

ANTH 2302: Section 001
Cultural Anthropology
(Semester) (Year)

Instructor:
Office:
Office Hours:
Email:

Class Meetings:
Lecture Room:

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*** This course syllabus is subject to change. It should be considered flexible; modifications to dates and topics may be necessary as the semester progresses. ***

Course Purpose Statement:

This course satisfies the Texas Tech University core curriculum requirement in social and behavioral sciences. The purpose of this course is to utilize anthropological concepts to examine human cultural variation.

Learning Outcomes and Assessment:

This course satisfies the Texas Tech University core curriculum requirement in social and behavioral sciences. The objective of the social and behavioral sciences in a core curriculum is to increase the student's knowledge of how social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity. The Core Objectives are critical thinking skills, communication skills, empirical and quantitative skills, and social responsibility. Learning outcomes will be assessed through in-class writing assignments, class discussions, oral presentations, essays, and exams. The specific assessment techniques for the expected learning outcomes are:

Core Objectives	Assessment Technique
Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.	ANTH 2302 addresses critical thinking by challenging students to evaluate anthropological theories and evidence. An essay question on the final exam will ask students to evaluate the strengths and weaknesses of one anthropological theory and present their conclusions.

Core Objectives	Assessment Technique
<p>Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication.</p> <p>Students develop their communication skills, which are modeled in lectures, practiced in discussions, and tested in essays. Students' skills in written and oral communication will be stressed. However, students will also be encouraged to explore visual forms of communication. Ethnographic film clips, as well as readings and documentaries that examine how such films communicate their messages visually, will improve students' visual communication skills. Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. Oral communication is the verbal presentation of information. Oral communication may be intended to inform or persuade the intended audience. Visual communication entails the communication of ideas through the use of imagery.</p>	<p>Students will be assigned readings that explore debates within anthropology, presenting both sides of each issue. They will be asked to consider the tone and conventions the authors utilize, keeping in mind that they will be asked to write an essay in that style. Students will write an essay, analyzing the evidence relating to a debate within the field of anthropology and advocating a stance on the issue.</p> <p>These readings will form the foundation for in-class debates, in which students will present oral arguments in favor of one of the positions. Students will be assessed on their ability to communicate information orally and to develop persuasive arguments.</p> <p>Recognizing the power of visual images and the contribution that the field of visual anthropology has made to the discipline, students will be required to bring images to class that illustrate cultures or concepts presented in the lectures. As part of the in-class writing assignments, students will be required to explain how the images convey information about the concept or culture. A portion of the students will be invited to discuss their images. These oral presentations will be assessed, but not graded. These exercises will combine visual, written, and oral forms of communication.</p>
<p>Empirical and Quantitative Skills: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</p>	<p>Students will be introduced to participant observation through lectures and readings. Students will collect ethnographic data on public behavior using this methodology and write a brief essay, summarizing their observations and the conclusions that they drew from these observations.</p>
<p>Social Responsibility: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.</p> <p>Intercultural competence is “a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts.”</p>	<p>An essay question on the final exam will ask students to identify and analyze intercultural differences between two cultures covered in the class. Students will be expected to demonstrate a curiosity about cultures other than their own, as well as a willingness to suspend judgment of other cultures and their practices.</p>
TTU Student Learning Objective	Assessment Technique
<p>Identify and critique alternative explanations for claims about social issues and human behavior.</p>	<p>Course content includes readings that highlight debates within the discipline. In class discussions, students are asked to critically evaluate these arguments, including the evidence upon which they</p>

Core Objectives	Assessment Technique
	rest. An essay question on the final exam will require the student to evaluate one of these debates, critically assessing the competing arguments and advocating a stance on the issue.
Demonstrate knowledge of the appropriate ethical methods, technologies, and data that social and behavioral scientists use to investigate the human condition.	An essay on the final exam will present students with a research question and ask them to develop a research design that includes appropriate methodologies. Students will be required to identify methodologies capable of yielding the data necessary to answer the research question and that conform to the AAA code of ethics.
College-Level Competency Objective	Assessment Technique
Students graduating from Texas Tech University should be able to demonstrate the ability to assess critically claims about social issues, human behavior, and diversity in human experiences.	<p>1. In an essay, students will be asked to explore a debate within the field of anthropology. Students will be required to critically assess the competing arguments and to advocate a stance on the issue.</p> <p>2. In an essay question on the final exam for the course, students will be asked to critically evaluate the strengths and weaknesses of a school of anthropological theory.</p>
Course Specific Learning Outcomes	Assessment Technique
Demonstrate a basic understanding of the field of cultural anthropology.	Exam questions will assess students' understanding of key concepts in the field of cultural anthropology.
Be able to define important anthropological terms discussed in class	<p>1. In-class writing assignments will require students to define key terms.</p> <p>2. Exam questions will ask students to define key terms.</p>
Demonstrate a basic understanding of ethnographic research methods and how these differ from other types of qualitative and quantitative methods in the social sciences.	1. In an essay question on the final exam for the course, students will be presented with a research question and asked to develop a research design that includes appropriate methodologies.
In-class writing assignments will require students to compare and contrast	2. Students will collect ethnographic data on public behavior using the participant observation method and write a brief essay, summarizing their observations and the conclusions that they drew from these observations.
Demonstrate an awareness of the variety, variability, and relativity of social categories and systems of meaning around the world.	<p>1. In class writing assignments will require students to compare and contrast their own cultural beliefs and practices with those of other cultures.</p> <p>2. An essay question on the final exam will ask students to identify and analyze intercultural differences between two cultures covered in the class.</p>

Extended Course Description: This course offers a basic introduction to the field of cultural anthropology. The course is designed for any student to take as part of his or her general university education. It is intended specifically for students with no prior exposure to anthropology. The course does not have any pre-requisites.

Anthropology is the study of human variation across space and through time. In this course we will utilize a comparative, cross-cultural approach to explore the diverse ways in which societies structure life. Comparison between less familiar non-Western societies and more familiar Western industrialized societies will frequently be employed. Our exploration will begin with a study of the construction of anthropological knowledge, focusing on fieldwork, ethnographic methods, and ethics. We will then explore basic anthropological concepts such as: culture, ethnicity, kinship, gender, worldview, subsistence, exchange, and social organization. In each instance, we will draw examples from societies located around the world.

Required Texts:

- Schultz, Emily A. and Lavenda, Robert H. 2012. *Cultural Anthropology: A Perspective on the Human Condition*, 8th Edition. New York, NY: Oxford University Press.
- Peters-Golden, Holly. 2012. *Culture sketches: Case studies in anthropology*, 6th Edition. New York, NY: McGraw-Hill.
- Additional readings will be available online

What is Required in this Class and How Will Grades Be Calculated?

Assignment	Percentage of Grade
In-class Writing Assignments	20%
Mid Term Exam	25%
Anthropology Debate Essay	15%
Participant Observation Essay	10%
Final Exam	30%
 Final Grade	 100%

Your final grade for the course will be converted into a letter grade as follows (your numerical grade will be rounded to the nearest whole number):

<u>Numerical Grade</u>	<u>Final Grade</u>	
>93	A	73–76 C
90–92	A-	70–72 C-
87–89	B+	67–69 D+
83–86	B	63–66 D
80–82	B-	60–62 D-
77–79	C+	<60 F

Attendance Policy: Attendance is **REQUIRED** in the class. If you miss a class because of illness, **you must email me within 24 hours and bring a doctor’s note with you to the next class.** The following activities will result in a student’s being counted absent and possibly being asked to leave the class: texting, surfing the internet, making or receiving phone calls, being disruptive, leaving class early, coming to class late, listening to an MP3 player, reading or studying for another class, etc. Students who are counted absent will receive a grade of “0” on any assignments for that day (i.e., In-class Writing Assignments).

In-class Writing Assignments

All students must complete the readings ahead of time and be prepared to discuss and/ or write about them in class. Throughout the semester, I will assign brief in-class writing assignments related to topics contained in the readings and lectures. These will be individually graded. I will average these grades to arrive at your in-class writing assignment grade. There will be eleven of these in-class assignments. You may drop one of them.

Midterm Exam

This will be an in-class exam based on the lectures, films, and readings from the first half of the semester. There will be three components:

1. Multiple Choice
2. Fill in the Blanks
3. One Essay

Mid-term exam date: Monday, October 15th

Anthropology Debate Essay

This assignment will require you to examine a debate within the field of cultural anthropology. You will critically assess and critique the arguments for each side of the debate, weighing their respective strengths and weaknesses. More detailed information and instructions for these papers will be passed out towards the beginning of the semester.

Participant Observation Essay

This assignment is designed to introduce you to the participant observation method of ethnographic research. You will conduct participant observation at an event of your choosing. In addition to turning in your field notes, you will develop an essay summarizing your observations and conclusions. More detailed information and instructions for this paper will be passed out towards the beginning of the semester.

Final Exam

The final exam will be comprehensive. In addition to multiple choice and fill in the blank questions, the final exam will contain four essay questions. These essay questions will provide students with an opportunity to demonstrate their understanding of anthropological theory, debates within the field of cultural anthropology, ethnographic research methods, and intercultural differences.

All assignments must be turned in on time. Late assignments will not be accepted. Do not miss the scheduled exams!!! Make-up exams will only be given when (a) there are exceptional circumstances preventing you from taking the exam on the scheduled day (e.g., a serious illness requiring hospitalization, death of a family member, legally required activity, Provost approved University sponsored activity, or religious holiday), (b) you can provide written proof of the exceptional circumstance (e.g., a physician's note, obituary listing you as a relative of the deceased), and (c) you notify me of the situation prior to the scheduled time of the exam. Outside of these circumstances, you will receive a zero for a missed exam. Make-up exams are not granted for dental appointments, routine doctor appointments, ill pets, flat tires, work, etc. Make-up exams will not follow the same format as the regularly scheduled exams and will consist entirely of essay questions.

Department and University Policies:

Americans with Disabilities Act: Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor's office hours. Please note instructors are not allowed to provide

classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, you may contact the Student Disability Services office at 335 West Hall or 806-742-2405.

Health and Safety Policy: The Department of Sociology, Anthropology, and Social Work will endeavor to comply with the intent of state laws or acts and the University Health and Safety Program in an effort to maintain a safe academic and working environment for students, staff, and faculty.

Religious Holy Days: If you expect to miss a class period due to the observance of a religious holy day, University policy states that you must inform your instructor, in writing, by the sixteenth day of the semester. Accommodation for exams and assignments can then be made.

Civility in the Classroom

Class discussion and group projects can be productive only in a climate of respect for the opinions and beliefs of all. A healthy exchange about issues may include disagreement about ideas but it must not demean the character or background of the individuals holding those ideas. Similarly, you must respect the classroom space and the instructor by focusing your attention on the course during our class meetings. Class is not a place for catching up on missed meals or missed sleep. You **must turn off all cell phones** before entering the classroom, and you are **not permitted to take calls or text message** while in the classroom. You will be asked to leave the room and will receive an unexcused absence for the day if you violate these policies.

Avoiding Plagiarism and Cheating

Please familiarize yourself with the University policy on academic integrity, posted at <http://www.depts.ttu.edu/studentjudicialprograms/academicinteg.php>.

Plagiarism, or the act of claiming someone else's work or idea as your own, is a violation of the University's policies on academic honesty. In this class plagiarism in any form will not be tolerated. A typical and often unwitting form of plagiarism involves using the ideas or information of another scholar in your research. The best tactic is to paraphrase your source in your own words, then cite your source. If you use **THREE OR MORE CONSECUTIVE WORDS** from a published (or internet) source, you must quote the phrase and cite the source. If you do not adhere to these standards, you may commit plagiarism. We will discuss proper paraphrasing, referencing and plagiarism in class; however, if you have any questions whatsoever please ask the instructors! It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and a high standard of integrity. The attempt of students to present as their own any work that they have not honestly performed is regarded by the faculty and administration as a serious offense and renders the offenders liable to serious consequences, possibly suspension. **If you are caught plagiarizing material in the class or if you copy from another student during an exam you will receive a final grade of "F" for the course.**

Course Schedule

All readings should be done prior to each class meeting. Unless otherwise noted, the readings are on Blackboard.

Aug. 27th (Mon) - Introduction and Logistics

Aug. 29th (Wed) – The Anthropological Lens

Cultural Anthropology, Chapter 1: The Anthropological Perspective (pp. 3 – 16)

Aug. 31st (Fri) - The Culture Concept

Cultural Anthropology, Chapter 2: Why is the Concept of Culture Important? (pp. 19 – 34)

Sep. 3rd (Mon) - NO CLASS

Sep. 5th (Wed) – The Culture Concept (continued)

Sep. 7th (Fri) - Fieldwork, Ethnographic Methods, and Research Design

Cultural Anthropology, Chapter 3: Fieldwork (pp. 37 – 64)

Sep. 10th (Mon) - Fieldwork, Ethnographic Methods, and Research Design (continued)

Sep. 12th (Wed) – Fieldwork, Ethnographic Methods, and Research Design (continued)

Endicott, Kirk and Robert Welsh 2005. “Issue 9 – Was Margaret Mead’s Fieldwork on Samoan Adolescents Fundamentally Flawed?” In *Taking Sides: Clashing Views in Cultural Anthropology*. New York: McGraw-Hill.

Sep. 14th (Fri) - Ethical Anthropology

Code of Ethics of the American Anthropological Society

<http://www.aaanet.org/committees/ethics/ethcode.htm>

AAA Principles of Professional Responsibility

<http://www.aaanet.org/stmts/ethstmnt.htm>

Sep. 17th (Mon) - Ethical Anthropology (continued)

Endicott, Kirk and Robert Welsh 2005. “Issue 16 - Did Napoleon Chagnon and Other Researchers Adversely Affect the Yanomami Indians of Venezuela?” In *Taking Sides: Clashing Views in Cultural Anthropology*. New York: McGraw-Hill.

Sep. 19th (Wed) - Cultural Diversity

Cultural Anthropology, Chapter 4: Anthropology, History, and the Explanation of Cultural Diversity, pp. 67 – 77

Sep. 21st (Fri) – Cultural Diversity (continued)

Cultural Anthropology, Chapter 4: Anthropology, History, and the Explanation of Cultural Diversity (pp. 77 – 85)

Sep. 24th (Mon) - Language

Cultural Anthropology, Chapter 5: Language (pp. 89 – 101)

Sep. 26th (Wed) - Language (continued)

Cultural Anthropology, Chapter 5: Language (pp. 102 – 113)

Sep. 28th (Fri) - Endangered Languages

Endicott, Kirk and Robert Welsh 2005. “Issue 7 – Should Anthropologists and Linguists Be Concerned about Losing Endangered Languages?” In *Taking Sides: Clashing Views in Cultural Anthropology*. New York: McGraw-Hill.

Oct. 1st (Mon) - Culture and the Individual

Cultural Anthropology, Chapter 6: Culture and Individuals (pp. 117 – 129)

Oct. 3rd (Wed) - Culture and the Individual (continued)

Cultural Anthropology, Chapter 6: Culture and Individuals (pp. 129 – 141)

Oct. 5th (Fri) - Symbolic Systems

Cultural Anthropology, Chapter 7: How Do We Make Meaning? (pp. 145 – 157)

Oct. 8th (Mon) – Symbolic Systems (continued)

Cultural Anthropology, Chapter 7: How Do We Make Meaning? (pp. 158 – 170)

Oct. 10th (Wed) - Worldview

Cultural Anthropology, Chapter 8: Worldview (pp. 173 – 183)

Oct. 12th (Fri) - Worldview (continued)

Cultural Anthropology, Chapter 8: Worldview (pp. 184 – 195)

Oct. 15th (Mon) - MIDTERM EXAM

Oct. 17th (Wed) – Culture and Power

Cultural Anthropology, Chapter 9: Culture and Power (pp. 199 – 212)

Oct. 19th (Fri) - Culture and Power (continued)

Cultural Anthropology, Chapter 9: Culture and Power (pp. 212 – 223)

Oct. 22nd (Mon) - Subsistence and Economy

Cultural Anthropology, Chapter 10: Making a Living (pp. 227 – 238)

Oct. 24th (Wed) – Subsistence and Economy (continued)

Cultural Anthropology, Chapter 10: Making a Living (pp. 238 – 250)

Oct. 26th (Fri) – Kinship

Cultural Anthropology, Chapter 11: Where Do Our Relatives Come From, and Why Do They Matter? (pp. 253 – 269)

Oct. 29th (Mon) - Kinship (continued)

Cultural Anthropology, Chapter 11: Where Do Our Relatives Come From, and Why Do They Matter? (pp. 269 – 282)

Oct. 31st (Wed) – Marriage and Family

Cultural Anthropology, Chapter 12: Why Do People Get Married and Have Families? (pp. 287 – 304)

Nov. 2nd (Fri) - Marriage and Family (continued)

Cultural Anthropology, Chapter 12: Why Do People Get Married and Have Families? (pp. 304 – 319)

Nov. 5th (Mon)- Social Inequality

Cultural Anthropology, Chapter 13: What Can Anthropology Tell Us about Social Inequality? (pp. 323-335)

*****Participant Observation Essay Due*****

Nov. 7th (Wed) - Social Inequality (continued)

Cultural Anthropology, Chapter 13: What Can Anthropology Tell Us about Social Inequality? (pp. 335 – 349)

Nov. 9th (Fri) – Social Inequality (continued)

Endicott, Kirk and Robert Welsh 2005. “Issue 11 – Do Men Dominate Women in All Societies?” In *Taking Sides: Clashing Views in Cultural Anthropology*. New York: McGraw-Hill.

Nov. 12th (Mon) – Globalization

Cultural Anthropology, Chapter 14: What Can Anthropology Tell Us about Globalization? (pp. 353 – 370)

Nov. 14th (Wed) – Globalization (continued)

Cultural Anthropology, Chapter 14: What Can Anthropology Tell Us about Globalization? (pp. 370 – 390)

Nov. 16th (Fri) - Globalization (continued)

Nov. 19th (Mon) – The Basseri

Culture Sketches: Case Studies in Anthropology, Chapter 3 - The Basseri: Pastoral Nomads on the *il-Rah* (pp. 40 – 59)

Nov. 21st – 23rd (Wed – Fri) NO CLASS – THANKSGIVING BREAK

Nov. 26th (Mon) – Haiti

Culture Sketches: Case Studies in Anthropology, Chapter 4 - Haiti: A Nation in Turmoil (pp. 60 – 80)

Nov. 28th (Wed) - The Ojibwa

Culture Sketches: Case Studies in Anthropology, Chapter 10 - The Ojibwa: “The People” Endure (pp. 177 – 193)

Nov. 30th (Fri) - The Roma

Culture Sketches: Case Studies in Anthropology, Chapter 11 - The Roma: *Romanipe*, Rights, and the Road Ahead (pp. 194 – 214)

Dec. 3rd (Mon) - The Yanomami

Culture Sketches: Case Studies in Anthropology, Chapter 15: The Yanomami: Challenges in the Rainforest (pp. 269 – 276)

***** Anthropology Debate Essay Due*****

Dec. 5th (Wed) - The Yanomami

Culture Sketches: Case Studies in Anthropology, Chapter 15: The Yanomami: Challenges in the Rainforest (pp. 277 – 287)

Dec. 11th (Tues) - FINAL EXAM (7:30 – 10:00 AM, Holden Hall 77)