**Christine Dixon**

**Anth& 100: Survey of Anthropology**

**Integrating Sustainability in the Curriculum**

**Personal Sustainability Teaching Mission Statement:**

My mission is to:

-draw connections between issues of sustainability and cultural diversity through time and around the globe,

- to help students examine their own ethnocentrism and practices in light of those used by other culture groups around the world and in the past,

- to assist students in gaining a diachronic perspective of economic, political, religious, and social structures so that they might assess the degree of sustainability of different societies in the past and present,

-and to show the diverse responses and interactions of humans and the environment so that students will view their own practices in a less normative manner.

My primary objectives are for students to leave class with a deeper vision of their role and position in human history, to critical think about their own culture, to expand their understandings of cultural diversity, and to feel empowered to make educated decisions about their own practices.

I will utilize the holistic approach of Anthropology to synthesize and communicate an understanding of social, economic, and environmental systems in the context of sustainability.

**Connecting Sustainability and Anthropology**

Anthropology is linked with sustainability through the connection of humans and the environment on a local and global scale. The study of human diversity includes how humans organize societies, allocate resources, create systems (social, economy, political, religious), and interact with one another. Anthropology's holistic perspective focuses on the integration of biology and culture, through time, and around the world. Issues of race, class, and gender (a common focus in anthropology) are inherently link to resources and power. Sustainability's emphasis on the environment, economy, and equity connect with the study in anthropology of social justice, equality, and social organization. Anthropology affords a perspective of the historical origins for many of our current global practices, as well as critical consideration of the variety of human interactions with their environments in different locations and at different community sizes and scales.

**Teaching Portfolio**

**Sustainability Outcomes:**

1. Synthesize and communicate an understanding of social, economic, and environmental systems in the context of sustainability

2. Apply an ethical perspective in which one views oneself as embedded in the fabric of an interconnected world.

3. Demonstrate connections between a student’s chosen course of study and sustainability.

4. Demonstrate technical skills and expertise necessary to implement sustainable solutions in solving problems related to the course.

5. Explain how sustainable thinking and decision-making contribute to solutions for current and emerging social, environmental and economic crises.

6. Apply practical solutions to real-world sustainability challenges.

**Anth& 100: Survey of Anthropology Outcomes:**

1. Articulate an understanding of the breadth of anthropology, its main fields (archaeology, biological anthropology, cultural anthropology, linguistics) and their ties to the sciences and humanities.

2. Recognize, identify, and employ the scientific method in anthropology, and to distinguish coherent arguments based on such principles from other claims.

3. Identify critical components in anthropological thought, especially in regard to ethnocentrism and cultural relativism.

4. Demonstrate knowledge of the range of human cultural and biological variation in the past and present from an evolutionary perspective.

5. Convey the importance of language in culture and society.

6. Explain the relevance of the anthropological perspective to global issues and cultural diversity.

**Some Integrated Outcomes of Sustainability and Anthropology:**

1, To develop a holistic understanding on how humans interact with the environment

2. To examine the inter-relationship between the environment and human cultures

3. To recognize the role of historical, economic, and cultural forces in environmental stewardship and the co-existing ideas of biological and cultural conservation

4. To explore resiliency and creative responses of human societies to environmental problems.

**Special Topics of Sustainability and Anthropology:**

1. Culture and Biological Sustainability (conflicts and harmony)

 e.g., Maya Reserve in Belize and *Sacred Ecology* (2nd edition) by Fikret Berkes

2. Cultural Responses to Pollution

e.g., Garbage to Music and Home

3. Material Culture and sustainability

e.g., Garbology

4. Critical thinking around Sustainable Development

e.g., uses of technology (Big technology or basics)

<http://news.bbc.co.uk/2/hi/science/nature/8768207.stm>

<http://eview.anu.edu.au/cross-sections/vol7/pdf/ch07.pdf>

**Syllabus Statement of Sustainability and Anthropology:**

Anthropology yields an important perspective on issues related to sustainability. This course directly integrates the relationship between sustainability and Anthropology studies through lectures, films, and four key projects. These projects span each of the four sub-fields of anthropology and demonstrate to students the importance of Anthropology’s four-field holistic approach. Each activity is worth 25 points, for a total of 100 points.

**ANTH& 100 SUSTAINABILITY RELATED ACTIVITIES:**

**Activity 1:** Sustainability Through Time (Archaeology)

**Related Sustainability Outcome:** Synthesize and communicate an understanding of social, economic, and environmental systems in the context of sustainability

**Related Anth& 100 Course Outcome**: Demonstrate knowledge of the range of human cultural and biological variation in the past and present from an evolutionary perspective. Recognize, identify, and employ the scientific method in anthropology, and to distinguish coherent arguments based on such principles from other claims.

**Project Description:** Students work in small groups to examine evidence related to one specific example of collapse in the archaeological record. Each group with investigate the role of the environment in the collapse of their chosen group and present their findings to the class in the a 10 minute presentation.

**Assessment:** 10 minute PowerPoint/ Prezi presentation to the class. Graded with Rubric

**Activity 2: Evolving Sustainability (Biological Anthropology)**

**Related Sustainability Outcome:** Synthesize and communicate an understanding of social, economic, and environmental systems in the context of sustainability

**Related Anth& 100 Course Outcome**: Demonstrate knowledge of the range of human cultural and biological variation in the past and present from an evolutionary perspective.

**Project Description:** Students are asked select a hominid species and describe their location, environment, and time period in which the hominid lived. They are asked to research the paleobotanical reconstructions related to this hominid and assess the role the environment might have had in aiding or deterring the survival of this species.

**Assessment:** A 1-2 initial page paper posted to Canvas, with a one to two paragraph additional post. Graded with Rubric

**Activity 3: Communication, Power, and Sustainability**

**Related Sustainability Outcome:** Apply an ethical perspective in which one views oneself as embedded in the fabric of an interconnected world.

**Related Anth& 100 Course Outcome**: Convey the importance of language in culture and society.

**Project Description:** Students are asked to select a news or popular magazine article that addresses an aspect of environmental sustainability. The are then asked to critically examine the words used to describe the issue at hand (e.g., clean, green, fracking, oil spill, tar sand, etc.) and compare the terms used with other terms that have the same denotation but different connotations. The student will then write a paper in which they discuss the degree and ways that language (and image) choice can impact cultural perceptions of environmental issues.

**Assessment:** A 1-2 page paper posted to Cavas. Graded with Rubric

**Activity 4: Material Culture and Economic Sustainability**

**Related Sustainability Outcome:** Synthesize and communicate an understanding of social, economic, and environmental systems in the context of sustainability

**Related Anth& 100 Course Outcome**: Explain the relevance of the anthropological perspective to global issues and cultural diversity

**Project Description:** In teams, students are asked to select one item per group to investigate (e.g.,I-phones, Nike, Fiji water bottles). Group members will research each stage of the material economy (extraction, production, distribution, consumption, and disposal). The group will then create a Prezi or PowerPoint Presentation tracing the common life history of this material good and its broader impacts on environmental, economic, social, and political aspects of life.

**Assessment:** A 10 minute Prezi or PowerPoint Presentation presented to the class. Graded with Rubric

**ACTIVITY EXAMPLE:**

**Anth 100: Survey of Anthropology**

**Material Culture and Economic Sustainability**

In our globalized economy our economic, political, and social worlds are intertwined with the material goods we create, purchase, and consume. This activity will allow you to investigate a specific product and gain insight into the social, political, environmental, and economic impacts of its life cycle. By working in groups you will be able to follow a product through each stage of the materials economy and consider from an anthropological standpoint how this product impacts humans today.

1. **Form a team of four people.**
2. **Select an item that you have in common (or one that you would like to focus your project on).**
	1. Pick something that will likely be easy to research
		1. I-pod or I-pad or I-phone
		2. Computers (e.g., Dell)
		3. Tennis Shoes (e.g., Nike)
		4. Underwear (e.g., Hanes)
		5. Phone (e.g., I-phone, Blackberry, etc.)
3. **Each person will select one step of the Materials Economy and research how the production of use of this item impacts the environment, humans, and/or the climate**
	1. **Extraction**
		1. What materials are used to create your item of focus?
		2. From where are these raw materials extracted?
		3. Are there environmental impacts due to this extraction? Is this a renewable resource?
		4. Who is responsible for extracting these resources? (both in terms of organization/ company and labor)
		5. Are workers subject to inequalities?
		6. How are the individuals who do this work treated? What types of conditions do they face in doing this work? Are there health risks involved? Is there a clear distinction between the types of power and opportunities to which these individuals have access?
	2. **Production**
		1. What steps are involved in the production of this product?
		2. Where is the product produced?
		3. Who are the people responsible for this work? (both in terms of organization/ company and the labor) Are workers of a specific age, gender, race, ethnicity, socio-economic status?
		4. Are workers subject to inequalities?
		5. Is this product made in a factory? If so, what types of conditions do individuals working there face?
		6. Are there environmental impacts due to this production? Does the facility pollute? Are workers subjected to toxic chemicals or fumes?
	3. **Distribution**
		1. From where is this item typically sold? (type of store, etc.)
		2. Who are the people responsible for distribution? (both in terms of organization/company and the labor/workforce) Are workers of a specific age, gender, race, ethnicity, socio-economic status?
		3. Are workers subject to inequalities? (e.g., fair living wage, part-time vs. full-time employment, health benefits, etc.)
		4. Are there environmental impacts due to this distribution? (e.g., vehicles responsible for transport, facility used to distribute items, etc.)
	4. **Consumption and Disposal**
		1. Who are the primary consumers of this product? (nations, gender, ages, socio-economic status, racial or ethnic groups, etc.)
		2. How often is this item replaced? What is the average use-life of this product?
		3. Is there symbolic capital (e.g., social status) involved in owning or using this product? What does the product mean socially to consumers?
		4. How often is this product disposed of and how is it typically disposed?
		5. Where do these products end their life cycle? Who is impacted by the disposal of these goods?
		6. Are there environmental impacts or considerations related to the disposal of this product?
		7. Who is responsible for the disposal of the product? Are workers and/ or those living near the disposal site subject to inequalities?
4. **Discuss your findings with your group and organize your final stage of dissemination.**
	1. You will be put into a CANVAS group to help link you together online.
5. **Present your project to the class.**
	1. You will post your findings on CANVAS to the appropriate discussion board.
		1. Use a write-up with images, a PowerPoint or Prezi presentation, a poster that you create online, or an art project that can be displayed on CANVAS.


# ANTH& 100: Survey of Anthropology

# Tuesday/ Thursday 8:30am-10:20am

# Room D101

# Spring Quarter 2013 – Syllabus (Anth& 100: 5055)

**Instructor:** Christine Dixon, Ph.D.

**E-mail:** christine.dixon@bellevuecollege.edu

**Mailbox:** D110 in the Social Science Division Office

**Phone:** (425) 564-2659

**Office location:** D200D

**Office Hours:** T/ Th 12:30-1:30 PM (or by appointment)

WELCOME TO SURVEY OF ANTHROPOLOGY!

WELCOME TO ANTHROPOLOGY!

Anthropologists are scientists who study both biological and cultural characteristics of human beings, both modern and ancient. We travel far and wide and generations back in time in order to understand where we came from, where we are now, and where we are going. As a comparative science, anthropologists also study the traditions and customs of our own society. This course will offer a new perspective of your own culture, and a deeper understanding of human history and diversity, as it emphasizes global perspectives.

Course Description and Objectives

Anthropology& 100 (Item 5100) is a 5-credit course that introduces you to the discipline of anthropology. You are exposed to the basic underlying principles, theories, and methods of anthropology through lectures, textbook readings, discussions, and visual materials. This introductory course will explore the 4 subdisciplines of anthropology: cultural anthropology, linguistics, biological anthropology, and archaeology. Numerous contemporary cultures, as studied by the ethnologist, will be discussed in a comparative fashion. We will explore the general topic of evolution and specifically how it applies to humans. We will look at our primate relatives and come to understand our similarities and differences with them. The viewpoint of archaeology will enhance your understanding of human history, and an introduction to linguistics will provide you with the basics of studying human communication. We will also discuss how various types of anthropologists go about collecting their data, and the rewards and challenges of conducting fieldwork in anthropology.

Books and Materials Required

* REQUIRED TEXTBOOK

Haviland, William A., Harald E. L. Prins, Dana Walrath, and Bunny McBride

2013 ***The Essence of Anthropology*** **(3nd Edition)** Thomson-Wadsworth, Belmont, CA.

* **Additional Articles will be assigned throughout the quarter!**

Course Requirements

**The Syllabus**

You are required to review this syllabus and the attached Procedures and Guidelines of the Social Science Division. Enrollment in the course constitutes an agreement to abide by the policies set forth in these items.

**Attendance**

Attendance is required and will be taken at every class. If you are absent for any class, it is your responsibility to obtain class material for that day. Attendance at *every* class is important and will be noted.

**Active Participation**

Active Participation will be expected of each of you. Discussion of textbook chapters will be an important part of class participation. You should read all material for each class ahead of time in preparation for constructive participation. Participation figures importantly in borderline final grades. (Attend & Partic: 35 points)

**Film Reflections, Class Activities, and Online Reflections**

To enhance your learning and experience at BC, the class will participate in online learning discussions, in-class activities, and film reflections. These will vary in format; some will require you to read a designated article (available on CANVAS) before responding and others will require your response to questions about an in-class film. You are expected to provide thoughtful, respectful comments that are based on your educated opinion from course materials (155 points total).

**Sustainability in Anthropology Projects**

Anthropology yields an important perspective on issues related to sustainability. This course directly integrates the relationship between sustainability and Anthropology studies through lectures, films, and four key projects. These projects span each of the four sub-fields of anthropology and demonstrate to students the importance of Anthropology’s four-field holistic approach. (100 points).

**Test Reviews**

To enhance your learning and experience at BC, the class will participate in team reviews of instructional materials immediately before each exam, from 8:30 – 9:00 am. Participation in each team review is worth up to 5 points.

In order to productively contribute to your team, you must come on time and be prepared (e.g., knowledge of textbook material, comprehension of lecture notes, etc.). (10 points)

**Tests**

A major part of your course grade will be derived from three tests. The first two tests are each worth 100 points and the final exam is worth 150 points (total = 350 points). The Final Exam will be cumulative. Please show up prepared and on time. Questions are derived from assigned readings, class lectures, videos, overheads, exercises, handouts, discussions, and any other instructional material presented in class. Cheating and plagiarism will not be tolerated (see below). Conduct during tests will comply with the College policy for academic honesty. (350 points).

**Diversity Project**

You will each conduct and interview of a person who participates in a culture, organization, or identifies with some group that you do not. At the end of the quarter you will write a paper and present to the class an analysis of the data you collected during this interview. Please see the project assignment sheet for more details. (100 points).

Grading

|  |  |
| --- | --- |
| **Final Grade** | **Point Value** |
| A   = 95-100% | 709-750 (points) |
| A- = 90-94% | 672-708 (points) |
| B+ = 87-89% | 649-671 (points) |
| B   = 83-86% | 619-648 (points) |
| B- = 80-82% | 597-618 (points) |
| C+ = 76-79% | 567-596 (points) |
| C   = 73-75% | 544-566 (points) |
| C- = 70-72% | 522-543 (points) |
| D+ = 65-69% | 484-521 (points) |
| D   = 50-64% | 372-483 (points) |
| F   = <50% | <372      (points) |

|  |  |
| --- | --- |
| **Class Requirement** | **Value** |
| Attend. & Partic. | 35 points |
| Online and Class Discussions, Activities | 155 points |
| Sustain. & Anth Projects | 100 points |
| Diversity Project | 100 points |
| Team Test Reviews | 10 points |
| Tests | 350 points |
| TOTAL POINTS | 750 points |

**TENTATIVE Course Calendar**

**\***The instructor reserves the right to modify any part of the course or syllabus as the classroom situation demands.

PLEASE SEE ANTH& 100 MyBC Website for the **Reading Assignment Calendar** and class schedule.

|  |  |  |
| --- | --- | --- |
| **WEEK** | **TUESDAY** | **THURSDAY** |
| **1** | APRIL 2WELCOME AND INTRODUCTION | 4ONLINE (Four Fields and Intro.) |
| **2** | 9Culture & Anth 4 Fields (Disc. 1 due) | 11Commun. & Language (Disc. 2 due)(Language and Sustainability Project) |
| **3** | 16Biological Evolution | 18Primates / Human Evol. (Disc. 3 due) |
| **4** | 23Human Evol. (Hominids & Sustain. Project) | 25EARTH WEEK EVENT |
| **5** | 30**TEST 1** | MAY 2Neolithic Revolution (Disc. 4 due) |
| **6** | 7Cities & States / Subsistence(Sustainability in the Past Project) | 9States and Subsistence (Disc. 5 due) |
| **7** | 14Kinship and Family | 16Descent and Marriage |
| **8** | 21Sex and Gender | 23Sex and Gender |
| **9** | 28**TEST 2** | 30Ritual, Religion, Spirituality |
| **10** | June 4Race and Racism | 6Global. (Material Economies Project) |
| **11** | 11DIVERSITY PROJECT PRESENTATIONS | 13**FINAL EXAM 7:30-9:20 am** |

Non-scheduled class cancelations:

## The possibility is always there that class will be cancelled unexpectedly. In the case that class is cancelled, I will post information on Canvas. This will include lecture material, assignments and handouts. It is your responsibility to check this in a timely manner and before the next class session.

A Note About Course Content

Since anthropologists examine just about every aspect of the social world, we talk about provocative material.  Please be advised that we will likely explore controversial topics, they will always be framed within an academic context.  When we find ourselves in a space outside of our comfort zone, it provides a great example of our own cultural constructs and is a powerful opportunity for learning. You will be responsible for any course material you miss if you choose not to participate. If you have any questions or concerns about content or climate, feel free to speak with me about it right away.

Bellevue College E-mail and access to CANVAS

* For this course you will need access to CANVAS and your BC email. Your student network account can be used to access your student e-mail, log in to computers in labs and classrooms, connect to the BC wireless network and log in to Canvas. To create your account, go to: <https://bellevuecollege.edu/sam>
* We will utilize CANVAS as a means of online communication for this course.

Learning Outcomes for Survey of Anthropology

Upon completion of this course, students will be able to:

1. Articulate an understanding of the breadth of anthropology, its main fields (archaeology, biological anthropology, cultural anthropology, linguistics) and their ties to the sciences and humanities.

2. Recognize, identify, and employ the scientific method in anthropology, and to distinguish coherent arguments based on such principles from other claims.

3. Identify critical components in anthropological thought, especially in regard to ethnocentrism and cultural relativism.

4. Demonstrate knowledge of the range of human cultural and biological variation in the past and present from an evolutionary perspective.

5. Convey the importance of language in culture and society.

6. Explain the relevance of the anthropological perspective to global issues and cultural diversity.

General Education Ratings for Anth& 100: Survey of Anthropology

Survey of Anthropology (ANTH& 100) has the following General Education Ratings:

Critical Thinking, Creativity, and Problem Solving = 3 Cultural Diversity = 3

Quantitative/Logical Reasoning = 2 Nature of Science = 3

Research/Information Literacy = 2 Reading = 2

Historical & Intellectual Perspectives = 3 Listening, Speaking = 2

**What do general education ratings mean?**

0 = Course does not include instruction and assessment of this area.

1 = Course includes instruction and practice of the gen-ed area, and performance/knowledge of this area is assessed

2 = Course includes instruction and practice in two or more of the outcomes of this gen-ed area, performance/knowledge is assessed, and 20% or more of the course focuses on it.

3 = Course includes instruction and practice in at least half of the outcomes of this gen-ed area, performance/knowledge is assessed, and 1/3 or more of the course focuses on it.

Please consult BC's Course Catalog for more information on General Education Ratings.

Classroom Learning Atmosphere: General Class Conduct

It is important to make sure that the classroom environment is as conducive to scholarship as possible. You are encouraged to participate in discussions of the theories and concepts that will be presented to the class, as long as they pertain to class material. You are also encouraged to learn the names of your fellow students and to be respectful of them. **However,** **side comments** **directed to fellow students contribute to distractions, not to learning, and will not be tolerated.** Please review BC’s policy in the Student Handbook as well as the policies for this class.All infractions of policies will be reported to the Dean of Student Services, with the recommendation that the Dean take further action.

Classroom Learning Atmosphere: Attendance and Punctuality

This class is based on the assumption that you will be attending regularly, participate fully, and support the learning environment for your fellow students. I will take attendance once at every class session at the beginning of the class. If you are absent, **you** areresponsible for obtaining lecture notes from fellow students and to gain information regarding announcements or changes to the schedule that you may have missed. Studies have shown that the students who attend class regularly also achieve better grades and a greater comprehension of course content. Please **be on time** for class. If circumstances prevent you from arriving on time, please take a seat **closest to the door** to reduce the number of students who are distracted by your late arrival. Students sometimes encounter circumstances in which they have to leave before the end of class. Once again, this creates a distraction for others. If you should have to leave early, **please arrange to** **sit close to the door, inform the instructor of your need to leave early,** and **do not re-enter the room once you have left**.

Classroom Learning Atmosphere: Technology in the Classroom

Electronic devices (cell phones, pagers, laptops, etc.) are a convenience, not a right. They create a distraction for your fellow students. **Cell phones are to be turned OFF while in a classroom.**  **If you have a medical need to use a laptop computer for note-taking, please see me immediately**.

Classroom Learning Atmosphere: Cheating and Plagiarism

Cheating and plagiarism are concerns on every college campus. Cheating or plagiarism is legitimate grounds for failing the course and dismissal from class. Cheating behavior on tests includes, but is not limited to, looking at someone else’s test, asking another student for answers, assisting another student with cheating, passing notes, writing on the desk, talking during the testing period or otherwise being disruptive, using sources for information, etc. If you quote from sources, you must acknowledge those sources; otherwise you will fail this course. If you are unfamiliar with what constitutes plagiarism, please inquire. All course work, except team reviews, is to be performed by you without the assistance of others. Cheating or plagiarism will result in failure of the course. Information about Bellevue College's copyright guidelines can be found at: <http://bellevuecollege.edu/lmc/links/copyright.html>. A good resource for Plagiarism is the Writing Lab: <http://bellevuecollege.edu/writinglab/Plagiarism.html>

**For *all* of your written work**:  Submit proofread work **only**.  Work not proofread will be returned ***once*** for a rewrite, expected to be handed in within 48 hours.  If you need help with your writing, please make use of the following student support services:

* Academic Success Center:

 [http://bellevuecollege.edu/academicsuccess/](https://mail.bellevuecollege.edu/owa/redir.aspx?C=9b04278a20764dcc935d5b53b7d6f2c2&URL=http%3a%2f%2fbellevuecollege.edu%2facademicsuccess%2f" \t "_blank)

* Academic Tutoring Center:                     [http://bellevuecollege.edu/tutoring/](https://mail.bellevuecollege.edu/owa/redir.aspx?C=9b04278a20764dcc935d5b53b7d6f2c2&URL=http%3a%2f%2fbellevuecollege.edu%2ftutoring%2f" \t "_blank)
* TRiO Student Support Services: [http://bellevuecollege.edu/TRiO/](https://mail.bellevuecollege.edu/owa/redir.aspx?C=9b04278a20764dcc935d5b53b7d6f2c2&URL=http%3a%2f%2fbellevuecollege.edu%2fTRiO%2f" \t "_blank)
* Writing Lab @ BCC:                              [http://bellevuecollege.edu/writinglab/](https://mail.bellevuecollege.edu/owa/redir.aspx?C=9b04278a20764dcc935d5b53b7d6f2c2&URL=http%3a%2f%2fbellevuecollege.edu%2fwritinglab%2f" \t "_blank)

**Preventing Plagiarism**:  Plagiarism is a form of academic dishonesty occurring when students use information or material from outside sources and do not properly cites those sources.  This is grounds for disciplinary action.  It is your responsibility to understand plagiarism and its consequences.  Plagiarism occurs if:

a. You do not cite quotations and/or attribute borrowed ideas.

b. You fail to enclose borrowed language in quotation marks.

c. You do not write summaries and paraphrases in his/her own words and/or doesn’t document his/her source.

d. You turn in work created by another person.

e. You submit or use your own prior work for a current or past course, or work from one current course in another course *without express permission* from your professors.  This may also be considered academic dishonesty.

f. If it is determined that you have plagiarized or engaged in other forms of academic dishonesty, you will likely fail the assignment and possibly the course, despite points earned through other work. Acts of academic dishonesty are reviewed for disciplinary action.

Affirmation of Inclusion

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination.

We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect. <http://bellevuecollege.edu/about/goals/inclusion.asp>

Classroom Learning Atmosphere: Testing Expectations

Once the testing period has begun, you may not converse with your fellow students. Cheating and plagiarism will not be tolerated, per the regulations of this syllabus and the Social Science Division. All tests are closed book and closed notes. You may not use any sources when taking a test, including pocket dictionaries or electronic devices. You may not listen to any electronic device (e.g., iPod) while taking a quiz or while in attendance of any class. Once the testing period has begun, you may not leave the classroom. **Prior approval to miss a quiz or other class assignments is necessary.** Vacation, work, attendance at social activities, sleeping in, picking up someone from the airport, etc. are **NOT** valid excuses for missing class work and you will not be able to make up class assignments for those reasons. ***Make-up tests are given at the discretion of the instructor*.** Just because you missed a quiz or class assignment does not automatically entitle you to make it up.

Classroom Learning Atmosphere: In-Class and On-line Discussions

Class discussions and team work, while enriching, can also be challenging and disturbing. You may find that your fellow students hold beliefs and opinions that conflict with your own. This is an opportunity to exercise your listening skills, perfect your critical reasoning skills, and learn to examine claims based on supporting evidence. **It is imperative that this learning environment be safe and open for all students regardless of age, sexual orientation, race, ethnicity, religion, gender, disability, or perspective.** Students who do not adhere to this code of conduct will be asked to leave the class. This behavior will be reported to the Dean of Student Services. **Discussion etiquette guidelines**:

1. We are not here to persuade others to our point of view; rather to examine the merits of each position, based on evidence.

2. We can respect the person even if we don’t share his/her opinions.

3. We will give each participant his/her time to express their views without interruption, argumentation, or disrespectful

gestures, laughter, or facial expressions, etc.

4. We will question the evidence or the claim; not the person.

5. We will remain open to corrective feedback as to our views and/or the impact of our communication style.

6. We will remain aware of the time and seek to not dominate the discussion. (No more than two comments/questions before yielding the time to others.)

7. We will avoid phrases such as: “People like that…” “That’s a stupid question….idea….etc.” “They always…”

8. No one should be understood to be ‘representing’ the **entire** racial/ethnic, gender, class, etc. group to which he or she belongs. You speak only for yourself.

Academic Calendar

* Enrollment Calendar - [**http://bellevuecollege.edu/enrollment/calendar/deadlines/**](http://bellevuecollege.edu/enrollment/calendar/deadlines/)
* College Calendar - [**http://bellevuecollege.edu/enrollment/calendar/holidays/0910.asp**](http://bellevuecollege.edu/enrollment/calendar/holidays/0910.asp)

HOW CAN YOU SUCCEED IN THIS CLASS?

**1**. **ATTEND CLASS**: Attending class helps you gain a better education and better grades.

**2**. **TAKE NOTES**: Notes will highlight what the instructor has emphasized. Take notes that you can understand and use. Review your notes right after class and before the next class meeting to reinforce learning.

**3**. **READ:** all assigned chapters in the textbook (keep up with the reading). Material that is not covered in class, but is found in the reading assignments, is fair game for testing. You are responsible for your own reading and comprehension of material.

**4**. **PARTICIPATE:** Be prepared for every class by reading the assignments *ahead of time*. This preparation will help you to more fully comprehend material presented in class and feel more confident participating in class discussions.

**5.** **STUDY FOR TESTS.** Prepare for exams by reading the text ahead of time and reviewing class notes.

**6**. **APPROPRIATE BEHAVIOR**: Obtain a copy of the BC Student Handbook to familiarize yourself with policies and behaviors that are appropriate to the college environment. Lewd, abusive, disruptive, or harassing behavior will not be tolerated. Turn off all electronic devices before entering the classroom. Arrive to class on time.

**7**. **ABSENCES:** If you know you will be absent for in-class assignments or quizzes, email me in advance.

**8**. **COMPREHENSION:** If you are not understanding course material, come and see me right away. I want you to do well in this course, but I cannot help you if I don't know you need help or want help. Student success is important to me, but you must be serious and an active participant in your own learning.

**9. ACCOMMODATION:** "If you need course adaptations or special accommodations because of a disability, or if you have medical information that needs to be shared with me in the event that the building needs to be evacuated, please contact me during the first week of the quarter. If you require accommodations due to a diagnosed disability, please contact the Disability Resource Center office in B132. Phone: 425-564-2498 (Voice) TTY: 425-564-4110." I will be glad to help you.

**10**. **TUTORING:** If you are struggling with this class or any other class, there is help available on campus and on-line. You may contact the tutoring service on campus. Come and talk with me about how I can help you.

Other Anthropology Courses Offered at Bellevue College

BC offers in-depth courses in Anthropology which I encourage you to take: archaeology (Great Discoveries in Archaeology; Archaeology; Ancient North America; Incas & Their Ancestors; Aztecs, Mayas, & Their Ancestors), biological anthropology (Biological Anthropology; Bioanthropology with Lab; Cross-cultural Medicine; Forensic Anthropology), cultural anthropology (Food, Drink, & Culture; American Life & Culture; Cultural Anthropology; Sex, Gender, & Culture; Environment & Culture; REEL Culture; Religion & Culture) and linguistics (Language, Culture, & Society).  Check BC’s Course Catalogue for a full description of each course.  We will also be offering several special topics courses spanning the discipline. Topics may include Primatology, Experimental Archaeology, Anthropology of Immigration and Scandinavian Culture. There are no prerequisites for any of these courses and they fulfill degree requirements.  Different formats (on campus, on-line, hybrid) are offered.  Stop by and visit the Social Science Advisor, Deanne Eschbach, in Room D110, for free professional planning and advising, or contact Anthropology Prof. Tony Tessandori ([tony.tessandori@bellevuecollege.edu](https://mail.bellevuecollege.edu/owa/redir.aspx?C=9b04278a20764dcc935d5b53b7d6f2c2&URL=https%3a%2f%2fmail.bellevuecollege.edu%2fowa%2fredir.aspx%3fC%3d70a3de3ae6fc41168b621ec96db058bd%26URL%3dmailto%253atony.tessandori%2540bellevuecollege.edu" \t "_blank)) to learn more about majoring in anthropology.

Concentration in Anthropology

In addition to earning an AAS degree, you can take 20 credits of required courses to earn a concentration in Anthropology.  These four courses provide the basic foundation of Anthropology and represent the 4-field approach of American Anthropology.

ANTH& 204 – Archaeology (5 credits)                                                      ANTH 208 – Language, Culture, & Society (5 credits)

ANTH& 206 – Cultural Anthropology (5 credits)                                     ANTH& 215 – Bioanthropology with Lab (5 credits)

Anthropology Course Schedule for Spring and Summer 2013

**WHAT COURSES ARE WE OFFERING FOR THE SUMMER AND FALL 2013 (Tentative Schedule)**

|  |  |  |
| --- | --- | --- |
|  | **Summer** | **Fall** |
| **On campus** | **Online** | **On campus** | **Online** |
| **ANTH& 100** | **Survey of Anthropology** | **X** | **X** | **X** | **X** |
| **ANTH 180** | **American Life and Culture** | **X** | **X** | **X** | **X** |
| **ANTH& 204** | **Archaeology\*** |  | **X** |  | **X** |
| **ANTH& 205** | **Biological Anthropology+** |  | **X** |  |  |
| **ANTH& 206** | **Cultural Anthropology\*** |  | **X** | **X** | **X** |
| **ANTH 208** | **Language, Culture and ,Society\*** |  | **X** | **X** | **X** |
| **ANTH& 215** | **Biological Anthropology w Lab+** |  |  | **X** | **X** |
| **ANTH& 234** | **Religion & Culture** |  | **X** | **X** | **X** |
| **ANTH 220** | **Sex, Gender and Culture** |  |  | **X** |  |
| **ANTH& 236** | **Forensic Anthropology** |  |  | **X** |  |

WOULD YOU LIKE TO JOIN THE WEIRD ANTHROPOLOGY CLUB?

Anthropologists can and do study just about anything. In this class, you will learn about some of the usual topics…Join the club and find out about the other stuff. The Weird Anthropology Club’s mission is to explore topics that other groups do not cover.  You can expect to investigate topics from Bigfoot to indigenous hunting techniques andeverything else in between. Please contact Anthropology Professor Tony Tessandori, club advisor, if you are interested in joining other weird anthropologists in their pursuit of understanding humanity. ( tony.tesssandori@bellevuecollege.edu )

Disability Resource Center (DRC)

The Disability Resource Center serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact the DRC as soon as possible. If you are a person who requires assistance in case of an emergency situation, such as a fire, earthquake, etc, please meet with your individual instructors to develop a safety plan within the first week of the quarter. The DRC office is located in B 132. (425) 564-2498 Deaf students can reach them by video phone at (425) 440-2025 or by TTY at (425) 564-4110. Please visit the website for application information into the DRC program and other helpful links at [www.bellevuecollege.edu/drc](http://www.bellevuecollege.edu/drc)

Student Code of Conduct

“Cheating, stealing and plagiarizing (using the ideas or words of another as one’s own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to: talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Vice President of Student Services for possible probation or suspension from Bellevue College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Vice President of Student Services.” The Student Code, Policy 2050, in its entirety is located at: <http://bellevuecollege.edu/policies/2/2050_Student_Code.asp>

Procedures and Guidelines of the Social Science Division- SPRING 2013

Cheating, Stealing and Plagiarizing\*

Cheating, stealing and plagiarizing (using the ideas or words of another as one’s own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College.  Examples of unacceptable behavior include, but are not limited to: talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the professor or classmates.  The professor can refer any violation of the Student Code of Conduct to the Dean of Student Services for possible probation or suspension from Bellevue College.  Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Dean of Student Services.

Email Communication

Commonication with instructors must be done through student email accounts only. Instructors cannot communicate with students about their course work or grades through student’s personal email accounts.

Incomplete

If a student fails to complete all the required work for a course, a professor may assign the grade of Incomplete (“I”).  The student must complete the coursework by the end of the next quarter, or receive the assigned letter grade (usually an “F”)

F Grade

Students who fail a course will receive a letter grade of "F.”

Final Examination Schedule

The Social Science Division will adhere to the final examination schedule as stated in the BC Schedule. Final examinations will be held at the end of each quarter at fixed times.  Professors will not give examinations in advance of the regular schedule.  A student who is absent from any examination held at any time during the quarter may forfeit the right to make up the examination.  If, for illness or some other circumstance beyond the student's control, the student is unable to be present at any scheduled examination and has contacted the professor on a timely basis, the student may be permitted to take such examination at a time designated by the professor.

Withdrawal From Class

College policy states that students must formally withdraw from a class by the end of the seventh week of the quarter (Registration Office, B125).  If a student has not withdrawn by that date, an appropriate letter grade will be assigned for the course.

Hardship Withdrawal

Professors may assign the grade of “HW” (hardship withdrawal) at their discretion in the event that a student cannot complete the coursework due to extreme and exceptional circumstances.  Students may also contact the Enrollment Services office BEFORE grades are assigned in cases of hardship.

Students Who Require Disability Accommodations:

Students with disabilities who have accommodation needs are encouraged to meet with the Disability Resource Centre (DRC) office located in B132 (telephone 425.564.2498 or TTY 425.564.4110), to establish their eligibility for accommodation.  The DRC office will provide each eligible student with an accommodation letter. Students who require accommodation in class should review the DRC accommodation letter with each professor during the first week of the quarter. Students with mobility challenges who may need assistance in case of an emergency situation or evacuation should register with Disability Resource Centre, and review those needs with the professor as well.

Distribution of Grades

Grades will not be posted in the Social Science Division or in faculty offices, and secretaries will not give out grades.  Students should access their grades through the BC website.

Return of Papers and Tests

Paper and/or Scantron score sheet returns will be arranged in the following ways ONLY:  by mail, if student supplies the professor with stamped, self-addressed envelope (with appropriate postage); or by the professor designating a time and place whereby the student may retrieve his/her papers.  Unclaimed papers and/or Scantron score sheets must be kept by the professor for a minimum of sixty (60) instructional days following the end of the quarter.

*\*If you are accused of cheating, stealing exams and/or plagiarism, there is a Bellevue College Student Discipline and Appeals Procedure (the right to due process) which you may pursue.  Contact the office of Division Chair (D110), the Dean of Student Services (B231A) or the Associated Student Body (C212) for information regarding the appeals process.*