



ANTH-102: CULTURAL ANTHROPOLOGY

Also listed as: ANTH-102H

Effective Term

Fall 2022

BOT Approval Date

11/10/2021

Discipline

ANTH - Anthropology

Course Number

102

Course Title

Cultural Anthropology

Short Title

Cultural Anthropology

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

3.00

Total Units

3.00

Hours

Lecture Contact Hours

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education

Distance Education Type

Both Fully Online and Hybrid Online

Does the DE also apply to the Honors section?

Yes



Honors component will meet synchronously (face-to-face or moderated through online technology such as Zoom)

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional
- c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times. ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Additional Regular Substantive Interaction

- Discussion Boards - Course and technical issues are addressed in a separate discussion board. It is recommended that faculty will respond within 48 hours, except for holidays and weekends.
- Email Communication - E-mail communication may be used to reinforce announcement and discussion board communication. It is recommended that faculty will respond within 48 hours, except for holidays and weekends.

Honors / Non-honors

ANTH-102H

C-ID (Admin Only)

C-ID ANTH 120

CB 00

CCC000589818

Course Title

Honors Cultural Anthropology

Approved Cal-GETC Area

AREA-4

Approved Second Cal-GETC Area

Approved Third Cal-GETC Area

C-ID (Admin Only)

C-ID ANTH 120

Catalog Description

This introductory course explores the nature of culture and how culture guides human behavior. Cultural anthropologists study cultural phenomena such as language, gender, social classifications, subsistence, economics, social and political organization, marriage, kinship, religion, the arts, and culture change. This course focuses on an analysis of human behavior from a cross cultural perspective, as well as the professional attitudes of anthropological theory and ethics.

Codes

TOP Code (CB 03)

2202.00 - Anthropology

CIP Code

45.0204 - Cultural Anthropology.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

GE Information

Check GE Types Requested

AA/AS B2 - Social & Behavioral Sciences

Cal-GETC Areas

Approved Cal-GETC Area

AREA-4

Learning Objectives

Learning Objectives

Learning Objective

1. Categorize the scope of anthropology and discuss the role of cultural anthropology within the discipline.
2. Consider the methods, theories and perspectives used to study and understand human cultures.
3. Assess the importance of the ethnographic method in the study of culture.
4. Contrast the cultural relativist perspective with the ethnocentric perspective when discussing cultural variation.
5. Examine anthropological concepts including ethnicity, gender, political organization, economic systems, kinship, rituals and belief systems.
6. Evaluate the interconnectedness of the economic, political and sociocultural forces of globalization amongst diverse cultural groups.
7. Analyze the ethical issues anthropologists encounter, and professional ethical obligations that must be met in the study of and application in cultural groups different from their own.
8. Classify how race is constructed by culture and society and how the process of racialization creates measurable differences between groups.
9. Appraise the characteristics of human language which make it a unique system of communication

Honors Objectives

1. Develop independent research, learning, and presentation skills through advanced research on topics related to cultural anthropology and human behavior.
2. Appraise primary and secondary sources and recognize the qualities that make sources effective.
3. Evaluate motives and factors for the existence of behaviors based on cultural or subcultural expectations and patterns.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

Recognize the complex interplay between the various components of culture within a single society.

Apply the principles of cultural relativism to observations of human behavior.

Describe the objective and systematic methods of ethnographic observations of human behavior.

Program Learning Outcomes

Learning Outcome

1. Analyze the interrelationship between humans and their physical environment.

2. Apply the principles of cultural relativism to observations of human behavior.

3. Recognize the validity of people's variable language histories and experiences.

4. Recognize the value of archaeological and fossil records.

5. Use Natural Selection to explain hominid evolution.

6. Utilize the scientific method in observations of human attributes (biology, behavior, language, artifacts).

Institutional Learning Outcomes

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Personal

and Professional Responsibility

Civic

Content

Course Lecture Content

- I. The discipline of Anthropology, and the nature and study of culture
 - A. Introduction to Anthropology (all subdisciplines) and to Cultural Anthropology
 - B. What is Culture?
 - C. Ethnography: the study and description of human behavior
 1. Theoretical perspectives in ethnography
 2. Professional ethics in anthropology (use, for example, the Yanomami)
 - D. Language and other forms of human communication
 - E. Culture and its influence upon personality development & identity
 1. ethnicity and "race" and the effects of racialization
 2. gender, sex and sexuality (use, for example, New Guinea comparisons)
 3. social stratification (use, for example, the Kwakiuth & Tlingit of N. America)
- II. Cultural components of every society
 - A. Subsistence (use, for example, the San, the Aymara, the Modoc)
 - B. Economic strategies (use, for example, the Trobriand Island system)
 - C. Marriage and family (use, for example, the Nuer, the Chemehuevi)
 - D. Kinship (use, for example, Crow, Eskimo, Iroquois, and Hawaiian)
 - E. Political organization and social control (use, for example, the Kikuyu)

- F. Supernatural beliefs (use, for example, the Kalabari)
- G. The Arts (use, for example, the Kwakwakewakw and Gitskan)
- III. Cultural dynamics and applied anthropology
 - A. Culture Change
 - 1. Why culture changes
 - 2. How culture changes
 - B. Awareness of culture in an interconnected world and the process and effects of globalization (use, for example, connections through coffee)
 - C. Application of anthropological knowledge to human concerns

Honors Content

The topics to be covered in Anth 102H are identical to those in Anth 102, but students will investigate selected topics in much more depth than in the regular section. Students in the honors section of Anth 102 may investigate topics such as:

- The concept of racialization and its effects on a particular group or society.
- Concepts of gender and sex, and how cultures or subcultures define those terms and roles.
- Language and whether the language people speak determines or affects the way they think
- The effect of globalization on indigenous communities.

Methods of Instruction

Method

Homework

Integration

Out of class assignments which follow in-class presentations will allow students to make their own observations of human behavior and link their observations to cultural explanations.

DE Adaptations for MOI

Assignment instructions will be provided through the CMS, and students can submit their completed projects into the Assignment Pages within the CMS. Some assignments may also be completed using the Discussion options or Quiz options within the CMS.

Method

Discussion

Integration

In-class discussions (whole-class or small-group) will be used to clarify concepts (such as ethnocentrism) and discuss variable experience within societies of the world. These will also serve to stimulate evaluations of anthropological research as well as evaluations of applied anthropology.

DE Adaptations for MOI

Student discussion will be achieved using asynchronous threaded discussions with other students and the instructor within the CMS, or by participating in synchronous discussions using accessible video conferencing platforms.

Method

Lecture

Integration

In class lectures and presentations will be used to introduce topics, present information about the topics, and to stimulate discussion. These presentations allow the depiction of a wide variety of concepts within the course with the visual enhancement of photos, maps, and diagrams. (e.g. lecture on the variety of kinship systems or different types of subsistence patterns)

DE Adaptations for MOI

Lecture can be communicated through the CMS in a variety of formats including accessible PowerPoint presentations and video lectures. Websites and online videos can be incorporated as part of these lectures. Lectures can be delivered synchronously through video conferencing platforms.

Method

Film/video Viewing and Discussion

Integration

Films are critical to this class because this class is the study of human behavior. Complete films or parts of films will be used in class on a regular basis. These films allow students to observe human behavior in a huge array of cultural and environmental settings. These films also allow students to observe interactions between humans, and to see anthropological fieldwork first hand. Film is also necessary for presenting information about language and other communication systems.

DE Adaptations for MOI

Accessible videos can be made available to online students through the CMS as well as through online video databases through the Library (such as Kanopy, Films on Demand or Alexander Street, all of which have accessibility built into their films). Alternatively, many appropriate films that show cultural anthropological concepts (such as Bend It Like Beckham and the Whale Rider) are available through streaming services.

Method

Projects

Integration

Students will be able to apply the material learned in the lectures and discussions to their own world (e.g. by completing their own kinship diagram or performing a mini-ethnographic study).

DE Adaptations for MOI

Students will be expected to complete projects that involve applying the material presented in class to their own experiences (such as the mini-ethnographies or the kinship project). Accessible project instructions will be provided through the CMS, and students can submit their completed projects into the Assignment Pages within the CMS.

Method

Reading

Integration

Out-of-class reading assignments will enhance student comprehension of the basic materials and help to meet all of the course objectives. Some of the reading assignments may be ethnographies and some of these may be descriptions of applied anthropology. Readings also serve to provide students with specific examples of the theoretical approaches discussed in class.

DE Adaptations for MOI

All reading assignments can be delivered either through material provided in the CMS or through the assigned texts.

Method

Activity

Integration

In class activities will allow students to apply concepts from lectures and readings. In class activities can include assignments such as simulations of economic transactions among New Guinean communities or group completion of worksheets analyzing components of rituals.

DE Adaptations for MOI

In-class activities can be accomplished asynchronously using CMS resources such as the discussion boards. Other in-class activities can be accomplished online by using accessible Google docs or slides. Students can be into groups and work together on the activity, submitting their group work to an assignment page in the CMS. Synchronously, in-class activities can be completed using accessible video conferencing platforms.

Additional Methods of Instruction for Honors

1. Students will meet with the instructor a minimum of three times over the course of the semester. The majority of the meeting time(s) will focus on discussing honors course assignments, such as helping the student identify potential research topics or service organizations to contact. Additionally, meeting time can incorporate discussions of assigned readings. Meetings can either be one on one with the instructor or if there is more than one honors student in a class, as a small group discussion. Meetings can also be used as a forum for peer evaluation of student work.

2. Service Learning: Honors students may engage in service learning projects where they identify a local organization and volunteer as part of the community outreach component of that organization. Ideally the organization would not be one that the student is already familiar with. If this option is selected, the student is required to complete a proposal prior to the beginning of volunteering and is expected to volunteer a minimum of 10 hours over the course of the semester. The student will also be expected to complete a reflection paper that incorporates outside research.

Methods of Evaluation

Method

Class Participation

Integration

Class participation can be evaluated based on the frequency and quality of student participation in class discussion, and on the completion of in class activities.

DE Adaptations for MOE

Class participation will be evaluated on the frequency, relevance and appropriateness of student responses in in-class discussion regarding lecture material. Students will obtain instructor feedback through participation assignments in the CMS, along with putting feedback in the comments section of those assignments.

Method

Homework

Integration

Students will complete homework assignments, such as defining lists of terms and concepts, to demonstrate preparedness for class lectures or activities. Homework will be evaluated on accuracy, completeness, and relevance;

DE Adaptations for MOE

Homework can be submitted to the CMS and graded by the instructor. Feedback will be given as instructor comments and through the use of rubrics within the CMS.

Method

Exams/Tests

Integration

The objective portions of the exams or tests (such as T/F or Multiple Choice) will evaluate the ability to understand the parameters of cultural anthropology and cultural knowledge. The short answer and short essay portions of the exam or test will be evaluated based on the students demonstrated ability to apply knowledge and use appropriate examples.

DE Adaptations for MOE

Exams and Tests are submitted through the CMS and will be evaluated on the basis of the presentation of correct factual material and the identification of appropriate connections between different concepts in a cultural significant manner. Feedback will be given through the quizzes and instructor feedback sections within the CMS. Most often instructor feedback will take place within 48 to 72 hours after the due date.

Method

Quizzes

Integration

Quizzes will be used to assess students' ability to recall necessary information at regular intervals during the semester. Most quizzes will be composed of primarily multiple-choice, fill-in-the-blank, short answer, or definition questions and will be evaluated on accuracy and relevance.

DE Adaptations for MOE

Quizzes are submitted through the CMS and will be evaluated on the basis of the presentation of correct factual material and the identification of appropriate connections between different concepts in a cultural significant manner. Feedback will be given through the quizzes and instructor feedback sections within the CMS.

Method

Research Projects

Integration

Assignments requiring ethnographic research (observations of behavior, oral history documentation, diagramming kinship) allow students to apply their knowledge of the discipline and carry out relevant work in a non-test format so that their ability to utilize the information may be more readily assessed. Projects will be evaluated on relevance, appropriate use of anthropological terminology and concepts, completeness, affective writing.

DE Adaptations for MOE

Projects will be submitted via the CMS and instructor feedback will be given within the CMS using rubric and written feedback options.

Method

Papers

Integration

Papers reviewing readings or experiences (such as performances, gatherings, outside lectures, or museum exhibitions), will demonstrate the student's ability to incorporate concepts from cultural anthropology to critically assess information presented. Papers will be evaluated on accuracy, correct use of anthropology terminology, completeness, relevance, and effective writing;

DE Adaptations for MOE

Papers will be submitted via the CMS and instructor feedback will be given within the CMS using rubric and written feedback options.

Evaluation of Honors assignments

To receive honors credit, students must successfully complete regular course and additional honors assignments.

Research and ethnography papers will be evaluated on clarity of argument, effective use of supporting evidence, effective integration of material from disparate sources, the number and type of references consulted, depth of analysis, overall accuracy and proper use of spelling, syntax, and grammar.

Service learning reflection papers will be evaluated on the thoughtful reflection on the service learning experience, the effective incorporation of academic source material into the reflection and integration of course themes into the paper. Papers will also be assessed on proper use of spelling, grammar, and syntax.

Response papers will be based on the quality of the analysis of the text, incorporation of class themes, and effective use of proper spelling, syntax, and grammar.

Oral presentations will be evaluated on clarity of argument, effective use of supporting evidence, effective integration of material from disparate sources, the number and type of references consulted, depth of analysis, overall accuracy, and effective use of image accompanying the presentation.

Assignments

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Consider these ten phrases a person might say when asking someone to pass them a cup. In your group rank the phrases in order from most polite to least polite and then put your rankings in the data table on the board so the whole class can discuss any observable patterns. Next, as a group discuss whether any of the terms are more likely to be said by a man, or a woman. Is there any relationship to whether the phrases are considered polite or impolite? As a class, we will discuss expectations of gender on language and how those expectations are reinforced or challenged.

How assignment will be adapted in online format

The Assignment can be done in the online format either by dividing students into breakout rooms (for Synchronous classes) or by incorporating the use of discussion boards (for asynchronous classes). For synchronous classes, the activity can take place practically identically as in face to face classes. For the asynchronous classes, students can either post their own reflections, or enlist the help of family and/or friends and add their impressions to those of the student, who can then post the overall reflections. Other students can then respond to the posts and reflect on whether they had similar or different reflections about the phrases.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Participant observation is an essential method that anthropologists use while conducting fieldwork to get a sense of how individuals experience shared cultural phenomena. As part of this assignment you will select a particular subculture which which you are generally unfamiliar and you will spend some time (a minimum of three hours over the course of the semester) observing and interacting with them. This assignment will give you some experience with anthropological fieldwork and methodology. Based on the data you collect, you will write a mini-ethnography (part 2) that is 4-5 typed pages.

How assignment will be adapted in online format

This assignment can be completed in the same exact manner in the online format, and submitted via the CMS. Alternatively, the assignment can be modified to allow for students to observe cultural or subcultural behavior as depicted in a film and using class vocabulary discuss and analyze the observed behavior. This alternative assignment could also be submitted via the CMS.

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Students will read assigned articles (Eating Christmas in the Kalahari by Richard Lee and Shakespeare in the Bush by Laura Bohannon) and come to class prepared to discuss how a person or society's culture will affect the events they experience. Students

may be asked to prepare for the class by writing a short summary of the article and including a key concept from the articles along with a question that they have about the article.

How assignment will be adapted in online format

This assignment can be adapted for the online format by using the Discussion Boards in the CMS to assign the articles, pose the discussion prompt and facilitate the discussion. Students would then be expected to respond to several of their classmates and either respond to the key point identified in the first student's post or attempt an answer to questions posed by their peers.

Honors Assignments**Assignment**

Students will complete all regular course requirements for Anth 102 and be graded according to the standards used for the rest of the class. In addition students will be expected to complete one of option A, B, or C, as well as either option D or E.

Required or Optional

Required

Assignment

A. The student will complete a research paper, 8-12 pages long, typed, double-spaced on a topic selected by the student in collaboration with the instructor. A minimum of 8 sources of academic quality will be used in the development of the paper. Potential options for the paper may include an examination of racialization among a particular population and whether it has had an effect on health outcomes, or an investigation of linguistic relativity and linguistic determinism.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

The paper should incorporate academic research and advance the academic conversation in an effective manner

Assignment

B. The student will engage in a service learning project. The student and instructor will identify a local organization where the student can volunteer to assist in some community outreach manner, for instance examples might include at a soup kitchen, thrift shop, or school. The student will be expected to volunteer a minimum of 10 hours with this organization over the course of the semester. Additionally the student will prepare a 4-7 page reflection on the experience incorporating a minimum of 3 outside, academic sources. The student will also be encouraged to share any reflection or findings with the organization.

Required or Optional

Required

Honors Core Values

Engagement

Justify how the assignment reflects the Engagement Core Value

As part of this project, the student will be involved in the community and be able to see how people interact with the chosen organization.

Assignment

C. The student will conduct a mini-ethnography of a sub-culture that they are generally unfamiliar with. Appropriate sub-cultures can include such types of groups as Gamers, Musicians, particular ethnicities or religions. The student will be expected to incorporate outside research by using a minimum of 4 additional sources into a 6-8 page, double-spaced paper. The student will be expected to use appropriate ethnographic participant observation techniques in the research of the particular subculture.

Required or Optional

Required

Honors Core Values

Engagement

Justify how the assignment reflects the Engagement Core Value

Through participant observation the student will interact with members of the selected culture or subculture.

Assignment

D. The student or students will read a cultural anthropologically focused book such as an ethnography, although certain biographies, or historically focused books may be appropriate. Examples may include *Just Mercy* by Bryan Stevenson, or *The Land of Open Graves* by Jason De Leon. Alternatively collections of famous articles such as "Baseball Magic", "Death Without Weeping" or "Being Indigenous in the 21st Century" may be assigned in lieu of a book. The student will also complete a 2-3-page response paper analyzing some of the themes in the readings and discussion and may also participate in a small group discussion with the instructor and other honors students.

Required or Optional

Required

Honors Core Values

Inclusivity

Justify how the assignment reflects the Inclusivity Core Value

Through reading these selected texts, students will be able to gain knowledge and perspectives about cultures or groups with which they may have limited familiarity, gaining a greater appreciation for the lived experiences of others.

Assignment

E. The student will complete a 10-15 minute presentation using the material and conclusion generated through the research constructed from option A, B, or C. The presentation will be done to either the class as a whole or in another venue (such as the college wide research symposium, or to the organization where the student performed the Service Learning volunteering).

Required or Optional

Required

Honors Core Values

Engagement

Justify how the assignment reflects the Engagement Core Value

Through the presentation of their research, students will be able to interact in an academic manner with others while helping to gain skills that will help them as they continue on their educational path.

Course Materials**Textbooks**

- Welsch, R.L., and L.A. Vivanco (2020) *Cultural Anthropology: Asking Questions about Humanity* (3rd ed). Oxford. ISBN: 978-0-197-52292-9
- Lavenda R.H., and E.A. Schultz (2019). *Core Concepts in Cultural Anthropology* (7th ed). Oxford. ISBN: 978-0-19092475-1
- Guest, K.G. (2020). *Essentials of Cultural Anthropology: A Toolkit for the Global Age*(3rd ed). Norton. ISBN: 978-0-393-42014-2
- Brown, N., T. McIlwraith, and L. Gonzalez de Tubelle (2020) *Perspectives: An Open Invitation to Cultural Anthropology* (2nd ed.). OER – American Anthropological Association - <http://perspectives.americananthro.org/>
- Angeloni, E. (2017). *Annual Editions: Anthropology 40/e* McGraw-Hill. ISBN: 978-1-259-66641-4

Class Size Information

Class Size

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

This class has as key components of the content discussion of gender, sex, sexuality, race, ethnicity and is the main course offered on campus to discuss the concept of culture from a broad, cross-cultural perspective. As part of the teaching of the class, students will read articles and watch movies about different cultural, ethnic, gender and sex identity groups and by being taught the practice of cultural relativism will learn to suspend judgment of the practices of others until those practices can be understood from the context of the culture that generated the behavior. Care will be taken to also incorporate more studies and research written by individuals who are typically underrepresented in the Anthropological literature.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

Course content includes information from many different cultures from around the world allowing all students an opportunity to see examples of societies to whom they may relate, strengthening their connection to the material. The assignments have been updated to include both formative and summative assignments to help student scaffold their work and work towards being able to complete the more extensive tasks. In addition, the assignments allow for significant student input (on selecting the culture or subculture to study) so as to allow for greater ownership over the research the student will complete. The use of different types of instruction and interactions (Lecture, film, small and large group discussions, student to student interaction, and student to self interaction) will help to allow different styles of learners an opportunity to interact with the material in ways that are meaningful to them.

Interactions

Explain how the course will incorporate student-to-student interaction.

Students will engage in student-to-student interaction through the use of small group discussion, either in person or through the use of breakout rooms in synchronous online classes. Additionally the use of the CMS Discussion Boards will also facilitate student-to-student interaction. Student-to-student interaction can also be achieved through in-class group activities (for instance where they learn about reciprocal economic systems by role playing a New Guinean community exchanging pigs) and through out of class group projects.

Explain how the course will incorporate instructor-to-student interaction.

Instructor-to-student interaction will be achieved through the use of lecture, either in person, mediated via video-conference software (if synchronous online) or through the use of online lectures (Video, audio or text lectures). Additionally, the presence of the instructor in large group discussions either face to face or through the use of the CMS Discussion boards will incorporate instructor-to-student interaction. Instructor-to-student interaction will also be achieved through the syllabus and the CMS by describing the structure of the class and sharing of background information about the instructor. Feedback on assignments and exams will also incorporate instructor-to-student interaction.

Explain how the course will incorporate student-to-content interaction.

Student-to-content interaction will be achieved through the assigned readings and assignments. Students will also interact with the content through the practical fieldwork assignments such as ethnographic research, interview activities or kinship projects. In class activities and written assignments will also allow the student to interact with the content.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Student-to-self interaction will be achieved through the use of in-class and online discussions (for both face to face and online (both synchronous and asynchronous) where students will be expected to write their thoughts first before sharing them in both small group and large group discussions. Writing assignments such as journals and thought papers will also help students with their metacognition. Actively taking fieldnotes when doing ethnographic research projects will further allow student-to-self interaction.