisor. It is the student's responsibility to make arrangements for making up missed assignments.

If you do not have an official University excused absence then there is no make-up allowed for in-class assignments. If your dog dies, your alarm doesn't go off, your car breaks down, you are sick, etc. Please feel free to come by during my office hours to discuss the class material that you missed and to clarify any material from the reading that you did not understand.

Several extra credit opportunities will be given during class throughout the semester to make up for any missed classes. All extra credit will be available to the entire class and will not be given to individual students alone. If you think you may need extra credit or are not sure if you will miss a class, take the opportunity to do the extra credit as it comes up.

Grade Challenges

There are two types of grade challenges, "administrative" and "substantive." Administrative grade challenges occur when there is a discrepancy between the grade written on the assignment and the grade posted on Canvas. Administrative grade challenges will be handled by the instructor immediately. It is important for the student to bring grade discrepancies to the instructor's attention as soon as possible.

Substantive grade challenges are those in which the student does not agree with the grade received on an assignment. If you are unhappy with a grade that you received and you feel that it is unfair then you may submit a grade challenge to the instructor. All grade challenges must be submitted by the class session after receiving the graded assignment. Grade challenges must be typed and must state specifically how the student believes the submitted work meets the requirements of the assignment. The student must specify where in the work the requirement was met. The original work must be turned in with the grade challenge. No other form of grade challenge will be accepted.

Communication

I will communicate any changes to the syllabus through e-mail. I will also post all changes to this courses Canvas website. Please be sure to check your e-mail and mark it as unread if you are unable to address it immediately.

I will check e-mail regularly between 9am and 5pm on weekdays. I will also check e-mail several times during the evening and on weekends. I will not check e-mail between the hours of 9pm and 7:30am, if you e-mail me after 9pm please do not expect to receive a response until the following day.

Academic Integrity

Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God.

Academic misconduct includes, but is not limited to, the following: 1) Failing to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submitting papers or projects obtained from another source (e.g., research service or club paper file) as one's own, 3) Falsifying information orally or in writing, and 4) Receiving, giving, or using unauthorized aid on an examination or quiz. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of the College of Arts and Sciences, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following this link:

<http://www.acu.edu/academics/provost/policies/index.html>.

Accommodations

Abilene Christian University and the Department of Sociology and Family Studies comply with the Americans with Disabilities Act in making reasonable accommodation for qualified students with a disability. If you have an established disability as defined in the Americans with Disabilities Act and would like to request accommodation, please see me as soon as possible. You may also contact ACU's Alpha Academic Services concerning disability accommodations at: (325) 674-2667.

Classroom Environment

Many view a college education as a solid investment in their future. Here are some suggestions and ground rules for making this class a wise investment:

1. Come to class on time. If you are late to class, please quietly take a seat near the door.
2. Turn off cell phones; even vibrating phones create a distraction. Also, please refrain from making or taking calls during this time.
 - a. Exceptions may be made if we are using the iphone/ipods for an in-class activity
 - b. If you are caught using your mobile device unauthorized I will confiscate it until the end of the class period.
3. Come to class prepared. Read the assigned material prior to the start of class.
4. If you have a question, raise your hand and wait until you are called on.
5. Class Climate and Conduct: One of the hallmarks of good sociology is the ability to embrace and even welcome different points of view. Rather than immediately voicing objections, ridiculing, or making jokes with your neighbor about viewpoints that differ from yours, respect that all your classmates bring their particular social histories to class. Carefully listening to and seeking out multiple perspectives on an issue allows us to engage in critical thinking. Many of the issues we talk about in class are controversial and may spark intense emotional reactions from some people. As such, we need to create and maintain a safe, open, and respectful environment for the sharing of divergent viewpoints. **By enrolling and staying in this class, you are acknowledging the importance of and agreeing to work within this respectful class climate and class conduct rule.**
6. Please refrain from talking during lectures.

Schedule

The following is a tentative schedule of the topics that will be covered this semester. This schedule is subject to change. Any changes will be communicated orally in class and in writing on Canvas.

Dates :	Day	Topic to be Covered	Reading	Assignment Due
Jan 14 16	T TH	What is Anthropology? Why is Evolution Important to Anthropologists?	Ch 1 Ch 2	- Q1
21 23	T TH	Why is Evolution Important to Anthropologists? Study of Primates	Ch 2 Ch 3	Q2 Q3
28 30	T TH	What Can the Fossil Record Tell Us about Human Origins?	Ch 4 Ch 4	Q4 -
Feb 4 6	T TH	What Can Evolutionary Theory Tell Us About Human Variation?	Ch 5 Ch 5	Q5 Response 1 Due
11 13	T TH	How Do We Know about the Human Past?	Ch 6 Ch 6	Q6 -
18 20	T TH	The Development of Old Age Town Hall	TBA -	- -
25 27	T TH	Why Did Humans Settle Down, Build Cities, and Establish States?	Ch 7 Ch 7	Q7 Town Hall
Mar 3 5	T TH	Why is the Concept of Culture Important?	Ch 8 Ch 8	Q8 Response 2 Due
10 12	T TH	Spring Break Spring Break		
17 19	T TH	Why is Understanding Human Language Important?	Ch 9 Ch 9	Q9 -
24 26	T TH	Participant Observation – No Class Meeting Participant Observation – No Class Meeting		
31 Apr 2	T TH	How Do We Make Meaning?	Ch 10 Ch 10	Q10 Observation Due
7 9	T TH	Why Do Anthropologists Study Economic Relations? How Do Anthropologists Study Political Relations?	Ch 11 Ch 12	Q11 Q12, Response 3 Due
14 16	T TH	What Can Anthropology Teach Us About Sex, Gender, and Sexuality?	Ch 13 Ch 13	Q 13 -
21 23	T TH	Where Do Our Relatives Come From and Why Do They Matter?	Ch 14 Ch 14	Q14 -
28 30	T TH	What Can Anthropology Tell Us About Social Inequality?	Ch 15 Ch 15	Q15 -
May 4	M	Dead Day		Response 4 Due
May 7	TH	11:45 am		All Tokens Due