



Department of Anthropology

Teaching Guidelines

Part-Time Faculty & Graduate Teaching Assistants

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Department of Anthropology

Guidelines for Part-Time Faculty and Graduate Teaching Assistants

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The University of Memphis
Department of Anthropology
Guidelines for Part-Time Faculty and Teaching Assistants

I. COURSE PREPARATION

Key information in this section:

- Instructors must have appropriate degrees, training and expertise to teach courses.
- Text orders are due several months *before* classes begin, and can be placed online.
- The syllabus is a quasi-legal document; you and your students should adhere to it.

PART-TIME FACULTY

Scholars are recruited by the department to teach courses for which they have special expertise. Individuals who have received the M.A. are eligible to teach undergraduate courses and, in select cases, 4000/6000 level lecture courses, which combine undergraduate and graduate students. However, instructors must have the Ph.D. in order to teach 7000-level (graduate only) seminars. We encourage part-time instructors to discuss their course plans with full-time faculty, who may be able to offer suggestions, material and texts for lecture and exam preparation.

TEACHING ASSISTANTS

All graduate Teaching Assistants are required to first sit in on one semester of the course they plan to teach (Anthropology 1100 or 1200). This requirement ensures that all TA's receive up-to-date course material, compile notes to help prepare their lectures, and become familiar with topics that we hope you will cover in your own section (e.g. we emphasize applied anthropology in ANTH 1200). Requests for exemption from this requirement should be directed to the chair.

TEXT ORDERS

Instructors are free to select course text(s) which best fit their needs. However, the department limits text choices for Anthropology 1200. This became necessary when 9 different texts were ordered in a single semester, confusing students, raising text prices and forcing those who retook the course to buy a different text the next semester. Anthropology 1200 instructors are asked to select from a list of 4 text options, chosen by the full-time faculty. But, instructors can order supplemental readings (e.g. an ethnography) of their choice. Textbook selection may be aided by talking with full-time faculty and by reviewing available books. Once selected, request a desk copy, test bank and instructor's guide through the Administrative Associate.

Text orders are due several months before you teach. You will be notified when orders are due. Contact the Administrative Associate, or place orders online at: <http://umemphis.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=15060&catalogId=10001> (click on "Textbooks" or "Faculty"). It is advisable to state "latest edition" on orders, and to enter a memo on the form asking to be contacted if a requested text is not available. Try to visit the Bookstore a week before classes to check your order and handle problems (i.e., incorrect

edition, out-of-stock) before classes meet; modify your syllabus, if necessary.

SYLLABUS

The syllabus is a quasi-legal document; both you and your students are expected to adhere to it, barring any unforeseeable events.

When preparing a course syllabus, consult the online semester calendar for the first and last day of classes, university holidays, and final exam schedule and incorporate these dates into your syllabus. Note that university policy requires that final exams be given on the date and time scheduled. Do not schedule finals during the last regular class meeting. Exam details follow.

It is strongly recommended that instructors spread out work evenly over the semester. It is usually a good idea to schedule due dates for papers and projects before the last week of classes. This prevents overloading students with several papers and exams, and it protects instructors from having to grade papers while also preparing and grading finals.

Your syllabus should include the following (sample syllabi are in the appendix):

- **Course identification:** course title, course and section numbers, meeting days and times, and classroom location;
- **Instructor identification:** instructor name, office location, email address, office and department telephone and fax numbers, and office hours. You may also add “and by appointment” with office hours. It is **NOT** recommended that instructors provide their home address or phone number;
- **Course description:** topics to be covered, course goals, and prerequisites;
- **Course texts and supplies:** required and recommended texts and other necessary materials (e.g. text CDs, blue books, general purpose answer sheets);
- **Course requirements:** list examinations, papers, presentations, attendance or other assignments and their percentage contribution to the course grade;
- **Grading policy:** list detailed information on requirements and their relative weight in the course grade, policies on makeup exams, attendance, expectations about class conduct, and academic dishonesty issues such as cheating & plagiarism;
- **Course schedule:** list dates for lecture topics, reading assignments, exam dates and other requirement due dates. You may also list or simply announce university deadlines for course changes (e.g., drop/add or withdrawal).
- **Disclaimer:** it is wise to include a footnote stating that the syllabus is subject to change. If the syllabus is revised be sure to include the date of the revision.

II. INSTRUCTION

Key information in this section:

- Departmental resources are available to help you prepare lectures and assignments.
- Hold regular office hours and contact the department in advance to cover a course if you must miss class; do not simply cancel classes if you cannot attend on a given day.
- Students Disabilities Services can assist you in accommodating special needs students.

LECTURE PREPARATION

Instructors must have the training and education necessary to teach their assigned course. TA's are required to sit through a course taught by a full-time faculty member before teaching a class; part-time instructors are encouraged to sit in as well. This will allow you to take notes and become familiar with core material. It will also provide a foundation for effectively representing departmental areas of emphasis. In particular, our program is nationally recognized for its focus on applied anthropology, and we strongly encourage all instructors to include this orientation in their courses, wherever appropriate.

Once you have chosen a course text, you might use other introductory texts and readings to prepare your lectures. Faculty may also be able to provide background texts for this purpose. Instructors, including teaching assistants, are encouraged to integrate their own expertise and experience in lectures. Optional lecture topics can also be incorporated into courses, according to individual experience and skills, and relevance.

LECTURE TIPS

Our department is distinguished by its high quality instruction. One key is to foster student involvement and inclusion. For instance, you may share personal experiences, use real-world examples, vary activities (e.g. lecture, discussion, videos, break-out groups, presentations, demonstrations), pause and ask questions, and give students problems to solve or debate. It is particularly important to foster an atmosphere of respect, diversity and inclusion. Be sure you interact with all students equally, draw out quiet students, and discourage competition. It's helpful to include (non-deprecating) humor in lectures, and it is essential to demonstrate self-confidence, organization, and a command of the material.

You are encouraged to seek advice on teaching skills from other faculty members. A number of publications (e.g., *Teaching Tips* from D.C. Health and Company publishers) also offer advice to enhance students' learning experience.

OFFICE HOURS AND ROOM ASSIGNMENTS

All instructors, except those teaching telecourses or extension courses off campus, are expected to hold office hours on a regular basis. You should schedule at least one hour per week, per course, for students who need to see you for additional assistance. You may request an office space in the department in order to meet privately with students. It's wise to encourage students

to schedule appointments for meetings with you.

Some classroom assignments are made just before classes begin, as the University waits for enrollment figures to assign rooms. Instructors may phone the department office (678-2080) the week before classes begin to learn their class location. Most departmental courses are scheduled in Manning Hall. ANTH 1200 is usually held in MN 318 and ANTH 1100 in MN 320.

AUDIOVISUAL EQUIPMENT

Most courses are scheduled in technology-enhanced classrooms outfitted with computers, LCD projectors, VCR/DVD player, overhead projectors, and screens. The department also owns a smart-cart (computer, VCR, LCD projector), slide projector, television with VCR/DVD player, and a reel-to-reel projector. Contact the department secretary, and reserve equipment in advance to ensure its availability; return equipment immediately after use. Notify the department secretary of equipment problems. Please report other equipment requests to the chair.

McWherter Library has a screening room available if reserved in advance, and stores many films and videos; their catalogue (with description, subject matter, format, running time, etc) is accessible online at <http://exlibris.memphis.edu>. Instructors need a letter from the chair authorizing them to check out audiovisual materials. The department also maintains videos and films; an updated list of departmental and library films and video is stored in Manning 316.

It is important to plan around Library hours for checking out their materials. Items needed for 8 a.m. classes must be checked out the afternoon before they are to be shown; materials for evening classes must be returned promptly the next morning. You may also check out materials on Friday to review them before a Monday class. Again, return materials promptly.

DEPARTMENTAL POLICY ON THE USE OF INFORMATION TECHNOLOGY

The Department of Anthropology prohibits use of laptops and other technology in classrooms, unless such use is approved in advance by the instructor. This policy stems from three concerns: technology has proven distracting to other students (e.g. noise caused by typing on laptops); technology has proven distracting to users (e.g. text messaging or internet surfing in class); and technology has proven to hinder the cultivation of a classroom “community” (e.g., laptop users are significantly less likely to participate in classroom discussions).

INSTRUCTOR ABSENCE

It is, of course, important not to miss a class. But, in the case of an emergency, instructors should call the department office (678-2080) to request that classes are covered. If your class is early in the morning, call the chair at 678-3334. If you have a scheduled absence, a colleague should be asked to teach the class. Otherwise, a graduate teaching assistant should be contacted to screen a video. Please do not simply cancel class, except in an extreme emergency; credit hours are contingent upon a state-mandated minimum number of hours in the classroom.

STUDENTS WITH DISABILITIES

Students with disabilities should be aided on a one-to-one basis, and accommodations should be made available to assist their learning. If you need information or help, call the Office of Students with Disabilities (SDS). Students with disabilities can take their exams at the SDS. The process is simple: the student brings you a form which lets you approve special needs which SDS may provide (e.g. enlarged type; reader; time and a half). It also advises SDS when and where to return the completed exam. The student gives you a copy of the form and takes one to SDS. You must prepare a copy of the exam a few days in advance for submission to SDS (by email, fax or campus mail), but they will handle all other details and return it to you for grading. Review the following guidelines provided by the Americans with Disabilities Act:

AMERICANS WITH DISABILITIES ACT: SUMMARY OF LEGAL REQUIREMENTS

- Discrimination is prohibited against qualified persons with disabilities in the areas of recruitment, admission and treatment after admission.
- All programs, services and activities must be available to students with disabilities in the most integrated setting possible. This requirement includes academic programs, field trips, practicums, internships, research, campus employment, graduate assistantships and all student services and student life activities.
- No student may be excluded from any course or any course of study solely on the basis of disability.
- When necessary, reasonable modification of course or degree requirements must be made for students with disabilities unless the requirements can be demonstrated as essential to the program or unless modification would fundamentally alter the nature of the program.
- Prohibitive rules may not be imposed on qualified students with disabilities, such as banning tape recorders, service animals or other necessary equipment or aids in the classroom.
- The institution must provide appropriate auxiliary aids to qualified students with disabilities when necessary for full educational access (SDS assists in this process).
- Teaching techniques, as well as special equipment and devices used in the classroom, should be adapted in individual cases when necessary to ensure equal access.
- Educational materials must be provided in an alternate format that is effective for the student when necessary to ensure access to educational information.
- Alternate testing and evaluation methods must be used when necessary to ensure the student's achievement is being measured rather than his or her impaired sensory, manual or speaking skill, except where such skills are the factors that the test purports to measure.

- Classes must be relocated, when necessary, to permit access for students with mobility impairments.
- It is discriminatory to counsel students with disabilities toward more restrictive career objectives than other students with similar interests and abilities.
- Communications with persons with disabilities must be as effective as communications with others and sometimes must be accomplished by the use of auxiliary aids (students arrange for such services through SDS).
- A student with a disability cannot be required to accept an accommodation, aid, service, opportunity or benefit.
- It is unlawful to retaliate, coerce, intimidate, threaten or interfere with any individual who exercises his/her rights under ADA or who aids or assists others in doing so.
- Disability data are confidential and cannot be disclosed without individual consent.

GUIDELINES FOR USING SDS TEST PROCTORING SERVICE

- Students must bring a completed test accommodation request form to SDS at least two working days before the test. The student completes Part I of the form and the faculty member completes Part II.
- Faculty members are responsible for delivering their tests to SDS. Delivery may be by email, FAX, or in person.
- Tests which require alternative computer formats should be sent 24 hours prior to test time and may be sent via email or diskette. Tests in paper copy need to be at SDS 48 hours in advance to be scanned, proofed, and/or converted to Braille.
- SDS will return completed tests to faculty members at their department office. We do not deliver to individual faculty offices.
- SDS asks that professors not deliver or send tests until after they have signed the test accommodation form. If the test and paperwork cannot be matched up when the test arrives, it creates numerous problems, particularly when the test has no name on it
- The fourth copy of the test accommodation request packet was added to protect the security of the test instructions. Professors should compare this gold copy with the yellow copy SDS returns with the test. Doing so will ensure that students are unable to change the instructions on the form after it leaves the professor's hands.
- Students arriving at SDS to take their test later than 10 minutes after the scheduled test time will be asked to get permission from their professor in order to start the test late. If the student misses the test, SDS directs the student to discuss the situation with the professor. If the test is not rescheduled, the test is returned to the professor within two days. For questions, contact the SDS Director at 678-2880.

III. ACADEMIC STANDARDS, ASSIGNMENTS AND GRADING ISSUES

Key information in this section:

- Attendance must be taken for the first two weeks of classes, and students who fail to attend a single meeting during this period must be reported via Web for Faculty.
- Resources are available to assist with writing assignments and to prevent plagiarism.
- Final Exams must be administered on the date and time assigned by the university.
- Attendance may be used to calculate course grades; avoid “participation” scores.
- Course grades must be entered via “Spectrum” by the deadline.

CLASS ATTENDANCE

University policy requires that all instructors track class attendance early in the semester. Instructors are required by state law to notify the Registrar of students who fail to attend during this initial period. Use Spectrum to report all students who have not attended any meetings during the first two weeks of classes (fall/spring) or the first week of classes (summer). These students will be sent a “Notice of Non-Attendance.” Students accept both fee and grade liability at the time of registration. Those who do not attend class are responsible for processing an official drop/withdrawal. In order to avoid fee or grade liability, students must drop/withdraw prior to the first day of classes for the session in which the course is taught.

Attendance may be used in computing grades at the discretion of the instructor. However, this policy must be clearly defined on the course syllabus and discussed at the first and second class meetings. Your policy must explain how attendance will be calculated in determining the course grade. Note that scores based on “participation” are strongly discouraged as they can be viewed as subjective and are vulnerable to informal and formal student complaints.

Reminder: a student who is absent from the final examination without instructor permission incurs a grade of “F” on the examination and may, depending on the weight of the examination in determining the final grade, incur a grade of “F” for the course.

WRITING REQUIREMENTS FOR STUDENTS

Some classes require that students complete some writing assignment. This may include papers, essay questions, and/or take home exams. One option is to use supplemental readings as a student guide for writing skills. Offer students clear and detailed guidelines to help them prepare all written assignments, and explain how to properly obtain and use source material.

You should discuss plagiarism rules in class (see section on Academic Misconduct). It is also wise to assign projects in stages (e.g. project design, project outline, draft, final paper) with separate due dates, to ensure that students make steady progress. You might also require that students turn in all handwritten notes used to prepare papers, to prevent plagiarism. You may want to schedule due dates for writing assignments well before the end of the semester so that they don’t conflict with final exams. The Advanced Learning Center also provides access to the anti-plagiarism service, turnitin.com.

STUDY GUIDES

Instructors are under no obligation to prepare and distribute study guides, but they can be helpful to students. They also protect the instructor from accusations that some of the subject matter on tests was not covered in class. However, it is recommended that study guides provide only limited detail (e.g. key terms without definitions and examples) to ensure that students use them as a foundation for studying, not as crib sheets.

You may also wish to discuss the exam and study procedures with your class. If you plan to require special materials for the exam (e.g. blue books, General Purpose Answer Sheets, calculators) you must advise the class in advance and should note this on your syllabus.

EXAMS

Plan Exams Early! Good exams take considerable effort to prepare and to grade.

See faculty supervisors for copies of past exams. **HOWEVER:** note that the creation of effective exams is a difficult and time consuming activity, and it is essential to protect existing faculty test banks. Therefore, if you use faculty questions do NOT return corrected exams to students; instead, have them complete exam answers on separate answer sheets or in blue books, and return only these materials to students. You can go over the questions using PowerPoint.

When creating an exam, use simple, clear phrasing in your questions. It is wise to write brief questions in simple English. Avoid writing questions/answers that contain multiple clauses or components (e.g., “Which of the following involves x plus y and/or z but not q?”), double negatives (e.g. “Which of the following is not false...”) or orphaned sentences (i.e., questions or multiple choice options which carry onto the next page).

To prevent cheating you might prepare alternate versions of the test or create a test that *appears* to have several versions. You can do this by rearranging questions; by including different questions on different versions of the test; by altering the cover sheet or using different “codes” on the cover sheet; or by printing the first page of the test on different colors of paper. Instructors may combine questions from different tests in subsequent semesters to further ensure test integrity. Another option is to give students take-home study questions. If students do poorly you have the option of allowing students to rewrite answers; be sure you specify as to how much credit/bonus points you will award.

For ease in grading and to prevent access to the test bank questions, bubble sheets (8 1/2” X 11” General Purpose Answer Sheets) may be used. Students can purchase these at the Book Store. The Computer Services Testing Center (Administration, Room 112, extension 2406) processes grades within a few hours. They offer a packet that explains the process of using test scoring. The score sheet and essay answers should be returned to students without the original test questions to preserve the integrity of future exams.

MAKEUP EXAMS

Most instructors refuse to give makeup exams and clearly state this policy on the

syllabus. This is because exams are difficult to prepare and because make-ups promote poor attendance and cheating. In special circumstances, however, the instructor may decide on a case-by-case basis how to resolve a missed exam. Options include an alternative exam, a separate assignment, or weighing remaining exams more heavily. However, you are not required to consider options. Be sure students understand they must notify the instructor immediately if they miss an exam; state this on your syllabus. Again, by University policy, a student who misses the final exam without instructor permission incurs a grade of F for the final. They may also receive a grade of F for the course, depending upon the weight given to that exam.

TERM PAPERS

We all know that students have access to term paper banks via the internet, student organizations and commercial firms. All cases of plagiarism and academic misconduct that impact a student's grade must be reported to the Chair and Office of Student Judicial and Ethical Affairs. To prevent both intentional and unintentional plagiarism, try to assign narrow topics and consider requiring that students submit their papers in stages with deadlines for each step.

Example:

- Date A – Topic due
- Date B – Reference List due
- Date C – Outline due
- Date D – Rough Draft due
- Date E – Final Paper due

These steps, plus discussion of proper citation, can reduce dishonesty. Most plagiarizing is committed by desperate students who wait until the last minute to work on their paper. ***The university also has a license for the anti-plagiarism software turnitin.com through the Advanced Learning Center*** (see the Academic Misconduct section for more information).

FINAL EXAMINATIONS

University policy specifies that finals may **NOT** be given during the last regular class meeting; rather, they must be given on the date and at the time listed in the *Schedule of Classes*, published online each semester. The department strictly follows this policy.

Finals should start promptly at the designated times and may not extend beyond the period indicated (two hours for fall and spring semesters, ninety minutes for summer terms). Instructors may not give exams at a time other than the scheduled one, except with permission from the department chair and college dean. Students who take exams at Student Disability Services may also schedule a different time. Make-up examinations may be given after the scheduled time to students who have been absent and who are able to justify their absence. A student who is absent from the final exam without instructor permission incurs a grade of F and, depending on the exam's weight, may incur a grade of F for the course.

COMPUTER BASED TEST SCORING

You may choose to use computer-based services to score objective exams. To do so, notify students in advance that they must purchase a *General Purpose Answer Sheet* (form 4521) from the Bookstore, and bring a Number 2 pencil (note this on your syllabus). The department stores copies of the form, in case of emergency. You fill out an exam answer key; for instruction see the chair. Take exams to Technical Support, Jones Hall 110 (telephone: 678-3864). They will provide a cover sheet for your contact information and scoring options (e.g., multiple exam keys, histogram, inter-item scoring). Exams are usually graded the same day, or within 24 hours.

GRADES

Instructors report grades for all students in their classes at the end of term. Instructors are free to determine a fair manner for evaluating and grading students, but grading criteria should be spelled out on the syllabus. ***NOTE: Instructors are strongly discouraged from grading based on “participation” scores as it is a subjective measure and often provokes grade appeals.*** However, attendance *can* be used as part of their grade. The instructor’s evaluation of the student’s work is expressed by grades which the university converts to points for the purpose of calculating the Grade Point Average (GPA).

| Grade | GPA Points |
|----------------------|-------------------|
| A+ | 4.00 |
| A | 4.00 |
| A- | 3.84 |
| B+ | 3.33 |
| B | 3.00 |
| B- | 2.67 |
| C+ | 2.33 |
| C | 2.00 |
| C- | 1.67 |
| D+ | 1.33 |
| D | 1.00 |
| F | 0.00 |
| W (Withdraw) | 0.00 |
| I (Incomplete) | 0.00 |
| NR, (None Reported) | 0.00 |
| NC, (Non Credit) | 0.00 |
| *IP, (In Progress) | 0.00 |
| *S, (Satisfactory) | 0.00 |
| *U, (Unsatisfactory) | 0.00 |
| **T | 0.00 |
| AD, (Audit) | 0.00 |
| CR, (Credit) | 0.00 |

*Grades postponing or suspending completion include “I” (Incomplete), “IP” (In Progress), and “W” (Withdrawn).

**Independent study courses, student teaching, workshops, practica, and internships should be graded “A-F, IP” or “S/U, IP.” A grade of “S,” “U,” or “IP” is not calculated in the GPA. In no case is credit allowed in any course for which the student is not properly registered.

GRADE OF INCOMPLETE

The grade of “I” (Incomplete) may be assigned by the instructor in any course in which the student is unable to complete the work due to extraordinary events beyond the student’s control, that are acceptable to the instructor. The “I” may not be granted to students who complete the course with an unsatisfactory grade. Unless the student completes requirements for removal of “I” within 45 days from the end of the term in which it was received (see University Calendar), the “I” will be changed to “F,” whether or not the student is enrolled.

Instructors may grant up to a 45-day extension if sufficient extenuating circumstances exist. At the end of the extension period, the “I” will automatically revert to “F” if the student has not completed the requirements. The student will be certified for graduation only when all requirements are met, including removal of “I” grades. For students who have an “I” in a course required to fulfill degree requirements in the semester in which they expect to graduate, the certification process and graduation will automatically be deferred to the next term.

GRADE CHANGES

Grades properly issued by the instructor of record will not be altered except when an error was made in computation or reporting or as a result of a formal grade appeal. Instructors fill out a Request for Grade Change forms (available online) and submit it to the chair for signature. A grade other than “I” or “IP” may not be changed as a result of additional work after a grade has been submitted to the Office of the Registrar. The Grade Appeals procedure is described below.

POSTING AND WITHHOLDING OF GRADES

The deadline for submitting final grades is normally by 10am on the Monday morning after the last final exam for that session. It is essential that instructors submit grades on time; grades that are not entered automatically convert to an “F” and substantial paperwork is required to change late grades. State law mandates that the university withhold grade reports, transcripts and diplomas from students who have outstanding financial obligations to the University.

Note that grades may NOT be posted in public. Students view their grades online through Spectrum once course grades are entered by the instructor. Instructors may want to create a database (e.g. Excel) to track assignments, calculate grades and keep a permanent grade record.

AUDIT COURSES

Students may register to audit a course with instructor and department chair approval. Students who audit do not receive academic credit for that course. In high-demand courses, departments must make sure students who need courses for degree credit can be accommodated before they issue permits for audits.

Auditors are not required to take exams. The student and instructor should develop a precise agreement as to the extent of the student’s participation in the course, including their responsibility, if any, for class readings, discussions, and/or projects. Students who meet the terms of this agreement should be awarded an “AD” (Audit) which will appear on the transcript.

A student may not change from a grade point to an audit or from an audit to a grade point basis after the last day to add classes for that term.

CREDIT/NO-CREDIT COURSES

In order to encourage mature students to broaden their interests without jeopardizing their grades, allows students who have earned at least 60 semester hours with a minimum GPA of 3.0 to enroll in credit/no-credit courses. Students are limited to one such course per term and may not accumulate more than 12 semester hours on a credit/no-credit basis. Transfer students should be aware that credit/no-credit hours may be acceptable in one and not in another. Approval to take a course on a credit/no-credit basis must be obtained from the advisor and the dean of the student's degree-granting college. Credit hours earned on this basis face limitations (for complete listing see: <http://academics.memphis.edu/bulletin/acadreg.html>):

The College of Arts and Sciences accepts hours earned on a credit/no-credit basis in any course that is not required for the student's degree. The University College accepts hours earned on a credit/no-credit basis in any course that is not required for a student's Coordinated Study Program or for the Thematic Studies requirement.

A student may change from credit/no credit to letter grade – or from letter grade to credit/no credit - only during the “add” period. The student who successfully completes a credit/no-credit course receives credit toward graduation, but these hours are not calculated in their GPA.

ADDING AND DROPPING COURSES

After the official registration period is over, students may adjust their schedules by adding and/or dropping courses. Courses dropped during registration do not appear on the student's permanent record; those dropped later appear on the permanent record with withdrawal grades of “W”. A student may drop any course through the last day to drop specified in the University Calendar (www.enrollment.memphis.edu/registrar). Exception requests are subject to deadlines, and normally are part of a request for withdrawal from the University. Exceptions are made only by the dean, for extenuating circumstances as serious personal illness or relocation because of employment. Students who stop attending class without officially dropping incur a grade of “F”.

GRADE APPEALS

The instructor is responsible for evaluating student work and assigning grades. Grade appeal procedures provide a review process 1) for a student to understand the reasons why the grade was assigned, 2) for the instructor to become aware of and correct possible errors, 3) for appropriate department and college supervisors to review the basis on which a grade has been awarded and to correct cases in which a grade is determined to have been assigned based on arbitrary or capricious action, or other reasons not related to academic performance. If, after review, the grade is still in dispute, an appeal may be submitted to the Undergraduate Grade Appeals Committee, which consists of faculty and student representatives, for final resolution.

In all cases of a disputed grade, the student has burden of proof that the grade assigned was not appropriate. If the case has not been resolved at the student/instructor level, then the student should submit a written petition, including a copy of the syllabus along with copies of any tests, quizzes, assignments or other written work completed and graded as part of the class

requirements to the appropriate step of review. At each step of further review, copies of any previously submitted materials and any written responses to those petitions should be included.

It is important to distinguish grounds for grade appeal from questions about the quality of instruction. Successful grade appeals should be based on evidence. For instance, it is not sufficient for a student to show that he/she could have earned a “B” under other circumstances, but rather that the student actually did earn a grade of “B” based on standards set out on the course syllabus, but was assigned a lower grade. If, in the opinion of the department or college, deficiencies in instruction warrant accommodation, they may recommend an alternative exams or assignments to allow the student an opportunity to demonstrate their level of competency in that area to earn a different grade. Such decisions are made at the department or college level. In disputed cases where the appeal is based primarily upon perceived quality of instruction, the Grade Appeals Committee may refer the case directly to the Vice Provost for Academic Affairs.

GRADE APPEAL PROCEDURE

A student wishing to appeal a grade must follow Steps 1-4 listed below (deadlines below apply to dates when classes are in session during fall or spring semesters). If a student fails to observe deadlines, the decision made in the previous step will be final. If a department or college fails to respond to the student’s complaint within the deadline, the student should contact the Office of Academic Affairs. The deadline for filing the appeal should be extended appropriately to ensure that the student retains the opportunity to pursue the appeal at the next step. All correspondence and records will be retained in the office in which the complaint is resolved.

Step 1: The student should first consult with the instructor, at the latest within two weeks of the beginning of the subsequent semester, to provide a satisfactory resolution of the complaint. If the student cannot schedule a meeting with the instructor, the student may contact the chair, who will schedule a meeting between the student and instructor. The only exception to this step is the case in which the instructor is unavailable. In this case, the student may proceed to Step 2.

Step 2: If the complaint is not resolved in Step 1, the student may present the complaint in writing by the end of the third week in the semester to the chair of the department in which the course was offered. The student’s petition should include appropriate materials described above, and if available, the instructor’s written explanation for the assigned grade. The chair will attempt to resolve the complaint in consultation with the instructor and student. The chair will provide a written response to the student within two weeks from the time the written complaint has been received. If the chair was the instructor of the course, the student may proceed directly to Step 3.

Step 3: If the complaint has not been resolved at the departmental level, the student may present a written petition to the dean of the college in which the course was offered, along with a copy of materials presented at the previous stage and any written responses from the department. At the latest, this petition should be presented within one week after the departmental response. Within two weeks of the time the complaint was received, the dean may use resources available to resolve the conflict.

If the dean finds that the request does not have merit, the dean shall notify the student in writing, with copies sent to the instructor and chair. If the dean and department chair

agree that the grade should be changed, the dean shall be empowered to change the grade without instructor consent. Either the student or instructor may appeal this decision in Step 4. If the dean and chair do not agree, the dean shall present his or her view in writing to the student, with copies to the instructor and department chair, so that the student may include that information in an appeal to the Undergraduate Grade Appeals Committee.

Step 4: If the complaint has not been resolved through the previous steps, the student may present a grade appeal petition to the Undergraduate Grade Appeals Committee through the Office of Academic Affairs. Copies of written materials and petitions presented at the previous steps, along with any written responses received from the department or college, must be included with the petition. The deadline for a petition is March 15 for grades awarded during the previous fall term, and October 15 for grades awarded during the previous spring or summer terms. The Office of Academic Affairs will forward the petition and materials to the chair of the Undergraduate Grade Appeals Committee, who will distribute copies to the members of the Committee.

The Committee members review the petition and attached materials and forward their recommendation to the Committee chair about whether a hearing is warranted. If a majority of the Committee does not vote that the case merits a hearing, the grade stands as issued. If a majority of the Committee votes in favor of a hearing, the Committee chair shall inform the student and instructor, and arrange a hearing with the student, instructor, and members of the Undergraduate Grade Appeals Committee or their designated alternates. Copies of the Committee's decision shall be sent to the department chair and dean of the college.

Prior to the hearing, the instructor should be given a copy of the student's petition and supporting materials. If members of the Committee feel that additional factual information is needed, the chair of the Committee should inform the Office of Academic Affairs of that request in writing, and that office should make every effort to provide that information in writing to the Committee. At the hearing, first the student and then the instructor will each have the opportunity to present their cases orally and to present any other written materials they deem appropriate. The Committee members may ask questions to the student and instructor. At the end of the meeting, the student and the instructor have the opportunity for brief closing statements.

The Committee chair should inform the student, instructor, chair, college, and Office of Academic Affairs of the Committee's decision in writing within one week of the hearing. If a majority of the Committee agrees that the grade should be changed, the Office of Academic Affairs will notify Student Records of the grade change. Otherwise the grade shall remain as recorded. The decision of the Undergraduate Grade Appeals Committee shall be final.

IV. ACADEMIC FRESH START

Academic Fresh Start is available for undergraduates who have gained maturity through extended experience outside higher education and have demonstrated above average academic performance at the university. It allows the applicant's GPA and credit hours to be based only on work done after returning to college. Students can contact the Office of Academic Status and Retention for details and application materials. The University of Memphis honors academic fresh start completed at other accredited institutions of higher education.

V. ACADEMIC MISCONDUCT

Key information in this section:

- **NEVER** “bargain” with students who commit acts of academic misconduct.
- A student need not deliberately and knowingly misuse sources to be guilty of misconduct.
- Faculty have the option of summary discipline for cases of student academic misconduct (e.g. cheating, plagiarism) but they **MUST** inform the chair if they take such action.

University admission imposes special responsibilities. Departmental and university policies specific to classroom conduct are summarized below. For complete details on policies and procedures, see *The University of Memphis Code of Student Rights and Responsibilities* (<http://saweb.memphis.edu/judicialaffairs/pdf/csrr.pdf>). The instructor is authorized to act in any case of classroom misconduct, including cheating, plagiarism, and disruptive behavior.

EXAMPLES OF CHEATING

- The use of any unauthorized assistance in taking quizzes, tests, or examinations;
- Using sources beyond those authorized by the instructor in any classroom assignments;
- Acquiring tests or other academic material without prior approval from the instructor;
- Misrepresenting assignments as the product of a student’s sole independent effort;
- Failing to abide by the instructions of the proctor concerning test-taking procedures;
- Influencing, or attempting to influence grading and/or evaluation through coercion;
- Any forgery, alteration, unauthorized possession, or misuse of University documents (e.g. course permits, late withdrawal forms, add/drop slips).

To prevent cheating, protect the security of exams. Specify what materials are allowed on take-home exams. Return answer sheets but not the original test questions. Consider using two different colors of paper when copying the exam cover page, to lend the impression that there are two different versions of the test.

RECOMMENDED RESPONSES TO SUSPECTED IN-PROGRESS CHEATING***

- If a student is using notes or has notes visible, immediately and discretely confiscate them. These may be important in proving the charges, if a student denies cheating.
- Announce that no talking is permitted during. If students are talking or exchanging information, they can be directed to change seats or move apart.
- If you believe a “ringer” may be taking an exam for another student, quietly approach him/her and ask for identification. If the student cannot or will not provide identification, call campus police. You may refuse to credit the exam until identification is presented.
- If a student is looking at other’s work, announce to the class that all work is individual and /or quietly tell the student that eyes must be kept on one’s own paper.
- **Do not stop a student from completing the exam, even if you believe that s/he is cheating.** Instead, interrupt the misconduct and identify those involved by setting their

exams aside and recording their names. If in reviewing the exams, you find evidence of cheating, report suspected misconduct to the Office of Judicial Affairs.

PLAGIARISM

Plagiarism includes, but is not limited to the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

To prevent plagiarism, give students detailed guidelines for completing project. Specify how they should document source materials, and how much they may collaborate on projects. If rules are complex, or differ by project, put them in writing. Set deadlines for completing each project step, and sign up to use “turnitin.com” services through the Advanced Learning Center.

CLASSROOM MISCONDUCT

Tips to prevent classroom misconduct follow. Above all, make expectations clear on your syllabus (including cell phone and computer use policy). Do NOT become defensive or hostile! It is also important to distinguish between disruptive behavior and assertiveness. Behavior can be considered disruptive if it substantially or repeatedly interferes with the conduct of a class (e.g. persistent interruptions, personal insults or physical threats). However, disagreeing with an instructor or with other students is not in itself disruptive, nor is rudeness, unless the behavior is repeated, especially after a warning. Students who monopolize discussion should be seen after class (rather than addressed in class) and in an affirming way asked to be aware of their effect on classmates and class time. By contrast, disruption includes conduct that intentionally interferes with normal classroom procedure, with academic evaluation, or with another student's right to pursue course work. Class misconduct also includes any physical abuse or threat of abuse, whether on or off campus as related to classroom procedure or academic evaluation.

Instructors have ultimate control over classroom behavior and may eject any student engaged in disruptive or violent conduct. It is the instructor's prerogative to first move a disruptive student to another seat in the room. If that strategy fails, the instructor may ask the student to leave. If they refuse to leave, the instructor should call Campus Police.

Report any incident to the chair and University judicial officer. The University judicial officer will meet with the instructor and chair to determine the appropriate action before the next class period. If there is disagreement as to readmission, the student will be excluded from the classroom pending a hearing. If there is agreement for readmission, the student will be readmitted subject to any restrictions or discipline prescribed by the University judicial officer.

When it is determined that the student should not be readmitted, or where there is disagreement, the University judicial officer will arrange a hearing. The hearing should be before the dean or a designee, the University judicial officer or a designee, and a student appointed by the president. The hearing determines whether the student will be readmitted to the classroom. When a student is readmitted and circumstances warrant, the University judicial officer may

initiate formal disciplinary charges as set forth in the section entitled “The Code of Student Conduct Hearing Procedures” in the *Code of Student Conduct*.

TIPS TO PROMOTE CIVILITY IN THE CLASSROOM****

The Joint Statement of Rights and Freedoms of Students recommends the following:

- Clarify standards for class conduct. For example, if you want students to raise their hands for permission to speak, say so. Also clarify expectations about punctuality, and active participation (e.g. no reading newspapers, cell phone conversations, etc.
- Foster an environment of respect. Students are less likely to break the rules when they have respect for the instructor and other students and when they feel engaged.
- Be sensitive to individual differences; never ridicule questions or remarks, and confront disrespectful students, but with respect and without intimidation.
- Discuss ethics to show students that academic integrity is important to you.
- If inappropriate behavior occurs, give a general word of caution rather than targeting a particular student.
- If behavior is irritating, but not disruptive, speak with the student after class. Most students are unaware of distracting mannerism and do not mean to offend or disrupt.
- On the rare occasion when it is necessary to speak to a student during class about behavior, do so in a firm and friendly manner and offer to discuss it further after class.
- Warn students who persist in disrupting class that they may be ejected from the class.
- If all else fails, contact the chair and Office of Student Judicial and Ethical Affairs.

DISCIPLINARY PROCESS

All instructors should contact Student Judicial and Ethical Programs if they suspect dishonesty, to discuss various responses under University policies. Also see the Code of Student Conduct in the *Student Handbook* (<http://www.memphis.edu/stuhand2/>). As a first step, the instructor may meet with the student to determine if an actual violation has occurred. Faculty may also take the actions outlined below.

REQUEST FOR HEARING

An instructor may request a hearing for an allegation of academic misconduct by contacting the Academic Discipline Committee or University judicial officer. A student found guilty of academic misconduct by the Committee may be awarded a grade of "F" for the course, assignment, or exam at issue, and is subject to additional disciplinary sanctions including suspension or expulsion. Hearing procedures are outlined in the Code for Student Conduct. Committee members are faculty and students appointed annually by the president.

SUMMARY DISCIPLINE

Faculty should *never* “bargain” with students accused of academic misconduct. (i.e., do not offer to retain their grade if they do other makeup work; or offer to “forget” that they plagiarized an assignment if they behave the rest of the semester). Such bargains can lead to

lawsuits, as such oral agreements are unreliable and students can claim that they felt pressured to consent to the offer against their will.

A faculty member who has good cause to believe that a student has engaged in academic misconduct may choose to exercise *summary discipline*. A student's grade in the course, assignment, or exam affected by the alleged misconduct may be lowered to any extent, including a grade of "F". **However, an instructor who exercises summary discipline must notify the department chair of the action.** The chair will notify the student of the action in writing and advise the student of the right of appeal to the Academic Discipline Committee.

SANCTIONS

Any student who receives more than one "F" as a result of summary discipline may be summoned to appear before the Academic Discipline Committee, which may impose any of the following sanctions:

- Probation. Allotted for a designated period and incurs risk of more severe disciplinary sanctions if the student violates any institutional regulation(s) during this period.
- Loss of Privileges. Denial of specified privileges for a designated period of time.
- Discretionary sanctions. Work assignments, or other related discretionary.
- University suspension. Separation of the student from the University for a period of time, after which the student is eligible to return, pending terms for readmission.
- University expulsion. Permanent separation of the student from the University.

VI. EVALUATION

Key information in this section:

- All instructors are required to administer student evaluations (SIRS)

SIRS

The SIRS is a student survey used to evaluate an instructor's performance. The survey is now voluntary, and conducted online. The goal is a maximum response rate, so it is important to stress to students the importance of their completing the questionnaire for each of their classes.

Since SIRS results are not available until after the semester, instructors may wish to prepare and administer their own evaluation instrument to measure their mid-term performance, strengths and weaknesses. However, make sure that the assessment is objective and confidential, to protect your students. When SIRS results are released, instructors should discuss them with the department chair. Results are confidential.

EVALUATION OF TEACHING ASSISTANTS

During the semester, a professor from the department will try to sit in on one Graduate TA's lecture, for evaluation purposes. In such cases the professor will meet with the TA to offer

feedback.

VII. MISCELLANEOUS INFORMATION

INSTRUCTOR CONDUCT

All instructors must adhere to university policy regarding teaching faculty. For instance, all instructors are required to complete sexual harassment training and misconduct is strictly prohibited. Please read the online *Faculty Handbook* for details on all regulations.

ASSISTANCE FOR INSTRUCTORS TEACHING IN THE EVENING

Instructors who teach in the evening or at off campus sites may have special needs. The department is eager to assist whenever possible. Please feel free to contact faculty and staff as needed. You can leave messages in department mailboxes, call or leave voicemail, email, or send a fax. The department will respond as quickly as possible. If you need photocopying assistance or other services, please be sure to communicate those needs. A TA may be made available to proctor makeup exams, screen videos, or assist in other ways.

UPDATES OF GUIDELINES

This guide began from a meeting of faculty and teaching assistants in fall 1995. A series of training sessions were then conducted with faculty, staff, teaching assistants, and part-time instructors. The guidelines are updated continually, as necessary. Please submit any suggestions for the next edition to the department chair.

REFERENCES AND RESOURCES

Academic Regulations:

<http://academics.memphis.edu/bulletin/acadreg.html>

Classroom Misconduct:

www.memphis.edu/facultyhandbook/2004FHB_Chapter5.htm#Classroom%20Misconduct

*** Adapted with permission from materials prepared by the University of North Carolina at Chapel Hill.

**** Adapted with permission from materials prepared by the University of California at Davis, Office of Student Judicial Affairs.

ATTACHMENTS

Informational materials include:

- sample course syllabi
- anthropology film and video list

SAMPLE SYLLABUS:

THE UNIVERSITY OF MEMPHIS
ANTHROPOLOGY 1100 Section 004
HUMAN ORIGINS AND VARIATION
MWF 9:10-10:05
Manning Hall 320

Note: dates and assignments subject to change

Instructor. Professor Art I. Fact, Ph.D.

Office: 316 Manning

Office hours: Tues and Thurs, 8:00-9:00am; Wed, 10:00-11:00am; and by appointment.

Email: rtfact@memphis.edu

Telephone: (901) 678-2080

Description. This course is an introduction to evolutionary anthropology. We will examine our origin and evolution as a species (biological anthropology) and the development of human societies from the earliest cultures to the emergence of urban civilizations (prehistoric archeology). In lectures and readings we will explore traditional accounts of our origins based on myth and legend, the rise of evolutionary science, human genetics, legacies of our earliest ancestors, the emergence of mammals and primates, the evolution of hominids and the first true humans, biological and cultural developments during the ice age, and the rise of agriculture and the emergence of complex urban civilizations.

Readings. The required text is Lewis, Jurmain, and Kilgore (2007) *Understanding Physical Anthropology and Archeology* (9th edition). Be sure to get the book right away because we will have readings the first week of classes. Additional required readings will be assigned in lecture. Do the readings *in preparation* for each week's lectures; reaction essays may be assigned to help you keep up.

Grades. Your final grade will be awarded on the basis of total points from three exams (30% each), attendance (5%), and readings/discussion/deadlines (5%). Exams are a combination of objective and interpretive questions drawn from *both* class and readings. Students begin the semester with full points for both attendance and readings/discussion/deadlines. Point deductions will be made for absences and frequent tardiness; four recorded absences (=2 weeks) during the semester is excessive and will be penalized. Deductions will also be made for unfamiliarity with readings, lack of participation, and late submissions.

Policies.

- Attendance in lecture is required and I will take roll at various times during the semester.
- No unexcused make-ups. Students who cannot attend an exam for acceptable documented health or school-related reasons must make alternative arrangements *before* the day of the exam; in case of emergency, students must contact me by email before 5 pm on the day of the test. Make-up exams may be all-essay tests different from the exams given in class.
- We will use plus-minus grading. Students will be graded on the basis of work submitted and class performance; personal and situational factors cannot be considered in the calculation of course grades. I do not assign extra credit work in this course so do your best on exams and other assignments.
- As a point of reference, my general grading rubric is as follows: (1) demonstrates understanding of the issues raised in lectures and readings, (2) demonstrates understanding of the alternative theories and points of view presented, (3) demonstrates understanding of the evidence presented and the conclusions drawn by evolutionary anthropologists, (4) demonstrates engagement with the course materials through participation in class and performance on exams.
- Exams consist of questions from lecture, discussions, and assigned readings. Take good notes in class because you cannot do well on the tests using just the textbook.
- You may be required to submit essays and other writings to turnitin.com to check for plagiarism; these assignments will not be considered complete until they are so submitted. Plagiarism will be dealt with in accordance with the policies and procedures of the University. Students caught plagiarizing any material in this course will automatically fail the *course* and the Office of Student Judicial and Ethical Affairs notified. Do not do work for other classes while in lecture.
- Distractions are to be turned off and stowed. No cell phones or other electronic devices, iPods, headsets, work for other classes, newspapers, crossword puzzles on your desk. Computers may be used for note-taking only, with just a word-processor window open (abuse will result in a ban for all students).
- Students are responsible for announcements made in lecture and to changes to the syllabus.

Lecture, reading, and exam schedule

Week 1 (January 16, 18). Introduction to the course. What is so special about people? 5000 stories of creation (Readings: Chapter 1)

Week 2 (January 23, 25). How old is the earth? Why are there so many species? (Readings: Chapter 2)

Week 3 (January 30, February 1). Why are species adapted to their environments? Darwin I: Descent with modification.

Week 4 (February 6, 8). Darwin II: Natural selection. The mechanisms of heredity. (Readings: Ch. 3)

Week 5 (February 13, 15). Microevolution. Mechanisms of adaptation (Readings: Chapter 4)

Week 6

February 20: Examination 1

February 22: Legacies of our earliest ancestors (Readings: Chapter 5)

Week 7 (February 27, March 1). Mammals and primates. How do we know we are apes? (Readings: Chapters 6, 7)

Week 8 (March 6, 8). Spring break

Week 9 (March 13, 15). Who was the real missing link? (Readings: Chapter 8)

Week 10 (March 20, 22). Early hominid adaptations. The first humans. (Readings: Chapter 9)

Week 11

March 27: Examination 2

March 29: Archaic humans (Readings: Chapter 10)

Week 12 (April 3, 5). Neanderthals and moderns. Ice Age cultures. (Readings: Chapter 12)

Week 13 (April 10, 12). The world after the Ice Age. (Readings: Chapter 13)

Week 14 (April 17, 19). The rise of farming. Civilizations in Africa and Eurasia. (Readings: Chs 14, 15)

Week 15 (April 24). Civilizations in the Americas. (Readings: Chapter 16)

Final examinations

Section 004 (TTh 9:40-11:05): Tuesday, May 1, 10:30-12:30

Please note: Do the text readings before the lectures for which they are assignments; additional readings will be assigned in lecture. Lecture dates are approximate and may be subject to revision.

IMPORTANT NOTICE ABOUT EVOLUTION, CREATIONISM, AND “INTELLIGENT DESIGN”

Most students who enroll in Anthropology 1100 have had no prior systematic exposure to the concepts and evidence of our evolution, so it is understandable that they may feel some apprehension at first about what they will be called upon to do and think about in this course. Let me address a few common questions that I hope will put your concerns to rest.

Where does this course stand on the cultural debate on evolution and creationism? First, it should be clear that this is a course on *human evolution*. The overwhelming majority of anthropologists and other scientists professionally interested in our origins believe that the weight of evidence strongly supports the view that we are the product of the same natural evolutionary forces that have shaped all other species on the planet, and just as strongly refutes the contentions that we are the product of sudden creation separate from other species or developed under the influence of divine or “intelligent” intervention. We feel that recent public controversies over the teaching of Creationism and “intelligent design” (ID) are political and religious in nature, and have nothing to do with the relative scientific merit of these ideas. Therefore, this course will focus mainly on the evolutionary viewpoint, though we will also briefly discuss the many alternative cultural and religious views that historically preceded our present scientific perspectives, and why evolutionary scientists have rejected these perspectives. This course will not, however, engage in ongoing debate or give “equal time” to nonevolutionary perspectives.

Will I be penalized for my religious beliefs? No. Through the exams and other graded materials you will be evaluated on your *understandings* of the concepts, theories, and evidence that evolutionary anthropologists use to reconstruct our origins and development as a species. But you will not be graded on your personal beliefs, pro or con.

What do human evolutionists believe about our origins? Here are some of the “big ideas” of the evolutionary perspective that we will be developing in this course:

- The earth is very ancient, and both the earth and the organisms that occupy it have undergone continuous and dramatic changes throughout its long 4.5 billion year history. In comparison, humans are quite recent, having emerged from pre-human ancestors only 2-1/2 million years ago.
- All living species are descended from common ancestors. Humans share most recent descent with the African apes, the gorillas and chimpanzees, making us biological cousins
- Our special human traits like bipedalism, big brains, and tool use evolved as adaptations to our early ancestor’s environments.
- “Recorded” history is only a few thousand years old, and was preceded by an immensely longer *pre*-history for which we have no reliable written records, but that can be understood through fossils and artifacts.
- Discrete biological races probably do not exist in modern humans. Purported “racial” characteristics consist mostly of recently-evolved superficial continuous variations adapting populations to different climates, and have nothing to do with differences in intelligence, moral character, creativity, “complexity”, or essential humanness.

SAMPLE SYLLABUS
ANTHROPOLOGY 1200
INTRODUCTION TO CULTURAL ANTHROPOLOGY
INSTRUCTOR: Dr. Smarty Pants

OFFICE: Manning Hall 316
PHONE: 678-2080

HOURS: T-R 11am-12 pm **or** by appointment
EMAIL: smartypants@memphis.edu

REQUIRED COURSE TEXT:

Ember, Carole and Melvin Ember. Cultural Anthropology: Custom Edition. Prentice Hall: 2005.
NOTE: chapters are *not* covered chronologically: **check syllabus for each week's assignment!**

OTHER REQUIRED MATERIALS:

One (8 ½" X 11") "General Purpose Answer Sheet" and #2 pencil are required for each exam.

COURSE DESCRIPTION:

This course explores lifeways in contemporary Western and non-Western cultures, including beliefs and behaviors shaping the human condition. Lectures consider how factors like ecology, social organization and worldview affect human adaptation and quality of life. Discussion also highlights the repercussions of culture change and the ways anthropologists study and directly influence change and development.

COURSE GOALS:

1. To explore the concept of culture and its adaptive value.
2. To understand cultural diversity in its global perspective.
3. To examine the complexities of contemporary culture change and development.
4. To see how forces like heredity, ecology and experience shape human thought and action.

COURSE REQUIREMENTS: Grades will be determined on the basis of the following:

- 1) **Three written examinations** (each worth 30% of course grade).
 - 2) ***Attendance and participation in classroom discussion** (10% of grade).
- *Note: tardiness is unacceptable; attendance credit will not be awarded if you are late.**

COURSE & EXAMINATION POLICIES:

- 1) **EXAM POLICY: No makeup exams.** If you miss an exam, notify me immediately; those with legitimate, documented reasons for absence may be offered an alternative for that exam requirement. **Students who fail to contact me within 48 hours of an exam, and/or who lack a solid excuse will receive a failing grade on that exam.** To reschedule an exam, contact me at least one week before that exam. **University policy prohibits rescheduling of final exams.**
- 2) **SPECIAL NEEDS:** Students with disabilities are welcome; please advise me of individual needs early in the semester.
- 3) **COMPORTMENT:** Respectful discussion, questions and perspectives are welcome and encouraged. **Class disruption is unacceptable: students must arrive on time and cell phones, pagers and computers must be turned off.**

ANTHROPOLOGY 1200 COURSE SCHEDULE AND ASSIGNMENTS

| <u>Date:</u> | <u>Topic:</u> | <u>Assignment:</u> |
|--------------|--|--------------------|
| Week 1 | Introduction to Anthropology: Culture and Theory | Chapter 1 |
| Week 2 | Introduction to Anthropology: Research Methods | Chapter 2 |
| Week 3 | Subsistence: Food Production, Culture and Diet | Chapter 5 |
| Week 4 | Subsistence: Economics and Exchange Systems | Chapter 6 |
| Week 5 | <u>EXAMINATION I</u> Family and Society: Social Organization | Chapter 7 |
| Week 6 | Family: Courtship and Marriage | Chapter 9 |
| Week 7 | Family: Kinship and Ancestry | Chapter 10 |
| Week 8 | SPRING BREAK -- CLASSES DO NOT MEET | |
| Week 9 | Society: Conflict and Social Control | Chapter 8 |
| Week 10 | <u>EXAMINATION II</u> Worldview: Beliefs, Values and Change | Chapter 12 |
| Week 11 | Worldview: Language and Writing | Chapter 4 |
| Week 12 | Worldview: Magic and Religion | Chapter 14 |
| Week 13 | Culture Change: Adaptation and Ethnogenesis | Chapter 16 |
| Week 14 | Culture Change: Dynamics of Global Health | Chapter 18 |
| Week 15 | Culture Change: Applied Anthropology | Chapter 17 |

NOTES: *EXAM III takes place on [day/date] from [hours].
All dates and assignments are subject to change.*