

ANTH 101: Introduction to Cultural Anthropology

CRN 18824/Section 1

MWF 11:00-11:50

Burkhardt Building 300

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Note on email: I am unable to guarantee that I will respond to e-mail in a timely manner. Do not assume that your e-mail message has been received until it is acknowledged. Generally, I will respond to e-mail within 24 hours; if you e-mail me on the weekend I will respond on Monday.

Course Description

ANTH 101: Introduction to Cultural Anthropology. (3) Introduces the diversity of human social life as shaped by culture, relating the origins and nature of culture to variations in such universal aspects of human experience as subsistence strategies, resource allocation, social organization, political order, belief systems and the arts.

Course Rationale

Although cultural anthropology in general benefits by approaching the study of human social behavior both from social science and humanistic perspectives, at the introductory level the social science orientation dominates while the humanistic approach provides an essential support. Introduction to Cultural Anthropology (ANTH 101) fits the Social Sciences domain of the UCC -21 as it explicitly deals with the ethnographic methods by which cultural data are generated within a scientific paradigm. Issues stressed here include, the impediments of ethnocentrism and racism, the position of the individual within culture and methodological relativism.

Course Objectives

1. The student will be able to explain
 - a. Culture as a central concept in anthropology including its primary elements such as the centrality of symbols and meaning, norms, values, beliefs, world view.
 - b. How ethnographic fieldwork reflects the social scientific method and science in general
 - c. Ethical and field issues faced by ethnographers
 - d. Basic cultural variations in the topical areas studied (e.g. subsistence strategies, resource allocation, marriage, family and residence) (WISER+(I)) (WISER+(R))
 - e. The cultural process of globalization and modernization (WISER+(I)) (WISER+(R))
2. The student will be able to identify and explain
 - a. The objectives of cultural anthropology (WISER+(R))
 - i. The primary forms of cultural data
 - b. Basic ethnographic methods and theories (WISER+(I)) (WISER+(R))
 - c. How the ideas and tools of anthropology may be applied in everyday life (WISER+(I)) (WISER+(R))

3. The student will be able to recognize
 - a. Culture is constructed
 - b. Culture is organized by cultural actors into meaningful categories and interpreted by anthropologists as folk models, scenarios, etc.
 - c. Culture creates phenomena as well as influencing existing phenomena (WISER+(R))
 - d. Cultural meanings are contested, and that power is important to what becomes socially legitimated. (WISER+(I)) (WISER+(R))
 - e. The social construction of cultural diversity within complex societies such as class, gender, race, language, ethnicity, religion etc. (WISER+(R)) (WISER+(I))
 - f. The importance of cultural diversity (WISER+(R)) (WISER+(I))
 - g. The implications of various conceptual frameworks in anthropology such as scientific analysis vs. interpretive frame and how specific theories affect knowledge production and perception.
 - h. The student will be able to relate cultural change to various factors such as population growth, environmental factors and the impact of colonialization. (WISER+(I)) (WISER+(R))

Student Learning Objectives

Students will:

1. explain how to use observation and (or) measurement to obtain accurate information about the natural or social worlds.
2. describe or explain diverse ways of experiencing the natural world (observation, comparison, experimentation).
3. analyze data in its many forms to reveal existing patterns of information and to create new patterns.
4. describe or explain how information derived from data is incorporated into scientific knowledge.
5. integrate information from multiple sources to develop new knowledge and insights.

ANTH 101 Course Objectives	UCC-21 Core Cognitive Skills	Career Readiness Competency Alignment
1. The student will be able to explain culture as a central concept in anthropology including its primary elements such as the centrality of symbols and meaning, norms, values, beliefs, world view.		Critical Thinking/Problem Solving
2. The student will be able to explain how ethnographic fieldwork reflects the social scientific method and science in general.	E-I: Explain how to use observation and (or) measurement to obtain accurate information about the natural or social worlds.	Teamwork/Collaboration
3. The student will be able to explain ethical and field issues faced by ethnographers.		Critical Thinking/Problem Solving

<p>4. The student will be able to explain basic cultural variations in the topical areas studied (e.g. subsistence strategies, resource allocation, marriage, family and residence) (WISER+(I)) (WISER+(R)).</p>	<p>I-K: Analyze data in its many forms to reveal existing patterns of information and to create new patterns.</p>	<p>Critical Thinking/Problem Solving</p>
<p>5. The student will be able to explain the cultural process of globalization and modernization (WISER+(I)) (WISER+(R)).</p>	<p>I-K: Integrate information from multiple sources to develop new knowledge and insights.</p>	<p>Global/Intercultural Fluency</p>
<p>6. The student will be able to identify and explain the objectives of cultural anthropology (WISER+(R)) and the primary forms of cultural data</p>		<p>Career Management</p>
<p>7. The student will be able to identify and explain basic ethnographic methods and theories (WISER+(I)) (WISER+(R))</p>	<p>E-I: Describe or explain diverse ways of experiencing the natural world (observation, comparison, experimentation).</p>	<p>Critical Thinking/Problem Solving</p>
<p>8. The student will be able to identify and explain how the ideas and tools of anthropology may be applied in everyday life (WISER+(I)) (WISER+(R)).</p>		<p>Career Management</p>
<p>9. The student will be able to recognize culture is constructed.</p>		<p>Critical Thinking/Problem Solving</p>
<p>10. The student will be able to recognize culture is organized by cultural actors into meaningful categories and interpreted by anthropologists as folk models, scenarios, etc.</p>		<p>Critical Thinking/Problem Solving</p>
<p>11. The student will be able to recognize culture creates phenomena as well as influencing existing phenomena (WISER+(R))</p>		<p>Critical Thinking/Problem Solving</p>
<p>12. The student will be able to recognize cultural meanings are contested and that power is important to what becomes socially legitimated. (WISER+(I)) (WISER+(R))</p>		<p>Critical Thinking/Problem Solving</p>

<p>13. The student will be able to recognize the social construction of cultural diversity within complex societies such as class, gender, race, language, ethnicity, religion etc. (WISER+(R)) (WISER+(I))</p>	<p>I-K: Describe or explain how information derived from data is incorporated into scientific knowledge.</p>	<p>Critical Thinking/Problem Solving</p>
<p>14. The student will be able to recognize the importance of cultural diversity (WISER+(R)) (WISER+(I))</p>		<p>Global/Intercultural Fluency</p>
<p>15. The student will be able to recognize the implications of various conceptual frameworks in anthropology such as scientific analysis vs. interpretive frame and how specific theories affect knowledge production and perception.</p>		<p>Critical Thinking/Problem Solving</p>
<p>16. The student will be able to recognize the student will be able to relate cultural change to various factors such as population growth, environmental factors and the impact of colonialization. (WISER+(I)) (WISER+(R))</p>	<p>I-K: Integrate information from multiple sources to develop new knowledge and insights.</p>	<p>Global/Intercultural Fluency</p>
<p>ANTH 101 Student Learning Outcomes</p>		<p>Career Readiness Competency Alignment</p>
<p>1. Students will explain how to use observation and (or) measurement to obtain accurate information about the natural or social worlds.</p>		<p>Critical Thinking/Problem Solving: Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in</p>
<p>2. Students will describe or explain diverse ways of experiencing the natural world (observation, comparison, experimentation).</p>		
<p>3. Students will analyze data in its many forms to reveal existing patterns of information and to create new patterns.</p>		

<p>4. Students will describe or explain how information derived from data is incorporated into scientific knowledge.</p>		<p>this process, and may demonstrate originality and inventiveness.</p>
<p>5. Students will integrate information from multiple sources to develop new knowledge and insights.</p>		

Required Texts:

Robert Lavenda and Emily Schultz. 2017. *Core Concepts in Cultural Anthropology*. Sixth Edition. New York: Oxford University Press.

Dennis Covington. 1995. *Salvation on Sand Mountain: Snake Handling and Redemption in Southern Appalachia*. Philadelphia: DeCapo Press.

Sherine Hamdy and Coleman Nye. 2017. *Lissa: A Story About Medical Promise, Friendship, and Revolution*. Toronto: University of Toronto Press.

To access most additional readings, you can click on the links in this syllabus. Readings will also be posted on Blackboard (blackboard.bsu.edu).

Course requirements and evaluation:

Attendance Policy

Students are expected to attend all class meetings and are responsible for careful, timely completion of reading assignments.

For the purposes of this course, "excused absences" include verifiable medical or family emergencies, university approved activities (accompanied by a university excuse), documentable illness (yours or your child's) and other unforeseen circumstances that the instructor deems to be reasonable excuses for an absence. Students should be prepared to document the reasons for the absence.

Students are encouraged to actively contribute to class discussions. You are encouraged to think out loud, say something and then take it back, and generally speak in a provisional manner, knowing that those around you will be patient, supportive, and slow to take offense.

1. Reading Quizzes (200 points)

Beginning in Week 4, students will take reading Blackboard quizzes on the ethnographic readings (**Covington or Hamdy**) for that week and will be graded on a twenty-point scale. Late quizzes will not be accepted. (20 pts x 10 = 200 pts)

2. Reading Responses (150 points)

Students will write **two** Reading Responses over the course of the semester; each Response is worth **75** points. The Response will take the form of a **one-page single-spaced** generous, engaged, and critical commentary on an assigned reading or topic. A sample Reading Response will be discussed during the first week of class to give you a better idea of what is expected. Deductions: 10 points per day late and 30 points for discussing the wrong topic or reading. **(75 pts x 2 = 150 pts)**

3. Ethnographic Exercises (200 points)

Students will complete **two** ethnographic exercises over the course of the semester; each exercise is worth **100** points. The first ethnographic exercise will be discussed during the first week of class to give students a better idea of what is expected. Deductions: 10 points per day late. **(100 pts x 2 = 200 pts)**

4. Exams (450 points)

There will be **three** exams during the course of the semester. Each exam is worth **150** points and are **non-cumulative**. The exams will be posted on Blackboard and will consist of multiple-choice questions

1000 points total

Grading Scale:

A 930 - 1000; A- 900-929; B+ 870 - 899; B 830 - 869; B- 800-829; C+ 770 - 799; C 730 - 769; C- 700-729; D+ 670 - 699; D 630 - 669; D- 600-629; F <599.

There is no rounding of any kind. For example, 899 is a B+.

Notes on exams and grading:

1. The final day to drop this course without academic penalty is Wednesday October 24, 2018 – **YOU WILL HAVE ~35% OF YOUR FINAL GRADE AT THIS TIME**. Please come and talk to me during office hours if you need further information about your standing in the class.
2. **Make-up tests** will be given in cases of absence due to illness (medical certificate required) or death in the immediate family (proof of relationship must be provided by an independent party such as a physician, university official, etc.). Unavoidable conflicts (e.g. a major religious holiday or travel as part of a university program) must be drawn to the instructor's attention in writing, together with supporting documentation from a responsible party (e.g. your physician, appropriate instructor, university official) by the third week of the course. Normally, make-up tests will not be given for other reasons. Exams missed without a valid reason count as zero.

Class Schedule (Subject to change)**Week 1. (August 20-24)**

(M) Introduction to the Course

Read: None

(W) What is Anthropology?

Read: Lavenda Chapter 1

(F) What is Anthropology?

Read: Lavenda Chapter 1

Laura Bohannon – *Shakespeare in the Bush*

Week 2. (August 27-31)

(M) What is Culture?

Read: Lavenda Chapter 2

(W) What is Culture?

Read: Lavenda Chapter 2

(F) Short film and discussion (TBA)

Week 3. (September 3-7)

(M) No Class Meeting – Labor Day

(W) Reading Ethnography

Read: Lavenda Appendix – Reading Ethnography

(F) Theory in Cultural Anthropology

Read: Lavenda Chapter 12 – Theory in Cultural Anthropology

Week 4. (September 10-14)

(M) Alternative class period (Rosh Hashana) – In preparation for our reading of Covington, watch “Holy Ghost People” on YouTube – <https://www.youtube.com/watch?v=QZIa4kutkIM> – Discussion on 9/14

(W) Language

Read: Lavenda Chapter 3

Due: Ethnographic Assignment #1

(F) Language and *Salvation on Sand Mountain*

Read: Covington Prologue and Chapter 1

Due: Quiz #1 (will cover BOTH “Holy Ghost People” and Covington)

****Exam #1 open – covers Lavenda Chapters 1, 2, 3, and 12. Opens noon Friday September 14. Closes end of day (11:59 pm) Monday September 17.**

Week 5. (September 17-21)

(M) Religion

Read Lavenda Chapter 4

(W) Alternative class period (Yom Kippur) – Watch “Crocodile Dreaming” on Kanopy – Discussion on 9/21

(F) Religion and *Salvation on Sand Mountain*

Read: Covington Chapter 2 and 3

Due: Quiz #2 (Covers “Crocodile Dreaming” and Covington)

Week 6. (September 24-28)

(M) Social Organization

Read: Lavenda Chapter 5

(W) Social Organization

Read: Lavenda Chapter 5

(F) *Salvation on Sand Mountain*

Read: Covington Chapter 4 and 5

Due: Quiz #3

Week 7. (October 1-5)

(M) Sex, Gender, Sexuality

Read: Lavenda Chapter 6

(W) Sex, Gender, Sexuality

Read: Lavenda Chapter 6

- (H) Sex etc. and *Salvation on Sand Mountain*
Read: Covington Chapter 6 and 7
Due: Quiz #4

Week 8. (October 8-12)

(M) No Class Meeting – Fall Break

- (W) Kinship and Marriage
Read: Lavenda Chapter 7
Due: [Reading Response #1 – Kuczynski – Her Body, My Baby](#)

- (F) Kinship and *Salvation on Sand Mountain*
Read: Covington Chapter 8 and 9
Due: Quiz #5

Week 9. (October 15-19)

- (M) Political Anthropology
Read: Lavenda Chapter 8
- (W) Political Anthropology
Read: Lavenda Chapter 8
- (F) *Salvation on Sand Mountain*
Read: Chapter 10, 11, and Afterword
Due: Quiz #6

Week 10. (October 22-26)

- (M) Economic Anthropology
Read: Lavenda Chapter 9
- (W) Economic Anthropology
Read: Lavenda Chapter 9
- (F) Lecture on Colonialism
Read: None
Due: [Reading Response #2 – Marvin Harris – The Cultural Ecology of India’s Sacred Cattle](#)

Week 11. (October 29-November 2)

- (M) Anthropology of Art
Read: Richard Anderson – [Introduction to American Muse](#)
- (W) Anthropology of Art
Read: None
- (F) Anthropology of Art
Read: None
Due: Quiz #7 (This quiz will be cover the Introduction to American Muse)

****Exam #2 open – covers Lavenda Chapters 4, 5, 6, 7, 8, 9 and Covington. Opens noon Friday October 26. Closes end of day (11:59 pm) Monday October 29.**

Week 12. (November 5-9)

- (M) Anthropology of Science, Medicine, and Technology
Read: Lavenda Chapter 11
Due: [Ethnographic Assignment #2](#)
- (W) Anthropology of Science, Medicine, and Technology
Read: Lavenda Chapter 11
- (H) *Lissa* – Introduction to the text
Read: Hamdy Foreword

Week 13. (November 12-16)

(M) Discussion – Understanding Comics and Graphic Novels

Read: Shelly Errington – *Lissa and the Graphic Novel: An Appreciation* – available at:
<http://anthronow.com/print/lissa-and-the-graphic-novel-form>(W) Background on *Lissa*

Read: None

(F) *Lissa*

Read: Hamdy Part I

Due: Quiz #8**Week 14. (November 19-23)**(M) *Lissa*

Read: Hamdy Part II

Due: Quiz #9

(W) No Class Meeting – Thanksgiving Break

(F) No Class Meeting – Thanksgiving Break

Week 15. (November 26-30)(M) Film: *The Square* (2013), directed by Jehane Noujaim.(W) Film: *The Square* (2013), directed by Jehane Noujaim.(F) *Lissa* and Discussion of *The Square*

Read: Hamdy Part III and Appendix I

Due: Quiz #10**Week 16. (December 3-7)**

(M) Globalization

Read: Lavenda Chapter 10

(W) Globalization

Read: Lavenda Chapter 10

(F) Film: “The Fastest Changing Place on Earth”

Week 17. (December 10)

(M) Discussion: “The Fastest Changing Place on Earth”

****Exam #3 open – covers Art, Lavenda Chapters 10, 11, Hamdy, and films. Opens noon Tuesday December 11. Closes end of day (11:59 pm) Friday December 14.****There is no Final Exam for this course, since students are tested throughout the semester. Dr. Phillips will be available in our designated classroom during the final exam period, Thursday, December 13 from 9:45-11:45am, to answer questions related to the course and/or course grades.*****Technology Policy:****The use of laptops, cell phones, smart phones, or other mobile communication devices is disruptive, and is therefore prohibited during class. Except in emergencies, those using such devices will be asked to leave the classroom for the remainder of the class period.**

Please Note:

The Learning Center offers free tutoring for many courses on campus, including science and humanities, modern and classical languages, math and business, help with any writing task, and study strategies such as time management, test taking, note taking, and effective textbook reading.

Hours are Monday-Thursday, 9am-8pm, and Friday, 9am-noon.

Call 765-285-1006 or visit NQ 350 to make an appointment to meet with a tutor. They can help!

Also note that one key to improving your writing is getting feedback and revision suggestions on your text during the writing process. The Writing Center at Ball State offers free writing feedback sessions (online or face-to-face) to all students. They work with students on essays, reports, reflections, research projects, web content, lesson plans, slideshows, poster presentations, resumes, and other digital or print texts. Students can make an appointment by going to www.bsu.edu/writingcenter, stopping by Robert Bell 295, or by calling 765-285-8370.

Special Accommodations:

If you need course adaptations or accommodations because of a disability, please contact me as soon as possible. Ball State's Disability Services office coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodation can be provided. If you have questions regarding university support for students with disabilities, see Disability Services at Student Center (SC) 116, visit <http://cms.bsu.edu/about/administrativeoffices/disability-services>, call 765-285-5293 or email dsd@bsu.edu.

Policy on academic honesty:

Integrity of scholarship is essential for all academic communities. Ball State University expects that both faculty and students will honor this principle and in so doing protect the validity of all University intellectual work. For students, this means that all academic work will be done by the individual to whom it is assigned, without unauthorized aid of any kind. For more information on student academic ethics see: <http://cms.bsu.edu/about/administrativeoffices/studentrights/policiesandprocedures/studentcode/viethicspolicy>.

In this course, the penalty for plagiarism in a written assignment, test, or examination is F on the paper and F for the course.

Plagiarism or any other form of cheating in examinations, term tests or academic work is subject to serious academic penalty. Cheating in examinations or tests may take the form of copying from another student or bringing unauthorized materials into the exam room (e.g., notes or cell phones). Exam cheating can also include exam impersonation.

To **plagiarize** is to take ideas or words of another person and pass them off as one's own. In short, it is stealing something intangible rather than an object. Plagiarism applies to any written work, in traditional or electronic format, as well as orally or verbally presented work. Obviously, it is not necessary to state the source of well-known or easily verifiable facts, but students are expected to appropriately acknowledge the sources of ideas and expressions they use in their written work, whether quoted directly or paraphrased. This applies to diagrams, statistical tables and the like, as well as to written material, and materials or information from Internet sources.

To provide adequate and correct documentation is not only an indication of academic honesty but is also a

courtesy, which enables the reader to consult these sources with ease. Failure to provide appropriate citations constitutes plagiarism. It will also be considered plagiarism and/or cheating if a student submits a term paper written in whole or in part by someone other than him/herself, or copies the answer or answers of another student in any test, examination, or take-home assignment.

Working with other students on assignments, laboratory work, take-home tests, or on-line tests, **when this is not permitted by the instructor**, can constitute Inappropriate Collaboration and may be subject to penalty.

An assignment that is prepared and submitted for one course should not be used for a different course. This is called “duplicate submission” and represents a form of cheating because course requirements are expected to be fulfilled through original work for each course.

When in doubt about any practice, **ask me**.

Additional Policies:

1. Ball State University aspires to be a university that attracts and retains a diverse faculty, staff, and student body. We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse as expressed in our Beneficence Pledge and through university resources found at <http://cms.bsu.edu/campuslife/multiculturalcenter>.
2. Students may **not** reproduce, distribute, or publicly post their course materials without my permission.