

ANTH 120: Introduction to Cultural Anthropology
Online, Section 752 CRN 33075
Spring 2016
Instructor: Dr. Susan Eagle
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(Virtual) Office hours: by appointment with 24 hours notice;

Course Objectives

Through a combination of readings, video, hands-on activities, and discussion, students will learn about theories, research methods, and key concepts in cultural anthropology. Cross-cultural readings will help students appreciate the wide range of cultural practices humans embrace, as well as to enhance student understanding of basic methods and concepts in the discipline. Introduction to Cultural Anthropology, which is an introduction to the cross-cultural study of human behavior and society and covers topics that include language, religion, subsistence, and kinship, fulfills the General Education Category E (World Cultures and American Diversity) requirement. It will assist students in attaining the following General Education goal:

- an appreciation of the complexity and variety of the world's cultures.

Course objectives support these General Education goals in the following ways:

- identifies both the similarities and cross-cultural variation in social institutions and cultural practices through readings, discussions, hands-on activities, and/or videos describing diverse societies and comparing and contrasting their cultural beliefs and social institutions.
- conveys the value of recognizing ethnocentric bias and utilizing cultural relativism in order to better understand and appreciate cultural diversity through readings, discussions, hands-on activities, and/or videos explaining ethnocentric bias and cultural relativism and then by applying these concepts to culture-specific materials presented in this course.
- describes how aspects of social identity such as class, gender, ethnicity and race are constructed differently cross-culturally and may affect the individual and his/her role and status in the community through readings, discussion, hands-on activities and/or videos describing how and why aspects of social identity may affect an individual's place in society.

This course also fulfills a requirement for the **Colonnade Program Explorations Subcategory B: Social and Behavioral Sciences**.

Upon successful completion of the course, students will:

ANTH 120 INTRODUCTION TO CULTURAL ANTHROPOLOGY OBJECTIVES	EXPLORATIONS – SOCIAL/BEHAVIORAL SCIENCES OBJECTIVES
<ul style="list-style-type: none"> identify relationships among cultural anthropology, anthropology, and other social and behavioral sciences 	1. demonstrate knowledge of at least one area of the social and behavioral sciences
<ul style="list-style-type: none"> evaluate and apply major conceptual, theoretical, and methodological contributions of cultural anthropology, including ethical conduct and applied research 	2. apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences
<ul style="list-style-type: none"> describe general patterns in social organization, including the role of cultural diversity and its significance in human society 	3. understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience
<ul style="list-style-type: none"> apply cultural anthropology concepts to contemporary issues such as racism, sustainability, and health 	4. integrate knowledge of at least one area of the social and behavioral sciences into issues of personal and public importance
<ul style="list-style-type: none"> recall and explain general characteristics and concepts of anthropology and cultural anthropology 	5. communicate effectively using the language and terminology germane to at least one area of the social and behavioral sciences

This course is a foundational course for the major in Anthropology; students wishing to major in Anthropology must earn a C or better to continue. Introduction to Cultural Anthropology also counts as an elective in the major in Popular Culture Studies and is a requirement in the Social Studies Major.

Required texts and resources:

Textbooks:

Guest, Kenneth J. *Essentials of Cultural Anthropology. A Toolkit for a Global Age*. WW Norton & Company, 2016. Any version of this text (new/used/rental, hardcover, loose leaf, paperback, e-book) is fine.

Guest, Kenneth J. *Cultural Anthropology Fieldwork Journal*. WW Norton & Company, 2015. You will need either a hard copy of this book or printouts of an e-version.

Additional readings will be posted on Blackboard.

Additional resources:

Your own computer with reliable internet access.

This course is run through Blackboard. If you are not familiar with blackboard, there are many resources available to you, including [orientation/training, tutorials, and a help desk](#). Because you will need consistent, reliable access to a computer and to Blackboard, please identify at least one back up computer you may use to complete course work. Any computer or internet access problems will NOT be considered valid excuses for missing or late assignments. WKU computer labs are available for your use; see [hours and locations](#) for further information.

University policies:

Requests for accommodations: In compliance with university policy, students with disabilities who require accommodations (academic adjustments, and/or auxiliary aids or services) for this course must contact Student Accessibility Resource Center (SARC), first floor Downing Student Union (Room 1074.) The phone number is 270-745-5004; TTY: 270-745-3030; Video: 270-288-0597. Per university policy, please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from SARC.

The honor code and academic dishonesty: academic dishonesty in any form is unacceptable. Giving or receiving unauthorized aid on exams or plagiarism on written assignments will result in a failing grade for the course, without the possibility of withdrawal. Plagiarism includes quoting material in a paper without citing the original author; copying material from a book or cutting and pasting material from web pages; or obtaining (purchasing) all or part of a paper from an internet source. Note that all student work may be checked by plagiarism detection software such as TurnItIn or SafeAssign. Please consult the WKU Catalog for further discussion of [academic integrity](#) (p. 360, Academic Offenses.) A good resource on how to avoid plagiarism is available through [Purdue University](#).

You are expected to represent your identity in a truthful manner. Falsifying your identity is grounds for disciplinary action of all parties involved, as it is an act of academic dishonesty.

Departmental and course policies:

Add/Drop/Withdrawal from course: it is the responsibility of the student to meet all deadlines for drop/add, etc. Only in exceptional cases will a deadline be waived with an appeal form. The form requires a written description of the extenuating circumstances involved and the attachment of appropriate documentation. Please note that poor academic performance, general malaise, or undocumented general stress factors are not considered legitimate circumstances; the University sets these criteria and instructors are not able to modify them. The Spring 2016 academic calendar, with all add/drop dates, can be accessed on the [Academic Calendar](#) page of the WKU website.

Class participation in an online course: students are expected to assist in maintaining an online environment that is conducive to learning. All discussion threads should be limited to the subject material of the course and are monitored by the instructor. Inappropriate online interactions with the instructor or classmates shall result, minimally, in a request to leave the discussion forum and, at the instructor's discretion, will be reported to the Department Head and the Dean of Potter College. Students should report any disruptive online behavior to the instructor. All online communications (email, discussion board posts, etc.) with both instructor and classmates should be carried out in a respectful and positive manner.

Instructor contact: When contacting the instructor via email, please be sure to use an appropriate subject line (e.g., Help with Anthropology 120) and salutation (e.g., "Hi Dr. Eagle"), and to sign your email using your name as displayed in Blackboard. I will be checking e-mail and Blackboard several times each weekday and once a day on weekends; I guarantee a response to e-mailed and posted questions within 24 hours.

Internet safety/privacy: Please protect your privacy; your WKU NET ID and password will give you access to course content and your grades/feedback on Blackboard. Do not share your ID or password with anyone. If using a public computer (for example, at a library or computer lab), make sure to log out and completely close the browser software when finished.

Online learning strategies: Taking a class online can be very different from taking a traditional face-to-face college class. It is essential that you develop time management strategies and schedule uninterrupted time each week for study and homework. You should plan to dedicate 6-7 hours per week to reading, studying, and completing assignments and assessments. Start working on assignments well in advance of the deadline so that you can get help if needed.

Additionally, in introductory courses like this one, there is often a large amount of new vocabulary. One way to keep up with these terms is to use flashcards, either online or homemade. It is also important to take notes while reading and watching videos.

On-campus and online academic resources

Student Resource Portal:

WKU has a [portal](#) for distance learning students to help you connect quickly and easily to campus resources.

The Writing Center:

The Writing Center has locations in Cherry Hall 123 and in the Commons at Cravens Library on the Bowling Green campus. The Writing Center also offers online consultations for students who live at a distance or who cannot visit during our operating hours. Our writing tutors have been trained to provide helpful feedback to students at all phases of a writing project: they can *help you* brainstorm ideas, structure your essay, clarify your purpose, strengthen your support, and edit for clarity and correctness. But they will not revise or edit the paper *for you*. See instructions on the website (www.wku.edu/writingcenter) for making online or face-to-face appointments. Or call (270) 745-5719 during our operating hours (also listed on our website) for help scheduling an appointment.

Course requirements:

Discussion forum participation:	20%
Reading quizzes (13 total; 2 lowest scores dropped)	15%
Fieldwork activities:	25%
Midterm:	20%
Final exam:	20%

Grading scale: 100-90: A; 89-80: B; 79-70: C; 69-60: D; 59 and below: F

Individual assignment instructions and expectations along with assessment rubrics will be made available on Blackboard in advance of due dates.

Please note the following:

1. Grades are neither curved nor rounded up*; extra credit will not be offered on an individual basis.
2. You must turn in assignments as instructed, by submitting them on Blackboard in the proper format (.doc, .docx, .rtf, .odf). I will not accept e-mailed assignments.
3. No discussion, quiz, exam and assignment due dates are flexible. I only grant make up exams or extensions in extreme circumstances, and the student must contact me no later than 24 hours before the test/due date for the petition to be considered.

*with exception of mathematical rounding: 89.5% becomes 90%; 89.4% is 89%.

Course schedule:

The schedule of readings, quizzes, activities and assignments is subject to change. I will announce any changes on Blackboard and follow up with an e-mail reminder. YOU are responsible for keeping up to date with any changes made.

Each week listed below has a corresponding folder on Blackboard under “Content” which contains all of the video, web, and additional readings/links you will need. Links for reading quizzes and assignments along with their instructions and assessment rubrics will also be available there.

Week 1 (1/25-1/29): Introduction to Anthropology

Textbook reading: Chapter 1

Additional reading(s): Syllabus

Reading quiz: Syllabus and Chapter 1

Video: None

Fieldwork activity: Making the familiar unfamiliar, p. 1-4, Fieldwork Journal (modified)

Discussion: Making the familiar unfamiliar

Week 2 (2/1-2/5): The Culture Concept.

Textbook reading: Chapter 2

Additional reading(s): “Shakespeare in the Bush,” Laura Bohannan

Reading quiz: Chapter 2 and additional reading

Video: Clip from “God Grew Tired of Us”

Fieldwork activity: None

Discussion: “And God Grew Tired of Us” & “Shakespeare in the Bush”

Week 3 (2/8-2/12): Fieldwork

Textbook reading: Chapter 3

Additional reading(s): None

Reading quiz: Chapter 3

Video: “Doing Fieldwork,” profiles of three anthropologists at MIT

Fieldwork activity: Mapping a Block, p. 9-12, Fieldwork Journal

Discussion: “Doing Fieldwork” and Mapping a Block

Week 4 (2/15-2/19): Language

Textbook reading: Chapter 4

Additional reading(s): Keith Basso, “‘To Give up on Words.’ Silence in Western Apache Culture”

Reading quiz Chapter 4 and additional reading

Video: None

Fieldwork activity: Gestures, body language

Discussion: Gestures, body language

Week 5 (2/22-2/26): Race

Textbook reading: Chapter 5

Additional reading(s): None

Reading quiz: Chapter 5 **and** video

Video: Race. The Power of an Illusion

Fieldwork activity: None

Discussion: Race. The Power of an Illusion

Week 6 (2/29-3/4): Ethnicity, Nationalism

Textbook reading: Chapter 6

Additional reading(s): Holly Peters-Golden, "The Hmong"

Reading quiz: Chapter 6 and additional reading

Video: "From Opium to Chrysanthemum" (The Hmong)

Fieldwork activity: None

Discussion: Relationship of ethnicity to nationalism/Who is an American?

Spring Break! (3/7-3/11)

Week 7 (3/14-3/18): Gender and Sexuality

Textbook reading: Chapters 7 **and** 8

Additional reading(s): Will Roscoe, "'Strange Country This:' An Introduction to North American Gender Diversity"

Reading quiz: Chapters 7 and 8

Video: None

Fieldwork activity: Cartoon Commercials and the Construction of Gender p. 29-32, Fieldwork Journal

Discussion: Diversity, Construction of Gender

Week 8 (3/21-3/25): Midterm (DUE 11:59 FRIDAY 3/25)

Textbook reading: Review Chapter 1-8

Additional reading(s): Review readings from Weeks 1-7

Midterm examination MUST BE SUBMITTED BY 11:59 PM Friday, 3/25

Fieldwork activity: None

Discussion: None

Week 9 (3/28-4/1): Kinship

Textbook reading: Chapter 9

Additional reading(s): None

Reading quiz: Chapter 9

Video: Three cultures, three families: India, Himalayas, Western China

Fieldwork activity: Mapping Kinship Relationships: Tracing Your Family Tree" p. 37-42, Fieldwork Journal

Discussion: Three cultures, three families

Week 10 (4/4-4/8): Class, Inequality

Textbook reading: Chapter 10

Additional reading(s): Pew Research Center, selections from "Inside the Middle Class: Bad Times Hit the Good Life"

Reading quiz: Chapter 10 and additional reading

Video: Two Clips, "Homeless in Paradise" (Homelessness in Santa Monica, CA) and PBS News Hour "Poverty Rates Surge in American Suburbs" (The "working poor" in New York)

Fieldwork activity: None

Discussion: Homelessness and poverty

Week 11 (4/11-4/15): Global Economy

Textbook reading: Chapter 11

Additional reading(s): Julia Smith, "The Search for Sustainable Markets: The Promise and Failures of Fair Trade"

Reading quiz: Chapter 11 and additional reading

Video: Clip, "China Blue" (outsourced labor)

Fieldwork activity: An Immigrant Interview p. 51-56, Fieldwork Journal

Discussion: Fair trade and outsourced labor

Week 12 (4/18-4/22): Politics, Power

Textbook reading: Chapter 12

Additional reading(s): Aaron Podolefsky, "Contemporary Warfare in the New Guinea Highlands"

Reading quiz: Chapter 12 and additional reading

Video: Clip, "Red Hat, Where are you Going?" (Nested governments, Burkina Faso)

Fieldwork activity: Exploring the Balance of Power in Human Relationships p.57-60, Fieldwork Journal

Discussion: Comparison, balances of power in New Guinea, Burkina Faso, and your community

Week 13 (4/25-5/29): Religion

Textbook reading: Chapter 13

Additional reading(s): None

Reading quiz: Chapter 13

Video: Rites of passage, Xhosa boys and Mescalero Apache girls

Fieldwork activity: Visit to a Religious Community p. 61-64, Fieldwork Journal

Discussion: Rites of passage, Xhosa and Mescalero Apache

Week 14 (5/2-5/6): Health, Illness

Textbook reading: Chapter 14

Additional reading(s): George Armelagos, "The Viral Superhighway"

Reading quiz: Chapter 14 and additional reading

Video: Causes and curing of suffering in Zimbabwe and Haiti

Fieldwork activity: What do You do When You Get Sick? p. 65-68, Fieldwork Journal

Discussion: Causes and curing of suffering in Zimbabwe and Haiti

Finals Week (5/9-5/13):

Final exam must be submitted by 11:59 PM THURSDAY, 5/12.