



## Master Course Syllabus

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

---

**Semester:** Fall

**Year:** 2025

**Course Prefix:** ANTH

**Course and Section #:** 1010G section 9

**Course Title:** Introduction of Social Cultural Anthropology

**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:** Lyz Schulte

---

### ***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.

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

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.

Key Assignment: Final Paper

---

## ***Course Materials and Texts***

Required books:

Cassaniti, Julia. *Living Buddhism: Mind, Self, and Emotion in a Thai Community*. Cornell University Press, 2015.

Engelke, Matthew. *How to Think Like an Anthropologist*. Princeton University Press, 2018.

Articles (to be provided electronically):

Miner, Horace. "Body Ritual Among the Nacirema." *American Anthropologist*, Vol. 58, no. 3 (Jun. 1956), pp. 503-507.

Gupta, Akhil, and Jessie Stoolman. "Decolonizing US Anthropology." *American Anthropologist*, Vol. 124 (2022), pp. 778-799.

Carsten, Janet. "Blood Will Out." *The Journal of the Royal Anthropological Society*, Vol. 19 (Special Issue May 2013).

Agrama, Hussein Ali. "Ethics, Tradition, Authority: Towards an Anthropology of the Fatwa." *American Ethnologist*, Vol. 31, no. 1, pp. 2-18.

Moran, Mary H. "Missing Bodies and Secret Funerals: The production of 'safe and dignified' burials in the Liberian Ebola crisis." *Anthropological Quarterly*, Vol. 90, no. 2 (Spring 2017), pp. 399-421.

Excerpts (to be provided electronically) from:

Bernard, H. Russell. *Research Methods in Anthropology*. 5<sup>th</sup> edition. AltaMira Press, 2011.

Emerson, Robert M., et. al. *Writing Ethnographic Fieldnotes*. 2<sup>nd</sup> Edition. University of Chicago Press, 2011.

---

## ***Course Requirements***

### **Course Assignments, Assessments, and Grading Policy**

### Participation: 25%

This class is organized around in-person instruction and class discussion. Students are expected to attend in person unless they discuss their circumstances with the instructor. I will record your attendance and class discussion participation. The record of participation and attendance record will determine your participation score.

### Weekly Writing Assignments: 50%

Every week you will complete a Reading Notes assignment and a weekly Activity assignment. The Notes assignment will be due by the start of class (2:30pm) on the day that reading is assigned. The weekly Activity assignment will be due by 11:59pm on Monday each week, starting September 1<sup>st</sup>.

### Final Activity and Paper: 25%

At the end of the semester you will participate in a service project of your choice (minimum of 1 hour) and write a 1,000 to 1,500 page paper about the experience. The prompt for the paper will be given at the end of November.

\*\*\*\*\*

### GRADE SCALE:

93- 100% = A  
90 – 92.9% = A-  
87 – 89.9% = B+  
84 – 86.9% = B  
80 – 83.9 = B-  
77 – 79.9 = C+  
74 – 76.9% = C  
70 – 73.9% = C-  
67 – 69.9% = D+  
64 – 66.9% = D  
60 – 63.9% = D-  
Below 60% = E

---

### Required or Recommended Reading Assignments

The readings will assign readings from the books, articles, and chapters that correspond to the themes of below from each week.

---

### General Description of the Subject Matter of Each Lecture or Discussion

#### Week One:

How to Think Like an Anthropologist: Introduction and Culture, “Body Ritual Among the Nacirema.” We will discuss what “culture” is, what social cultural anthropology is, and what it means to “make the familiar strange and the strange familiar.”

#### Week Two:

How to Think Like an Anthropologist: Civilization and Values, “Decolonizing US Anthropology.” We will discuss briefly the history of anthropology, the contemporary effects of that history, and the concepts of “civilization” and “values.”

#### Week Three:

How to Think Like an Anthropologist: Value and Blood, “Blood Will Out.” We will discuss the concept of “value,” from monetary to sentimental, and cultural symbolism.

Week Four:

How to Think Like an Anthropologist: Identity and Authority, “Ethics, Tradition, Authority.” We will discuss the various aspects of identity from both a personal and societal perspective, and the concept of authority, including various types of authority and where authority comes from.

Week Five:

How to Think Like an Anthropologist: Reason, Nature, and Epilogue, “Missing Bodies and Secret Funerals.” We will discuss anthropological theories on reason and language theories, and the theoretical Nature/Culture divide.

Week Six:

Living Buddhism: front matter, Introduction, and Chapter 1. We will begin to discuss the ethnographic method of research, ethnographic inquiry, and the research of Dr. Julia Cassaniti in Thailand.

Week Seven:

Living Buddhism: front matter, Introduction, and Chapters 2 and 3. We will continue to discuss the ethnographic method of research, ethnographic inquiry, and the research of Dr. Julia Cassaniti in Thailand.

Week Eight:

Living Buddhism: front matter, Introduction, and Chapters 4, 5, and Conclusion. We will continue to discuss the ethnographic method of research, ethnographic inquiry, and the research of Dr. Julia Cassaniti in Thailand.

Week Nine:

The Ethnographic Method: Introduction and Ethics. Reading excerpts from *Research Methods in Anthropology* and *Writing Ethnographic Field Notes*. We will begin to discuss ethnographic research, including the scientific rationale of ethnographic methods, its strengths and weaknesses, and the ethical concerns involved in doing ethnographic research.

Week Ten:

The Ethnographic Method: Participant Observation, Jottings, and Field Notes. Reading excerpts from *Research Methods in Anthropology* and *Writing Ethnographic Field Notes*. We will continue to discuss ethnographic research, including the research method of participant observation and field notes, the scientific rationale behind them, and the practical applications of participant observation, jottings, and writing field notes.

Week Eleven:

The Ethnographic Method: Interviews. Reading excerpts from *Research Methods in Anthropology* and *Writing Ethnographic Field Notes*. We will continue to discuss ethnographic research, including the various types of interviews, the scientific rationale behind interviewing as a method, the ways in which interview research is recorded, and practical applications/best practices on how to conduct an interview. Surveys will also be discussed briefly.

Week Twelve:

The Ethnographic Method: Data Analysis. Reading excerpts from *Research Methods in Anthropology* and *Writing Ethnographic Field Notes*. We will continue to discuss ethnographic research, including the process of qualitative data analysis, the scientific rationale behind the process, and practical application on the basics of doing qualitative data analysis on ethnographic research data.

Week Thirteen:

The Ethnographic Method: Writing Up. Reading excerpts from *Research Methods in Anthropology* and *Writing Ethnographic Field Notes*. We will continue to discuss ethnographic research, including the various ethical and scientific concerns related to writing up research conclusions, various options related to the process of writing up, and practical application tips.

Week Fourteen:

Course Review and Wrap Up. This week we will conduct a broad overview of the course, working to further interrelate course concepts and further broaden our understanding of human variety, global interconnection, and how to live in an increasingly intercultural and connected world.

Final Paper Due Dec 12th .

---

## ***Required Course Syllabus Statements***

### **Generative AI**

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. At the same time, you should learn how to use AI and in what instances AI can be helpful to you.

The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:

Drafting an outline to organize your thoughts; and  
Checking grammar and style.

The use of generative AI tools is not permitted in any other context, including:

Brainstorming for Reading Notes or Activity assignments

Writing a draft of any written 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.

---

### **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](#) at [accessibilityservices@uvu.edu](mailto: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](mailto: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](mailto: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](mailto: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.