UNIVERSITY of HAWAIʻI
WINDWARD COMMUNITY COLLEGE
Ke Kulanui Kaiāulu o ke Koʻolau

# ANTH 152 ~ Culture and Humanity

## Anthropology of the Anthropocene ~ Sustainability Focused

WCC Fall 2026 ~ 3 Credits | CRN 62325

This syllabus is subject to change without notice, guaranteed... Shoots brah!

## Windward Community College Mission Statement

*'O keia ka wā kūpono e ho'onui ai ka 'ike me ka ho'omaopopo i kō Hawai'i mau ho'oilina waiwai. Aia nō ho'i ma ke Kulanui Kaiāulu o ke Ko'olau nā papahana hou o nā 'ike 'ake akamai a me nā hana no'eau. Me ke kuleana ko'iko'i e ho'ohiki ke Kulanui e kāko'o a e ho'okumu i ala e hiki kē kōkua i ka ho'onui 'ike a nā kānaka maoli. Na mākou nō e ho'olako, kāko'o a paipai i nā Ko'olau a kō O'ahu a'e me nā hana no'eau ākea, ka ho'ona'auao 'oihana a me ka ho'onui 'ike ma ke kaiāulu— hō'a'ano a e ho'oulu i nā haumāna i ka po'okela.*

Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawaiʻi and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide the Koʻolau region of Oʻahu and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.

## Instructor Information

Ian ʻAkahi Masterson

Office: Naʻauao 111 (Office Phone TBD)

Office Hours: Generally 1:00-2:00 Tu/Th; By Appointment ~ Zoom Conference or Campus meet-up;

We also have a two-way discreet student communication through our Lamakū Site “Group” tab;

In general, there is a Discussion Q&A for most topics, and you may use the Group tab for one-on-one communications; if you must, email or contact me at the number below and I will get back to you within a day or two, if not sooner. I like to set my phone down sometimes. I am generally unavailable on the weekends, but I will get back to you by Monday evening in most cases. If you have a question regarding an assignment that is due, I will give you an extension, no worries.

Email: imasters@hawaii.edu ~ Just know that emails may take a few days for a response...

Cell Phone: (808) 780-4064 ~ text me between 8:00 a.m. – 6:00 p.m. for best results!

ZOOM: https://hawaii.zoom.us/j/7793157468 *Request Passcode by phone or text please!

If you would prefer to meet in person, we can arrange a time during the day to meet on campus.

If there is an outage, weather situation, or family emergency on my end, I will do my best to find a way to communicate an update as soon as possible about my return to the course and grading status. Mahalo in advance for your understanding.

### About

My name is Ian ʻAkahi Masterson, I was born in Malaysia and raised all over the world, landing in Hawaiʻi when I was 8 years old, 1980. My mom's family immigrated from Madeira Island to Oahu in 1879. I grew up in Kailua and graduated Punahou in 1989 and went on to USC for a year, then came back to Hawaiʻi to care for my mom who had breast cancer--she is a major inspiration to me and my family! I went to WCC from 1991 to 2000 part time while working archeology and playing in a reggae band Dread Ashanti, then became a Rescue Watercraft Operator/lifeguard at Kaneohe Marine base. I went on to HPU to get an Anthropology degree, then on to UH Mānoa where I did a degree in Pacific Islands Studies with my thesis work on Surfing as a traditional Hawaiian Cultural Activity. I am heavily involved in our local community and the surfing world, so please be patient if I do not get back to you right away. That said, we are in a pilot program here to better our asynchronous classes, so I plan to stay on it as best I can! No worries, we will get through this together, have some fun, and learn cool stuffs along the way! Aloha and welcome to our papa (class)!

### Alternate Contact Information

If you are unable to contact the instructor, have questions that your instructor cannot answer, or for any other issues, please contact the Academic Affairs Office:

- Location: Alakaʻi 121
- Phone: (808) 235-7422

## Course Information

### Catalog Description

**ANTH 152 ~ Culture and Humanity ~** Examines the concept of culture and cultural variation among humans. Introduces basic anthropological concepts and approaches to studying and analyzing cultural behavior. Assists students in being able to view their own and others' cultures more objectively. (3 hrs. lect.) WCC:FGB

### Activities Required at Scheduled Times Other than Class Times

There are several activities that students must complete outside of the classroom/online environment, on their own time. If the student cannot complete them, alternatives are offered.

### Student Learning Outcomes

As a result of taking this course, students can expect to attain the following outcomes:

1. Explain how anthropologists study and talk about economic, kinship, political, gender, and religious systems, and cultural change.
2. Apply the concept of culture to analyze cross-cultural issues in Hawai'i, the US, and the world.
3. Identify cross-cultural differences and similarities in multicultural societies such as Hawai'i.
4. Describe patterns of culture in societies which utilize various strategies of adaptation to their environments, including subsistence patterns, political organization, social organization, and stratification.
5. Carry out ethnographic fieldwork in a subculture on O'ahu and produce a written description of the culture.
6. Apply anthropological perspectives and research methods to careers and research outside of the discipline.
7. Examine his/her own life and culture in a more critical manner in relation to the lives of people in other cultures.

## Foundations Hallmarks

Global & Multicultural Perspectives (FGA)

Global and Multicultural Perspectives (FGB):
1. Provide students with a large-scale analysis of human development and change over time.
2. Analyze the development of human societies and their cultural traditions through time in different regions (including Africa, the Americas, Asia, Europe, and Oceania) and using multiple perspectives.
3. Offer a broad, integrated analysis of cultural, economic, political, scientific, and/or social development that recognizes the diversity of human societies and their cultural traditions.
4. Examine processes of cross-cultural interaction and exchange that have linked the world's peoples through time while recognizing diversity.
5. Include at least one component on Hawaiian, Pacific, or Asian societies and their cultural traditions.
6. Engage students in the study and analysis of writings, narratives, texts, artifacts, and/or practices that represent the perspectives of different societies and cultural traditions.

## Sustainability Learning Outcomes

1. Identify the socio-cultural values and attitudes that facilitate sustainable living at the local, regional, and global level.
2. Describe how traditional and indigenous perspectives inform practices of sustainability.

## Required Materials

Required Materials are all found on our Lamakū website, directly in the modules or as links to the WWNorton online textbook and IDAP Activities (InQuizitive, Videos, etc):

**Essentials of Cultural Anthropology 4th Edition** by Kenneth J. Guest

A Toolkit for a Global Age, & the IDAP program activities that go with it. The bookstore charged you already, do not register or pay if prompted. Go through our website to get to our course materials. See the Widget for EBook and IDAP materials to access the IDAP.

## Course Format

This course is a fully online, Asynchronous (meaning NO MEETING TIMES) condensed 6-week course. Students interact with the course instructors, peers, and content through our new learning platform Lamakū. Content is also provided through an online textbook and IDAP activities provided by WWNorton. There is a charge for this Ebook & IDAP package that goes to your UH account (unless otherwise funded)—do not "register" if prompted upon login to WWNorton. ALWAYS log into Lamakū, access our course page, and click the link to reach the Ebook and IDAP activities, that way you will not be prompted to register.

This course is offered in a 16-week time frame. Please note that this is not a self-paced course, the class schedule is strictly followed. There are activities on our WWNorton IDAP program and in the Lamakū modules.

## Course Technology

### Lamakū Learning Management System (https://lamaku.hawaii.edu/d2l/home)

- Keeping Accessibility and UDL in Mind - Google Docs
- Lamakū automatically logs you out *if it does not detect activity for three hours*. A warning message will appear, notifying you of the lack of activity. Activity is defined as clicking a button in Lamakū, such as "Save Draft" or "Next" (in a test), clicking on a course tab, or taking an action that sends information to the server.

### Regular Substantive Interaction

Online courses at Windward Community College follow these guidelines for ensuring quality instruction: RSI Definition-WCC. In general, new content modules will be released weekly on the weekend before instruction begins for those modules. Announcements will also be put out on a weekly basis, usually on Mondays, unless there is something to address in the interim. Be sure to update your Lamakū Notifications to receive Announcements notifications for both computer and the Pulse app. I will pop into discussions regularly to see that you are keeping up, and I will respond to a couple threads following the initial post due date and student response due date.

I can look over and give comment to any assignment if you send it to me a couple days in advance. Lamakū rubrics are used for general grading purposes. Feedback is usually given in writing, unless video feedback is requested or better suited, both found in Grades. Please allow up to 1 week for grading/feedback. For the InQuizitive IDAP Assessments you'll be able to instantly see your quiz scores, and I will go into WWNorton to see that you are keeping up with that activity.

### Other Technology

Review the privacy/security policies before using the technologies we will be using in this class. Contact me if you would like to discuss the use of alternate options or technologies.

- Google Sheets is used to create assignment and reference worksheets (accessibility statement, privacy policy)
- Google Docs is used to create the Course Design Document and rubrics (accessibility statement, privacy policy)
- Loom is used for screen recording (accessibility statement not provided, privacy policy)
- YouTube is used for delivering some of the course content (accessibility statement, privacy policy)
- Zoom is used for the Synchronous Sessions and virtual office (accessibility statement, privacy policy)

## Participation Verification

Campuses are required by federal regulations to verify the participation of students in their classes. In accordance with Executive Policy 7.209, all students in the University of Hawai'i system are required to establish "participation" to ensure that they are not dropped from their class(es). Effective fall 2021, students who fail to participate by the late registration period for a class will be administratively dropped from that class. Students may also be dropped from dependent prerequisite and/or corequisite classes if both courses do not establish participation.

## Grading Policy

Evaluation of the student's learning outcomes will be based upon completion of homework assignments, projects, online discussions, and online assessments. The grading policy is designed to give students complete control over their grade. You can earn any grade that you would like depending on the amount of time and energy you put into the course work. This emphasizes that learning is about time and energy rather than innate ability.

All assigned activities are normally due and must be uploaded to our online Classroom by 11:59 p.m. on the due date for asynchronous classes. After that you can turn it in late but you may not get substantial feedback, and if it happens regularly, you may be subject to a reduction of 5-10% of points per late discussion, project, or assignment. All of this is purposely designed to put you in control over your time, energy, and grade in the course while providing clear guidance and structure.

All work can be turned in late up until the last day of classes, but please do not wait until the last week to accomplish things, it would be very difficult to achieve. Please note that due to the nature of life as a college student here in busy Hawai'i, I am leaving all online activities open until the final day of exams. By doing this you may not receive a reminder that an assignment is closing. Stay on it! I want you all to succeed under any circumstances, but please do not wait until it is too late.

***~ Ma ka hana ka 'ike. ~ In working one learns. ~***

## Assessment Tasks and Grading – *Categories are weighted as follows:*

*Kumu – Haumāna Interactions (10% of total grade ~ 20 points):*

Introduction Discussion ~ 20 points (required in week 1 for Attendance Verification)

Kumu – Haumana Zoom meeting/Communication ~ 10 points EXTRA CREDIT

Course Evaluation (take a screenshot of completion page & upload to assignment) ~ 10 points EC

*WWNorton EBook & IDAP Activities (20% of total grade ~ 300 points):*

Ebook Reading Check ~ 10 points per chapter x 15 chapters = 150 points

InQuizitive Assessment Activity ~ 10 points per chapter x 15 chapters = 150 points

*Discussions (25% of total grade ~ 350 points):*

Discussion Questions ~ 20 points each x 15 weeks = 300 points

Final Discussion ~ 50 points = 50 points

*Assignments (25% of total grade ~ 230 points):*

Practicing Ethnography Activity (Do all 7) ~ 20 points each x 7 assignments = 140 points

Ethnographic Field Labs ~ 30 points each x 3 assignment = 90 points

*Cultural Exploration Projects (20% of total grade ~ 100 points):*

Climate Crisis Film Analysis (Required) ~ 50 points

Cultural Exploration Project Options (Choose one) ~ 50 points each x 1 assignment = 50 points

*Final Exam ~ 50 points (Implemented if weekly participation in IDAP & Discussions drop off)

TOTAL POSSIBLE POINTS: = 1,000 points

**POINTS AND GRADING ~** A = +900; B = +800; C = +700; D = +600; F = 499 points or less

***I RESERVE THE RIGHT TO IMPLEMENT A FINAL EXAM WORTH 50 POINTS IF NECESSARY!***
***Implemented if weekly course participation in Discussions and IDAP Activities drop off.***

## Description of Grade Categories:

## Online Discussion Forums

Every week there will an online forum every week. You must post a one response to each Forum topic for 16 points each (150-250 words). In addition, you should post at least 2 comments (50-

150 words) on other's posts for 4 points.

***Ethnographic Assignments***:

***WW Norton Practicing Ethnography Assignments***

Throughout the class we will be learning how to do ethnographic research. There are seven WW Norton Practicing Ethnography Assignments which are found under the "Practicing Ethnography" Tab on our WWNorton course page—Linked through our Lamakū website and listed below. You are responsible for accomplishing all seven Practicing Ethnography IDAP assignments. To access these WWNorton Assignments, go to the EBook/Textbook Resources in the widget or through the NavBar Content tab and click on the Practicing Ethnography Link to get there:

Practicing Ethnography #1 How to Read an Ethnography

Practicing Ethnography #2 How to Take Field Notes

Practicing Ethnography #3 How to Write an Ethnography

Practicing Ethnography #4 How to be Shaped by an Ethnography

Practicing Ethnography #5 How to Conduct Ethical Research

Practicing Ethnography #6 How to Use Anthropology in your Career

Practicing Ethnography #7 How to Watch an Ethnographic Video

***Ethnographic Field Labs***

Then there are three Ethnographic Field Labs (#1-3) of which you accomplish on your own. These Field Labs will teach you how to do anthropological research and you will contribute to a larger ethnographic project on human and environmental interactions in Hawaii or wherever you are at. The descriptions and submission points for these field labs are found under the "Assignments" Tab to on the Navigation Bar at the top of our course page:

Lab 1: Interviews

Lab 2: Survey

Lab 3: Participant Observation

***Cultural Exploration Project Options & Climate Crisis Film Analysis***

These will be submitted via Lamakū Assignments. Choose two climate crisis films listed, or message me if you want to choose one not listed, and do an analysis on what these films were saying then and now (depending on release dates things have changed over time). See the assignment for more explanation. The Cultural Explorations are meant for you to delve deeper into cultural activities in your area. Choose two options if you cannot accomplish one or another of the above-mentioned Ethnographic Field Labs. You may also do a second Cultural Exploration Project Options if you need extra credit points. IF you have another idea reach out and ask me!

**1) Service Learning:** This project connects us with some of the great community organizations that are restoring Hawaiian landscapes, native ecosystems, and building community. There are a number of community organizations in Koʻolaupoko that are doing awesome work. These groups are working to restore archaeological sites and increase food security using traditional Hawaiian resource management techniques which connect with experimental and applied archaeology.

**2) Sustainability Events:** There are a variety of sustainability speakers, workshops, films, etc that you can access online, on campus, or in the community. Choose a specific subject that has to do with sustainability in some way and attend/view at least one for course credit and share out on a discussion forum. After each event, write/upload notes and do a short summary and reaction to the event.

**3) Letter to Politicians:** As we talk about sustainability you can write (and send or email) a letter to a government or business leaders to recommend changes to policy or legislation around the issue. The letter should be thoughtful, researched, and well written. Once graded, post and send it!

**4) Create a Cultural Artifact**: Make something from a chosen culture such as a dish or a tool, as much as you can from native resources available to the people of the culture chosen. See the Assignment tab for choices and details.

***Course Evaluations***

Complete the UH Course Evaluation (CES) at the end of the semester and post a picture of your completed survey for 20 points of extra credit. Look for the email towards the end of the semester, do the eval, submit, and then take a screenshot or pic of the COMPLETION page and send it. DO NOT SEND ANY ANSWERS, I get them anonymously after the course grading has ended! : )

## Academic Integrity

Work submitted by a student must be the student's own work. The work of others should be explicitly marked, such as through the use of quotes or summarizing with reference to the original author.

In this class, students who commit academic dishonesty, cheating, or plagiarism will have the following consequence(s):

Students will receive a failing grade for plagiarized assignments.

All cases of academic dishonesty are referred to the Vice Chancellor for Student Affairs.

Windward CC Student Conduct Information

UH System Student Conduct Policy EO 7.208

**AI** is NOT okay in my class. Please think for yourself. In this course, students are not permitted to use generative AI applications such as ChatGPT, Bard, or Bing, in whole or in part, to generate course materials or assignments. Grammar and spell checking tools such as those integrated into MS Word may be used. If you have any questions about whether a particular tool or specific use is permitted, check with the professor. UH AI Recommendations and AI Icons & Sample Statements.

## Student Responsibilities

- Active participation involves being present for all class sessions, submission of assignments prior to discussion, active listening, contribution to in class and online discussions, and asking pertinent questions. It means responding in a timely manner for asynchronous classes. Please be on time for class if this is a synchronous or face to face course section.
- Attendance is important. If you miss a class, you can make up the missed work, but it is difficult to truly grasp what was missed in the classroom interactions, so please show up and be present. If you want to make up work, extra credit opportunities will be given.
- Please do not use cell phones or computers in the classroom unless it is related to our coursework, if this is a synchronous class or face to face course section, or on a field trip.
- We are committed to the University of Hawai'i's goal of ensuring a safe and civil learning and working environment in which the dignity of every individual is respected. Many subjects covered are sensitive, be pono. In this class we will ensure that you feel free and safe to express yourself, share information and ideas, and respect each other's opinion.
- Students may check the Student Notifications page on the website for canceled classes.

## How to Seek Academic or Technical Support

### Academic Support

- Windward Community College Library
- Library eResources
- Ka Piko Writing Lab
- Ka Piko Speech Lab
- Ka Piko Math Lab
- Evening and Online Learning at Windward Community College
- STAR Balance

### Technical Support

- UH ITS Help Desk – email help@hawaii.edu or call 956-8883 (or 1-800-558-2669) for Lamakū and most technology support. Available 24 hours a day, 7 days a week, including holidays.

- Student Tech Support - email winhelp@hawaii.edu, call 808-235-7437, or stop by in person at Hale Laʻakea 228. Available Monday–Friday from 8:00 am–4:00 pm.
- Lamakū – Click on the Lamakū Help link in the menu bar at the top of the Lamakū homepage to fill out and submit a question and get your answer via email.
- Information Security for Students

## College Policies & Support Services

### Disabilities Accommodations Statement

The Windward Community College's Disability Student Services Office (WCC-DSSO) is committed to providing equal access to qualified students with disabilities.

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to participate fully in this class, you are encouraged to contact the Disability Specialist Counselor, Roy Inouye, to discuss reasonable accommodations that will help you succeed in this class. The Disabilities Counselor can be reached at 808-235-7448, wccdsso@hawaii.edu, or stop by the office (Hale Kakoʻo 106) for more information.

### TRIO PROGRAM

The Federal TRiO Programs are educational opportunity outreach programs designed to motivate and support students from disadvantaged backgrounds. TRiO includes six outreach and support programs targeted to serve and assist low-income, first-generation college students and students with disabilities in progressing through the academic pipeline from middle school to post-baccalaureate programs. Here is their contact info:https://windward.hawaii.edu/trio/

### Basic Needs

Basic needs include food and housing, childcare, mental health, financial resources, and transportation. Student basic needs security is critical for ensuring strong academic performance, persistence and graduation, and overall student well-being. If you or someone you know is experiencing basic needs insecurity, please see the UH System Basic Needs website.

### Mental Health Counseling

Mental Health and Wellness at Windward Community College counseling services and activities on campus to support students' life goals as well as their academic goals. Information about services can be found at the WCC Mental Health & Wellness website.

### LGBTQ+

The University of Hawaiʻi system and Windward Community College are committed to building an inclusive community that supports and advocates for all Students, Staff, and Faculty. We welcome all members of our campus community to our campuses: transgender, māhū, and people of all gender identities. All members of our campus community deserve a work and educational environment free from harassment or bullying based on their sexual orientation,

gender identity, or expression. University of Hawai`i Commission on LGBTQ+ Equality at their website: http://www.hawaii.edu/offices/president/lgbtq/ Windward Community College Commissioner: Scott Sutherland, scottjks@hawaii.edu

## UH Alerts

The UH Alert emergency notification system alerts the university community in the event of a natural, health or civil emergency. The information you provide will only be used in the event of an emergency that impacts the health and safety of the UH community or the closure of whole campuses. It will not be shared with others or used for routine UH communications or announcements. To sign up, visit UH Alerts website for more information.

## Financial Aid

If you are receiving financial aid and are contemplating not completing the course, BEFORE you withdraw, it is highly recommended that you contact the Financial Aid Office at 808-934-2712 or email them at wccfao@hawaii.edu to discuss the impact this decision may have on your financial aid eligibility.

## Student Conduct Code

Windward Community College follows the University of Hawai'i Code of Student Conduct which defines expected conduct for students and specifies those acts subject to University sanctions. Students should familiarize themselves with the Code of Student Conduct since, upon enrollment at Windward Community College, the student has placed herself/himself under the policies and regulations of the University and its duly constituted bodies. The disciplinary authority is exercised through the Office of the Vice Chancellor for Student Affairs. Copies of the Student Conduct Code are available at the Office of the Vice Chancellor for Student Affairs or online.

## Title IX - Sex Discrimination And Gender-Based Violence Resources

Windward Community College is committed to providing a learning, working, and living environment that promotes personal integrity, civility, and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking.

If you or someone you know is experiencing any of these, WCC has staff and resources to support and assist you. To report an incident of sex discrimination or gender-based violence, as well as receive information and support, please contact one of the following:

Desrae Kahale, Interim UH System Confidential Advocate
Phone/Text: (808) 808-235-7393
Email: advocate@hawaii.edu
Office: Hale Kākoʻo 101

Mykie E. Menor Ozoa-Aglugub, J.D., Title IX Coordinator
Phone: (808) 235-7468

Email: mozoa@hawaii.edu
Office: Hale Kākoʻo 109

Desrae Kahale, Mental Health Counselor & Confidential Resource
Phone: (808) 235-7393
Email: dkahale3@hawaii.edu
Office: Hale Kākoʻo 101

Karen Cho, Deputy Title IX Coordinator
Phone: (808) 235-7404
Email: kcho@hawaii.edu
Office: Hale ʻAlakaʻi 120

As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. Although the Title IX Coordinator and I cannot guarantee confidentiality, you will still have options about how your case will be handled. My goal is to make sure you are aware of the range of options available to you and have access to the resources and support you need.

For more information regarding sex discrimination and gender-based violence, the University's Title IX resources, and the University's Policy, Interim EP 1.204, go to manoa.hawaii.edu/titleix/

## Course Schedule

Students may check the Windward Student Notifications page on the website for canceled classes and/or school closures.

| Week | Date | Module / Topic | Due Dates |
|---|---|---|---|
| 1 | 8/24/2026 | *Course Introduction & Module 1: ANTHROPOLOGY IN A GLOBAL AGE*<br>• **Monday**<br>  ○ Look over the "Start Here" Course Introduction Page<br>  ○ Read the Syllabus<br>  ○ Introduction Discussion Assigned<br>• **Tuesday**<br>  ○ Read CH#1 in the Ebook & Case Study<br>  ○ Watch CH#1 Videos, &<br>  ○ Review Slideshow & all materials listed on Task List;<br>  ○ CH#1 InQuizitive Activity Assigned<br>• **Wednesday**<br>  ○ Introduction Discussion Initial Entries Due<br>  ○ WWNorton Practicing Ethnography #1 Assigned<br>• **Thursday** | 8/30/2026 |

| Week | Date | Module / Topic | Due Dates |
|---|---|---|---|
| | | ○ M#1 Discussion Initial Entries Due<br>• **Friday**<br>○ Introduction Discussion Replies to 2+ Students Due<br>• **Sunday**<br>○ M#1 Discussion Replies to 2+ Students Due<br>○ CH#1 IDAP InQuizitive Activity Due<br>○ WWNorton Practicing Ethnography #1 Due<br>○ *All Module Tasks Due by 11:59 p.m. or marked Late* | |
| **2** | 8/31/202 | ***Module 2: CULTURE***<br>• **Monday**<br>○ Read CH#2 in the Ebook & Read Case Study<br>○ Watch CH#2 Videos<br>○ Review Slideshow & other items listed on Task List;<br>• **Tuesday**<br>○ CH#1 InQuizitive Activity Assigned<br>• **Wednesday**<br>○ WWNorton Practicing Ethnography #2 Assigned<br>• **Thursday**<br>○ M#2 Discussion Initial Entries Due<br>• **Friday**<br>○ M#2 Discussion Replies Due<br>• **Sunday**<br>○ CH#2 IDAP InQuizitive Activity Due<br>○ WWNorton Practicing Ethnography #2 Due<br>○ All Module Tasks Due by 11:59 p.m. or marked Late | 9/6/2026 |
| **3** | 9/7/2026 | ***Module 3: FIELDWORK AND ETHNOGRAPHY***<br>• **Monday**<br>○ Read CH#3 in the Ebook & Read Case Study<br>○ Watch CH#3 Videos<br>○ Review Slideshow & other items listed on Task List;<br>• **Tuesday**<br>○ CH#1 InQuizitive Activity Assigned<br>• **Wednesday**<br>○ WWNorton Practicing Ethnography #3 Assigned<br>• **Thursday**<br>○ M#3 Discussion Initial Entries Due<br>• **Friday**<br>○ M#3 Discussion Replies Due | 9/13/2026 |

| Week | Date | Module / Topic | Due Dates |
|---|---|---|---|
| | | • **Sunday**<br>o CH#3 IDAP InQuizitive Activity Due<br>o WWNorton Practicing Ethnography #3 Due<br>o All Module Tasks Due by 11:59 p.m. or marked Late | |
| 4 | 9/14/2026 | *Module 4: LANGUAGE*<br><br>• **Monday**<br>o Read CH#4 in the Ebook & Read Case Study<br>o Watch CH#4 Videos<br>o Review Slideshow & other items listed on Task List;<br>• **Tuesday**<br>o CH#4 InQuizitive Activity Assigned<br>• **Wednesday**<br>o WWNorton Practicing Ethnography #1 Assigned<br>• **Thursday**<br>o M#4 Discussion Initial Entries Due<br>• **Friday**<br>o M#4 Discussion Replies Due<br>• **Sunday**<br>o CH#4 IDAP InQuizitive Activity Due<br>o WWNorton Practicing Ethnography #4 Due<br>o All Module Tasks Due by 11:59 p.m. or marked Late | 9/20/2026 |
| 5 | 9/21/2026 | *Module 5: RACE AND RACISM*<br><br>• **Monday**<br>o Read CH#5 in the Ebook & Read Case Study<br>o Watch CH#5 Videos<br>o Review Slideshow & other items listed on Task List;<br>• **Tuesday**<br>o CH#5 InQuizitive Activity Assigned<br>• **Wednesday**<br>o WWNorton Practicing Ethnography #5 Assigned<br>• **Thursday**<br>o M#5 Discussion Initial Entries Due<br>• **Friday**<br>o M#5 Discussion Replies Due<br>• **Sunday**<br>o CH#5 IDAP InQuizitive Activity Due<br>o WWNorton Practicing Ethnography #5 Due<br>o All Module Tasks Due by 11:59 p.m. or marked Late | 9/27/2026 |

| Week | Date | Module / Topic | Due Dates |
|---|---|---|---|
| 6 | 9/28/2026 | *Module 6: ETHNICITY AND NATIONALISM*<br><br>• **Monday**<br>o Read CH#6 in the Ebook & Read Case Study<br>o Watch CH#6 Videos<br>o Review Slideshow & other items listed on Task List;<br>• **Tuesday**<br>o CH#6 InQuizitive Activity Assigned<br>• **Wednesday**<br>o WWNorton Practicing Ethnography #6 Assigned<br>• **Thursday**<br>o M#6 Discussion Initial Entries Due<br>• **Friday**<br>o M#6 Discussion Replies Due<br>• **Sunday**<br>o CH#6 IDAP InQuizitive Activity Due<br>o WWNorton Practicing Ethnography #6 Due<br>o All Module Tasks Due by 11:59 p.m. or marked Late | 10/4/2026 |
| 7 | 10/5/2026 | *Module 7: GENDER*<br><br>• **Monday**<br>o Read CH#7 in the Ebook & Read Case Study<br>o Watch CH#7 Videos<br>o Review Slideshow & other items listed on Task List;<br>• **Tuesday**<br>o CH#7 InQuizitive Activity Assigned<br>• **Wednesday**<br>o WWNorton Practicing Ethnography #7 Assigned<br>• **Thursday**<br>o M#7 Discussion Initial Entries Due<br>• **Friday**<br>o M#7 Discussion Replies Due<br>• **Sunday**<br>o CH#7 IDAP InQuizitive Activity Due<br>o WWNorton Practicing Ethnography #7 Due<br>o All Module Tasks Due by 11:59 p.m. or marked Late | 10/11/2026 |
| 8 | 10/12/2026 | *Module 8: SEXUALITY*<br><br>• **Monday**<br>o Read CH#8 in the Ebook & Read Case Study<br>o Watch CH#8 Videos | 10/18/2026 |

| Week | Date | Module / Topic | Due Dates |
|---|---|---|---|
| | | ○ Review Slideshow & other items listed on Task List;<br>• **Tuesday**<br>○ CH#8 InQuizitive Activity Assigned<br>• **Wednesday**<br>○ Climate Crisis Film Analysis Assigned<br>• **Thursday**<br>○ M#8 Discussion Initial Entries Due<br>• **Friday**<br>○ M#8 Discussion Replies Due<br>• **Sunday**<br>○ CH#8 IDAP InQuizitive Activity Due<br>○ All Module Tasks Due by 11:59 p.m. or marked Late | |
| **9** | 10/19/2026 | ***Module 9: KINSHIP, FAMILY, AND MARRIAGE***<br>• **Monday**<br>○ Read CH#9 in the Ebook & Read Case Study<br>○ Watch CH#9 Videos<br>○ Review Slideshow & other items listed on Task List;<br>• **Tuesday**<br>○ CH#9 InQuizitive Activity Assigned<br>• **Wednesday**<br>○ Field Lab #1 Interview Assigned<br>• **Thursday**<br>○ M#9 Discussion Initial Entries Due<br>• **Friday**<br>○ M#9 Discussion Replies Due<br>• **Sunday**<br>○ CH#9 IDAP InQuizitive Activity Due<br>○ All Module Tasks Due by 11:59 p.m. or marked Late | 10/25/2026 |
| **10** | 10/26/2026 | ***Module 10: THE GLOBAL ECONOMY***<br>• **Monday**<br>○ Read CH#10 in the Ebook & Read Case Study<br>○ Watch CH#10 Videos<br>○ Review Slideshow & other items listed on Task List;<br>• **Tuesday**<br>○ CH#10 InQuizitive Activity Assigned<br>• **Wednesday**<br>○ Climate Crisis Film Analysis due<br>• **Thursday** | 11/1/2026 |

| Week | Date | Module / Topic | Due Dates |
|---|---|---|---|
| | | ○ M#10 Discussion Initial Entries Due<br>• **Friday**<br>○ M#10 Discussion Replies Due<br>• **Sunday**<br>○ CH#10 IDAP InQuizitive Activity Due<br>○ All Module Tasks Due by 11:59 p.m. or marked Late | |
| **11** | 11/2/2026 | ***Module 11: ENVIRONMENT AND SUSTAINABILITY***<br>• **Monday**<br>○ Read CH#11 in the Ebook & Read Case Study<br>○ Watch CH#11 Videos<br>○ Review Slideshow & other items listed on Task List;<br>• **Tuesday**<br>○ CH#11 InQuizitive Activity Assigned<br>• **Wednesday**<br>○ Field Lab #1 due next week<br>• **Thursday**<br>○ M#11 Discussion Initial Entries Due<br>• **Friday**<br>○ M#11 Discussion Replies Due<br>• **Sunday**<br>○ CH#11 IDAP InQuizitive Activity Due<br>○ All Module Tasks Due by 11:59 p.m. or marked Late | 11/8/2026 |
| **12** | 11/9/2026 | ***Module 12: POLITICS AND POWER***<br>• **Monday**<br>○ Read CH#12 in the Ebook & Read Case Study<br>○ Watch CH#12 Videos<br>○ Review Slideshow & other items listed on Task List;<br>• **Tuesday**<br>○ CH#12 InQuizitive Activity Assigned<br>• **Wednesday**<br>○ Field Lab #1 Due;<br>○ Field Lab #2 Surveys Assigned<br>• **Thursday**<br>○ M#12 Discussion Initial Entries Due<br>• **Friday**<br>○ M#12 Discussion Replies Due<br>• **Sunday**<br>○ CH#12 IDAP InQuizitive Activity Due | 11/15/2026 |

| Week | Date | Module / Topic | Due Dates |
|---|---|---|---|
| | | ○ All Module Tasks Due by 11:59 p.m. or marked Late | |
| **13** | 11/16/2026 | ***Module 13: RELIGION***<br>• **Monday**<br>○ Read CH#13 in the Ebook & Read Case Study<br>○ Watch CH#13 Videos<br>○ Review Slideshow & other items listed on Task List;<br>• **Tuesday**<br>○ CH#13 InQuizitive Activity Assigned<br>• **Wednesday**<br>○ Field Lab #2 due next week<br>○ Field Lab #3 Participant Observation Assigned;<br>• **Thursday**<br>○ M#13 Discussion Initial Entries Due<br>• **Friday**<br>○ M#13 Discussion Replies Due<br>• **Sunday**<br>○ CH#13 IDAP InQuizitive Activity Due<br>○ All Module Tasks Due by 11:59 p.m. or marked Late | 11/22/2026 |
| **14** | 11/23/2026 | ***Module 14: HEALTH, ILLNESS, AND THE BODY***<br>• **Monday**<br>○ Read CH#14 in the Ebook & Read Case Study<br>○ Watch CH#14 Videos<br>○ Review Slideshow & other items listed on Task List;<br>• **Tuesday**<br>○ CH#14 InQuizitive Activity Assigned<br>• **Wednesday**<br>○ Field Lab #2 Surveys Due<br>• **Thursday**<br>○ M#14 Discussion Initial Entries Due<br>• **Friday**<br>○ M#14 Discussion Replies Due<br>• **Sunday**<br>○ CH#14 IDAP InQuizitive Activity Due<br>○ All Module Tasks Due by 11:59 p.m. or marked Late | 11/29/2026 |
| **15** | 11/30/2026 | ***Module 15: ART AND MEDIA***<br>• **Monday**<br>○ Read CH#15 in the Ebook & Read Case Study | 12/06/2026 |

| Week | Date | Module / Topic | Due Dates |
|---|---|---|---|
| | | ○ Watch CH#15 Videos<br>○ Review Slideshow & other items listed on Task List;<br>• **Tuesday**<br>○ NO CH#15 InQuizitive Activity!<br>• **Wednesday**<br>○ Field Lab #3 DUE!<br>• **Thursday**<br>○ M#15 Discussion Initial Entries Due<br>• **Friday**<br>○ M#15 Discussion Replies Due<br>• **Sunday**<br>○ All Module Tasks Due by 11:59 p.m. or marked Late | |
| **16** | 12/07/2026 | ***MODULE 16: FINAL COURSE MODULE***<br>• **Monday**<br>○ Read all materials assigned in the Module Task List<br>○ FINAL Course Discussion Assigned<br>• **Tuesday**<br>○<br>• **Wednesday**<br>○ ALL Cultural Exploration Assignments are Due<br>○ Final Course Discussion Initial Entries are Due<br>• **Thursday**<br>○ CES Course Evaluations must be completed by 11:59pm, the system submission point closes before exams so you must get it done before then for credit.<br>○ Final Discussion Replies to 2+ Students Due<br>• **Friday**<br>○ All Course Tasks MUST BE TURNED IN by 11:59 p.m. | 12/13/2026 |
| **Finals** | 12/14/2026 | Finals Week Exam Schedule | 12/17/2026 |