AN 210B Contemporary Cultures

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Course Description: Students will be introduced to the diversity of contemporary societies and the factors that have influenced their development. Emphasis will be placed on understanding our world from a cross-cultural and relativistic perspective.

Course Readings (Required): The readings for this course are found in either of the two following texts. Please DO NOT purchase both texts.

Spradley, James and David McCurdy (eds)

-Or-

Obermeyer, Brice (ed)

Exams: There will be four non-cumulative exams and each is worth 100 points for a total of 400 points. The exams will consist of multiple choice and true-false questions. Makeup exams will be available and will consist of short answer and essay questions. Makeup exams must be taken during my office hours and completed by the last day of class before finals week.

Quizzes: There will be 10 quizzes and each is worth 10 points for a total of 100 possible points. Multiple choice and True/False questions may be included on the quiz. Makeup quizzes will be available and will consist of short answer and essay questions. Makeup exams must be taken during my office hours and completed by the last day of class before finals week.

Course grading system:
(4) Exams X 100pts each = 400pts
(10) Quizzes X 10 pts each = 100 pts
Total = 500pts

500-448 pts (100-89.6%) = A
447-398 pts (89.4-79.6%) = B
397-348 pts (79.4-69.6%) = C
347-298 (69.4-59.6%) = D
297-0 (59.4-0%) = F

NOTE: Sociology majors/minors and Anthropology minors MUST have a minimum grade of "C" in this class to satisfy his/her degree plans.
Course Attendance Policy: Attendance is strongly encouraged but not required. Any changes that are made to the course schedule will only be announced during class.

Academic Dishonesty: Academic dishonesty, a basis for disciplinary action, includes but is not limited to activities such as cheating and plagiarism (presenting as one’s own the intellectual or creative accomplishments of another without giving credit to the source or sources). The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question. The department chair should be advised of any action taken by the faculty member regarding academic dishonesty. The faculty member may consent to refer the case to other academic personnel for further action. Departments, schools and colleges may have provisions for more severe penalties than set forth above. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university. The student has the right to appeal the charge of academic dishonesty in accordance with the university’s Academic Appeals policy and procedure as set forth in section 9A-04 of the Faculty Handbook.

Disability Services: Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential.

Faculty Initiated Student Withdrawal: If a student's absences from class or disruptive behavior become detrimental to the student's progress or that of the other students in the class, the faculty member shall attempt to contact the student in writing about withdrawing from the class and shall seek the aid of the office of the Vice President of Student Affairs to help insure contacting the student. The office of the Vice President of Student Affairs shall provide the student information about the existing appeals procedures. Upon receiving a written report from the faculty member, the Vice President of Student Affairs may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate the student withdrawals for excessive absence.

A Note on General Education

There exists a sentiment about general education courses that such courses are those that each student must, “get out of the way.” However, I do not approach this course with such an attitude and I expect the same from my students.

I reiterate ESU’s commitment to providing a liberal education for all its students. One important component of this liberal education is the completion of all designated general education requirements. This general education core curriculum is the heart of the college experience at ESU and is integral to the student’s major program. The goals of this general education program reflect the mission of this institution and are common to all student programs, regardless of
majors and career goals. The general education curriculum provides the intellectual background and skills necessary to be “an educated person,” as it improves and enhances quality of life.

As a result of completing the general education program, graduates of Emporia State University will be knowledgeable of our pluralistic society; be able to think with breadth and comprehension, to communicate effectively, to understand what it means to be human, and to function with skill and knowledge in the everyday world.

AN 210 course objectives are consistent with the general education curriculum:

**General Education Curriculum**

1. Develop proficiency in written and oral communication, and in mathematical computation, reasoning and problem solving. Graduates of ESU must achieve proficiency in basic skills. Our goal is to significantly raise the basic skills of Emporia State University students.

2. Learn the basic concepts and principles, the history, and the mode of inquiry of the various general education disciplines: the fine arts, history, literature and philosophy, the social behavioral sciences, and the life and physical sciences.

3. Learn how to make connections between the disciplines within the general education curriculum, apply knowledge from the perspective of these disciplines, think critically, analyze issues, and clarify values.

4. Understand cultural diversity in the contemporary world, and increase their awareness and acceptance of similarities and contrasts in people of different cultures, nationalities, religions, races, and genders.

5. Develop a commitment to scholarship, intellectual curiosity, lifelong learning and the life skills necessary to function as healthy and effective citizens.

**AN210 Course Objectives**

1. Students will learn to understand global issues from a cross-cultural perspective which will provide a more balanced view of our contemporary world.

2. The student will learn the concepts basic to cultural anthropology and the ways in which anthropologists collect and analyze data on contemporary cultures.

3. Anthropological study draws on multiple disciplines (eclectic) to understand the human condition in its entirety (holism). Lectures will encourage students to think critically about social issues from an eclectic and holistic perspective.

4. The course will explore how people in different cultures worldwide relate socially and how these relationships are understood anthropologically.

5. The student will learn to apply anthropological concepts to everyday observations and experience.