

Introduction to Cultural Anthropology

ANT 2053.003
TR 4:00 – 5:15 p.m.
Spring 2014
MH 2.01.32

Instructor: Will Robertson
Contact: william.robertson@utsa.edu
Office: MH 4.02.56
Office Hours: MW 1:00 – 2:30 p.m.;
TR 2:00 – 3:30 p.m.; or by appointment

Course Description

From the catalogue: “This course discusses culture and other basic anthropological concepts and their use in understanding variation in economy, social structure, and ideology. Ethnographic descriptions provide examples of cross-cultural variation. Attention is also given to processes of governing culture continuity and change.”

Anthropology is the scientific and humanistic study of human beings. **Cultural anthropology** is a subfield of anthropology that is concerned with human processes of meaning making, or **culture**. This course is a general overview of cultural anthropology. It covers a broad range of topics, divided into three sections. The first section will introduce students to the anthropological worldview to situate student understanding of what it means to “**think anthropologically**.” The middle section will explore **subjectivities**, or how we create our senses of Self and Other. This section will cover topics such as sex/gender and sexuality, race and ethnicity, kinship, language, political and economic systems, and religion. The final section of the course will be a consideration of **social inequality** from an anthropological perspective. Students will also be introduced to **ethnography**, which is both the main method of “doing” cultural anthropology as well as its main product.

Course Materials

The following materials are **required** for this course:

- Bashkow, Ira. 2006. *The Meaning of Whitemen: Race and Modernity in the Orokaiva Cultural World*.
Biehl, João. 2005. *Vita: Life in a Zone of Social Abandonment*.
Blackwood, Evelyn. 2010. *Falling into the Lesbi World: Desire and Difference in Indonesia*.
Finkelstein, Marni. 2004. *With No Direction Home: Homeless Youth on the Road and In the Streets*.
i>clicker, i>clicker+, or i>clicker 2 (See page 4).

The following materials are *recommended* for this course:

- Lavenda, Robert and Emily Schultz. 2012. *Core Concepts in Cultural Anthropology*. 5th edition.

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****Copies of all course texts are on reserve in the library for you to check out from the circulation desk for two hours at a time.****

Course Goals and Objectives

Grading Scale

The main goal of this course is for students to gain a deeper appreciation for human diversity through an understanding of the basic concepts and tenets of cultural anthropology, especially culture, cultural relativism, and ethnography.

In order to meet the course goal, students will have an opportunity to:

- Define and discuss basic concepts and terms used in cultural anthropology
- Identify and critique ethnocentric thinking
- Analyze the factors and impacts of culture change
- Articulate the major points and themes of anthropological readings
- Assess and critique ethnographic and academic texts for strengths and weaknesses
- Practice ethnographic methods
- Develop and refine critical, analytical, and reflective thinking skills

“It’s not what you ‘get’ in this course, it’s how deep you go.”

How to Take this Course

(Note: the content of this section is borrowed and modified from Dr. Tona Hangen of Worcester State University.)

People take this course for many reasons, including that it fulfills various degree requirements. While the ideal is that students walk away from this course able to think anthropologically and having developed a deeper appreciation for human diversity, it *is* possible to succeed in this class without being transformed by this newfound worldview (but that would be a *damn shame*.) This course operates at three levels, and what you get out of it depends on what kinds of questions you are trying to answer (and how much work you put in).

Imagine we are standing on a seashore and this course is the ocean. “Enter with me and go as deep as you dare...”

Wading	Snorkeling	Scuba Diving
You need the basic concepts of cultural anthropology. You want the highlights, the main ideas, the surface-level knowledge.	You have a grasp of the basics and are ready to think anthropologically and explore below the surface.	You want to go deeper, using cognitive equipment and tools of anthropology as a focused critical thinker.
There’s nothing wrong with staying in the shallows. This approach may work for you if this is likely to be your only anthropology course, or if you’ve never taken one before and it’s all new.	Perhaps you’ve taken another anthro course or are a beginning anthro major. You already know that anthropology consists of conversations and debates among differing and/or contradictory perspectives.	You are well aware of anthropological controversy and how anthropological knowledge is constructed. You actively seek alternative sources, interpretations, and voices.
“Waders” tend to assume that texts, documents, and professor are mutually reinforcing, telling basically the same story. Waders are mainly concerned with WHAT culture is.	“Snorkelers” notice inconsistencies and respectfully challenge assumptions through lively debate. Snorkelers are interested in HOW and WHY culture happens.	“Divers” don’t take any of the course’s structure or content as natural or inevitable. They see (and then fill in) the course’s gaps. They are curious, passionate, and are concerned with WHY ANTHROPOLOGY MATTERS .

Course Requirements

*****Your continued enrollment in this course is acknowledgment that you are aware of and agree with the terms and policies set out in this document.*****

A+ = 97-100	A = 93-96	A- = 90-92
B+ = 87-89	B = 83-86	B- = 80-82
C+ = 77-79	C = 73-76	C- = 70-72
D+ = 67-69	D = 63-66	D- = 60-62
F = ≤59		

A NOTE ON COURSE READINGS:

This course requires **reading, writing, and in-class discussion**. You are expected to come to class each day prepared for discussion by having read the assigned readings **thoroughly** for **content**. This means actively engaging with the text by making notes in the margins and asking yourself questions as you read. Readings for this course follow college-standard reading guidelines. Specifically, the required readings for this course will **average** about 75-150 pages per week. All readings except the four ethnographic texts are made available through Blackboard Learn. You should print out readings and bring them with you to class. If it becomes clear at any time that students are not reading the assigned material, daily short-answer reading checks will be administered until a supermajority (2/3) of students demonstrate that they are reading.

PARTICIPATION (40%)

Course participation consists of attendance, reading/lecture quiz questions, and in-class assignments. **This course works best when students come to class prepared to engage in conversation.** To this end, students are expected to come to class *regularly* and participate in discussions and activities.

Attendance, quizzes, and polls are done during **each class meeting** via i>clicker. You should be prepared to use your clicker throughout class as questions will be posed at various points during each class. **You must be present in class to earn clicker points. If you do not have your clicker or it is not working or you arrive to class after clicker questions are closed, you will not receive any points for those questions. NO EXCEPTIONS!**

There will also be in-class discussions and assignments that must be turned in at the end of class to receive credit. This may include answering questions in groups, film guides, worksheets, and other active learning exercises. NOTE: I reserve the right to multiple participation assignments in a single class. I also reserve the right to withhold credit from any person who leaves class early.

Participation points accumulate over the course of the semester. I will drop **10 points** from the max point total at the end of the semester, which is about 2 to 3 days of class. Dropping these points is ***in lieu of make-ups*** for missed classes (see make-up policy on page 4). Any points received over the total are kept as extra credit, but only at 50% of their value.

ASSESSMENTS (60%) (DUE DATES ON COURSE CALENDAR!)

There will be a number of assessment projects in this course. Assessment projects are in lieu of exams. Each project is weighted differently. More detailed sets of directions will be made available for each of the following projects:

- Behavior Observation (10%) – one hour of observation in a public place, will turn in notes and answers to a set of short answer questions.
- Ethnography reaction paper (15%) – 3- to 5-page reaction essay for **one** of the ethnographies read for this course
- Viva voce (in-class panel) (15%) –preparing for and participating in structured in-class discussion panels during last two weeks of class
- Short Projects (15%) – select **three** projects from the following (each worth 5%): film analysis, food diary and autoethnography, print media advertisement analysis, ethics dilemmas worksheet, and kinship chart.
- Final Survey Assessment (5%) – re-take survey from first day of class. Must show improvement in understanding of main course concepts.
- In-person (out-of-class) reading discussion (up to 5% extra credit) – sign up to attend a discussion based around an article read for class.

Students who earn lower than a 70% on any of the assessments due before Week 11 must meet with the instructor to discuss how to make improvements.

Students must attempt all mandatory course requirements in order to receive a passing grade in this course.

EXTRA CREDIT

There are no individual extra credit opportunities in this course. I reserve the right to assign course-wide extra credit assignments, which will be announced in class and/or on Blackboard Learn.

USING YOUR I>CLICKER

This course requires you to obtain and register an **i>clicker**, an **i>clicker+**, or an **i>clicker2** remote (**NOT** the iPhone or Android app!). You can purchase or rent a clicker through the bookstore or check one out at the library (free!) for the semester. You must register it online by **JANUARY 21** (second week of class). You may be able to purchase one online for cheaper, but make sure you can have it delivered quickly that you can begin using it by the registration deadline.

To register your clicker, go to <http://www.iclicker.com/> and click “Register” at the top of the page. Answer “Yes” to the optional question about Learning Management System, then fill out the required information: First Name and Last Name as they appear on Blackboard, Student ID (use your abc123 username **NOT** your Banner ID), then input your remote ID (located on the back of your clicker). Type in the CAPTCHA image code and click register. You *may* use a previously purchased clicker, but you still must register it because registration resets every summer.

You must bring your clicker to class **every day**. It is a good idea to bring spare batteries with you in case your batteries die. Questions will be presented throughout lecture, and you will be required to use your clicker to input your answer. If you forget your clicker or it does not work, ***you will not receive points for those questions.***

Clicker Receiver Frequency

My courses use clicker frequency **AD**. Depending on what kind of clicker you have, this will affect you in different ways.

i>clicker - If you are using an old i>clicker, ***you must change your frequency each time you turn on your remote.*** To do this, you must be present in class with the instructor’s base station turned on and ready to receive signals. When ready, press and hold the power button until the blue power light begins blinking. Press “A” then “D”. The light should blink green if it has accepted the frequency and connected to the base station. If it blinks red, it has not connected and you will need to try again.

i>clicker+ - Your frequency will only need to be changed if you use the remote for other classes, otherwise it will remember the frequency of the last time you used it. To set the frequency, press and hold the power button until the blue light begins blinking. Press “A” then “D”. The light will bring green if it has accepted the frequency and connected to the base station. If it blinks red, it has not connected and you will need to try again.

i>clicker2 - Your frequency will only need to be changed if you use the remote for other classes, otherwise it will remember the frequency of the last time you used it. The frequency is displayed on the LCD screen. To set the frequency, press and hold the power button until the frequency display clears. Once it is clear, press “A” then “D”. A checkmark will appear beside the new frequency display if it has accepted the frequency and connected to the base station. If an “x” appears and it will not connect to the base station, you will need to try again.

If you have any questions about or problems with registering your i>clicker, get in touch with me ASAP.

*****Neither the Anthropology Department staff nor the instructor will report grades by phone, fax, or e-mail. Grades are only reported via Blackboard or in person.*****

Course Policies

TECHNOLOGY

This course has a ***strict no electronics*** policy. All laptops, tablets, cell phones, and other similar electronic devices must be powered **OFF** or placed on SILENT (***NOT VIBRATE***). If you have a situation that you need to keep your phone available, *let me know before class begins*.

Students who are caught texting during class will be asked to leave for the day. For each time a student is caught texting, they will be referred to judicial affairs for class disruption and will be subject to a **five point deduction from their final average for each infraction**.

Students wishing to record audio of class lectures and discussions must get prior approval from the course instructor.

OFFICE HOURS

I encourage all students to come to my office during office hours or schedule an appointment to discuss questions, thoughts, or issues concerning the course or your performance in the course. I always welcome constructive comments about the course as well. It is a good practice to visit your professors in office hours throughout the semester as it helps them get a sense of who you are and how you're doing in the course, which can be helpful at the end of the semester if you might need that extra bump because your grade fell just short.

BLACKBOARD LEARN

Blackboard Learn is a tool for course-related content. I use BBL to post readings, announcements, and grades. Students will also submit some assignments and essays through BBL. Students should check BBL regularly for announcements and to check the accuracy of their grades. The communication areas will remain closed for this course, so if you wish to get notes from your peers, you should exchange contact information. ***I do not post my slides to Blackboard Learn.***

LATE WORK AND MAKE-UPS

Unless otherwise stated, all assignments are due at the beginning of class.

Participation – No late work and no make-ups.

Extra Credit – Must be turned in on assigned due date. No make-ups and no late work.

Assessments – No late work and no make-ups for any assessments. Students may make an **in-person** request for an extension on **ONE** of the projects ***except*** the viva voce panels and the final assessment survey. Extension requests over e-mail will not be accepted or responded to. Extension requests must be made ***before*** the due date. If there is an emergency that causes you to miss a class where an assessment is due, you must contact the instructor **within four hours of the class** to discuss the problem. ***You must have documentation in order for me to consider a make-up or non-penalized late work.***

Students who miss class due to University-sanctioned travel or events will be allowed to make up missed work only with proper supporting documentation. Students who miss class for the observance of a religious holy day must notify the instructor ***prior*** to the absence.

******It is completely my discretion whether or not and in what manner I will accommodate student requests for make-ups.******

ACADEMIC INTEGRITY

There is a ***strict*** zero-tolerance policy for scholastic dishonesty. Any student caught cheating or plagiarizing work will be reported to the Department Chair and to Student Judicial Affairs for proper disciplinary action. ***Please note that you can receive an F for the entire course for cheating and it will go on your permanent academic record!*** Scholastic dishonesty includes but is not limited to *“cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an exam for another person, or any act designed to give unfair advantage to a student or the attempt to commit such acts.”* (<http://www.utsa.edu/infoguide/appendices/b.html#sd>). Scholastic dishonesty is harmful to yourself, your peers, and the University as a whole. If you have any questions regarding scholastic dishonesty, please do not hesitate to ask.

SUPPORT SERVICES

Students who are registered with the Office of Disability Services and who may require additional support to facilitate success in this course should contact the instructor ***as soon as possible*** to make arrangements. For more information, please visit <http://www.utsa.edu/disability/>.

CLASSROOM BEHAVIOR

Students will adhere to the University's Nondiscrimination and Sexual Harassment and Sexual Misconduct Policies (UTSA Handbook of Operating Procedures, Section 9.1).

We will be discussing topics and ideas in this course that are sensitive and deeply personal to many people. As anthropologically minded persons, we should strive to respectfully listen to others with an open mind, even when we disagree. We should all confront our biases during this course, and we should be able to discuss them freely and openly without fear or ridicule. I encourage all people to speak their minds in class, but do so with decorum and maturity. Further, in this course all people are not entitled to their opinions; rather, you are entitled to what you can make a cogent argument for.

I maintain an **extremely strict** zero-tolerance policy for any disruptive language or behavior, including (but not limited to) violent, belligerent, or insulting remarks; racism; sexism; homophobia; transphobia; ableism; anti-ethnic slurs; bigotry; and any other inflammatory language (spoken or written) founded on ignorance or hate. **This class is a safe space for all people to be free of harassment and prejudice.** You do not have the right to disrespect or intimidate people. Any disruptions that interfere with the safe learning environment of this classroom will be reported to Judicial Affairs.

With this in mind, I expect all students to help maintain an open and respectful environment during class periods. In order to do this, please:

- Refrain from personal conversations during class.
- Be respectful during discussions—no personal attacks! If you disagree with someone, explain why without attacking them personally.
- Keep discussions on topic.
- Arrive to class on time.
- Do not consistently leave in the middle of class.
- Wait until class is dismissed before packing up your belongings.

If there are any issues in class that I am unaware of, please do not hesitate to bring them to my attention. If you wish to do so anonymously, you may leave a note in my mailbox in the Department of Anthropology (MH 4.03.38).

Any student who violates classroom behavior etiquette will be asked to leave class for the day and may be referred to Judicial Affairs. For every violation afterwards, students will lose **five points from their final grade average.**

INSTRUCTOR RESPONSIBILITIES

Students can expect that the instructor will adhere to the following expectations:

- Be on time and prepared for each class
- Help all students understand course material, including answering questions during and after class and in office hours
- Be respectful of all students and treat students equally without preferential treatment by adhering to the terms laid out in this syllabus
- Be reasonably available over e-mail outside of class and office hours. I try to respond to e-mail as soon as I receive it, and I leave my e-mail open while at home. If you do not hear back from me within a few hours, you are welcome to try e-mailing me again to follow up, particularly if it is important. If you still do not hear back from me, there may be a technological issue and your e-mail may not have arrived.

For more information regarding student counseling services, tutoring services, the Student Code of Conduct and Scholastic Dishonesty, Students with Disabilities, transitory/minor medical issues, supplemental instruction, and the Roadrunner Creed, please visit UTSA's Common Syllabus website at <http://www.utsa.edu/syllabus>.

DISCLAIMER: This syllabus is subject to change at the discretion of the instructor.

Any changes will be announced in class and a revised syllabus will be made available on Blackboard Learn.

Course Calendar

Week	Date	Topic	Readings (* = ethnography) [# pg] = page count	Assignments Due
<i>Part I: Thinking Anthropologically: A Whole New Worldview</i>				
1	T 1/14	Introductions	None	
	R 1/16	What is anthropology? What is culture?	What is Anthropology? (AAA) [1 pg] Body Ritual of the Nacirema (Miner) [5 pg]	SYLLABUS QUIZ!
2	T 1/21	Cultural Relativism	We Aren't The World (Watters) [9 pg] Do Muslim Women Really Need Saving? (Abu-Lughod) [7 pg]	CLICKER REGISTRATION
	R 1/23	Emic and Etic	Deep Play: Notes on the Balinese Cockfight (Geertz) [11 pg]	
3	T 1/28	Structure and Agency	* Finkelstein Ch. 1 - 5 [85 pg]	
	R 1/30	Structure and Agency	* Finkelstein Ch. 6 - 10 [52 pg]	
<i>Part II: Subjectivities: Constructing our Senses of Self and Other</i>				
4	T 2/4	Sex/Gender and Sexuality	* Blackwood Ch. 1 - 2 [66 pg]	Finkelstein Reaction Paper
	R 2/6	Sex/Gender and Sexuality	* Blackwood Ch. 3	
5	T 2/11	Sex/Gender and Sexuality	* Blackwood Ch. 4 & 5	
	R 2/13	Kinship	NONE	
6	T 2/18	Kinship	Surrogate Motherhood and American Kinship (Rangoné) [16 pg]	Blackwood Reaction Paper
	R 2/20	Kinship	The Deinstitutionalization of American Marriage (Cherlin) [14 pg]	
7	T 2/25	Political & Economic Organization	The Original Affluent Society (Sahlins) [18 pg]	Kinship Chart
	R 2/27	Race & Ethnicity	How Race Becomes Biology (Gravlee) [11 pg] * Bashkow Ch. 1 [25 pg]	
8	T 3/4	Race & Ethnicity	* Bashkow Ch. 2 & 3 [69 pg]	
	R 3/6	Race & Ethnicity	* Bashkow Ch. 4 & 6 (p. 244-259) [65 pg]	
Spring Break 3/10 – 3/14				

IMPORTANT UNIVERSITY DATES:

1/29 – Census date. Last day to drop class without grade and receive a refund.

3/3 – Midterm grades due by 2:00 p.m. Students who stopped attending or never attended class and who receive financial aid *will be required by federal law to repay funds for classes not attended!*

Week	Date	Topic	Readings (* = ethnography) [# pg] = page count	Assignments Due
Part III: Social (In)Justice: Exploring Social Inequality Through Anthropology				
9	T 3/18	Structural & Cultural Violence	Cultural Violence (Galtung) [15 pg]	Bashkow Reaction Paper
	R 3/20	Globalization	Why Can't People Feed Themselves? (Lappe & Collins) [5 pg] The Price of Progress (Bodley) [9 pg]	
10	T 3/24	Health and Illness	Disease, illness, sickness, health, healing, and wholeness (Boyd) [9 pg]	Food Diary and Autoethnography
	R 3/28	Social (In)Justice Ethnography	* Biehl Introduction [34 pg]	
11	T 4/1	Social (In)Justice Ethnography	* Biehl Part One [36 pg]	Print Media Analysis
	R 4/3	Social (In)Justice Ethnography	* Biehl Part Two [52 pg]	
12	T 4/8	Social (In)Justice Ethnography	* Biehl Part Three [86 pg]	Film Analysis
	R 4/10	Social (In)Justice Ethnography	* Biehl Part Four [62 pg]	Ethical Dilemmas
13	T 4/15	Social (In)Justice Ethnography	* Biehl Part Five, Conclusion, and Postscript [52 pg]	Observation Assignment
	R 4/17	Panel Prep	Readings for whatever panel you're on are due! In-class panel preparations	
14	T 4/22	"Early" Marriage Groups 1, 2, 3	Panel Readings	Biehl Reaction Paper Due Panel brief
	R 4/24	"Early Marriage" Groups 4, 5 Sex work and trafficking Group 1	Panel Readings	Panel brief
15	T 4/29	Sex work and trafficking Groups 2, 3, 4	Panel Readings	Panel brief
	R 5/1	Student Study Day – NO CLASS!		
FINAL SURVEY ASSESSMENT TIME: Monday, May 5, 3:15 – 5:45 p.m. (Same classroom)				

IMPORTANT UNIVERSITY DATES:

4/14 – Deadline for application for Fall 2014 graduation.

4/28 – Last day to drop class and receive "W" grade.

5/1 & 5/2 – Student study days, no classes.

5/13 – Final grades due by 2:00 p.m.