

Introduction to Anthropology - Cultural **ANT 102-50**

Catalog Description: Comparative analysis of culture systems.

Course Description: An introduction to the fundamental concepts, methods, and theories of cultural anthropology. Through a variety of case studies from around the world, we will focus on the connections between culture, power, and representation. Emphasis will be placed on analyzing the process and outcomes of ethnographic fieldwork.

General Education Program and Learning Goals: This course is approved to meet a General Education Distributive (Behavioral & Social Science) requirement. Specifically, it meets the following General Education goals:

1. Think critically and analytically.
2. Demonstrate the ability to think across and about disciplinary boundaries.
3. Respond thoughtfully to diversity.

Anthropology Student Learning Outcomes: All undergraduate Anthropology courses are designed to meet specific student learning outcomes. These outcomes represent the skills, knowledge, and attitudes deemed important to the developing Anthropology major. *ANT 102, Introduction to Anthropology: Cultural*, is designed to meet the following student learning outcomes:

1. Knowledge of Content: Students will demonstrate knowledge of the basic concepts and theories of the discipline of anthropology.
2. Critical Thinking: Students will be able to demonstrate critical skills sufficient to analyze and evaluate readings relevant to anthropology.
4. Values and Ethics in Anthropology: Students will demonstrate awareness of ethical issues involved in anthropological research and practice.

Course Goals:

1. Knowledge of the history and development of the field of cultural anthropology (Gen Ed Goal #4; ANT Outcome #1; assessed through discussion and quizzes).
2. Understanding of the social experiences and perspectives of non-Western, non-Eurocentric cultures (Gen Ed Goal #4; ANT Outcome #1; assessed through quizzes and assignments).
3. Understanding the impact of cultural diversity on cross-cultural interactions and communication (Gen Ed Goal #4; ANT Outcome #1; assessed through quizzes and assignments).
4. Knowledge of methodological approaches used by anthropologists (Gen Ed Goal #4; ANT Outcome #1; assessed through class assignments)
5. Be able to critically evaluate case studies of ethnic conflict and ethnic identity (Gen Ed Goal #3; ANT Outcome #2; assessed through quizzes and class assignments).
6. Demonstrate awareness of ethical issues in anthropological research and understand the concept of cultural diversity by utilizing anthropological theory to explore the history and forms of diversity (Gen Ed Goal #5; ANT Outcome #4; assessed through class assignments and participation).

Course Structure: The course will be run as a seminar emphasizing critical analysis and discussion of course material and assignments, all in pursuit of the goals sketched out above. The quality of that endeavor is heavily dependent upon your efforts to connect with our authors (close reading) and each other (good conversation!). To perform well, you should allot a minimum of 4 to 6 hours of preparation per week outside of class (reading, taking notes, reflecting, discussing, researching, writing, revising, reviewing, preparing for presentations, etc.).

Attendance and Participation [20%]: Your contribution to class discussion is critical, for which you have to be both present and prepared. Before class you should have read and thought about what is assigned for that day. In class you should offer your thoughts and opinions, ask questions, and challenge ideas. And when life gets in the way, you have three “free” absences to use at your discretion, for any reason, and without notice to me (except for due dates or other obligations to the class). Only upon the fourth absence do you need to provide documentation, of emergency or other unavoidable obligation, to have the absence excused. There is no “banking” of absences, and each unexcused absence will cost one point. Review of missed classes is available only from your peers, so make connections! Arriving or leaving significantly off-time will count as 1/3 an absence - discuss this with me if you have countervailing circumstances I should consider. Excessive absence will earn a zero in this area.

Presentations [20%]: Each reading will be assigned to at least one person who will start class discussion with a concise 10-15 min. assessment of the reading, including a brief overview and at least three questions and/or discussion points for the class to consider. If you are going to miss a day upon which you are scheduled to present, you **MUST** make prior arrangements for someone else to cover your obligations to the class - having us all sitting here waiting for you without making arrangements will cost you a letter grade in this area, in addition to applicable deductions in Attendance and Participation.

Quizzes [20%]: There will be 10 pop-quizzes about course material. Your lowest two test scores will be dropped from the final calculations. We will discuss this further in class.

Investigating Culture [40%]: You will explore a few ethnographic methods through three short papers that will hopefully interconnect topically (i.e. a cross-cultural paper that explores something about your intended interviewee, or an observation of something you researched cross-culturally, etc.). Writing will be evaluated according to a rubric I will provide. Details forthcoming:

1. [10] Research and write about a cross-cultural topic of your choosing (1000-1500 words).
2. [10] Observe a public place or event for 4-5 hours (1000-1500 words).
3. [10] Interview one person (1000-1500 words).
4. [10] Present a synopsis to the class.

Grading: Late work will lose 1/2 of a letter grade for each business day late, and will not be accepted over one week late. The following grading scale will be used:
A 100-93; A- 92-90; B+ 89-87; B 86-83; B- 82-80; C+ 79-77; C 76-73; C- 72-70, D+ 69-67, etc.

Required Texts: The following books have been ordered at the university bookstore. You can get them any way you like, but **DO NOT** put off buying the books. Always bring the current book to class. Pay close attention to editions - you are responsible for locating the correct readings if you procure a different edition than that listed below (I can provide a current table of contents).

- Bourgois, Phillipe and Jeff Schonberg. 2009. *Righteous Dopefiend*. Berkeley, University of California Press. ISBN: 978-0-520-25498-5

- Spradley, James and David W. McCurdy. 2015. *Conformity and Conflict: Readings in Cultural Anthropology, 15th Ed.* Pearson HigherEd. ISBN: 978-0-2059-9079-5

Conduct: You are expected to arrive at the start of class, turn off and stow all electronic devices, provide your full attention, facilitate discussion, and stay to the end of class. You should treat each other and the classroom setting professionally (no eating meals, chatting, disrespect, etc.). When challenging the taken-for-granted, or discussing sensitive topics, “common” sensibilities (yours and others) can be shaken, so you must engage this course with both an open mind and a conscientious degree of sensitivity and respect toward others.

Communications: You are expected to communicate carefully and respectfully in all instances. When sending email, use your university address, and include your full name, course title and time. I will generally respond within 24 hours to emails received by 3PM, Monday-Friday - if not, simply followup accordingly. Verbal agreements should always be followed up with emails to all pertinent parties.

Academic Integrity: It is the responsibility of each student to adhere to the university’s standards for academic integrity, including respecting the rights of other students, honest representation of your own work, not disrupting the course, and no cheating or plagiarizing. Proof of academic misconduct can result in automatic failure and removal from this course. For questions about these policies, please refer to the student handbook and the university web site.

Incompletes, withdrawals, “no grade”: University policy will be followed in all instances: <http://catalog.wcupa.edu/undergraduate/academic-policies-procedures/grading-information/>

Disability Statement: Under the Americans with Disabilities Act (ADA), you are entitled to accommodations if you need them. If so, please meet with me ASAP, so I can support your success in an informed manner. Accommodations cannot be granted retroactively. For more information, visit the Office of Services for Students with Disabilities (OSSD) at 223 Lawrence Center, 610-436-2564 or <https://www.wcupa.edu/viceProvost/USSSS/ossd/default.aspx>

Sex Discrimination: The University and its faculty are committed to assuring a safe and productive educational environment for all students. Every effort will be made to meet this commitment and to comply with Title IX of the Education Amendments of 1972, and guidance from the Office for Civil Rights, http://www.wcupa.edu/_admin/social.equity/

Emergency Preparedness: All students are encouraged to sign up for the University’s free WCU ALERT service, which delivers official WCU emergency text messages directly to your cell phone. For more information, visit www.wcupa.edu/wcualert. To report an emergency, call the Department of Public Safety at 610-436-3311.

HELP!: If for any reason you are falling behind, performing poorly, or having problems with doing work for the course (PARTICULARLY after your first scores), please come and discuss it ASAP. My priority is to help you learn and grow, but I also want you to finish with the best grade you can get. Act early and quickly and we can strategize a plan to make all of that happen.

Schedule of Readings and Assignments

Note: This schedule is a guideline. Well before class, you should have read what appears on the schedule for that day. Some adjustments may be made during the course of the term. Additional, short readings/articles may be assigned with one week's notice.

1:05-1:55	Monday	Wednesday	Friday
Week 1: Perspectives	8/27 Introductions	8/29 CC #31 Miner	8/31 CC #2 Lee
Week 2: Culture	9/3 No Class - Labor Day *9/4 last day to add or drop	9/5 CC #4 Gmelch	9/7 CC #3 Sterk
Week 3: Language	9/10 CC #5 Bohanan	9/12 CC #6 Boxer	9/14 CC #7 Tannen
Week 4: Subsistence	9/17 CC #8 Lee	9/19 CC #9 Williamson	9/21 CC #10 Crate DUE: Cross-cultural paper
Week 5: Kinship	9/24 CC #16 Scheper-Hughes	9/26 CC #18 Goldstein	9/28 CC #19 Fioratta
Week 6: Identity	10/1 CC #21 Rogozen-Soltar	10/3 CC #22 Fish	10/5 CC #23 McCurdy
Week 7: Religion	10/8 CC#28 Mueller	10/10 CC #29 Gmelch	10/12 CC #30 Dubisch
Week 8: Economic Systems	10/15 CC #12 Cronk	10/17CC #14 Rolston	10/19 CC #34 Shandy DUE: Observation paper
Week 9: Visual Anthropology	10/22 CC # 13 Bourgois *10/23 last day to withdraw	10/24 BS Intro	10/26 BS 1
Week 10: Ethnography	10/29 BS 2	10/31 BS 3	11/2 BS 4
Week 11: Ethnography	11/5 BS 5	11/7 BS 6	11/9 BS 7
Week 12: Ethnography	11/12 BS 8	11/14 BS 9	11/16 BS Conclusion DUE: Life History paper
Week 13:	No Class - Fall Break (11/19-11/23)		
Week 14:	11/26 Final Reports	11/28 Final Reports	11/30 Final Reports
Week 15:	12/3 Final Reports	12/5 Final Reports	12/7 Final Reports
Week 16:	12/10 Final Reports		