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GENERAL INFORMATION

PROFESSOR INFORMATION



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TA for this course: Adrian Cetina Catzin to contact please use Blackboard email

COURSE DESCRIPTION AND PURPOSE

Anthropology is a social science which means that anthropologists study people—what we say and do all over the world and what is common versus varied to the human experience. Anthropologists study all aspects of the human experience—including our human origins, our language, our pre—history, our cultural worlds, our genetics, and so on. It is a very, very broad field of knowledge. Therefore, most Introduction to Anthropology courses provide students with a wide-ranging survey of different topics and “cultures,” for example studying what is meant by the ethnicity or gender and how they are practiced culturally by different peoples living today and, in some cases, long ago. By comparing and contrasting cross-culturally what peoples do and say we gain insight into what is typical across our species and what is unique to any group of people. Most Introduction to Anthropology devoting a week per topic and chapter in a textbook. To give you to engage with your own cultural assumptions and ideas, this course will involve little lecture and much more in-class activities. Additionally, you will exchange your experiences and ideas with your diverse team. This course utilizes team-based learning. This is a Global Learning Foundations course that counts towards Global Learning graduation requirement.

COURSE OBJECTIVES

- Identify and question your (likely) unstated assumptions about people, human “nature,” culture and cultural practices by yourself and others.
- Know and be able to explain to others at least three ways that people learn to think and behave in different ways (“culture”) and at least three ways people come to feel belonging with some people (your group), that which also differentiate you from “others.”
- “See” your own cultural practices critically and those of “others” using analytical tools learned in this course and apply them to improving inter-cultural communication and solving culturally related problems.

Course Goals

Expand your cultural comforts beyond those you began the class with and embrace expanding your cultural comforts in life.

GLOBAL LEARNING OBJECTIVES: Upon completion of this course you will have

- Gained or sharpened you awareness of the interrelatedness of local, regional, national and global manifestations of cultural practices and ideas (Global awareness)

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- Developed the ability to see these practices from multiple perspectives that reflect the interconnectedness of local to global cultural practices (Global Perspective)
- Engaged and be able to continue to engage in local to global inter-cultural problem solving including creating new ways to solve those problems using cultural tools gained in the class (Global engagement)

IMPORTANT INFORMATION

POLICIES

Please review the [FIU's Policies](#) webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

Plagiarism/Academic Honesty: As an FIU student, you are always expected to abide by the university's policies, particularly those governing academic honesty and plagiarism as they appear in the FIU Student Handbook. Given that this is an on-line course, you are also expected to do the required work without the assistance of anyone else unless specifically told that you may collaborate. Moreover, you cannot share the quizzes, quiz responses, etc. or any other assessment information with anyone unless expressly permitted by the instructor in writing. If you are not familiar with how to avoid plagiarism, consult FIU library tutorials and information (see Blackboard for links). Additionally, should anything you produce cite any data, research or information that you have not generated and which is not general knowledge then you must cite it appropriately following the conventions of your discipline (anthropology, sociology, geography, etc.) and/or a particular journal. If you do not cite others' work adequately you can be accused of plagiarism and FIU takes these accusations very seriously. The program Turnitin will be used for many written assignments to ensure that you abide by these rules regarding proper citation and plagiarism prevention. You can check to make sure that you have not submitted work that plagiarizes and your instructor will as well.

Special Needs Students: Please notify the instructor prior to or immediately upon commencement of this course about your accommodation needs. The instructor will make every effort to accommodate those needs in accordance with FIU policy.

Tardiness of Assignments: As handing in assignments past the due date provides an advantage to the student doing so, that advantage must be curbed by penalizing those handing in late assignments. Any assignment submitted past its due date will lose 1/4 a grade (on A-F scale) for up to 1 week late and 1 grade for over a week late. Quizzes close at their due date and there are no late submissions. The only exception to this tardiness rule is that students with a bona fide excuse (death in immediate family, major illness, etc.) and substantiate that excuse (obituary, doctor's note, hospital record, etc.) to the instructor. The instructor will work out arrangements on a case-by-case basis.

TECHNICAL REQUIREMENTS & SKILLS

Almost all course materials are located on Blackboard so you must be able to access and navigate this software in the course. Make sure your computer is optimized (and please do NOT use Google Chrome or Internet Explorer as your browser; Blackboard works best with Firefox and OK with Safari). Test your computer for other software needs by visiting the "[What's Required](#)" webpage to find out more information on this subject. Please visit FIU's [Technical Requirements](#) webpage for additional information.

Technical Problems with Blackboard: When you have another type of Blackboard-related technical problem such as an error message or you cannot log in, try to resolve by contacting FIU's Learning Support Services. More often than not, they will fix your issue faster than I can as I'm no technician nor is the TA. You might also find that searching the Internet for answers and/or asking a teammate or classmate for help is faster than asking me! In sum – for technical problems do expect help from your instructor or TA.

ACCESSIBILITY AND ACCOMMODATION

The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with

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disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center GC 190.

Please visit our [ADA Compliance](#) webpage for information about accessibility involving the tools used in this course.

Please visit [Blackboard's Commitment Accessibility](#) webpage for more information.

For additional assistance please contact FIU's [Disability Resource Center](#).

TEXTBOOK



Culture as Comfort

Sarah J. Mahler

Pearson 2013

ISBN-10 0205880002

You may purchase your textbook online at the [FIU Bookstore](#).

Notes:

- Do NOT purchase the e-version of the text for a kindle or other reader. The publisher is not updating the e-version for those devices so it might not work.
- A copy of the book is on 2-hour reserve at the [Graham Center Library](#) (2nd floor desk)

Additional Content: Non-text materials and other materials such as on-line lectures, digitized videos and audio files will be available as PDF files through the website. Under the link "Weekly Preparation & Assignments" find the correct module for each week and go through the entire list of readings, videos to watch, etc. before taking your quiz or attempting to do that week's small project assignment(s). You'll find all the assignments at the bottom of each week's module along with their submission links.

ACADEMIC MISCONDUCT STATEMENT

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Academic Misconduct includes: **Cheating** – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. **Plagiarism** – The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism.

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Learn more about the [academic integrity policies and procedures](#) as well as [student resources](#) that can help you prepare for a successful semester.

COURSE PREREQUISITES

No Prerequisites to take this course. This is a social science foundations course

PROCTORED EXAM POLICY

There are no proctored exams in this course.

EXPECTATIONS OF THIS COURSE

This is a web-assisted course which means that you have 24/7 access to the course materials for the course, are expected to do your work largely through the online format but you also come to class.

COURSE DETAIL

COURSE LEARNING STYLE:

Team-Based Learning: This course, like many but not most at FIU, utilizes a format called “team-based” learning. That means that at the beginning of the term you will be assigned to a team for the rest of the term you will be assigned to a team for the rest of the semester. You and your team will participate in discussions, do RATs (Readiness Assurance Tests) and other activities together, some of which will be assessed (see Grades below). The course consists of very little traditional “lecture” time. Instead, you prepare outside of class, come to every class on time and having done the assigned material beforehand. That way you are ready to apply the course material in class.

While this class follows standard FIU policy regarding student absence for sickness, religious observations, etc., the fact that it utilizes Team-Based Learning (TBL) means that individual student absences will likely affect not only your individual performance but also your team's performance. The effect of absences is that neither individual quizzes (iRATs as explained below) nor team quizzes (tRATs) will have make-ups. Only students who are absent due to a medical professional's substantiated condition (you bring in a doctor's note) or who are absent for religious observations condoned by FIU policy will have the instructor exclude the lost grade from your final average for the tRATs. Chronic absences and tardiness will also likely affect your peers' evaluations of you. Attendance and tardiness will be kept by teams. You will evaluate your teammates (and they will evaluate you) twice. At midsemester you will evaluate your teammates and be graded on the quality of the feedback you give them (as an assignment). You'll evaluate them (and they'll evaluate you again) at the end of the term and this peer evaluation is one of the components of your course grade.

Please note that if FIU closes due to weather or another reason, the course will pick up where it left off. Unless the whole semester goes down, however, I will expect that you access course materials via Blackboard even if the campus is closed. If possible, I will send you special announcements on the main course webpage in Blackboard with instructions should such an event take place.

COURSE COMMUNICATION

Please use the Blackboard email for most correspondence with your professor. Only if/when you (1) encounter an obvious instructor-generated problem (such as a malfunctioning link in a module or a misspelling on a quiz), or (2) need an immediate response (less than 24 hours) should you email me using my FIU email: (mahlers@fiu.edu). So, please use that email to notify me of any broken links, missing info, etc.

DISCUSSION FORUMS

Keep in mind that the discussion forum postings you post, if any, will likely be seen by other members of the course. Care should be taken when determining what to post.

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ASSESSMENTS

There are 5 open-book, online quizzes (Readiness Assurance Tests or RATs) taken roughly every two weeks during the semester. In order to take them, please make sure the computer you use meets the minimum [hardware requirements](#) (click hyperlink to test it).

Additionally there are two exams -- a midterm and a final. Delivery of these will be decided during the semester and communicated to students. Exams consist of two parts -- multiple-choice questions (RAT-style) and essays. Essay questions will be given out in advance, must be typed and submitted via Turnitin (links in Blackboard). Essays will be graded using the essay grading rubric (see Blackboard).

Online assessments in this course are not compatible with mobile devices and should not be taken through a mobile phone or a tablet. If you need further assistance please contact [FIU Support Services](#).

ASSIGNMENTS

Assignments are due by CLASS TIME on their due date. See list below for their value in points and the course schedule for when they are due.

All assignment grades will be calculated using the assignment rubric (links link and also copy at bottom of syllabus) and also on a traditional 4.0 (A-F) scale. However, because the course operates on a points system (so that you can always see how well you are doing in the course), assignment grades will be translated into their equivalent in points in your Blackboard grade display. For example, in the first individual assignment below (self-introduction) suppose you received a B+. This is a 3.3 out of a 4.0 which is 83% (a grade of 83 on a scale of 100). So out of 10 possible points for this assignment you would receive 83% or 8.3 points. And, since FIU no longer gives +/- grades for Cs and Ds, this course will also not. That is, you will get a C or D but not a C+ or D-.

GRADING

Make sure to check that your grades have been entered in the grade book accurately! A running total of the points you have earned and their equivalent on a 100% scale will be provided. Do not confuse your running total with your final total, however! If you do not finish the course assignments, your final total will

Course Assessments	Number of Items	Points for Each	Total Points Available	Weight
iRATs (Individual Readiness Assurance tests)	5	10	50	8%
tRATs (TEAM Readiness Assurance tests)	5	10	50	8%
Exams (Midterm & Final)	2	100	200	31%
Team's Evaluation of Key Performance	1	50	50	8%
Assignments:	10	Variable	300	45%
Course Self-Introduction (10 Points)				
Comparative Origins Accounts (20 Points)				
Participant Observation (30 Points)				
Comparative Childhoods (30 Points)				
Mid-semester Peer Evaluation (20 Points)				
Interviewing: Comparing Families (30 Points)				
FIU Bonding Ritual Team Assignment* (20 Points)				
Culturally Discomforting Experience (100 Points)				
Implicit Bias (20 Points)				
Career Connections (20 Points)				
*Team assignment done in class				
Total	23	N/A	650	100%

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Letter	Range	Letter	Range	Letter	Range
A	Over 93%	B	83 - 86%	C	70 - 76%
A-	90-93%	B-	80 - 82%	D	60 - 69%
B+	87 - 89%	C+	77 - 79%	F	59% or less

EXTRA CREDIT & TEAM ACTIVITIES

There are a few types of extra credit you can receive in this course but the maximum sum of *individual* extra credit points you can receive altogether is 50: (1) Advise Dr. M of a broken or missing link in the course (send email to her at mahlers@fiu.edu) and get 5 extra credit points; (2) attend an event that addresses cultural issues and fill out a report for that event by using the extra credit link found in Blackboard. Hand that event write-up to Dr. M. If approved via Blackboard Email and, if adequate, you will receive 10 extra credit points for each event (maximum of 50 points total). Examples are events sponsored by goglobal.fiu.edu and sipa.fiu.edu . (3) In-class assessed team activities (described above). (4) Send Dr. M an article, video, etc. that relates directly to the course material and which you think would be useful for students this semester and/or in the future. You must send the document/link to Dr. M along with a written substantiation of why it would be useful to the course and specify how or why for what purpose. If Dr. M agrees with you and uses your material, you will receive 10 extra credit points. (5) Apply your anthropological knowledge from this course to an interpretation of something that happens to you. As always, write it up using the extra credit form. There may arise other opportunities for extra credit during the term and these will be announced.

Team In-Class Activities (Points TBD): During some class periods teams will be given activities that require collaboration and a few will be graded (up to 10 points depending on the difficulty). Only team members present during that day will receive the *team extra credit points* for that activity. When graded team activities will occur they will not always be announced in advance. The points for these will be added to your team extra credit grade column.

COURSE CALENDAR

**FOR MORE DETAILS SEE EACH MODULE IN BLACKBOARD

Week 1

Jan 9-13 Course Introduction: What is Anthropology?

Supports Learning Objectives:

- Identify the four-fields of anthropology.
- Identify different types of anthropological careers and which of the four fields they belong to.
- Prepare taking Readiness Assurance Test (RAT) type multiple-choice questions.
- Appreciate team-based learning and team-based work.

Tasks:

- Complete Quiz
- Check your computer to make sure it's optimized for Blackboard.

Week 2

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Jan 17-20 Where Do Humans Come From & What is Our "Nature"?

Supports Learning Objectives:

- Identify your (likely) unstated assumptions about people, human "nature," human existence and culture.
- Question your assumptions about people, human "nature," human existence and culture.
- Identify and compare/contrast different peoples' assumptions about people, human "nature," human existence and culture.

Tasks:

- Human Nature Worksheet
- Read material about Team Formations and Rules

Week 3

Jan 23-27 The Concept of Culture

Supports Learning Objectives:

- Explain where the word "culture" comes from.
- Differentiate the varied meanings for "culture."
- Explain why the concept of "culture" often confuses people.
- Identify personal and scholarly criteria for deciding which species are cultural, and to apply them to particular cases.

Tasks:

- iRAT/tRAT this week
- Self-introduction online

Week 4

Jan 30-Feb 3 Cultural Differences in Everyday Life - (Mis)Communication

Supports Learning Objectives:

- Identify different aspects of communication -- verbal and nonverbal.
- Identify how people communicate power, attraction, deceit and other cognitions cross-culturally.
- Debate whether or not humans use similar expressions cross-culturally or if all communication varies cross-culturally.

Tasks:

- Participant Observation assignment

Week 5

Feb 6-10 Learning Culture...as Comfort

Supports Learning Objectives:

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- Identify different ways that infants learn to think and behave in patterned ways
- Identify different ways that older children and adults cultivate cultural patterns in infants

Tasks:

- iRAT/tRAT
- Beyond My Cultural Comforts" (not due this week but assigned now so you can plan for it)

Week 6

Feb 13-17 Learning to Belong Culturally -- Comparative Childhoods

Supports Learning Objectives:

- Identify and describe childrearing practices in several different societies.
- Identify what practices you encounter "comforting" (familiar) and "discomforting" (unfamiliar, strange and perhaps worrisome)
- Compare and contrast different childrearing practices across societies including your own.

Task:

- Comparative Childhoods Assignment

Week 7

Feb 20-24 Culturally Integrating into Groups, Learning to Belong through Rituals

Supports Learning Objectives:

- Define what anthropologists understand a ritual to be.
- Identify the three stages of typical rites of passage and recognize them in different societies' rituals.
- Identify the life stages that rites of passage transition and recognize them in different societies' rituals.
- Analyze your own cultural practices just as you would other peoples'.

Tasks:

- iRAT/tRAT

Week 8

Feb 27-March 1 Ties that Bind Us--Rituals II

Supports Learning Objectives:

- Identify different types of rituals.
- Interpret the purpose of different rituals from various societies.
- Analyze your own cultural practices just as you would other peoples'.

Tasks:

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- Midsemester peer evaluation of your teammates
- Study for next week's midterm

Week 9

March 6-10 Midterm Week

Tasks:

- Midterm (multiple choice questions and an essay)
- Midsemester course evaluation due with midterm

Week 10

March 20-24 Building Belonging through Family/Kinship/Marriage

Supports Learning Objectives:

- Know what kinship is and the different ways people use kinship to create bonds among themselves across societies.
- Examine different types of kinship groups cross-culturally: families, marriages, descent groups, etc.
- Collect data on families from interviewees and compare and contrast this data using the tools learned in this module.

Tasks:

- i/tRAT this week
- Interviewing assignment on comparative families

Week 11

March 27-31 Lines that Divide All Peoples -- Gender

Supports Learning Objectives:

- Differentiate anthropologically between the concepts of sex and gender.
- Identify how young children learn gender and why learning gender is so important.
- Illustrate various ways that people "do gender" cross-culturally.
- Recognize that gender is not just a line that divides; it is also a source of social hierarchy cross-culturally.

Tasks:

- i/tRAT this week

Week 12

April 3-7 Lines that Divide All Peoples -- Sex and Sexuality

Supports Learning Objectives:

- Distinguish between the concepts of sex and gender.

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- Discuss both what is universal about humans and their sexuality and what is culturally variable.
- Debate whether homosexuality is biological or cultural--or both.

Tasks:

- Implicit Bias assignment

Week 13

April 10-14 Lines That Divide Peoples -- Ethnicity & Race

Supports Learning Objectives:

- Know how scholars define the concepts of "ethnicity" and "race" and know about the debate over their definitions.
- Name criteria people (scholars and the general public) use to identify people by their ethnicity and race.
- Define "ethnocentrism" and be able to use it correctly.
- Examine these lines that divide with regard to social hierarchies: are they lines that create categorical inequality or not? If so, where and why?
- Compare and contrast how different societies differentiate their populations by race and ethnicity.

Tasks:

- iRAT/tRAT

Week 14

April 17-21 What Do I Do With Anthropology Now?

Supports Learning Objectives:

- Identify careers involving anthropology that interest you
- Apply anthropological content to your everyday life

Tasks:

- Career Connections Assignment

Finals Week

April 24-28

Information about your final will be given later in the semester.

GLOBAL LEARNING GRADUATION HONORS

Taking this course moves you about 1/4 of the way to graduating with Global Learning Honors. FIU's Excellence in Global Learning Graduation Medallion is awarded to students who complete at least four global learning courses, participate in a variety of global co-curricular activities, and complete a capstone consisting of one of the following: a substantial original research project and presentation on a global topic; extensive foreign language study; long-term study abroad; or, a globally-focused internship. The Peace Corps Prep certification is conferred upon students who complete at least four global learning courses, extensive language study, and a global problem-solving project. For more information, visit goglobal.fiu.edu.

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IMPORTANT:

Syllabus Caveat: Please note that the instructor reserves the right to alter the syllabus due to need and/or emergent circumstances. Students will be advised about any change made to the syllabus.

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