COURSE DESCRIPTION: This course examines the human cycle in its social/cultural, psychological, and biological contexts. It offers a cross-cultural perspective on the life cycle and, more generally, on what it means to be human. Successful completion of the course satisfies Area E of the General Education (GE) requirements.

PREREQUISITE: NONE


STUDENT LEARNING OBJECTIVES: At the end of the course students will be able to:
1. Recognize the physiological, socio/cultural, and psychological influences on their well-being.
2. Recognize the interrelation of the physiological, social/cultural, and psychological factors on their development across the lifespan.
3. Use the appropriate social skills to enhance learning and development of positive interpersonal relationships with diverse groups and individuals.
4. Recognize themselves as individuals undergoing a particular stage of human development and recognize how their well-being is affected by the university’s academic and social systems, and how they can facilitate their development within the university environment.

INSTRUCTION METHOD:
1. Class Activities - includes lectures, small group discussions, in-class writing assignments and exercises, videos, small & large-group discussions, presentations, library research workshop.
2. Writing and Literacy Activities - Readings, where appropriate, will incorporate multicultural and gender issues and perspectives. Writing activities require 3000 words of written text that includes written essay and objective examinations, in-class writes, assigned essays, a research paper, and in-class exercises.

GENERAL EXPECTATIONS:

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• Academic Integrity requires you to be honest in all your academic course work. In written work, if you refer to someone else's ideas, give them proper credit. We will review how to do this properly, and will also expect that in your work as part of being a professional.

• If you must miss a class, NOTIFY INSTRUCTOR, just as you would in a work setting. If you miss more than two class sessions without prior arrangement with the instructor, you may be dropped from the class, or your grade will be negatively impacted.

• READ THE ASSIGNMENTS prior to class. For extra incentive, we will have a brief quiz before beginning the discussion of each chapter. We learn more when we have already read the material before the class discussions of the reading assignments.

• COMPLETE AND PREPARE written assignments for the date assigned. You will receive a copy of the class grade grid on which to track your own progress.

• SUBMIT professional looking work. In-class exercises will be hand written, but homework is expected to be word processed, according to standard guidelines, unless otherwise noted by the instructor.

• DO HOMEWORK: Plan on at least TWICE the time to prepare for class, compared to class time. This is your opportunity in outside study (individual or group), to prepare and work on assignments. You will also be spending extra time on gathering data for your research project. You will be becoming familiar with periodicals and publications that discuss issues related to your course or topic chosen.

• WRITE AND PRESENT PROFESSIONALLY: University standard levels for oral presentations, written work and group work will be expected.

MAKE-UP WORK POLICY: Turn in all assignments on time. If a family emergency causes a delay, contact the instructor as soon as possible; reasonable compassion is possible. Work turned in late will be deducted 10% per day late unless special arrangements have already been made. Quizzes/exams may be taken at other than the scheduled dates ONLY if prior arrangements have been made with the instructor.

COURSE GRADING CRITERIA:

• Grading will be as follows:
  - A = 96% - 100%
  - A- = 90% - 95%
  - B+ = 86% - 89%
  - B = 83% - 85%
  - B- = 80% - 82%
  - C+ = 76% - 79%
  - C = 73% - 75%
  - C- = 70% - 72%
  - D+ = 66% - 69%
  - D = 63% - 65%
  - D- = 60% - 62%

• Course grade will be determined as follows (details below):

<table>
<thead>
<tr>
<th>Grading</th>
<th>Points</th>
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<tbody>
<tr>
<td>1. Class Participation</td>
<td>15%</td>
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<tr>
<td>2. Ten Chapter Quizzes @10 points each</td>
<td>10%</td>
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<tr>
<td>3. Four in-class Writes @25 points each</td>
<td>10%</td>
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<tr>
<td>4. Two Reaction Papers @ 75 points each</td>
<td>15%</td>
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<tr>
<td>5. Term Paper</td>
<td>20%</td>
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<tr>
<td>6. Two Exams @ 100 points each</td>
<td>20%</td>
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<tr>
<td>7. Class Presentation</td>
<td>10%</td>
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100% 1000 Points

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GRADED WORK GUIDELINES (details of above listing):

1. **Class Participation** (15%)
   - Your perceptions and experiences are important. It is expected that all students will participate regularly and thoughtfully in class discussions.
   - Ask questions and respectfully contribute to class discussions (max pts = at least once a class).
   - Students are expected to come to every class. If you must miss a class, let the instructor know in advance, if possible, AND find out what you missed from other students. Changes happen. Students grades generally reflect their attendance pattern.

2. **Chapter Quizzes** (10%)
   - Students should complete reading assignments, and be ready to discuss the material at class meetings.
   - There will be a short quiz on the first day we begin each new textbook section.

3. **In-Class 10-Minute Writes** (10%)
   - ALL writing will be guided by the NHU Writing Rubric. Writing skills receive some focus throughout the General Education curriculum; it is helpful to have MANY opportunities to practice.
   - For most Writes, the class will vote on a chapter-related topic.
   - These four, short Writes will be spread through the semester.
   - Instruction and practice in Peer Review will be one facet of this course.
   - Some Writes will be peer reviewed, and others instructor-graded.

4. **Homework Reaction Papers** (15%)
   - Using the NHU Writing Rubric, write in standard essay format.
   - Content: approximately half a summary of the topic and half your reaction to it.
   - Format: single spaced, double-spaced between paragraphs, one page length, word processed with standard margins, 10-12 font.
   - Reaction Papers will discuss issues of cultural competence. Topics will be announced a week before the due date.
   - AFTER satisfying the above requirements, ONE additional Reaction Paper can yield EXTRA CREDIT of up to 15 points.

5. **Two Exams** (20%)
   - May include true/false, multiple choice, short answer, and brief discussion questions.
   - May include any material covered in class from textbooks, handouts, class discussions, lectures, presentations, videos, newspaper articles discussed in class, etc.
   - Each will cover approximately one-half of the course material.

6. **Term Paper** (20%) – Additional guidelines will be developed in class.
   - Collectively, students will study cultures representing all the major continents.
   - Select a culture with which you are not familiar, and compare it to your own culture.
   - Research the topic and present findings in the form of a written report/paper.
   - The paper must demonstrate research using at least five academic sources; at least two must be
primary sources.
• The finished paper must be at least five pages (text, not including title page, or references), double spaced, 10-12 font.

7. Class Presentation (10%)
• Oral presentation is an important professional skill.
• After completing the term paper, each student will prepare a 5-10 minute class presentation about their topic. It must include:
  -- An introduction to your topic and why you chose it
  -- An overview of your findings and comparisons between cultures
  -- Visual aids
  -- What surprised you? What felt familiar?
  -- Conclusions, future research interests

ACCOMMODATIONS: If you have any needs for special service, such as hearing, visual or other disability, please discuss your needs with the instructor as early as possible in the course, or your counselor, advisor or Admissions Office.

**Note: The following schedule should be considered as fairly firm, yet also tentative. Based on class progress, or opportunities, the instructor may change the homework. Students are also encouraged to recommend changes but instructor has the final decision.

SCHEDULE OF CLASSES AND ASSIGNMENTS:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Homework / Item Due</th>
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</thead>
<tbody>
<tr>
<td>WEEK 1:</td>
<td>Name cards, intros, syllabus review, GE &amp; raising the bar,</td>
<td>Buy text, prof chars w critical thinking, brainstorm Essay Org, Write #1 bring to class</td>
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<td>prof chars w critical thinking, brainstorm Essay Org, Write #1</td>
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<tr>
<td></td>
<td>Quiz #1/Chapter 1</td>
<td>Writing strengths &amp; challenges</td>
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<td>Introduction, Ch 1</td>
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<td>Quiz 2, Chapter 2: Theories &amp; Methodology.</td>
<td>Ch 2</td>
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<td>Discuss sources of information, schedule library visit</td>
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<td>WEEK 3 – MARTIN LUTHER KING DAY – JANUARY 17 – NO CLASS</td>
<td>Essay org, review &amp; finish Ch 2, intro to cultural competency, term paper topics due, brainstorm writing elements, NHU Writing Rubric</td>
<td>Ch 3</td>
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<td>Quiz 3, Ch 3 Culture &amp; Socialization, intro to Time Line</td>
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<td>(add one per chapter), announce RP1 topic</td>
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<td>WEEK 4:</td>
<td>Review &amp; finish Ch 3</td>
<td>Reaction Paper 1</td>
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<td>WEEK 5--</td>
<td>Quiz 4, Chapter 4: Physical Growth &amp; Development,</td>
<td>Ch 4</td>
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<td>Markers at entry: essay org. Discuss reading papers, note; Write #2</td>
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<td>Review &amp; finish Ch 4, read papers, feedback on Write #2, term paper check-in</td>
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WEEK 6 – Quiz 5, Chapter 5: Culture, Language & Cognition  Ch 5
  • Review & finish Ch 5, Time Line additions, practice

WEEK 7 - Review & competition for midterm (essay org, rubric, timeline, etc.)

Midterm Exam

WEEK 8 - Quiz 6, Chapter 6: Culture, Self & Personality  Ch 6
  • Review & finish Ch 6

WEEK 9 – Quiz 7, Chapter 7: Culture and Social Behavior, Time Line  Ch 7
  • Review & finish Ch 7, intro to Peer Review & tool, term paper check-in, Write #3

WEEK 10- Quiz 8, Read papers, Chapter 8: Culture & Issues of Gender and Sexuality  Ch 8
  • Finish & review Ch 8, Peer Review

WEEK 11- Quiz 9, Chapter 9: Culture & Health Reaction Pap 2  Ch 9
  • Review & finish Ch 9, time line additions & practice

WEEK 12 -Quiz 10, Chapter 10: Future Trends and Applications, presentation schedule
  • Review & finish Ch 10  Ch 10

WEEK 13– Chapter 10: Continuation Ch 10. , begin review  Term Paper Due,
  • Class presentations begin –Write #4, Time Line practice

WEEK 14- Read papers, class presentations continue
  • Class presentations

WEEK 15- Final discussions, presentations, papers returned process, Preliminary review,
  • Final presentations, final questions, closure.

WEEK 16 - STUDY WEEK – CAMPUS OPEN BUT NO CLASSES HELD: EXAM PREP

WEEK 17 - EXAM WEEK
  I look forward to working with each of you on this journey to better understand
  cross-cultural human development and create a lively and engaging class space in the process.
  Remember “Si Se Puede!” “Yes, you CAN do it!”

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