

Anthropology II: More Human Mysteries Uncovered

COURSE DESCRIPTION

Anthropology II: More Human Mysteries Uncovered

Anthropology has helped us better understand cultures around the world and through different time period. This course continues the study of global cultures and the ways that humans have made sense of their world. We will examine some of the ways that cultures have understood and gave meaning to different stages of life and death. The course will also examine the creation of art within cultures and examine how cultures evolve and change over time. Finally, we will apply the concepts and insights learned from the study of anthropology to several cultures found in the world today.

COURSE METHODOLOGY

- This is an inquiry-based course. Students will generate knowledge through online readings, asynchronous discussions with students and their instructor, interactions with online tutorials, and online and hands-on simulations.
- The instructor will act as a guide, a facilitator, an events planner, and a resource advisor. He/she will always be available through course message.
- The student must actively construct and acquire knowledge by being intrinsically motivated to succeed. To succeed, students must participate and complete all readings and activities. This course requires the student's active participation.
- Both formal and informal assessment methods will be used in the course. Informal assessment will include an evaluation of the quality and timeliness of participation in class activities. Formal assessment may include multiple-choice quizzes, tests, discussion board participation, and written assignments. A final exam will be given at the end of the course.

COURSE PARTICIPATION OBJECTIVES

This course for which you are registered is a college preparatory, academically rigorous course that covers an entire semester's worth of material. As such, it is important that you adhere to the following guidelines as you manage your time and commit to successfully completing all required coursework:

1. The requirements for this course are equivalent to completion of minimum of 90+ hours of class instruction at a traditional on-site high school
2. Assignments must be submitted for each unit as they are completed so that the teacher may review and assess your performance. Do not hold your work, you must submit each unit's homework as it is completed, demonstrating weekly assignment completions
3. You must log in regularly to your course to demonstrate continued participation, and completion of all course requirements, including assignments, assessments and discussion forums
4. You must complete your individual work and any incident of suspected cheating, plagiarism or collaboration on assignments violates the academic integrity expectations outlined at the time of your enrollment and can result in failure of the course or further action as deemed appropriate

Citizenship

Students are expected to conduct themselves in a responsible manner that reflects sound ethics, honor, and good citizenship. It is the student's responsibility to maintain academic honesty and integrity and to manifest their commitment to the goals of NUVHS through their conduct and behavior. Students are expected to abide by all NUVHS policies and regulations. Any form of academic dishonesty, or inappropriate conduct by students or applicants may result in penalties ranging from warning to dismissal, as deemed appropriate by NUVHS.

Communication

Throughout this course students will need to be in close contact with their instructor and fellow students. Students are expected to communicate via course message and electronic discussion boards. Therefore, students should plan on checking their course messages at least three times a week and participate in the discussion boards during the weeks they are live.

Instructors strongly encourage and welcome open communication. Clear, consistent, and proactive communication will ensure a successful experience in this course. It is the student's responsibility to notify the instructor immediately if and when a personal situation occurs that affects his/her performance in this class. Being proactive with communication will result in a quick solution to any problems that may occur.

COURSE OUTLINE

Unit 1: Anthropologists in the Field

In this unit, we will examine the use of ethnography in anthropological research. We will learn more about what an ethnography is and examine some of the historical background of this methodology. We will also discuss some of the steps that anthropologists go through as they seek to understand groups through participant observation. Finally, we will consider some of the ethical issues that can develop with ethnographical research and the resulting ethnographies that are written up based on that research.

Learning Objectives

- Discuss ethnographies as a research method and written product.
- Discuss some of the advantages and disadvantages of using ethnographical research methods.
- Describe the development and history of ethnography.
- Understand the various elements of doing ethnographical research.
- Discuss the ethical dilemmas and issues in ethnographies.

Activities

Unit 1 Text Questions	Homework	10 points
Unit 1 Online Lab Questions	Homework	10 points
Unit 1 Discussion Assignment 1	Discussion	5 points
Unit 1 Discussion Assignment 2	Discussion	5 points
Unit 1 Quiz	Quiz	15 points

Unit 2: The Life Cycle

In this unit, we will explore the life course of humans and the ways in which the stages of life influence humans. Anthropologists have long studied different phases in human life, as well as the transitions and rites of passage that signal a change in those phases. We will consider some of the different stages or phases during the life course. In doing so, we will learn more about the expectations and changes that each phase of life may bring individuals.

Learning Objectives

- Discuss the life course perspective and why anthropologists may study the life course.
- Describe rites of passage and why societies use them.
- Understand some of the different phases or stages that individuals experience during their lives.
- Discuss social birth and how this may be different from physical birth.
- Describe initiation rites and why they are used by societies.

Activities

Unit 2 Text Questions	Homework	10 points
Unit 2 Online Lab Questions	Homework	10 points
Unit 2 Discussion Assignment 1	Discussion	5 points
Unit 2 Discussion Assignment 2	Discussion	5 points
Unit 2 Quiz	Quiz	15 points

Unit 3: Death and Dying

In this unit, we will continue our exploration of the life course by examining how human societies handle dying and death. We will learn about death systems and the functions that these systems have for societies. We will also examine some of the cultural and historical ways that human remains, burials, and funerals or other observances have been structured and used in society.

Learning Objectives

- Understand death systems and the functions that these systems have for society.
- Describe how human societies deal with human remains.
- Discuss how societies have buried their dead and how these practices connect to religious and social beliefs.
- Define grave goods and understand why they were used in burials around the world.
- Discuss some of the funeral practices that societies have used throughout history.

Activities

Unit 3 Text Questions	Homework	10 points
Unit 3 Online Lab Questions	Homework	10 points
Unit 3 Discussion Assignment 1	Discussion	5 points
Unit 3 Discussion Assignment 2	Discussion	5 points
Unit 3 Quiz	Quiz	15 points

Unit 4: Art and Culture

In this unit, we will examine the role of art in culture. Every culture produces and creates art in some way, whether it is in the form of paintings, poetry, or sculpture. While we often consider each piece of art singularly, anthropology offers us another perspective on the creation and use of art in society. From this perspective, we will consider the role that art plays in culture and one way of classifying the art from different cultures. We will also examine several different examples of art, including music and masks, to learn more about how cultures use these aspects of art.

Learning Objectives

- Describe the anthropological perspective on art.
- Understand why cultures produce art and what role it plays in society.
- Show how art can be classified according to societal complexity.
- Discuss music and dance as a form of art.
- Describe the production of cave paintings in prehistoric periods.

Activities

Unit 4 Text Questions	Homework	10 points
Unit 4 Online Lab Questions	Homework	10 points
Unit 4 Discussion Assignment 1	Discussion	5 points
Unit 4 Discussion Assignment 2	Discussion	5 points
Unit 4 Quiz	Quiz	15 points

Unit 4: Art and Culture (Continued)

Midterm Exam Objectives

- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from the first four units in this course (Note: You will be able to open this exam only one time.)

Midterm Exam Activities

Midterm Discussion	Discussion	5 points
Midterm Exam	Exam	50 points

Unit 5: Cultural Evolution

In this unit, we will examine cultural evolution and change. Although we often describe culture in a static, constant way, the reality is that culture is always adapting and changing in both large and small ways. From new fashions to new beliefs, culture is always in motion. In examining cultural change, we will investigate some of the factors that influence and promote cultural change, including changes in the environment, interactions with others, and acculturation to more dominant groups. We will also consider some examples of cultural change and how the changes occurred.

Learning Objectives

- Describe cultural change.
- Show why cultural change happens and some of the factors that can produce it.
- Discuss anthropological concepts related to cultural change, such as diffusion and acculturation.
- Discuss some of the different types of cultural diffusion.
- Describe how cultural change can be intentionally brought about.

Activities

Unit 5 Text Questions	Homework	10 points
Unit 5 Online Lab Questions	Homework	10 points
Unit 5 Discussion Assignment 1	Discussion	5 points
Unit 5 Discussion Assignment 2	Discussion	5 points
Unit 5 Quiz	Quiz	15 points

Unit 6: The Maasai

In this unit, we will explore a particular culture, the Maasai, in order to illustrate some of the concepts and themes that we have discussed during our study of anthropology. Although it is not possible for us to conduct an ethnography of the group itself, we can use the model of an ethnography to help us examine different aspects of the Maasai and to look at how these aspects of culture influence the lives of those within the culture. As we learn about the Maasai, we will consider cultural aspects such as their household structure, gender arrangement, rites of passage, appearance, and cultural change.

Learning Objectives

- Describe the Maasai culture in Africa.
- Understand the household organization of the culture.
- Discuss the gender arrangement of the Maasai.
- Discuss the rites of passage that Maasai males experience.
- Understand the factors that are creating cultural change for the Maasai.

Activities

Unit 6 Text Questions	Homework	10 points
Unit 6 Online Lab Questions	Homework	10 points
Unit 6 Discussion Assignment 1	Discussion	5 points
Unit 6 Discussion Assignment 2	Discussion	5 points
Unit 6 Quiz	Quiz	15 points

Unit 7: The Yanomamo

In this unit, we will continue to examine specific examples of human cultures and turn our attention to the Yanomamo. The Yanomamo, who live deep in the Amazon in the countries of Brazil and Venezuela, are often studied in anthropology because the culture has remained isolated for many years. While outsiders are increasingly moving into Yanomamo territory today, the group had been relatively untouched by the modern world until the twentieth century. In learning about the Yanomamo, we will consider aspects of their life such as the presence of warfare, funeral practices, and some of the controversies that have arisen in anthropology about the studies done examining the Yanomamo.

Learning Objectives

- Discuss the Yanomamo.
- Describe the structure and organization of a Yanomamo village.
- Discuss different explanations for the violence and warfare in Yanomamo culture.
- Describe Yanomamo funeral practices and their functions.
- Understand some of the controversies of Yanomamo research.

Activities

Unit 7 Text Questions	Homework	10 points
Unit 7 Online Lab Questions	Homework	10 points
Unit 7 Discussion Assignment 1	Discussion	5 points
Unit 7 Discussion Assignment 2	Discussion	5 points
Unit 7 Quiz	Quiz	15 points

Unit 8: Cultures of Indonesia

In this unit, we will learn more about the cultures in Indonesia and, in particular, how these cultures often reflect cultural diffusion and the influence of outside cultures. Although some Indonesian groups are relatively isolated, many others have experienced centuries of contact with traders, missionaries, explorers, travelers, and others. These individuals have left their mark on Indonesian cultures in a variety of ways. We will consider several of the areas of cultural diffusion, including religion, architecture, music, and food.

Learning Objectives

- Discuss the cultures of Indonesia.
- Show how Indonesian culture reflects cultural diffusion.
- Give several examples of Indonesian religions that show the influence of other cultures.
- Discuss the tradition of gamelan and its role in Indonesian society.
- Understand how other cultures have influenced Indonesian architecture and cuisine.

Activities

Unit 8 Text Questions	Homework	10 points
Unit 8 Online Lab Questions	Homework	10 points
Unit 8 Discussion Assignment 1	Discussion	5 points
Unit 8 Discussion Assignment 2	Discussion	5 points
Unit 8 Quiz	Quiz	15 points

Unit 8: Cultures of Indonesia (Continued)

Final Exam Objectives

- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from units five to eight in this course – the last four units.
(Note: You will be able to open this exam only one time.)

Final Exam Activities

Class Reflection Discussion	Discussion	10 points
Final Exam	Exam	50 points

HOW YOU WILL BE GRADED

For critical thinking questions, there are no right or wrong answers. For example, a question on your thoughts on why you think people are shy is a pretty open-ended type of question. Grades will be based on the depth of personal insight you present. **Do not simply agree or disagree** with an insight question. We are looking for critical thinking and possibly a related personal experience with the question.

It is important to provide detailed answers for insight/opinion questions.

For review questions, you should be produce a more academic answer. For example, "What two categories are norms divided into?" This type of direct question requires a specific answer. Please use full sentences and proper grammar.

When submitting paragraphs, use these guidelines.

1. The first, second or last sentence contains the main idea and key words from the question or assigned topic.
2. Paragraph contains one to three explanatory sentences.
3. Paragraph contains two to four sentences about specific details related to question.
4. Details are colorful, interesting and appropriate.
5. Paragraph ends with a good closing sentence that refers to the main idea without repeating it.
6. Free of spelling and grammatical errors.

GRADE SCALE

The following grading scale will be used to determine your final letter grade.

Letter Grade	Percentage Earned
A	95%+
A-	90% - 94.9%
B+	87% - 89.9%
B	84% - 86.9%
B-	80% - 83.9%
C+	77% - 79.9%
C	74% - 76.9%
C-	70% - 73.9%
D+	67% - 69.9%
D	64% - 66.9%
D -	60% - 63.9%
F	59% and lower

SUPPORT

At NUVHS you will have access to multiple support teams. Who you contact will depend on the questions you have. Always start by contacting your teacher through the Message Center in the course. Your teacher should be able to answer your question, but if they can't, then they will direct you to another support team. If you have questions about any of the course content, your grades, or course policies, you should contact your instructor.

For questions about your enrollment, transcripts, or general school-wide policies, you can contact **NUVHS Student Services** at info@nuvhs.org or by phone at 866.366.8847. For example, if you would like to withdraw from your course, you should contact Student Services. Please note that a refund for your course can only be obtained if you drop within the first seven days of enrolling in the course.

For help with login/password issues, or other technical issues specific to the Blackboard website, you can contact the team at [National University Blackboard Learn](#). They can also be reached by phone at (888) 892-9095.

EXPECTED SCHOOL-WIDE LEARNING RESULTS (ESLRs)

Engaged Learners

- Demonstrate self-directed learning skills such as time management, and personal responsibility through the completion of course requirements
- Develop an understanding of their own preferred learning styles to enhance their overall academic potential
- Incorporate effective and relevant internet and multimedia resources in their learning process to broaden their knowledge base

Critical Thinkers

- Effectively analyze and articulate sound opinions on a variety of complex concepts
- Illustrate a variety of problem-solving strategies that strengthen college preparation and workforce readiness
- Formulate a framework for applying a variety of technology and internet-based research to enhance information literacy and collaborative thinking

Effective Communicators

- Demonstrate awareness and sensitivity to tone and voice in multiple forms of communication
- Express concepts and ideas in a variety of forms
- Enhance communication skills through the use of media rich or other technology resources

Global Citizens

- Appreciate the value of diversity
- Understand the range of local and international issues facing today's global community
- Demonstrate awareness of the importance of cultural sensitivity and social responsibility in the 21st century