UVU UTAH VALLEY UNIVERSITY™

Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: https://catalog.uvu.edu/

Semester: Fall
Course Prefix: ANTH
Course Title: Social Cultural Anthropology

Year: 2025
Course and Section #: ANTH 101G-005
Credits: 3

Course Description

Introduces students to the variability of human behavior cross-culturally and provides an understanding of the holistic approach to human behavior. Explores interrelationships, in a variety of cultural contexts, between beliefs, economic structures, sexuality, eating habits, ecology, politics, living arrangements, psychology, symbolism, and kinship.

Course Attributes

This course has the following attributes:
- ☒ General Education Requirements
- ☒ Global/Intercultural Graduation Requirements
- ☐ Writing Enriched Graduation Requirements
- ☒ Discipline Core Requirements in Program
- ☐ Elective Core Requirements in Program
- ☐ Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Daniel Hernandez

Student Learning Outcomes

Demonstrate knowledge and recognition of complexities inherent in global and/or intercultural issues.
Interrelate knowledgeably, reflectively, responsibly, and respectfully with a society of increasing intercultural connections.
Apply an understanding of class and contemporary models in anthropology.
Exhibit knowledge of the application of theoretical perspectives to current real-life issues.
Show a familiarity with the methods and models currently used in anthropology.
Give evidence of a thorough understanding of cultural analysis and critique.
Analyze research and write and in-depth, thorough, anthropological analysis comprising a variety of theoretical perspectives.

This Course meets the Global Intercultural Requirement

The Global/Intercultural Requirement seeks to develop student learning through the following objectives and traits:

Learning Objectives:
- To analyze global or intercultural issues.
- To discuss stereotypical cultural conceptions and recognize the complexity and variety of different cultural groups.
- To evaluate how one's own cultural values compare with those from different backgrounds.

Trait:
- To interrelate respectfully with individuals representing cultures and perspectives other than one's own.

Course Materials and Texts

Text in this course includes written literature as well as audio and visual media. All materials will be available on Canvas through the library and public sources. These materials include chapters from books, academic articles, podcast episodes and interviews, and filmed interviews as well as documentaries.

Course Requirements

Course Assignments, Assessments, and Grading Policy

Course Assignments and Grading

This class has five assignment groups detailed below. Your grade on each individual assignment will contribute to your grade for its designated assignment group.

For example, your grade on weekly participation will contribute to your overall participation score, which is 20% of your total grade. So, if you score 50% on average on participation, your overall participation grade will be 10, and this will reduce your overall grade by 10 percentage points.

Your gradebook and assignment tabs in *Canvas* will help you keep track of your grade in each assignment group.

See below for an explanation of each assignment group.

Participation Activities: 20%

> This class is organized around in-person instruction and participation. Students are expected to attend in person, face to face. I will monitor your in-class participation via online submissions from in-class questions and notes from the required course materials from the week. Participation

submissions do not have to be formally organized as a paragraph and you can submit one of two options: 1) notes or bullet points from the required course materials and/or 2) respond to questions raised during the first lecture. You are required to submit 10 out of 13 participation activities. The grace of 3 is for unforeseen circumstances, absence due to illness, etc. If you completed the first 10 of the participation activities and would like to increase your overall score average by completing additional activities you are also welcome to do so. You will submit your completed in-class activity via Canvas on the same day of the first class of each week during the semester.

Reflection Posts: 40%

You are required to do 10 out of 13 reflection posts based on the weekly course materials. We have 13 weeks aside from our introduction and presentations weeks where there are weekly course materials. You will be required to make a reflection post on Canvas for 10 of the weeks with a *maximum* of 250 words. These must be clearly written with minimal to no grammatical errors that clearly demonstrate thoughtful engagement with lectures, discussion and reading, listening, and/or watching course materials. I do not expect you to have fully comprehended all of the content, but you have to demonstrate you have made a serious engagement with it. You can ask questions about ideas or materials or provide insights on the main ideas and approaches. Prompts you can consider in your reflection posts are: What are the key ideas? What is the context (time, place, social positions)? How does this relate to better understanding people and behavior? Reflection posts will generally be due by the end of day of our second class in the week. As time permits we will think on these and work on them during our second class in the week. I will provide feedback on a regular basis so that you understand how/why I have marked/graded them the way I have.

Anthropology Topic Review: 10%

This review is based on researching a topic after selecting an item (e.g., episode, article, publication) that explores a social-cultural issue or study of your choice from one of the following public anthropological forums:

Sapiens; Anthropology News; AnthroPod; Sites; Anthro Source

https://www.sapiens.org/
https://www.anthropology-news.org/
https://sites.otago.ac.nz/Sites/index
https://culanth.org/fieldsights/contributed-content/anthropod
https://anthrosource.onlinelibrary.wiley.com/

This assignment can take the form of either a 500-word maximum written review, a power point draft, or an outline of the topic you reviewed. In whichever format you use, you will need to demonstrate understanding and context of the topic based on the item you selected, which you will later use as a basis for your presentation assignment. You must identify the medium (e.g., article, podcast, blog post, etc.), topic (e.g., title of the item you selected), author(s) (e.g., who wrote, produced the item, etc.), method (e.g., what kind of research was conducted, or what research perspective does it take, such as ethnography, archaeology, etc.), and relevancy (e.g., why and how is this topic relevant to the researcher, to communities, to the world, etc.). This

assignment is an opportunity to get feedback prior to presenting on this topic. Some topics will have more information than others so it is worth exploring a few to make sure you select something you can present on comfortably. You will also be expected to demonstrate thoughtful self-reflection on your own social position and culture(s) in relation to the topic you pick to give a cross-cultural analysis (e.g., what interested you in this topic, how does it relate to other cultural examples from the class).

*You must select an item that is not already part of course materials, however you can relate it to and mention course materials. If you belong to a culture or tradition that you would like to do research on with materials not listed in the pre-approved sources above you need to get permission from me first to ensure the sources/research meets the criteria of this assignment.

Final - Presentation: 25%

You will submit a pre-recorded 3 min presentation (maximum) on your research of the anthropological topic that you reviewed already. We will listen to and/or watch these during the week designated for presentations. You cannot go over 3 minutes. Recordings take time so you must plan ahead and be organized. You must share what you learned in your review and respond to and incorporate any feedback given on that assignment. You can use a powerpoint, canva or similar type of presentation, a YouTube style reaction or review video, or an audio only podcast-like recording. Presentations are not just about conveying information, but making connections, demonstrating intercultural and cross-cultural analysis, and engaging an audience. The presentation style and effectiveness will be included in grading criteria. You will be required to give a thoughtful analysis of the topic you picked to review earlier, which you can strengthen with examples of concepts or ideas from the semester (your presentation should include a cross-cultural component). You will possibly not be able to cover everything you have learned and/or researched, so you will have to be selective and give enough background, an example, and analysis that clearly shares the topic you present on in a manner that can be broadly understood.

*Pre-recorded presentations are due Nov 14th before midnight. We will watch them together as a class on April 18th and 20th.

Rubric:

Rubric:

5 - Grammar and organization is precise. This includes clear spelling, communication, and a well-rounded presentation, maintaining the time limit.

10 - Clear understanding of topic and its relevance to the course and anthropology more generally. This includes having a cross-cultural/inter-cultural element in your analysis. This will depend on your topic and the feedback given, but could include relation to your social positionality, other course materials, or may already include this in the topic (article, podcast) you reviewed.

10 - Presentation style is clear, relatable and accessible. This includes timing and volume (tone, pace, clarity) of your presentation and having clear takeaways by the audience.

Presentation Peer Comments: 5%

> Make sure you are prepared to take notes on your peers' presentations. You will be required to make a Canvas discussion post that responds and comments to at least three other presentations other than your own. Think about how you can make connections to course materials and topics, ask additional questions, or share what you appreciate about your peer's presentations (300 words maximum).

***GRADE SCALE:

> 93- 100% = A
> 90 – 92% = A-
> 87 – 89% = B+
> 84 – 86% = B
> 80 – 83 = B-
> 77 – 79 = C+
> 74 – 76% = C
> 70 – 73% = C-
> 67 – 69% = D+
> 64 – 66% = D
> 60 – 63% = D-
> Below 60% = E

Required or Recommended Reading Assignments

Required Material: Intro Read Course Outline – Syllabus *Further Resources:* How Languages Shape the Way We Think – Lera Boroditsky
Required Material: Culture Season of the Brown Hyena by Wade Davis (Chapter) Dreams of Endangered Cultures by Wade Davis *Further Resource*: Human Documentary
Required Material: Knowledge

Henry Giroux – Education for the Future

Sir Ken Robinson - Do Schools Kill Creativity?

Te Kawehau Hoskins & Alison Jones – Indigenising the academy

Further Resources:

An Anthropology of Knowledge by Fredrik Barth

Beyond Diversity with Tim Wise

Required Material: Race and Anthro

What Race Is, and What it is Not by Agustin Fuentes (Lecture)

13th Documentary Film

Further Resource:

The House We Live In Documentary

The origin of race in the USA

White Like Me Documentary

Required Material: Kinship and Gender

Feminist Anthropology Episode – Stuff Mom Never Told You Podcast

Agustin Fuentes – Busting Myths About Sex and Gender

Further Resource:

The Mask You Live In Documentary

Kim Tallbear on Reviving kinship

Required Material: Economic Cultures

Economics of Happiness Documentary *Further Resource*: Neoliberalism documentary part 1
Required Material: Digital Culture PBS Smartphones, social media and teens Tech savior or slayer? Ruha Benjamin Digital ethnography by Devin Proctor *Further Resource*: Adultification of Black children in memes by Farrior and Lester Cambridge Analytica by Zoe Kleinman
Required Material: Music Ethnomusicology with Dr. Zemke Who owns music with Dr. Seeger *Further Resource*: Korean Music and Community Wellbeing with Sunhee Koo African music with Kofi Agawu
Required Material: Health The Healer and the Psychiatrist by Mike Poltorak Documentary Film *Further Resource*: When a Māori Person goes to hospital by Marama Muru-Lanning Healing the Warrior's Heart Documentary

Sione Vaka – Tonga and Mental Health, Radio New Zealand

Required Material: Religion

Reza Aslan – A Human History of God

Further Resource:

Christian Nationalism – Data over Dogma Podcast

The Construction of Religion as an Anthropological Category by Talal Asad

Required Material: National culture

Imagined Communities – TeleSUR Documentary

Crash Course History - Nationalism

Further Resource:

Memory is not about the past (ethnographic documentary)

Imagined Communities by Benedict Anderson (introduction chapter)

Required Material: Diaspora

Crash Course Episode #24

Crash Course Episode #29

Crash Course Episode #32

Crash Course Episode #39

Further Resource:

Towards a New Consciousness by Gloria Anzaldúa

Required Material: Indigeneity

PBS – What does it mean to be a federally recognized tribe? Video

SBS Dateline – The Sámi Fight for the Right to their Land and Tradition Video

Living the Language – Bolivia: The Aymara Documentary

Further Resource:

Unsettling Ethnography by Ty Kāwika Tengan

Genealogies: Articulating Indigenous Anthropology in/of Oceania by Ty Kāwika Tengan, Tēvita O. Kaʻili and Rochelle Tuitagavaʻa Fonoti

Required Material: Food

Kava Rootz Documentary

Further Resource:

Food Inc, 2. Documentary

Gather Documentary

General Description of the Subject Matter of Each Lecture or Discussion
Intro: General anthropological introduction to understanding social phenomenon and a range of various anthropological topics.

Culture and Society: – Anthropology and conceptualization of people, human beings, social organizations, society, culture, and various terms and concepts from a range of anthropological methods and approaches. Emphasis on the global legacies of culture and language with social and linguistic anthropological analysis.

Knowledge – A social and educational anthropology analysis of learning cross-culturally, school systems across societies, and institutions of learning inter-culturally.

Race and Anthro – Relating the biological anthropological legacies versus contemporary studies of human behavior that understand race as a socially invented category that historically does not align with

genetic and skeletal variation among human beings. The societal and legal histories of defining and categorizing populations on the basis of race and their social impacts.

Kinship and Gender – Cultural anthropological approach to kinship and family organizations throughout time and space and the variation of gender expressions across cultures linguistically and roles within kinship groups.

Religion – Cultural anthropological approach with ethnomusicological compliments to understanding religious phenomena and socially organized concepts of belief throughout time and space through a variety of examples.

Economy – Social anthropological analysis of global political economy and diverse economic variations throughout time and space including gifting, tribute, and consumerism.

Health – Social anthropological analysis of conceptions of health with a focus on mental health and combat veterans from ancient Athens to contemporary Turtle Island and Moana-Oceania.

National cultures – Social and cultural anthropological theoretical approach to understanding the political formations of modern nation-states and national cultures as well as trans-national movement.

Diaspora – Social anthropological analysis of national cultural identities in movement through displacement or voluntary mobility across the globe and their inter-cultural encounters.

Food – A cultural anthropological approach to understanding food systems, food ways, and issues like food insecurity and ancestral food traditions cross-culturally examined with contemporary ones.

Music – An introduction to ethnomusicology as a social anthropological analysis of society, economics, law, and cultural identity and expression through sound cultures across time and space.

Digital culture – New addition that is in the process of development but will generally look at social media, digital ethnography, and the generative AI impacts on and reflections of society and culture.

Indigeneity – An introduction to Indigenous anthropology and diverse local and global Indigenous cultures and languages as well as international issues with the United Nations declaration for the rights of Inidgenous peoples.

Required Course Syllabus Statements

Generative AI

AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts that you must develop over time to develop your own individual voice. I am interested in your thoughts and learning not the generated results of a culturally biased algorithm that extracts and mines from public sources and erases the origins and contexts to transform it into private property. I prefer you do not use any generative AI tools for this course, so that you develop research, reading, and synthesis skills. This course is intended to facilitate increasing your ability to think for yourself and not surrender your mind by having the thinking done for you.

The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) however is permitted *only* if it is absolutely necessary for a student in this course only for the following activities if you also critically analyse and question the information:

- Finding information on your topic;
- Checking grammar and style

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you or content that you put into a Teams/Canvas chat.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty.

Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work.

Using Remote Testing Software
☒ This course does not use remote testing software.

☐ This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities
Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](mailto:accessibilityservices@uvu.edu) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in UVU Policy 541: *Student Code of Conduct*.

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.
To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.