

Anthropology 1130

Appointment and Video Sections

Peoples and Cultures of the World (Non-Western World Cultures)

Student Course Materials

Flexible Learning in the
Learning Commons

College of DuPage

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Section 1: Syllabus

Catalog Description Including Prerequisites

ANTHROPOLOGY 1130

(IAI S1 904D)

People and Cultures of the World

3 credit hours

An introductory exploration of specific peoples and cultures in different areas of the world today, focusing on interaction between a people's culture and their environmental, societal and historical conditions. The peoples and cultures studied will be of different levels of complexity. Separate course sections focus on different world areas and may have different themes. Sections focusing on non-Western cultures should fulfill the appropriate requirement for an Illinois teaching certificate. See comment code published each term for focus and theme.

Prerequisites: None

Course Goals & Expected Student Outcomes

Anthropology 1130, offered through the Learning Commons, gives the self-motivated student the opportunity to complete an introductory course in peoples and cultures of the world in a flexible, self-paced format. The content for the course is the same as the classroom-based course. This is basically an inductive course which goes from the specific (ethnographic reality) to the general (theory, generalizations). It can take many forms but the topical outline below will be covered in whatever specific culture(s) and theme(s) are chosen.

- (1) Themes (values, ethics, central symbols and meanings)
- (2) Cultural Background (time period; geographical setting; map work; physical description of the people(s); and the historical, ethnohistorical, and socio-cultural background and phases of the people(s) depicted)
- (3) Subsistence, Economics, and Material Culture (technology, division of labor, trade, distribution, transportation, food, subsistence, modes of production, clothing and adornment, and dwellings)
- (4) Family and Kinship (marriage, structure of family groups, enculturation, life cycles, rites of passage, kinship classifications and applications, lineage and kindred, descent systems, marriage systems, and residence patterns)
- (5) Political and Social Organization (social groups, sodalities, polities, forms of leadership and authority, power/will, status/role/rank, normative and deviant behavior, conflict resolution, adjudication, negotiation/mediation, war, diplomacy, dueling, and trial by ordeal)
- (6) Attitude Toward the Unknown (religion, magic, ideology, world view, shamans, priests, other ritual/religious specialists, death rituals, prayer, and worship)
- (7) Communications (language, proxemics, gestures, and other nonverbal communications)
- (8) Arts and Esthetic Values expressive culture {e.g., music, sculpture, painting, dance and/or drama}, body as art, recreation, sports, and leisure activities)
- (9) Life Cycle (life histories and both annual and seasonal group cycles)

Course Objectives

Upon successful completion of this course, the student should be able to do the following:

- Construct, compile data, and analyze generalized hypotheses about human culture and society
- Construct and evaluate specific hypotheses about the cultural expressions and societies specific to the enrolled section of the course
- Identify and implement relevant anthropological research tools and theories
- Draw conclusions from both ethnological and ethnographic data
- Summarize major cultural expressions in the region(s) topically specific to the enrolled section of the course
- Identify major cultural and natural issues faced by the social groups specific to the enrolled section of the course
- Recognize and explain cultural diversity as expressed in the region(s) topically specific to the enrolled section of the course
- Compare and contrast salient cultural features of peoples specific to the enrolled section of the course with comparable features in North America

Course Materials

The student will choose one ethnography from each of the five categories listed below. #1 has no choices, but #2-#5 allow the student to choose between two to three different titles.

Ethnographies

1. Shostak, Marjorie. Nisa: The Life and Words of a !Kung Woman. (Africa).
2. Fernea, Elizabeth. Guests of the Sheik: An Ethnography of an Iraqi Village **OR** Fernea and Fernea: Arab World; 40 Years of Change **OR** Wikan, U.; Behind the Veil in Arabia. (Middle East).
3. Wisner, William and Charlotte, et. al.. Behind Mud Walls: Seventy-five Years in a North Indian Village. **OR** Kolenda. Caste in Contemporary India **OR** Nanda. Neither Man Nor Woman: The Hijras of India. (India).
4. Chan, et al. Chen Village Under Mao and Deng. **OR** He Liyi. Mr. China's Son: A Villager's Life. (Asia).
5. Reck, Gregory. In the Shadow of Tlaloc (Mexico) **OR** Werner, Dennis. Amazon Journey. (South America).

Orientation

There is a required orientation at the beginning of the term. Refer to the Orientation and Deadline Dates sheet for dates and times. This information is posted in Blackboard. You may also arrange for an individualized orientation by contacting the instructor during scheduled hours; these hours are also noted on the Instructor Information and Availability sheet posted in Blackboard. It is helpful if you read through this document and then call or email with specific questions.

Delivery System

You can take this course in one of two delivery systems. If you have chosen the appointment section, you will need to schedule an appointment with your instructor by contacting the Glen Ellyn Learning Commons, either in person (SRC 2102) or by phone (630) 942-2131. A professor will be assigned to your section and they will be the one grading your work and answering your questions.

Evaluation of Student Performance

There are materials at the end of this packet which can help you with your writing. They are entitled: *Service Learning Reflective Journal*, *Critical Reaction and Interaction Analysis Paper*, *Guidelines for Reading*, and *Suggested Paper Topics*. You will use the suggested paper topics for your papers on the ethnographies.

Requirements for the course include reading books and viewing selected films, and doing a short individual interview project, or doing Service Learning in lieu of some of the assignments. This course is designed for students who wish to learn about nonwestern cultures without the classroom experience. It is designed for the student who is independent, self-motivated, and capable of setting and meeting realistic goals.

To make this the best possible learning experience for you, you should do the following: Organize a schedule for your work. Set realistic goals. As you read, keep notes on main points and write down any questions you have so you can discuss them with the instructor. Do not be afraid to ask questions; they are the stuff of which learning is made. Also, take notes on films as you view them. After you have seen each film, write down ways in which the film relates to or supplements the readings.

Faces of Culture Videos – Lessons 1-5

Before any readings, there are five required videos that present perspectives of anthropology useful in understanding the ethnographies. Unless you do service learning, you must write a 4 – 5 page paper on them utilizing the questions found under Paper Topics.

Required reading includes five ethnographies. The ethnographies focus on particular individuals, families, and/or villages in the following world areas: Sub-Saharan Africa, the Middle East, South Asia, and East Asia. The student then has the choice of Mexico or South American

Indians. Papers (five page minimum) are written on all of the above. (See Appendix A for helps in writing)

Students will be expected to view eleven films, and to write commentaries on them. With the professor's permission, it may be possible to substitute television specials for several of the films. Films are located at the Circulation Desk of the main campus library in Glen Ellyn. Check for availability. The videos are to be watched in The Library; they cannot be checked out for overnight usage, with the exception of the *Faces of Culture* videos, #1-5. For more information about the Library, visit www.cod.edu/library.

Exams and Evaluations

There are no exams. You are writing five papers on your selected ethnographies. You are to do eleven ethnographic film commentaries. You are to do either a service-learning project or an interview project and a paper on *Faces of Culture* series films #1-5.

Ethnographic Evaluations

You will write five essay papers, one on each of your ethnography choices. Each is worth 100 points. There are further details on these in the material, following the Course Map.

Film Commentaries

You are to do eleven film commentaries (20 points each), neatly typed/word processed and dealing with these questions:

- a) Synopsis-What is the film about? This should include the society's name, location and time period filmed.
- b) Compare and contrast our culture to the one depicted.
- c) What is your personal reaction: could you be an anthropologist recording that culture objectively? Why/why not?

(Note: The four African films chronicle one !Kung band over 30 years and should be watched in order. Follow the above instructions for the Hunters. For !Kung San Resettlement, N!ai, and Argument About a Marriage compare and contrast the band with the previous film; don't forget to include the summary and reaction.). There are further details on these in the material on Evaluation of Student Performance. (See Appendix C for helps on writing these.)

Interview Project

Unless you do service learning, you are to interview someone from a culture very different from your own. It is required that you turn in a small written paper (approximately 1000 words). You should give a small amount of orientation to the area and the country. Do not be excessive in this introductory material; all that is intended is that you "place" the interview material in space and time (history)...no more than the equivalent of a paragraph. Leave out stuff such as all the products of the country, etc. (what anyone can read in an encyclopedia).

If you decide to discuss your own experience in another culture, great! However, make sure that you had enough real experience in the local context to discuss the culture, the people, their lives, etc. A week in a hotel in Cancun is not sufficient for this.

If you delve into your own family background, make sure that you have sufficient data. Do interview your elders on topics related to the assignment. You might also want to look up information in the library so as to make your questions better. (In fact, you might want to do this for all topics.)

There is no set list of topics which you should discuss in this short individual project. What you deal with will depend on whom you interview, what your experiences focused on, etc. Previous fascinating reports dealt with the Sicilian Mafia, a pilgrimage to Medjugori and another with the symbolism of a Greek Orthodox wedding. People's life stories are very interesting. One such interview focused on the life history of two related Lebanese female refugees. It would be good if you could include in your presentation information on family, daily life, and other topics focused on in the course.

You will turn in a paragraph describing your intended project (type of project, the country people involved, questions you will ask, topics to cover) on the 4th week of the term. Then I can read your proposal and make suggestions before you have completed the project. The completed project is due before the last week of the semester.

Service Learning

As an alternative to the *Faces of Culture* assignment and the interview project, you may do Service Learning. This means a commitment of 15 hours to one of the approved Service Learning sites, found in the Service Learning site available on the website <http://home.cod.edu/student-services/service/>. After the service is completed, you will turn in a reflective journal that is oriented around the techniques and concepts of fieldwork, participant observation, naïve realism, as well as other topics you explore in the course, such as family values, gender roles, and culture. Go to Appendix D for further explanation of the Service Learning procedures and journal. This project is worth 100 pts.

The decision to do Service Learning should be made within the first two weeks of the semester, to allow adequate time for the initial paperwork, and your site orientation, which must be completed prior to the service work. Some sites require background checks. For more details, see your professor or contact Career Services (630) 942-2230.

Grading Policy

Grading will be based on the following:

1. Five essay papers each worth 100 points. See Appendix A for topics, and Appendix B or C for tips on writing these.
2. Eleven film commentaries (20 points each), neatly typed/word processed. See previous page for details.
3. You will either do Service Learning (100 points) or both one essay on the *Faces of Culture* videos #1-5 (50 points) and an essay paper (50 points) based on the project, a personal interview with a person from another culture.

Your papers (*Faces*, Ethnographies, Project Service Learning, and Film Commentaries) should be carefully written, with good English usage. (Grammar and spelling do count.) They must be typed/word processed. See Appendix B or C for further aids on all writing assignments.

Point Distribution

(1)	Papers on Ethnographies	(5 @ 100 points each)	500 points
(2)	Film Commentaries	(11 @ 20 points each)	220 points
(3)	Do either A <u>or</u> B:		
	(A)	<i>Faces of Culture</i> #1-5 paper	50 points
		Interview Project	50 points
	(B)	Service-Learning	<u>100 points</u>
		Grand Total	820 points

A=762-820 points

B=688-761 points

C=588-687 points

D=504-587 points

F=0-503 points

Grades are submitted to the Registration Office immediately after the last week of the semester. Check with your professor to determine deadlines for meeting the requirements of the course. Students must have all work completed and submitted to the professor by the Friday one week before the semester ends or the Monday (Appointment) of the last week of the semester. Only one paper or project will be graded during the last week. If more work than this is turned in during the last week, a grade of “I” may be assigned until the work is graded in the next semester. No work may be submitted electronically without the professor’s permission.

All work must be turned in to pass the course.

Appointment Section

Attendance – It is your responsibility to come to every scheduled appointment. Be sure to call your instructor at (630) 942-2131 and explain your absence. Given proof of illness or other catastrophe, your due dates can be changed. When you miss your appointment (Remember, better late than never, come to your appointment even if you are late.), it is your responsibility to get any materials that were distributed and to make up any lost work during the scheduled hours of your teacher.

Satisfactory/Fail (S/F) Grade Option

The S/F grade option is available to students in this course. It may be issued under the following conditions:

1. The student must request it prior to mid-semester.
2. A written statement must be completed and signed by the student and the professor.

3. The student must have achieved the equivalent of a grade of “C” or better in the course to receive a Satisfactory (S) grade. If a student’s course work is valued at a “D” level or less, it will be given an “F” grade.
4. Once an S/F grade has been registered with the Registration Office, it cannot be changed.
5. An “S” grade will not be computed in the GPA; the “F” grade will be used in computing the GPA.
6. Grade option forms will be submitted to the Registration Office no later than 1 week prior to the end of the course.

Incomplete Policy

In order to request an incomplete grade, you must obtain permission from the professor, satisfy minimum completion requirements, and sign an incomplete contract. Contact the professor if you are interested in receiving an incomplete grade. This should be done before the last week of the semester. An "I" grade may also affect other aspects of a student's college experiences such as financial aid, athletic eligibility, or insurance. If you do not complete the remaining course work by the deadline specified in the incomplete contract, then you will receive an “F”.

An “I” grade will be given only when all the following conditions are met:

1. The student must request it prior to the end of the semester.
2. A contract must be filled out and signed, indicating work to be completed and the completion date.
3. The student should have completed at least one-half of the course requirements by the end of the semester or have excellent documented reasons why this has not happened.

All incomplete work must be finished and turned in by the contracted ending date. Exceptions to the above may be made by special arrangements with the professor.

Withdrawal Policy

Course Withdrawals

Students are encouraged to consult directly with the instructor when considering a course withdrawal. The student may withdraw from a course by contacting the Registration office up to the mid-term date of the class. Thereafter, a grade will be assigned which reflects the student’s actual performance in the class. Exceptions require an agreement with the instructor and the student. Written permission to withdraw signed by the instructor must be presented to the Registration office by the student prior to the end of the term.

Medical Withdrawals

Initiate a medical withdrawal from credit classes for medical reasons by contacting the office of the Dean of Enrollment Services, SSC 2221, (630) 942-2687. Verification from a physician or medical institution is required. A request for medical withdrawal does not guarantee the refund of tuition or the grade of “W”. You will be notified of the decision to grant a medical withdrawal within three weeks.

Administrative Withdrawals

Students not actively pursuing the completion of course objectives may be withdrawn from the class by the professor, any time up to two weeks prior to the end of the semester and given a grade of “W”. Not all professors do this. It is the student’s responsibility to verify if such a withdrawal is done.

Plagiarism/Academic Dishonesty Policy

All work submitted for credit must be completed by the student who is registered for the course. Disciplinary action will be pursued in all instances in which it is determined that academic dishonesty has occurred. Academic dishonesty can include the dishonest use of course materials such as student papers and exams.

Library Information

The College of DuPage Library has a wealth of information in both print and online formats. The Library homepage is found at <http://www.cod.edu/library>. To access the online sources, click on Databases. You may access these databases from within the Library or from the Learning Commons at Bloomingdale, Naperville, or Westmont with a College of DuPage library card. You will need to come to the Library or an Off-Campus Learning Commons to get a card.

The Library is located in the Student Resource Center (SRC) building at the Glen Ellyn campus.

Additional information regarding the current Library hours and services can be obtained by visiting their web site at www.cod.edu/library.

Computer Use

The Library computers may be used for more than accessing the Library Catalog and online sources. You can also use Microsoft Word, Excel, PowerPoint, and Access.

Learning Commons computer are intended for all Flexible Learning students; therefore, use must be restricted to tasks that take less than 30 minutes. You may use tutorials and review course materials with your instructor. Access is granted on a first-come, first serve basis.

Academic Computing Center (ACC) is located in the Student Resource Center (SRC) room 3600. The Academic Computing Center is open for use by individuals registered at College of DuPage, as well as, community residents.

Off-Campus Learning Commons welcome Flexible Learning students to use the computers. Access is granted on a first-come, first serve basis. To use computers at a location, the person must be currently enrolled at the College of DuPage and have a photo ID.

At all College of DuPage computer labs, you are expected to work independently and bring your own storage media for your work. No peripheral equipment (e.g. calculators, laptop computers,

or mice) may be attached to any computer. Students may NOT install software or programs on any computer in the computer labs.

Section 2: Course Map

In a sixteen week semester, you should try to complete your work each week. In an eight week semester, you should try to complete two scheduled weeks for each week of the shortened semester. Books may be read in any order; watch its associated videos at the same time.

Below is the suggested schedule.

Week Numbers	Required Reading	View Video Tapes (Title, Library Call Number)	Do <i>Faces of Culture</i> #1-5 Interview Project <u>OR</u> Service-Learning	Work Turned In
1	Select your five ethnographies from the bookstore	<i>Hunters</i> DT1558 S38H4 1980	Decide whether you are doing both the Interview Project and <i>Faces of Culture</i> #1-5 <u>OR</u> Service-Learning	None
2	Start <i>Nisa</i>	<i>Argument About a Marriage</i> DT1058 .K86 A74 1994 <i>N!ai: The Story of a !Kung Woman</i> DT1558 .S38 N3 1980	Start <i>Faces of Culture</i> #1-5 <u>OR</u> discuss your Service-Learning site and assignment with your professor	<i>Hunters</i> paper
3	Read <i>Nisa</i>	<i>The !Kung San Resettlement</i> DT 1058 .K86 K864 1988	Finish <i>Faces of Culture</i> #1-5 <u>OR</u> Service-Learning	<i>Argument About a Marriage</i> and <i>N!ai: The Story of a !Kung Woman</i> papers

4	Finish <i>Nisa</i>		Start Interview Project and discuss it with your professor <u>OR</u> Service-Learning	<i>The !Kung San Resettlement</i> paper <i>Faces of Culture</i> #1-5 paper
5	Start your Middle East Choice	See one of the following: <i>Not Without My Veil</i> HQ1231.N6 1993; <i>Beyond the Veil</i> HQ1735.2B4 1998; <u>OR</u> <i>Behind the Veil: Afghan Women Under Fundamentalism</i> HQ1735.6.B445 2001	Interview Project <u>OR</u> Service-Learning	<i>Nisa</i> paper
6	Read your Middle East Choice	See one of the following: <i>Family Matters: The Role of Family in the Middle East</i> HQ691.7.MS 1984x; <i>Arab Identity: Who Are the Arabs?</i> DS36.7 .A7x; <u>OR</u> <i>Honorable Murder</i> HQ1726.5.H42 1999	Interview Project <u>OR</u> Service-Learning	Turn in Middle East film papers

7	Finish your Middle East Choice		Interview Project <u>OR</u> Service	Turn in Middle East book paper
8	Start your India Choice	See one of the following: <i>Dadi's Family</i> HQ 1742.D335 1988x; <i>Saheri's Choice</i> HQ 670.s34 1998; <u>OR</u> <i>Arranged Marriages</i> HQ669 .A77 2001	Interview Project <u>OR</u> Service	
9	Read your India Choice	See one of the following: <i>Caste At Birth</i> DS422. C3 C27 1990 <u>OR</u> <i>The Effect of TV On Culture in India</i> PN 1992.6 .E55 1998 <u>OR</u> <i>Bomb Under the World</i> GF 47.B6 1994.	Interview Project <u>OR</u> Service	Turn in India film papers
10	Finish your India Choice		Interview Project <u>OR</u> Service	Turn in India book paper

11	Start your China Choice	See one of the following: <i>China Now</i> DS779.2 C44 1997; <i>All Under Heaven</i> S522.C6 A5 1985x; <i>China's Only Child</i> HQ766.5C6 CH525; <u>OR</u> <i>China Rising Part 3</i> DS774.C47 1996 v. 3	Interview Project <u>OR</u> Service	
12	Read your China Choice	See one of the following: <i>Small Happiness</i> HQ1768 .S6 1990x <u>OR</u> <i>To Taste a Hundred Herbs</i> RA771.7.C6T7 1986	Interview Project <u>OR</u> Service	Turn in China film papers
13	Finish your China Choice		Interview Project <u>OR</u> Service	Turn in China book paper

14	Start your Latin America Choice	See one of the following: (1) If you chose <i>In The Shadow of Tlaloc</i> you must view <i>One River, One Country</i> HF1456.5 .M605 1986x <u>OR</u> if you chose <i>Amazon Journey</i> you will view one of these two films: <i>Contact: The Yanomami</i> F2S20 .1.Y3 C65 1990x <u>OR</u> <i>Kayapo</i> F2S20 .1.C45 K3 1989x		Interview Project <u>OR</u> Service-Learning <i>The Veiled Revolution</i>
15	Read your Latin America Choice			Turn in Latin America film paper
16	Finish your Latin America Choice			Latin America book paper due on Monday at the latest

Only one paper will be graded during the last week of the semester. If you turn in more than that you will probably receive an incomplete grade and your professor will finish grading your work during the next semester and turn in your grade.

Notes:

Appendix A: Suggested Paper Topics

Write your critical analysis using one or more of the suggested paper topics for your title selection. Papers are to be typed/word processed. Use Standard English spelling and grammar. Book papers are to be 5 – 7 pages, with internal documentation for specific examples. Video material can be used as a supplemental example. Any outside sources are not required, but allowed. Remember to include them on a Works Cited page.

FACES OF CULTURE VIDEOS

Using the Faces of Culture videos, define culture, ethnocentrism, and cultural relativism. What is the nature of Anthropology? Discuss the problems of doing ethnographic fieldwork. How can these problems be minimized? What is the importance/impact of language and personality formation via enculturation on a society and its culture? Paper length is 4 – 5 pages.

NISA: THE LIFE AND WORDS OF A !KUNG WOMAN

Anthropologists deal with cultural patterns. Discuss cultural patterns among the! Kung San, as described by Nisa, that relate to two of the following topics:

- (1) Relations between men and women (e.g. sex, marriage, division of labor, etc.);
- (2) relationship with the environment;
- (3) child rearing and socialization of the young to their culture;
- (4) food and sharing. You may include information from the films you viewed that demonstrate modifications to their culture since 1970.

GUESTS OF THE SHEIK: AN ETHNOGRAPHY OF AN IRAQI VILLAGE OR BEHIND THE VEIL IN ARABIA OR ARAB WORLD: 40 YEARS OF CHANGE

Choose one of the following questions:

1. Demonstrate how devotion and honor are guiding principles for living in the Middle East. How may these principles affect people's lives? Be sure to deal with (1) families and kin groups, (2) gender relationships and purdah, (3) religion and ceremony, and (4) hospitality. Be sure to use information from the films viewed and to give examples from the book.
2. Describe some of the cultural patterns related to "groupness," especially to identity and allegiance, in the Middle East and show how these patterns may provide an underlying potential for conflict in the area. Be sure to deal with (1) family relationships and kinship, (2) gender relations and purdah, (3) organization and use of space (houses and compounds, villages, quarters in cities), and (4) religion and sense of shared history. Be sure to use book and film examples in your paper.

BEHIND MUD WALLS OR CASTE IN CONTEMPORARY INDIA

Choose one of the following questions:

1. In Indian society, caste groups or jatis, are ranked in a hierarchy in each local area, from high caste jatis to low ones. Each jati has a particular task to do in society and it is the duty of each jati member to follow that duty and to follow caste rules. "Pure" caste jatis should remain "pure" and not get "polluted" by lower ones. If you read Mud Walls, show how the Wisers' relationships with villagers, as well as villagers' relationships with each other, were affected by caste. In what ways were relationships between people of different jatis changing or not changing over time? Use examples. If you read Caste in Contemporary India, discuss the characteristics and functions of caste in modern India. Use examples. Why do the castes persist? Do you think they will persist in the future, in their present form? Why or why not?
2. Discuss how relationships between people in village India were organized in terms of leaders and followers. Who led and who followed in families? In villages? Be sure to discuss women and men in families (e.g. Dadi and Dada), landlords, patrons and clients, and government officials. What were some incidents which made clear who the leaders were? Is this structure of Indian society changing and what might be bringing about the change? Use book and film examples.

NEITHER MAN NOR WOMAN

The ethnography of the Hijras of India is based on a religious community of men who dress and act like women. Discuss the ritual process on becoming a woman and the social aspects of development into the role as a Hijras. What is the specific role of the Hijras in India society (their traditional occupation)? What does the culture of the Hijras community center on in terms of religious orientation? How does their gender ambiguity center them within the context of social relationships within the larger Indian society?

MR. CHINA'S SON OR CHEN VILLAGE UNDER MAO AND DENG

Choose one of the following questions. Use examples from the book and from films in your answer.

1. Discuss the importance of the male line in Chinese families and clans and what this has meant for men and women as well as for gender relations between the two sexes. Be sure to discuss marriage and residence and their importance to families as well as other ways of increasing families and households. What effect do you think the one-child policy of China will have on Chinese families and family patterns (like the importance of the patrilineage, the male line)? How are Chinese patterns, as described in this book and in the films, from the other cultures studied?
2. How do the Chinese provide for the personal security of individuals in their society? What are/were the social institutions (as family), rules, and customs relating to this? How did it change under communism and more recently, since the late 1980's as China allows greater

economic opportunities? Focus especially on caring for children, the ill, and the elderly. Use examples.

IN THE SHADOW OF TLALOC

Discuss the distinctions of Indio and Mestizo in Mexican society, in terms of:

1. identity
2. ideology
3. behavior
4. wealth/economic opportunities and
5. openness to change.

What are the ramifications of such distinctions for Mexico in general, and for Mexico in the global community?

AMAZON JOURNEY

The life of an Indian in the Amazon Basin, as exemplified by the Kayapo, is an endangered one. Discuss their former life style, and the changes they are currently undergoing. How can their culture persist against government policies, gold miners, disease, and destruction of the forest?

Notes:

Appendix B: Guidelines for Critical Analysis of Book

A. Introduction and Organization

You have been asked to choose a book and then to write a review of your opinions on the author's treatment of the material on assigned topics. As such, you are writing a critical analysis.

In developing your critical analysis, you need a foundation from which to evaluate the author's treatment. It is upon the "facts" that your analysis will rest. That is, you will analyze the facts and evaluate how the author uses the facts to argue his point.

Essentially, there are three major steps to developing a critical analysis:

1. **Analyze the evidence:** After reading the article, or viewing the film, you should organize your notes so that the subject material can be divided into component parts and evaluated:

Statement of Thesis

- a. Main Idea
 1. Supporting Fact
 2. Supporting Fact
 3. Supporting Fact
 - b. Main Idea
 1. Supporting Fact
 2. Supporting Fact
 3. Supporting Fact
 - c. Etc.
2. **Evaluate your findings:** After analyzing the evidence and organizing it into an orderly format, you can begin evaluating your findings. As such, you will be looking for errors in the author's assertions. You should pay particular attention to the author's form of reasoning – especially:
 1. Does the author include sufficient facts?
 2. Are the facts accurate?
 3. Do the facts support the author's thesis?
 3. **Develop your criticism:** If the author has presented a fair and accurate treatment of the subject, your "criticism" may become an endorsement of the author's work and assertions.

However, if his presentation is weak, it is your responsibility to act as prosecuting attorney and to expose his errors and faults.

B. Plan: Analyze the Evidence

When analyzing evidence, it is necessary to isolate the main idea of the thesis and to catalog the evidence used to support the argument. Once you have isolated the main ideas and catalogued the evidence, you can proceed to evaluate the evidence and develop your criticism.

However, before you proceed to the evaluation stage of your criticism, consider the following distinction.

1. Identify the author's thesis:

What, exactly, is the author arguing? What is the purpose of his message? What is he trying to prove? Identify the author's objective by asking: "The author is arguing that ..."

2. Identify the main ideas:

What major ideas does the author use to illustrate his point? It is the main ideas – key ideas – that the author uses to persuade the reader to accept his thesis. To find these ideas, pay particular attention to:

Ideas expressed in the opening statement.

Ideas discussed at length.

Connecting words such as, accordingly, therefore, etc.

Summation ideas discussed at the conclusion.

3. Identify the facts:

Facts are used to substantiate an idea or argument. Do not confuse facts with opinions.

Facts are "truths" which can be verified – opinions cannot be verified.

4. Distinguish ideas from illustrations:

Illustrations are used to explain ideas. When analyzing evidence, do not confuse illustrations with ideas – it is the idea that is important, not the illustration.

To distinguish ideas from illustrations, note the illustrations are usually preceded by the phrase "for example", or "for instance."

5. Develop your analysis outline:

1. The author is arguing that (insert his thesis) _____

2. because he believes that (insert main ideas) _____

3. the supporting facts are (insert the facts) _____

C. Organize: Evaluate Your Findings

When developing a critical analysis, you must assume the role of prosecuting attorney. It is your responsibility to evaluate all of the evidence, assertions and reasoning presented by the author.

Specifically, look at the evidence he uses to support his thesis and determine how it conforms to one of the following categories of reasoning.

1. Inductive Reasoning:

In inductive reasoning, you study the evidence and arrive at a conclusion:

Evidence: John received a poor grade in English.

Evidence: John received a poor grade in algebra.

Evidence: John received a poor grade in physics.

*Assertion: John is a poor student.

2. Deductive Reasoning:

In deductive reasoning, you begin with an accepted assertion and try to prove its validity by supplying evidence:

*Assertion: John is a poor student.

Evidence: John received a poor grade in English.

Evidence: John received a poor grade in algebra.

Evidence: John received a poor grade in physics.

3. Generalization:

A generalization is only as sound as the evidence supporting it is complete. If the evidence is insufficient, the assertion may be weak.

Evidence: John is a poor student.

*Assertion: John will never graduate from college.

4. Analogy:

Reasoning by analogy is to compare one situation with another. It is a comparison, used primarily to prove a point. The soundness of the analogy depends on the number of items in common between the things being compared:

Analogy: Military discipline helps build a strong mind.

*Assertion: John needs more discipline to get better grades.

5. Cause and Effect:

In any situation where there is an action, there is a cause to the action. For example, when a physician treats an illness, he looks for the cause of the illness. Furthermore, he tries to locate the cause, by examining the symptoms. In your writing, be sure to distinguish symptom, cause and effect.

Symptom: John received poor grades on the exams.

*Cause: John cannot read at college level.

Effect: John is a poor student.

D. Implement: Develop Your Criticism

Now that you have analyzed the author's thesis and evaluated his supporting evidence, it is time to develop your analysis. Listed below are a series of categories you might like to include in your findings.

1. Is the author biased or fair?

Having evaluated the author's approach to the subject, does the author present a one-sided approach to the subject matter? Does he disregard arguments that minimize or negate his assertions? What evidence can you find that the author was biased?

2. Are the author's illustrations relevant?

When the author tries to make a point, does he use illustrations or examples that are clear and relative to the assertion? What criticisms can you find with his use of illustration? Does he avoid illustrations – why?

3. Is there sufficient evidence?

Does the author use enough evidence to persuade the reader that his assertions are accurate?

4. Are the facts accurate?

Has the author documented the source of his facts? Does he footnote the origin of his facts? When an author footnotes his sources, he is, in effect, inviting you to check the accuracy of his research. Accordingly, his work is more apt to be accurate.

5. Are his conclusions sound?

Is his reasoning sound? Does he rely heavily on generalizations, analogies, cause and effect, and less on inductive and deductive reasoning? Do the facts add up to the assertions he makes?

6. Does he rely heavily on:

Testimonials: Is he a name dropper?

Unproven Assertions: Is his argument concentrating more on opinions and inferences and less on facts?

Wrong Cause and Effect: Does he distinguish “symptoms” from “causes”?

Begging the Question: Does he raise questions and then avoid answering them?

Band-wagon: Does he present an “everybody feels this way ... me too” approach to addressing the issue? How creative and innovative is he in commenting on the subject?

7. Caution:

When you begin writing your paper, do not become a victim of your own criticism – use facts and logical reasoning to develop your arguments.

WORDS TO AVOID

you	goes along	get the point across
there	great job	the reader (viewer, etc.)
one	nice	people, person, etc
it	good	you know
very	lovely	tries to
this	everything	brings out
thing	everyone	starts up
big	end up	seems
feel (when you should say believe, know, or think)		

ALSO:

1. Each pronoun should agree with its antecedent.
2. Case is important.
3. Do not end sentences with a preposition.
4. Verbs must agree with their subjects.
5. Don't use double negatives.
6. Avoid beginning sentences with a conjunction.
7. Don't dangle participles.
8. Join clauses appropriately.
9. Check Punctuation. Avoid run-on sentences.
10. Avoid sentence fragments.
11. Make sure to cite source of quotations.

Common Grammar Errors in Writing

Incorrect usage of:

was – were
is – are
went – gone
did – done
saw – seen
sit – set
has – have
your – you're
its – it's
to – too – two
their – there – they're

Use of such words as:

afterwards, towards, backwards, etc.
(there should be NO "s" on these words)

Overuse of the word "well".

Pronouns without antecedents.

Incorrect usage of:

would've (NOT would of)
apostrophes (they are NOT used to make a plural)
than – then
woman – women

around – about
who – which
know – no
threw - through

GUIDELINES AND STANDARDS FOR BOOK ANALYSES AND TERM PAPERS

By Professor David Landy

Department of Anthropology, University of Massachusetts-Boston
(revised 1986)

You are responsible for reading and strictly adhering to these Guidelines and Standards, so you should read them carefully and thoroughly. Become familiar with them and learn to use them fully. They will save much time and trouble and enable you to do your work at the optimum level expected by the instructor. After you have read the contents, the instructor will welcome any questions and will attempt to clarify items which appear to be unclear.

How to Approach the Writing of Papers for the Course

1. Use clear, direct terms in your writing. Employ technical terms where necessary, making certain their meaning has been communicated. Avoid unnecessary use of jargon or long, complicated language merely to sound impressive.
2. State your ideas clearly. Do not assume that “after all, the instructor knows what I mean.” Address your paper to an intelligent friend who does not know much about anthropology. The instructor cannot assume to know what you know, nor can you assume that he knows. Take a little for granted.
3. Where possible, avoid judgmental terms. For example, describing the beliefs of a culture as “superstitions” not only constitutes a possibly unwarranted value-judgment, but indicates that you do not understand the basic perspective of anthropology.
4. Avoid sweeping generalizations. Support your judgments with evidence from your readings and certain knowledge in this and other courses. An example of what you mean is far more persuasive as evidence than an unsupported opinion or inference.
5. There is a place for your judgments and opinions. But the findings of the book analysis or term paper research should be stated first, devoid of judgments. Your opinions may be important, but only after you have given the matter fair and accurate presentation.

6. Identify the major issues of the book or term paper and be specific about them. You may then bring in other related issues if you deem them of sufficient importance.
7. To be relevant and significant, your paper should utilize some of the concepts and substantive knowledge of the course. Ignoring such ideas and data, especially when they directly pertain to the subject you are writing about, will lower the credit awarded to your effects.
8. What length should the paper be? This depends on what and how much you have to say and how you say it. There is no standard minimum or maximum length. Nothing is gained by superfluous over-writing to give the appearance of great length. But neither will it be wise to understate your case or scant the issues. Take as much space as you need adequately to represent the result of your thinking and work. General rule: err on the side of more, rather than less, writing, to be sure you have made your case sufficiently and cogently.

How to Go About Putting the Paper Together

1. It is preferable to type/word process your paper.
2. Use only 8½” x 11” paper. Plain white, cheap typing paper.
ALL PAPERS SHOULD BE DOUBLE-SPACED AND TYPED.
3. Number your pages consecutively. Leave margins on each page for comments by the instructor.
4. RETAIN A COPY OF ALL MATERIAL SUBMITTED. Though he will take every precaution, the instructor cannot be responsible for lost papers. Make photocopies or keep on a disc/flash drive. Your paper will not be returned
5. Do not use cover sheets or insert any blank pages. Begin your paper on the first page. In the upper right-hand corner of the first page write the following:

Your name	Jane Alden
Course number and title	Anthro 357, Culture
Title	Disease, and Healing
	Book analysis

6. Do not place your paper in covers or binders of any kind. All covers and binders will be discarded by the instructor, since they hamper the ease of handling large numbers of papers. Staple or clip pages together in the upper left-hand corner of the first page.
7. PROOF-READ AND CORRECT your paper carefully BEFORE submitting it. Errors of spelling, grammar, typing, etc., can lead to errors of interpretation. Material that contains many errors is difficult and unpleasant to read, and conveys the impression of sloppy work and careless thinking.

How to Use Footnotes and References in Book Analyses and Term Papers

1. USE INTERNAL DOCUMENTATION.
2. References to relevant literature or quotation source re included within the text of your paper. This is done by writing the author’s name, date of publication, and pages or chapters, if these are cited directly. See examples below.

Interest in the application of psychoanalytic insights in looking at other cultures began early and continued in Freud's own work. (Freud 1913, 1927, 1939)

The problems dealt with have been impressive in their breadth and depth. They have included choice of informants (Schwab 1970; Casagrande 1960; Tremblay 1957); use of the natural-history method (Kimball 1955), problem orientation (Hitchcock 1970), choice of site and antipathy toward those studied (Chagnon 1968), housekeeping (Dentan 1980), quantitative techniques (Kobben 1967; White 1973), and leaving the field (Freilich 1970, among others. In addition, a number of excellent summaries of field methodology have appeared (Pelto and Pelto 1979); Freilich 1970: 485-494; Williams 1967).

Although Eskimos have been generally characterized as emotionally spontaneous, the precarious conditions of existence, plus their cooperative arrangements, require control over expressions of hostility and anger (Honigmann and Honigmann 1959; Sherman 1956:142; Lantis 1967).

3. A separate sheet titled References should be placed at the end of the paper, following the sheet of footnotes. The references should be listed in alphabetical order by author, thus:

References

Gaffmeu, Christopher.

- 1979 "Kisker: The Economic Success of a Peasant Village in Yugoslavia." *Ethnology*. 1979: 18:35-151.

Godfrey, Laurie R. and John R. Cole.

- 1979 "Biological Analogy, Diffusions and Archaeology." *American Anthropologist*. 1979: 8d1: 37-45.

Khare, R.S.

- 1977 "Ritual, Purity and Pollution in Relation to Domestic Sanitation." Culture, Disease, and Healing: Studies in Medical Anthropology. Ed. David Landy. New York: Macmillan Publishing Co., 1977: 242-250.

Landy, David.

- 1985 "Pibloktog (Hysteria) and Inuit Nutrition: Possible Implication of Hypervitaminosis A." Social Science and Medicine. 1985: 21:173-185.
- 1983 "Medical Anthropology: A Critical Appraisal." Advances in Medical Social Science. Ed. Julio Ruffini. New York: Gordon and Breach Science Publishers, 1983: Vol. 1, 185-314.
- 1978 "Tuscarora Among the Iroquois." Handbook of North American Indians. Ed. Bruce G. Trigger. Washington DC: Smithsonian Institute, 1978: Vol. 15, 518-524.

- 1978 "Death: Anthropological Perspective." Encyclopedia of Bioethics. Ed. Warren T. Reich. New York: The Free Press; London: Collier Macmillan Publishers, 1978: Vol. 1, 221-229.
- 1974 "Role Adaptation: Traditional Curers Under the Impact of Western Medicine." American Ethnologist, 1974. 1: 103-127.
- 1965 Tropical Childhood: Cultural Learning and Transmission in a Puerto Rican Village. New York: Harper Row (orig. published in 1959, Chapel Hill: University of California Press).

Leslie, Charles, ed.

- 1976 Asian Medical Systems: A Comparative Study. Berkeley, Los Angeles, London: University of California Press. 1976.

Malefijit, Annemarie de Waal

- 1974 Images of Man: A History of Anthropological Thought. New York: Alfred A. Knopf. 1974.

For Book Analyses Only: How to Reference the Book Being Analyzed

The student writing a book analysis must make certain to reference each statement quoted or alluded to from the book itself. However, it will not be necessary to use the referencing system shown above, but only to place each citation in parentheses with the page numbers, thus:

Many issues critical to medical anthropology are discussed in the book: the roles of healers (pp. 190-223); the epidemiology of disease (pp. 19-32); the function of religion in diagnosis and healing (pp. 67-108); and possible linkages in sickness between biological and socio-cultural factors (pp. 5-18; 33-66). At one point the author states: "What should be evident is that anthropology and medicine may profit by a bicultural approach to emotional disturbances. Indeed, anthropologists are uniquely qualified for this task" (p. 183).

The student should be aware, however, of the fact that while the book being analyzed can be referenced as just shown. Any other sources must be referenced and footnoted as described earlier.

Standards for the Documentation of Written Work

1. Honest documentation of the student's written work is absolutely essential. The faculty expects each student's papers to derive from thoughtful and independent inquiry and to represent the work of the student whose name appears on it. The student who submits a paper which derives from unacknowledged sources plagiarizes, by representing as his own, the words and ideas of others. Every student, therefore, has a serious obligation to himself/herself and to the University to acknowledge properly any work that is not his/her

own. He/she must properly document his/her papers. He /she must be scrupulous in reporting data accurately and acknowledging any joint work. Ignorance does not excuse any violation of this basic principle: derived writing must be clearly acknowledged.

2. The student should strive to say what he/she has to say in his/her own words, and should carefully avoid repeating words and phrases taken from books and articles written by other people.

The writer may summarize or paraphrase what someone else has written. But the student must put the summary or paraphrase in his/her own words. The student should not only put in smooth language what someone else has written but must also give full credit to the writer whose ideas he/she is summarizing. Phrases like “according to John Smith,” and “Jane Smith says” should always accompany a summary or paraphrase from another writer’s material. And in the text or in a footnote the exact source should be given.

In general, footnotes are unnecessary in papers dealing with a single work and not deriving from a variety of sources, for example, in a book analysis. Nor is it necessary to document specific facts which are common knowledge. But facts and opinions which are discoveries by the student’s sources or debatable matters for which the student’s source is taking responsibility must always be documented.

3. On occasion the student will find it helpful to use direct quotations. It is important to observe the following rules in quoting the words of others:

The words quoted must be exactly as they appear in the original source. The reader must be informed, either in brackets or in a footnote, of even the slightest change made in the original passage. The omission of words from a quoted passage must be indicated by three dots (...); but any punctuation contained in the original must be given in addition to the three dots (...). Any words inserted by the student into a quoted passage by way of commentary, to correct misspelling or inaccuracy, or to supply omitted information, must be included in square brackets. The use of italics to emphasize words and phrases not italicized in the original quotation must also be indicated with square brackets: “[italics mine]”. When a student is quoting from a source which is in turn quoting from another source, the student must make this fact clear to the reader. Basically the principle which governs the handling of quotations is that which governs documentation in general: the reader should know what material belongs to the author of the paper and what material belongs to his sources.

4. One source of confusion is the degree to which a student may be responsible for acknowledging those ideas which have developed from conversation or class discussion. Here good sense and honesty are the criteria. A student in doubt about the independence of what he/she is writing would be wise to indicate that the ideas are not his/her own. Phrases like “one of my classmates suggest,” or “the conclusion reached in class was,” are usually adequate for this purpose. The student may employ a typist to prepare a final copy of the paper, but the typist must do nothing whatever to materially change the paper as written by the student. Such papers, like those the student types, deserve careful proof-reading to insure that the paper represents the student’s independent work and that the copy is free from mechanical errors.

5. The student must decide the frequency and extent of documentation. He/she has, therefore a great responsibility. He/she should document when in doubt and make unequivocally clear the distinction between what belongs to himself/herself and what belongs to others. Plagiarism can take many forms: presenting passages from the works of others as work of one's own; the unacknowledged paraphrasing of ideas, often from several sources; and the unaccredited use of a term resulting from another's ingenuity. All of these are dishonest.
6. Another kind of plagiarism, or cheating, is copying material from the work of another student, or having your material written for you by another student, friend, spouse, parent, sibling—or anyone other than the student himself/herself.
7. Plagiarism, or cheating in any form, is a serious offense and will result in an automatic grade of "F" for the paper itself, a possible "F" for the course, and consideration of a recommendation of expulsion from the University.

Here are some of the symbols I tend to use in marking your papers.

¶	-	You need a new paragraph
sp	-	Misspelled
unc.	-	Unclear
??	-	What do you mean? Define this word. Would another word be more suitable.
R-O	-	Run-on sentence
frag.	-	Fragment
awk.	-	Awkard
dev.	-	Develop your thought/ideas at greater length
exp.	-	Explain your ideas/thought more fully.
Ex/e.g.	-	Example/give example
i.e.	-	That is
hyp.	-	Hypothesis/hypothetical
non seq.	-	It doesn't follow.
p.#	-	Page number/reference
w.c.	-	Word choice
w.o	-	Word order
m.w.	-	Missing word

Notes:

Appendix C: Critical Reaction and Interaction Analysis Paper

For Use with Interview and/or Journal or Film Commentaries

Your syllabus gives you specific instructions about paper length and other details for specific required assignments. Your paper should be typed/word processed with normal margins. The material here enlarges on the brief instructions in your syllabus. This will help you fulfill various required assignments and extra credit work.

There are a variety of ways to write a critical reaction and interaction analysis paper. Below is one, there are other methodologies available. If you want to try something different, discuss your method with me.

1. **Read** the article or book/**see** the film/**run** the simulation and **take notes** on the main ideas presented in the work, your feelings aroused by the material, and your reactions to the work.
2. **Use** your notes and **summarize/describe** the information in the work in no more than 1/4 to 1/3 of your paper.
3. **Critically react to and personally interact with** the work in the other 2/3 to 3/4 or more of your paper. You can do this in several analytic ways:
 - (a) **Explain** the insights you have gained from the work.
 - (b) **Identify** what you liked and/or disliked in the work.
 - (c) **Suggest** additional material and viewpoints/perspectives that could have and/or should have been included in the work.
 - (d) **Relate** the work to other sources (name them) that have addressed this subject (e.g., radio, TV, school, newspapers, church, home, books, magazines, films, etc.).
 - (e) **Relate** the work to your own personal experience.
 - (f) **Describe** how the work affects you (i.e., feelings, thoughts, beliefs, perspectives, previous experiences).
 - (g) **Evaluate** the impact that the work might have on its readers and its impact on you.
 - (h) **Explain** how the cultural system (e.g., ideas, ethics, morality, economics, politics, personal behavior, religion, kinship and relatives, world view, schooling, life experiences, culture change, marriage patterns, customs, norms and deviance, ways of looking at things) shown in the work differs from your own and your own personal reaction to their cultural system.

Notes:

Appendix D: Service Learning

Procedure for Obtaining a Site

Before the term begins or immediately as the term begins you need to read the information about Service Learning from the College of DuPage web site at

<http://home.cod.edu/student-services/service/>

1. then click on "Getting Started." You can also get to this from the site index at the bottom of the COD home page <http://www.cod.edu/academics/resources/flexlearning/index.aspx>. Information will also be available during orientation, but it is recommended that you read the information online before this time.
2. Read through all of the Service Learning information for students, but be sure to find and read: About Service Learning including Three Components of Service Learning, Service Learning Placement Descriptions and Student Forms.
3. Using the Service Learning Placement Descriptions, identify a site where you would like to do your service learning and assignment. Using the information found contact the site and set up an appointment.
4. You should contact your instructor to discuss the service learning project. An appointment during the first two weeks of the term is recommended but you can also receive information by phone or email. It is important however that you have read through everything and have some understanding of what is required of you.

Service site representatives can be found on campus at the Service Learning Fair held at COD early in the semester. Contact the Service Learning Office or Web site for dates.

Reflection Journal

Service Learning time is recorded in a 6 page minimum typed/word-processed double spaced journal, submitted as your project after completing the service work. This is a reflective journal, and should include the following information:

Note: Journals are kept confidential by your professor

1. Name
2. Course name & number
3. Term
4. Professor's name
5. Name of service learning site
6. Description of the service learning site (i.e., what is the mission of the site, what are the physical properties of the site, number of people who work at the site and the number of people you are interacting with at the site.)
7. Services performed (i.e., your duties and responsibilities)

Lessons learned (body of the journal):

1. What occurred during the hours of your service learning?
2. Integration of the service learning with course objectives: what did **you** learn in your service hours that apply to what you are learning in Anthropology? Typical entries include, but are

not limited to, culture shock, naïve realism, the holistic perspective, ethnocentrism, cross-cultural comparisons, your growth in the participant-observer role, possibly gender roles and expectations, etc.

3. Include any critical incident, situation or crisis that occurs during your service times. If possible, try to do some informant interviewing afterward. These do not necessarily mean emergency type situations, or fights; they can be situations or incidences that are slightly off from “ordinary” occurrences that you have seen at the site.

Personal insights:

1. Discuss what you are learning about yourself (your values and ideals) and the values of the larger community. Do you feel that your services have changed anything in you?

FLEXIBLE LEARNING IN THE LEARNING COMMONS

FAX TRANSMITTAL COVER SHEET

(630) 942-3749

STUDENTS: All documents which are transmitted to the Learning Commons must be clearly identified as to their course as well as their intended destination. Please use a copy of this FAX transmittal form when FAXing documents.

It is your responsibility to determine whether the transmitted documents have arrived. A phone call to the Learning Commons is the suggested follow-up.

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Date _____ NUMBER OF PAGES INCLUDING THIS PAGE _____

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FROM: _____
Student Name _____ ID Number _____

_____ Term Enrolled _____
_____ Course Name and Number _____
Circle Location Where Enrolled:
Learning Commons at Glen Ellyn
Learning Commons at Bloomingdale
Learning Commons at Naperville
Learning Commons at Westmont

Identify Homework, Assignment, Lab by Number

Memo _____

FLEXIBLE LEARNING IN THE LEARNING COMMONS

FAX TRANSMITTAL COVER SHEET

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STUDENTS: All documents which are transmitted to the Learning Commons must be clearly identified as to their course as well as their intended destination. Please use a copy of this FAX transmittal form when FAXing documents.

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PHONE: (630) 942-2131

Date _____ NUMBER OF PAGES INCLUDING THIS PAGE _____

TO: _____
Instructor Location

FROM: _____
Student Name ID Number

_____ Term Enrolled _____
_____ Course Name and Number _____
Circle Location Where Enrolled:
Learning Commons at Glen Ellyn
Learning Commons at Bloomingdale
Learning Commons at Naperville
Learning Commons at Westmont

Identify Homework, Assignment, Lab by Number

Memo _____
