



Class Location & Time: Online  
Instructor: Char Peery, PhD  
Office Hours: by appointment  
Contact me: [Char.Peery@tamuct.edu](mailto:Char.Peery@tamuct.edu)

**Catalog Course Description:** Examines different cultures and their influences on human lives. The perspective, theories, data, and critical thinking of cultural anthropology assist the student to interpret and appreciate cultural diversity on the world stage.

**Mode of instruction and course access:**

*This is a 100% online course.* This course uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>]. Please check the course website daily for updates and announcements.

**Student-instructor interaction**

During the week (Mon-Fri) I usually check emails often and respond within 24 hours. I may not respond to weekend emails until Monday or Tuesday. Email is a better way to reach me than Canvas message. If you plan to come to my office hours, please mention it or send me a quick email so I can make sure to have enough time to schedule and see all students.

**911 Cellular: Emergency Warning System for Texas A&M University-Central Texas**

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911Cellular through their myCT email account. In an effort to enhance personal safety on the Texas A&M University – Central Texas (TAMUCT) campus, the TAMUCT Police Department has introduced Warrior Shield by 911 Cellular. [Warrior Shield](https://www.tamuct.edu/police/911cellular.html) [<https://www.tamuct.edu/police/911cellular.html>] can be downloaded and installed on your mobile device from Google Play or Apple Store. Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

**Required Textbook:**

“Annual Editions: Anthropology” 2019. 42 ed. Edited by Elvio Angeloni. McGraw Hill Education. ISBN-13: 978-1260180312

**Student Learning Outcomes:**

1. The student will be able to discuss and critique the concept of culture, applying it to real-life situations.

2. The student will be able to analyze, interpret, and assess cultural differences based on social history and geographical location.
3. The student will be able to analyze and evaluate perspectives and behaviors as either ethnocentric or culturally relative.
4. The student will be able to create a number of valid, anthropologically proposed responses to events in real life wherein diversity is at issue.
5. The student will prepare a lengthy research report on some area of diversity in conflict, proposing possible solutions.

### COURSE REQUIREMENTS

1. Reading assignments and weekly online folders: Readings from the textbook are listed in the course schedule below and in our weekly folders. Students should complete the weekly readings before attempting to submit any assignment. Films and websites may also be posted in the weekly folders and these materials should be referred to when students complete journal responses.
2. Journal Responses (15 total, 10 pts each)— DUE SUNDAYS AT 11:59 PM. Each week students will submit a journal response, due before midnight at the close of the week (Sundays). Students should write journal responses in their own words **as a reaction to the class materials (readings, supplements) or what they experienced in discussions**. The reaction may be emotional, cognitive, insightful, positive, negative, or neutral. A mere summary of material covered in class, however, is insufficient for credit. Students should make some comments on assigned reading or discussion, coupled with their reactions. A paragraph or two is sufficient. Journal responses are private and can only be seen by the student and instructor. The instructor will provide feedback on the first few journal responses so that the student knows they are completing them properly. There are no makeups for journal responses.
3. Small Group (SG) Discussions (10 total, 35 points each)—DUE SUNDAYS AT 11:59PM: There will be 10 small group (SG) discussions for this course. Compared to Big group discussion posts, SG assignments cover fewer readings, they have lower minimum word counts, they are worth fewer points, but most importantly these discussions are held within very small groups. Each student in this class has already been assigned by the instructor to a group section (numbered 1-8) consisting of 4 students each. Students will see their discussion group number visible when they go to the “People” section or the “Discussion” section of Canvas. Students don’t have to worry about selecting a group, THE INSTRUCTOR HAS ALREADY SELECTED EACH STUDENT’S GROUP (numbered 1-8). Only your group members and the instructor can see SG discussion posts, they are not visible to the entire class.

For each small discussion (SG), the topic will be presented by the instructor, based on one or two of the weekly readings. Students should submit ONE content-based answer (approx. 150 words) to the weekly topic and ONE comment (approx. 50 words) to another student. All responses are due at the end of each week, no later than Sunday at 11:59pm. Comments to another student should add substantively to the discussion. The grading rubric for SG discussions is as follows:

Grading Rubric for Small Group (SG) Discussions	
Points	Content of response
0-5	Demonstrates very little or no insight or understanding of the topic/reading, topic is not adequately covered and no examples from course materials are used.
6-14	Demonstrates little insight and understanding of the topic/reading, topic is somewhat covered but not adequately, examples may be used but they do not completely or appropriately support statements.
15-22	Demonstrates some insight and understanding of the topic/reading, topic is mostly covered and a one or two examples are used, but they only partially support statements.
23-30	Demonstrates exceptional insight and understanding of the topic, demonstrates a more than adequate coverage of the topic by using appropriate examples from course materials to support statements.
<b>Up to 5 additional points</b>	Substantive (meaningful, adds to discussion) comment to another student submitted.

4. **Big Discussion postings (5 total, 100 points each)—all responses DUE SUNDAYS 11:59PM:** There will be 5 BIG discussions, which are so named because they include the whole class, but they are also big content-wise, in that they can incorporate many readings from one or two previous weeks. They are also big in terms of percentage of your grade, in that each assigned Big discussion is worth 10%. For each Big Discussion, a student is required to submit one primary response and two secondary responses due at the end of each week in which they are assigned, no later than Sundays by 11:59pm.
  - a. ONE primary response (50 pts) should reflect familiarity with the readings, and should include the student's complete answer to the weekly discussion question(s). Students should answer these as they would an essay question on an exam (see rubric below). Primary responses should be at least a half page in length (about 250 words) to get full credit. Students should avoid direct quotations as they do not count towards the 250 word minimum, and when referring to specific brief passages in the text the author of each section and page number should be included in parentheses. See rubric for grading of big discussion posts.

- b. TWO secondary responses (25 pts each) After each student has made their primary response, they must make *TWO additional secondary responses to what some student wrote*. Secondary responses should be at least a couple of sentences or more. They should be substantive, meaning they have added important content or additional information to the discussion by enriching the original answer. The best secondary responses refer to the course materials in some way and are not just simple agreement.
- c. After you submit your three responses for a BIG discussion week you have met the requirements for grading. You may continue to post as many comments as you like to discussion threads, and I encourage you to do so especially to foster discussion.

Grading Criteria for Big Group Discussion posts	
Grading Criteria (Answers should contain the following in order to receive full points)	Points allotted for each discussion (100 total)
<b>Explanation of issues:</b> In the primary post, the student focuses on explaining issues by answering the discussion questions for the week. The primary post clearly demonstrates that the student has <u>read and comprehended the sources</u> . The issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	<b>Up to 35 points</b>
<b>Analysis of evidence:</b> In the primary post, the student takes information from sources with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. It is clear the student is considering the <i>evidence</i> presented by authors to support their claims. Viewpoints of experts are questioned thoroughly.	<b>Up to 10 points</b>
<b>Message Coherence:</b> Posts <b>MUST</b> be cited appropriately and written in clear, grammatically correct, and properly spelled English. Stream-of-consciousness posts will lose points.	<b>Up to 5 points</b>
<b>Secondary Response Post # 1:</b> Responses elaborate, contradict, modify, or explain the original message and stay on topic, drawing on the readings and other course materials as appropriate.	<b>Up to 25 points</b>
<b>Secondary Response Post #2:</b> Same as #1	<b>Up to 25 points</b>

- 5. **Netiquette:** All students are expected to follow rules of common courtesy in all messages and threaded discussions. Students may wish to refer to the Student Handbook (located under Student Affairs/Student Conduct on the Texas A&M University-Central Texas website) for further information along these lines. Inappropriate or offensive messages or remarks may result in expulsion from the course.
- 6. **Instructor Feedback:** The instructor will grade and give feedback on journal responses, usually by the end of that week after they are due, though sometimes it may take two weeks.

For discussion posts the instructor will grade and respond to selected discussions in the same way. It is the student’s responsibility to read instructor responses to these posts. Sometimes inaccurate information is presented by students that should be corrected, and the purpose of some replies is to alert the class to such information. Generally, grading feedback is most detailed in the first third of the class and then will diminish as students become more familiar with the course. Students may ask relevant questions regarding my responses within the discussion to clarify information however **my intent is to make sure the concept has been covered adequately not to engage in a debate on the topic.** Students can always email me regarding grading feedback in journals or discussions.

### Course Policies

#### Modification of the Syllabus

This syllabus may be revised in minor ways at the discretion of the instructor. The student is responsible for noting any changes in the syllabus. More than likely, a change in the syllabus will pertain to events in the Course Schedule. If so, a revised course schedule will be posted.

#### Makeup work and missed assignments:

No makeup or late work is accepted for this class. Discussion and journal response due dates are listed in advance in the course schedule, but most importantly, ALL assignments are open for the entire week during which they are assigned (Monday through Sunday) and students may submit work at any time during that window.

**Diversity in the Classroom:** Respect for cultural and human biological diversity are core concepts within the Social Sciences. In this course, each voice in the classroom has something of value to contribute to class discussion. Please respect the different experiences, beliefs and values expressed by your fellow students and instructor, and refrain from derogatory comments about other individuals, cultures, groups, or viewpoints. In this course we welcome individuals of all ages, backgrounds, citizenships, disabilities, education, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experience, political views, races, religions, sexual orientations, socioeconomic statuses, and work experiences.

Coursework	Points
Small group SG discussions(10@ 35 pts each)	350
Big Discussions (5 @ 100 pts each)	500
Journal Responses (15@ 10pts each)	150
<b>Total:</b>	1000

Points	%	Grade
900 – 1000	90 – 100%	A
800 – 899	80 – 89%	B
700 – 799	70 – 79%	C
600 – 699	60 – 69%	D
0 – 599	0 – 59%	F

SOCL 4389 : Cultural Sensitivity  
Spring 2020

Week	Day	Topics	Readings by Unit: Author pg	Discussion	Journal	Due Date/Time
1	Jan 13 Jan 19 S	Introduction	1: Intro p.10 1: Junger p.11	SGo practice	1	SUN 1/ 19 11:59PM
2	Jan 20 M Jan 26 S	Anthro perspectives 1	1: Lee p. 19 1: Sterk pg 24	SG1	2	SUN 1/26 11:59PM
3	Jan 27 M Feb 2 S	Anthro perspectives 2	1: Scheper-Hughes p. 31 2: Yong pg 65	SG2	3	SUN 2/2 11:59PM
4	Feb 3 M Feb 9 S	Culture & Communiucation 1	2: Intro p. 52 2:Pagel p. 57 2: Pagel p. 62	SG3	4	SUN 2/9 11:59PM
5	Feb 10 M Feb 16 S	Culture & Communication 2	2: Cameron p. 69 2: Rymer p. 74 Jane Hill article	Big Discussion 1	5	SUN 2/16 11:59PM
6	Feb 17 M Feb 23 S	Organization of Society & Culture 1	3: Intro p. 80 3: Holmes p. 81 3:Dettwyler p. 84	SG4	6	SUN 2/23 11:59PM
7	Feb 24 M Mar 1 S	Organization of Society & Culture 2	3:Lancy p. 88 3:Gadsby p. 95 3:Jordan Smith p. 100	SG5	7	SUN 3/1 11:59PM
8	Mar 2 M Mar 8 S	Other Families, Other ways 1	4:Intro p. 112 4: Scheper-Hughes p. 118	SG6	8	SUN 3/8 11:59PM
☺	Mar 9 M	SPRING BREAK	SPRING BREAK	SPRING	☺	
9	Mar 16 M Mar 22 S	Other Families, Other ways 2	4: Goldstein p. 113 4:Nanda p. 125 5:Das Gupta p. 133	Big Discussion 2	9	SUN 3/22 11:59PM
10	Mar 23 M Mar 29 S	Gender and Status 1	5:Intro p. 132 5:Williams p. 137 5:Nanda p. 144	SG7	10	SUN 3/29 11:59PM
11	Mar 30 M Apr 5 S	Gender and Status 2	5:Nordbert p. 153 5:Gay p. 158 5:Beckmann p. 161	Big Discussion 3	11	SUN 4/5 11:59PM
12	Apr 6 M Apr 12 S	Religion, Belief & Ritual 1	6:Intro p. 170 6: Miner p. 204 Ella Paldam article Thanissaro article	SG8	12	SUN 4/12 11:59PM
13	Apr 13 M Apr 19 S	Religion, Belief & Ritual 2	6:Jost p. 185 6:Young p. 191 6:Young p. 195	Big Discussion4	13	SUN 4/19 11:59PM
14	Apr 20 M Apr 26 S	Sociocultural Change 1	7Holmes p. 209 7:Hochschild p. 217 7: Bodley p. 223	SG9	14	SUN 4/26 11:59PM
15	Apr 27 M May 3 S	Sociocultural Change 2	7:Little Finger p. 232 7:Pearce p. 234 7:Mankiller p. 236	SG10	15	SUN 5/3 11:59PM
16	May 4 M May 6 W	Final Reflections	7:MacKenzie p. 240 7: Morse p. 246 7:Kunzig p. 250	Big Discussion 5		WEDNESDAY 5/6 11:59PM

**Grade posting:** All grades will be posted online; it usually takes about 1 week for me to grade your work. Be assured that I am grading your work as fast as I possibly can.

### **Late Work is Not Accepted**

Discussion posts and journal responses submitted after the listed deadlines are NOT considered late work they are considered missed assignments. Late work posted after the deadlines listed in the syllabus will receive a zero.

### **Technology Requirements**

This course will use the A&M-Central Texas Instructure Canvas learning management system.

Logon to A&M-Central Texas Canvas

[<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address) Password: Your MyCT password

### **Canvas Support**

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

### **Other Technology Support**

For log-in problems, students should contact Help Desk Central. 24 hours a day, 7 days a week:

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

*Please let the support technician know you are an A&M-Central Texas student.*

**Diversity in the Classroom:** Respect for cultural and human biological diversity are core concepts within the Social Sciences. In this course, each voice in the classroom has something of value to contribute to class discussion. Please respect the different experiences, beliefs and values expressed by your fellow students and instructor, and refrain from derogatory comments about other individuals, cultures, groups, or viewpoints. In this course we welcome individuals of all ages, backgrounds, citizenships, disabilities, education, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experience, political views, races, religions, sexual orientations, socioeconomic statuses, and work experiences.

### UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

#### **Drop Policy.**

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop\_Request\_Form.pdf]. Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

#### **Academic Integrity.**

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action. For more [information regarding the Student Conduct process](https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel), [https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel].

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\_id=0].

#### **Academic Accommodations.**

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to

the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such. For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) web page [https://www.tamuct.edu/student-affairs/access-inclusion.html].

### **Important information for Pregnant and/or Parenting Students.**

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website

[http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

### **Tutoring.**

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at [deeadra.albertgreen@tamuct.edu](mailto:deeadra.albertgreen@tamuct.edu). Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive FREE online tutoring and writing support. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

### **University Writing Center.**

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University-Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work

independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help! Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WCOOnline](#). In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) if you have any questions about the UWC and/or need any assistance with scheduling.

**University Library.**

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders. Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

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