

Course Title

This course explores what it means to be human in a variety of physical and sociocultural environments. The class is designed to introduce students to the variability of human behavior and to the ways we are different yet similar across space and time. In the process of exploring human diversity, we examine patterns of ecology and subsistence, language, kinship, and marriage, as well as beliefs and practices related to religion, gender, politics, economics, and modernization. The focus is on dissolving ethnocentrism, encouraging cultural relativity, and preparing students for life in a global society.

Professor:

Office:

E-mail

Office Hours:

GENERAL EDUCATION (GE) COURSE OBJECTIVES: This course is part of UVU's General Education Program. It addresses **Intellectual and Practical Skills Foundations**, specifically the development of QUALITATIVE REASONING (**QR**) and COMMUNICATION (**COMM**) skills. It also emphasizes students' roles as STEWARDS OF PLACE (**SP**) in a global society. GE objectives for this course are:

- (1) **Describe and explain differences in language, subsistence, family and kinship, law, religion, politics, economics, and gender among human populations across space and time.** [QUALITATIVE REASONING, STEWARDS OF PLACE]
- (2) **Demonstrate critical thinking and written expression with regard to cross-cultural perspectives.** [QUALITATIVE REASONING, COMMUNICATION, STEWARDS OF PLACE]
- (3) **Exhibit an awareness of cultural relativity and global connectivity among diverse peoples.** [STEWARDS OF PLACE]
- (4) **Development of oral presentation skills through discussion, debate, and class presentations.** [COMMUNICATION]
- (5) **Demonstrate competency in basic skills of ethnographic fieldwork, including observation, informal interviewing, and behavioral analysis.** [COMMUNICATION, QUALITATIVE REASONING]

GLOBAL/INTERCULTURAL (GI) COURSE OBJECTIVES: This course fulfills a Global/Intercultural (G/I) requirement for graduation. While realizing that developing intercultural understanding is a lifelong process, the expected outcomes for students completing the Global/Intercultural requirement include:

- (1) **Gaining an informed and nuanced understanding of global or intercultural issues.**
- (2) **Replacing stereotypical cultural conceptions with recognition of the complexity and variety of different cultural groups.**
- (3) **Gaining appreciation for the contribution of different cultural groups to educational, social and cultural institutions, and for the value of difference within these contexts.**
- (4) **Gaining confidence in interrelating respectfully with individuals representing cultures and perspectives other than one's own.**
- (5) **Becoming knowledgeable, responsible, reflective and respectful citizens within an increasingly multicultural society and global community.**

COURSE ASSIGNMENTS (How they meet these criteria):

	GE OBJECTIVES	G/I OBJECTIVES
Course Readings & Class Discussion	QR, COMM, SP	1, 2, 3, 4, 5
Fieldwork Assignments & Oral Presentations	QR, COMM, SP	1, 4, 5
Reading Quizzes (essay & objective)	QR, COMM, SP	1, 2, 3, 5
Exams	QR, COMM, SP	1, 3, 5
G/I Key Assignment (final exam essay)	QR, COMM, SP	1, 2, 3, 5

COURSE REQUIREMENTS:

Course materials include texts, articles, and films, all of which are important to understanding the concepts introduced in the class. **Reading for this class should be completed prior to the class meeting for which it is assigned.** Readings and class discussions are designed to be complementary, but there will be occasions where they do not overlap, meaning there will be topics encountered in the reading that are not discussed in class and vice versa. Therefore, **you must both do the reading and attend class to do well in this course.**

There are **THREE EXAMINATIONS** including the **FINAL EXAM, all on Canvas**. Exams are mixed format, including objective questions (multiple choice, true/false, etc.) and essays. **READING QUIZZES**, objective and essay, are given throughout the semester. Essay quizzes are due in class on the assigned date. Objective quizzes are on Canvas. They open at the beginning of the course and are due on the dates assigned in the syllabus. Exams will be available on Canvas for a minimum of 24 hours. **There will be no make-up quizzes or exams regardless of the reason for missing either.** A final aspect of this course is the development of **oral communication skills**. Students will volunteer to complete a **FIELDWORK ASSIGNMENT** pertaining to an assigned topic. They will present the results of their research to the class orally in any manner they wish (discussion, Q & A, PowerPoint slides, etc.).

G/I KEY ASSIGNMENT: The last third of this course involves applying what we have learned in the earlier parts of the course to case studies centered around contemporary global issues, including the globalization of American popular culture, modernization and cultural survival, cash cropping and agricultural sustainability, and the cultural, economic, and environmental impacts of tourism. Your final exam essay is an open-ended question that will allow you to choose from among these case studies, and/or others from earlier in the course, and analyze it in more detail applying terms and concepts from the latter part of the course (cultural innovation, diffusion, syncretism, acculturation, etc.). This essay is already a part of your final exam. It will also be evaluated by the instructor to assess students having met both the GE and G/I course objectives.

GRADING:

Final grades will be assigned out of a 1,000 point total based on the following distribution:

Exams on Canvas (3 @ 200 pts. each)	600
Fieldwork and Oral Presentation of Results [scoring rubric on Canvas]	100
Reading Quizzes (15 quizzes @ 20 pts. each)	300
	1,000

GRADE SCALE:

- 930 - 1,000 POINTS = **A**
- 900 - 929 = **A-**
- 870 - 899 = **B+**
- 840 - 869 = **B**
- 800 - 839 = **B-**
- 770 - 799 = **C+**
- 740 - 769 = **C**
- 700 - 739 = **C-**
- 670 - 699 = **D+**
- 640 - 669 = **D**
- 600 - 639 = **D-**
- BELOW 600 POINTS = **FAILING**

REQUIRED TEXTS:

- (1) Gezon, L. and Kottak, C. (2014) *Culture*. Second Edition. [print ISBN 978-0-07-803504-3] Available as an e-book through the UVU bookstore and online.
- (2) Spradley, J. and McCurdy, D. (2012) *Conformity and Conflict: Readings in Cultural Anthropology*. 14th Edition. [print ISBN 978-0-205-23410-3] Available as an e-book through the UVU Bookstore and online. Referred to as “C & C” in the syllabus.

Additional material is provided by the instructor on Electronic Reserves [ERES] through the UVU Library. [see p. 6 for instructions on how to access ERES]

COURSE SCHEDULE:

- T 8/27/13 - **WHAT IS ANTHROPOLOGY?** (*Culture*, Ch. 1, p. 1 - 14)
What can it tell us about ourselves? And “Others”? (*Conformity & Conflict*, p. 2 – 5)
 (a) “Body Ritual among the Nacirema” (Miner, *Conformity & Conflict*, p. 287 – 291)
- Th 8/29/13 - **STUDYING SOCIETY AND CULTURE** (*Culture*, Ch. 3, p. 39 – 54)
How do anthropologists study the world around them?
 (a) “Ethnography and Culture” (Spradley, *Conformity & Conflict*, p. 6 - 12)
 (b) “Nice Girls Don’t Talk to Rastas” (Gmelch, *Conformity & Conflict*, p. 31 – 36)
- T 9/03/13 - **CULTURAL RELATIVISM, ETHNOCENTRISM, AND NAÏVE REALISM** (*Culture*, Ch. 2, p.17–22, 25-31)
 (a) “Eating Christmas in the Kalahari” (Lee, *Conformity & Conflict*, p. 13 – 19)
 (b) “Shakespeare in the Bush” (Bohannon, *Conformity & Conflict*, p. 41 – 48)
 - **READING QUIZ # 1 DUE IN CLASS** [essay]
- Th 9/05/13 – **APPLYING ANTHROPOLOGY** (*Culture*, Ch. 12, p. 239 - 256)
 (a) “Using Anthropology” (McCurdy, C & C, p. 371 – 381)
 (b) **“Medical Anthropology: Improving Nutrition in Malawi” (Patten, p. 403 – 414)* [ERES]**
 - **READING QUIZ # 2 DUE IN CLASS** [essay]
- T 9/10/13 - **DEVELOPMENT OF COMMUNICATION AND LANGUAGE** (*Culture*, Ch. 4, p. 57 – 67)
 (*Conformity & Conflict*, p. 38 - 40)
 (a) **“The Sapir-Whorf Hypothesis” (Thomsen, p. 63 - 75)*** [ELECTRONIC RESERVES]**
 (b) “Whorf Revisited: You Are What You Speak” (Deutscher, C & C, p. 49 – 56)
 - **READING QUIZ # 3 DUE IN CLASS** [essay]
- Th 9/12/13 – **LANGUAGE & SOCIETY** (*Culture*, Ch. 4, p. 67 – 74)
 (a) “Conversation Style: Talking on the Job” (Tannen, *Conformity & Conflict*, p. 61 – 68)
 (b) **“Anthropologists Investigate Communication Technology” (Mellor, p. 79 – 82)*** [ELECTRONIC RESERVES]**
 - **READING QUIZ # 4 on CANVAS – SUBMITTED BY 10:00 a.m.**
- T 9/17/13 - **BODY ART AS VISUAL LANGUAGE**
 (a) **“Body Art as Visual Language” (Schildkrout, p. 85 - 92)*** [ELECTRONIC RESERVES]**
 (b) **“Kinds of Talk: Juicing Clients in Tattoo World” (Boehlke, p. 69 – 78)*** [ERES]**
- Th 9/19/13 – **MAKING A LIVING: ADAPTIVE STRATEGIES** (*Culture*, Ch. 5, p. 77 – 89)
 (a) “The Hunters: Scarce Resources in the Kalahari” (Lee, C & C, p. 73 – 86)
- T 9/24/13 - **ECOLOGY AND SUBSISTENCE** (*Culture*, Ch. 5, p. 89 – 96)
 (a) “Domestication and the Evolution of Disease” (Diamond, C & C, p. 93 - 103)
 - **READING QUIZ # 5 on CANVAS – SUBMITTED BY 10:00 a.m.**

Th 9/26/13 – **SOCIAL ORGANIZATION: POLITICS AND THE ENVIRONMENT**

(*Culture*, Ch. 6, p. 99 – 115; C & C, p. 116 - 118)

(a) "Life Without Chiefs" (Harris, *Conformity & Conflict*, p. 238 - 245)

(b) "Reciprocity and the Power of Giving" (Cronk, *Conformity & Conflict*, p. 119 – 124)

- **READING QUIZ # 6 on CANVAS – SUBMITTED BY 10:00 a.m.**

EXAM # 1 ON CANVAS – OPENS THURSDAY, 9/26 5:00 p.m. - DUE SUNDAY, 9/29 BY 11:30 p.m.

T 10/01/13 - **SOCIAL ORGANIZATION: KINSHIP AND FAMILY** (*Culture*, Ch. 7, p. 123 – 132)

(a) "Uterine Families and the Women's Community" (*Conformity & Conflict*, p. 179 – 184)

Th 10/03/13- **SOCIAL ORGANIZATION: MARRIAGE** (*Culture*, Ch. 7, p. 133 – 142)

(a) "*Who Needs Love!...*" (*Kristof, Anthropology Annual, 26th Ed., p. 122 – 125*)*** [ERES]

(b) "Polyandry: When Brothers Take a Wife" (Goldstein, *Conformity & Conflict*, p. 172 – 178)

(c) "*Arranging a Marriage in India*" (*Shandy, 1998*)*** ERES

T 10/08/13 – **FILM: "I Can't Marry You"** [_____]

- **READING QUIZ # 7 DUE NEXT CLASS [essay]**

Th 10/10/13 – FALL BREAK [no class]

T 10/15/13 – **GENDER SOCIALIZATION** (*Culture*, Ch. 8, p. 145 – 155, 159 - 164)

FILM: "Kick Like A Girl" [GV944.5 K53 2008]

Video clip: "Keep Her In the Game"

[<http://www.gatorade.com/default.aspx#program?s=keep-her-in-the-game>]

- **READING QUIZ # 7 DUE IN CLASS [essay]**

Th 10/17/13 – **GENDER** (*Culture*, Ch. 8, p. 156 – 159)

(a) "The Opt-Out Phenomenon: Women, Work, and Identity in America"
(Shandy & Moe, C & C, p. 197 – 207)

(b) "Global Women in the New Economy" (Ehrenreich & Hochschild, C & C, p. 325 – 333)

- **READING QUIZ # 8 DUE IN CLASS [essay]**

T 10/22/13 - **LAW: A CROSS-CULTURAL PERSPECTIVE** (*Culture*, Ch. 6, p. 115 – 118)

(a) "*Law and Order*" (*Spradley & McCurdy, p. 305 - 317*)*** [ELECTRONIC RESERVES]

(b) "Cross-Cultural Law: The Case of the Gypsy Offender"
(Sutherland, *Conformity & Conflict*, p. 230 – 236)

- **READING QUIZ # 9a and/or 9b on CANVAS – SUBMITTED BY 10:00 a.m.**

Th 10/24/13 – **MAGIC, RELIGION, AND SPIRITUALITY** (*Culture*, Ch. 9, p. 169 – 185)

(a) "Baseball Magic" (Gmelch, *Conformity & Conflict*, p. 266 – 274)

(b) "*The Adaptive Value of Religious Ritual*" (*Sosis, p. 122 – 125*)*** [ERES]

- **READING QUIZ # 10 CANVAS – SUBMITTED BY 10:00 a.m.**

EXAM # 2 ON CANVAS – OPENS THURSDAY, 10/24 5:00 p.m. - DUE SUNDAY, 10/27 BY 11:30 p.m.

T 10/29/13 - **AMERICAN VALUES** (selections from *Distant Mirrors*) [ELECTRONIC RESERVES]

(a) "*The American Cultural Configuration*" (*Holmes & Holmes, p. 4 - 26*)***

(b) "*The Young, the Rich, and the Famous: Individualism as an American Cultural Value*" (*Natadecha-Sponsel, p. 68 - 74*)*** [ELECTRONIC RESERVES]

Th 10/31/13 - **AMERICAN VALUES (continued)**

- **READING QUIZ # 11 COMPLETED IN CLASS [essay]**

- T 11/05/13 - **ETHNICITY AND ETHNIC CLASSIFICATION** (*Culture*, Ch. 11, 213 – 236)
(a) "Mixed Blood" (Fish, *Conformity & Conflict*, p. 217 - 225)
(b) "***País de mis Sueños: Reflections on Ethnic Labels, Dichotomies, and Ritual Interactions***" (Ernst, *Distant Mirrors*, p. 102 – 109)*** [ELECTRONIC RESERVES]
- **READING QUIZ # 12a and/or 12b on CANVAS – SUBMITTED BY 10:00 a.m.**
- Th 11/07/13 – **THE MODERN WORLD SYSTEM** (*Culture*, Ch. 10, p. 189 – 210)
(a) "***One Hundred Percent American***" (Linton, p. 1 – 3)*** [ERES]
- **READING QUIZ # 13 on CANVAS – SUBMITTED BY 10:00 a.m.**
- T 11/12/13 – **GLOBALIZATION AND CULTURE CHANGE** (*Culture*, Ch. 2, p. 32 – 36)
(a) "***Japanese Hip-Hop and the Globalization of Popular Culture***" (Condry, p. 365 - 379)*** [ERES]
(b) "How Sushi Went Global" (Bestor, C & C, p. 296 – 304)
- **READING QUIZ # 14a on CANVAS – SUBMITTED BY 10:00 a.m.**
- Th 11/14/13 – **GLOBALIZATION AND CULTURE CHANGE** (*Conformity & Conflict*, p. 336 – 337)
(a) "***Why Tourism Matters***" (Gmelch, p. 354 – 363)*** [ERES]
(b) "Village Walks: Tourism and Globalization among the Tharu of Nepal"
(Guneratne & Bjork, C & C, p. 306 – 314)
- **READING QUIZ # 14b on CANVAS – SUBMITTED BY 10:00 a.m.**
- T 11/19/13 - **FILM: "Milking the Rhino: The Promise of Community-Based Conservation in Africa"**
[HC800 .Z65 M55 2009]
- Th 11/21/13 – **GLOBALIZATION AND STRUCTURAL VIOLENCE** (*Culture*, Ch.13, p. 259 - 267)
(a) "Poverty at Work: Office Employment and the Crack Alternative" (Bourgois, C & C, p. 125 – 135)
(b) "Cocaine and the Economic Deterioration of Bolivia" (Weatherford, C & C, p. 136 - 144)
- **READING QUIZ # 15 on CANVAS – SUBMITTED BY 10:00 a.m.**
- T 11/26 & Th 11/28 – THANKSGIVING BREAK [no class]**
- T 12/03/13 - **FILM: "Ancient Futures: Learning from Ladakh"** [HN690 .L33 A53 2006]
- Th 12/05/13 – **CULTURAL SURVIVAL** (*Culture*, Ch. 13, p. 268 – 276)
(a) "Forest Development the Indian Way" (Reed, C & C, p. 105 - 113)
(b) "The Road to Refugee Resettlement" (Shandy, C & C, p. 316 – 324)
- **READING QUIZ # 16 on CANVAS – SUBMITTED BY 10:00 a.m.**
- T 12/10/13 - **FILM: "Nai!: Portrait of a !Kung Woman"** [_____]
- Th 12/12/13 – **REVIEW & DISCUSSION**
- **Proof of Completion of SRI's [20 pts.]**

FINAL EXAM ON CANVAS – OPENS THURSDAY, 12/12 5:00 p.m. – DUE TUESDAY, 12/17 BY 11:30 p.m.

STUDENTS WITH DISABILITIES: If you have any disability which may impair your ability to successfully complete this course, please let the instructor know *prior* to requesting services which require action on the part of the instructor. Accommodations are coordinated with the student and instructor in consultation with the UVU Accessibility Services Department (801) 863-8747.

ACCESSING ELECTRONIC RESERVES

- (1) Access the UVU Homepage from any Internet browser.
- (2) Click on "**LIBRARY**".
- (3) Click on "**ELECTRONIC RESERVE**".
- (4) Access the articles for this course using the course number (ANTH101G), the instructor (NAMIE), or the Department (ANTHROPOLOGY).
- (5) Enter the password "**namieanth101G**" in the box and click the **ACCEPT** button.
- (6) Select the article you wish to view from the list and read it online or print a hard copy.

ACADEMIC DISHONESTY: No academic dishonesty will be tolerated. The penalty for a first offense is an "F" for the assignment and the assignment cannot be redone. A second offense means that you fail (forfeit credit) the course and will be reported to the Department Chair and to Student Advising. Definitions of academic misconduct are taken from the UVU Catalog. Refer to "Student Rights and Responsibilities" for further information.

CHEATING: "Cheating is the act of using, attempting to use, or providing others with unauthorized information, materials, or study aids in academic work. Cheating includes, but is not limited to, passing examination answers to or taking examinations for someone else or preparing or copying others' academic work."

PLAGIARISM: Plagiarism is theft, intentional or not. "Plagiarism is the act of appropriating any other person's or group's ideas or work (written, computerized, artistic, etc.) or portions thereof and passing them off as the product of one's own work in any academic exercise or activity."

FABRICATION: "Fabrication is the use of invented information or the falsification of research or other findings." The following are some examples of fabrication:

- Citation of information not taken from the source indicated.
- Listing sources in a bibliography not used in the academic exercise.
- Submission in a paper, thesis, lab report or other academic exercise of falsified, invented, or fictitious data or evidence, or deliberate and knowing concealment or distortion of the true nature, origin, or function of such data or evidence.
- Submitting as your own any academic exercises (written work, printing, etc.) prepared totally or in part by another.