ANTH 2322./ GLOBAL CULTURES

SUMMER 2019; Web-based

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COURSE GOALS AND OBJECTIVES:

By the end of this course, you will be able to do the following:

• Define basic anthropological concepts and apply them to everyday life.

• Identify, discuss and compare different cultural customs related to the family, economy, politics and religion.

• Describe theories developed by anthropologists that study human behavior.

• Observe cultural interactions and conduct ethnographic interviews in a culturally respectful way, and summarize findings clearly and effectively in written form.

• Question commonly held assumptions about what is “normal” or “natural” in human experience.

• Discuss the way anthropology has been used to work on contemporary problems.

CORE COURSE OBJECTIVES

• Critical Thinking Skills

• Communication Skills

• Personal Responsibility

• Social Responsibility

COURSE DESCRIPTION

Cultural anthropology is a social science that provides a comprehensive understanding of human diversity. This course is designed to introduce students to the methods, theories and concepts of cultural anthropology. Primary attention will be given to the concept of culture as an analytical tool and to the research methods of ethnographic fieldwork. Drawing on material from all parts of the world, including primarily India, southern Africa and Eastern Europe, we will study – among other things – family systems, economic and political change, kinship, and cross-cultural concepts of self, religion, and gender. One of the primary goals of the course is to get students to question commonly held assumptions about what is “normal” or “natural” in human experience. Another goal is to provide students with a perspective of the human condition that is global in scope while remaining sensitive to local manifestations of cultural diversity. PREREQUISITES: none

TEXTS: There are three required books for this course, including one textbook, one edited volume, and one ethnography:

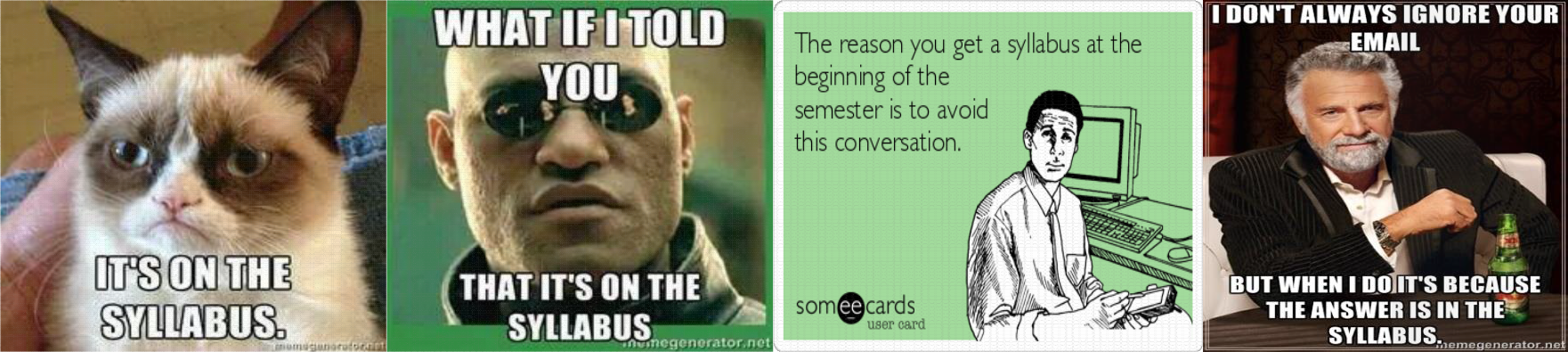
Nathan, Rebekah (2005) *My Freshman Year: What a Professor Learned by Becoming a Student.* Penguin Books.

Spradley, James and David McCurdy. (2011), *Conformity and Conflict: Readings in Cultural Anthropology,* 14th edition, Pearson Education. (Referred to as CC in Readings)

Welsch, Robert L. and Luis A. Vivanco. (2016) *Asking Questions about Cultural Anthropology: A Concise Introduction.* Oxford University Press. (Referred to as W&V in Readings)

OFFICE HOURS: Since this is an online course, email will be the most convenient and fastest way to communicate with me. I answer emails Mondays through Fridays 9 AM – 12 PM *while we are in session*. You can expect a reply within 48 hours during the business week. The exception to this would be if I am traveling or ill. NOTE: I won’t be answering emails while the university is officially closed (see our course schedule for details).

As an instructor, you should know that I have a sense of humor. To prove it, if you ask me a question when the answer is in the syllabus or in the instructions, you will receive one of the following as a reply!



TIME AND PLACE OF CLASS MEETINGS: This 5-week course is conducted online through Canvas @  [https://uta.instructure.com/](https://elearn.uta.edu/) . You should log in to our course in Canvas ***at least once a week*** to look for and read any new announcements.

The schedule for this course and its deadlines are coordinated with Central Daylight Time. If you live in another time zone, you’ll want to coordinate your schedule with ours here: <http://www.timeanddate.com/worldclock/converter.html>

**New to Canvas?** Start here https://uta.instructure.com/courses/11369

**Before We Get Down to Business: Have You Heard the Rumors?!** Many students have heard the *myth* that on-line courses are somehow “easier” than on-campus courses. What’s more, they’ve also heard the *myth* that anthropology is easy. Let me inform you that ***neither*** of these myths have any merit. Folks who have heard one or both of these may be expecting a very easy course. Sorry (not sorry!) to disappoint!

**Are You Prepared to Learn On-Line?** To do well in and get the most out of online courses, additional skills and discipline beyond those for “traditional” courses are needed. For starters, you will need to quickly become comfortable with *autonomous* learning. An autonomous learning environment is a learning environment in which students are entirely responsible for and take charge in their own learning.

In other words ***you*** are responsible for everything from finding answers to technology questions on your own, networking with your fellow students to help one another succeed in the course (i.e. compare study habits and tips), what aspects of the material you choose to learn more about, creating your own exam review, providing your fellow students with constructive feedback, what work you’ve turned in and what you’re missing, and how to calculate your own grade at any point in the course. While students are empowered within this learning environment, many find this uncomfortable and anxiety producing at first.

**Are Your Ready to be Empowered?** What’s more, to do well in this course that is designed as a *student-centered* *learning* course (like ours), it is not enough to simply learn the material. This course and each of its components include carefully designed requirements and assignments that explicitly train students in *learning to think well* (and sociologically). In a student-centered learning course such as this, you are required to consistently engage in *higher order thinking* as you read, discuss, write, peer assess, and take the exam.

What is *higher order thinking*? Higher order thinking goes beyond the memorization or application of concepts, theories, or statistics and requires students to process material at the level of evaluation, synthesis, analysis, and interpretation. Higher order thinking is less about the temporary memorization or regurgitation of information through quizzes or exams. It is more about mastering the skills and values of analysis, synthesis, critical thinking, and evaluation of information, as well as developing life-long skills you will need to succeed in your lives and careers.

**What Does All This Mean to You in This Course?** It means that you’re not *only* learning about anthropology or *just* how to do well in an online course. You’re *also* learning how to become an autonomous learner and take charge of your learning experience, to process information at deeper levels, to critically interpret what you’re learning, to make inferences, draw insightful conclusions, and to use your sociological knowledge in new and other situations long after you complete this course.

**Still In?! Great, Let’s Get Down to Business!**

**Canvas Support and Resources**: If you aren’t familiar with Canvas or haven’t taken on online course at UTA before, this should be your *first stop* after reading this syllabus.

How To’s, FAQ’s, and On Demand Videos covering everything from how to make sure your computer is ready to go, common technical problems you may encounter, how to submit our assignments, how to post to a discussion board, and more can be found at the link below.

Even if you have experience with Canvas and on-line classes, you should *check here* *first* when you have a question about something to do with Canvas.

<https://uta.instructure.com/courses/11369>

**UTA Support and Resources**: Need help with your UTA email, Financial Aid, Academic Advising, Counseling, Health Services or something else? Go here!

<https://elearn.uta.edu/webapps/portal/execute/tabs/tabAction?tabId=_47474_1&tab_tab_group_id=_119_1>

COURSE REQUIREMENTS:

Grades for this class are based on two tests, an ethnographic project, Canvas discussion, and a final examination. A final grade will be assigned on the basis of your total percentage scores at the end of the course.

The tests and final examination will test you on empirical material drawn from readings.

The ethnographic project is intended to provide you with a firsthand glimpse of the fieldwork experience. This project will convey the complex issues that come into play in the process of doing participant-observation. You must choose a field-site, which can be the laundry-mat, a coffee shop, a church, a library, a store, a bank, or any other public space. You must conduct two sessions of at least one to two hours of fieldwork. I suggest that you vary the time and day of your two separate observation periods. When you are conducting participant observation at your field-site, you will record your observations and reflections in a field notebook. There is no page limit to these field-notes, but try to keep them legible since you will be scanning them in to the instructor. You can note the spatial organization of your field-site as well as the different behaviors of people there. Set One due July 16, Set Two due July 23. Your final paper must be three to four pages, double-spaced, and typed. In this paper, you will include a brief description of your field-site (1 page). Your paper must have a thesis making one central argument about your field-site. The body of your final paper should be devoted to supporting your central thesis. At some point in your paper, you should also reflect on the process of conducting ethnographic observation. Did anyone react to your presence in the field? What may have surprised you about the behavior you witnessed? How did you feel while doing the observation? What kind of response do you think your observations had on the behaviors observed? The ethnographic project is the signature assignment for the core objectives.

Over the course of the summer session, we will be asking important questions related to anthropology. You are expected to answer at least 8 discussion questions from W&V. These questions are intended to elicit conversation amongst students. In addition to answering eight of discussion questions, you will be expected to comment on at least four others’ responses. Discussions will be about the main textbook. You must complete eight answers for W&V questions. A response must be a paragraph in length (5-7 sentences). I suggest that you cite a line from the reading to support your answer. Your comment to a fellow student’s response must be 4-6 sentences in length, and should also cite something from the reading.

Ethnographic Project: 20 %

Canvas Discussion: 20 %

Midterm Test I: 20 %

Midterm Test 2: 20 %

Final Exam: 20 %

SCHEDULE

Ethnographic Project

Fieldnotes I: July 16

Fieldnotes II: July 23

Final Project:

Midterm Test 1: July 18-July 20

Midterm Test 2: July 25-July 27

Final Exam:

GRADING SCALE: 90 – 100 : A

80 - 89 : B

70 - 79 : C

60 - 69 : D

59 and below: F

CLASS POLICIES

**Expectations for Out-of-Class Study**: A general rule of thumb is this: for every credit hour earned, a student should spend approximately 3 hours per week working outside of class. So a 3-credit course might have a minimum expectation of 9 hours of reading, study, etc. Students enrolled in this *online*, *student centered learning* course should expect to spend at least 9 hours per week in course-related activities, including reading required materials, completing components, preparing for exams, etc.

**Attendance:** The U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

Your attendance is your participation in the course and your completion of the required components. If you were to mysteriously stop completing requirements, the last date you turned something in would be the last date of record that you attended the course.

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering.

**Students will Not be Automatically Dropped for Non-Attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

**Disability Accommodations:** UTArlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD).Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

**Counseling and Psychological Services, (CAPS)** [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

**Non-Discrimination Policy:** *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit*[*uta.edu/eos*](http://www.uta.edu/hr/eos/index.php)*.*

**Title IX Policy:** The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated.*For information regarding Title IX, visit* [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](file:///C:\Users\mfaye\Desktop\jmhood@uta.edu).

**Academic Integrity:** Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>. By remaining enrolled in my course, you have acknowledged and agreed to abide by the Honor Code.

**Electronic Communication:** UT Arlington has adopted Mav Mail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. *This means that I can only communicate with you from your official UTA MavMail account.* All students are assigned a Mav Mail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using Mav Mail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Campus Carry:** Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

**Student Feedback Survey:** At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through Mav Mail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

**Student Support Services**:UT Arlington provides a variety of resources and programs designed to help students deal with personal situations such as ***domestic or relationship violence, homelessness or food insecurity***, develop academic skills, and better understand concepts and information related to their courses. Resources include [tutoring](http://www.uta.edu/universitycollege/current/academic-support/learning-center/tutoring/index.php), [major-based learning centers](http://www.uta.edu/universitycollege/resources/college-based-clinics-labs.php), developmental education, [advising and mentoring](http://www.uta.edu/universitycollege/resources/advising.php), personal counseling, and [federally funded programs](http://www.uta.edu/universitycollege/current/academic-support/mcnair/index.php).

For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

**The IDEAS Center (**2nd Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email [IDEAS@uta.edu](mailto:IDEAS@uta.edu) or call (817) 272-6593.**The English Writing Center (411LIBR)**: The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at http://uta.mywconline.com. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for detailed information on all our programs and services.

The Library’s 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation. <http://library.uta.edu/academic-plaza>

**Librarian to Contact:** Anthropology’s Subject Librarian is John Dillard. <http://library.uta.edu/staff/john-dillard>

“*As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. – Amy Speier.”*

WEEK ONE 7/9-7/14

**Anthropology: Asking Questions about Humanity**

Reading: W&V Ch. 1, CC#1

Blackboard Discussion: College Students and/or Comparative Method (W&V)

**What is Culture?**

Reading: W&V Ch. 2, CC #31

Blackboard Discussion: Culture and/or Symbols (W&V)

WEEK TWO 7/15-7/21

**How do anthropologists know what they know?**

Reading: W&V Ch. 4, CC #2, 3

Blackboard Discussion: Ethnography (W&V)

FIRST SET OF FIELDNOTES DUE JULY 16

**Globalization and Culture**

Readings: W&V Ch. 5

Blackboard Discussion Hybridization (W&V)

Midterm I July 18-20

WEEK THREE 7/22-7/28

SECOND SET OF FIELDNOTES DUE JULY 23

**Relating Language and Culture**

Readings: W&V Ch. 3, CC #5, 6, 7 & 8

Blackboard Discussion Metaphors and/or Language (W&V)

**How Should We Understand Religion?**

Readings: W&V Ch. 11, CC #29, 30

Blackboard Discussion Religion (W&V)

**What are Families?**

Readings: W&V Ch. 10, CC #17, 19, 20

Blackboard Discussion Kinship, Marriage and the Family (W&V)

Midterm II 7/25-7/27

WEEK FOUR 7/29-8/4

**Gender, Sex and Sexuality**

Readings: W&V Ch. 9, CC #23, 35

Blackboard Discussion Gender and Sex Inequalities (W&V)

**Sustainability: Environment and Foodways**

Readings: W&V Ch. 6, CC #32

Blackboard Discussion Dynamics of Food and/or Environmental Anthropology (W&V

**Economics: Working, Sharing and Buying**

Readings: W&V Ch. 7, CC#10

Blackboard Discussion: Consumption Patterns (W&V)

FINAL ETHNOGRAPHY DUE August 2

WEEK FIVE 8/5-8/9

**Power: Politics and Social Control**

Readings: W&V Ch. 8, CC #13, 14, 26

Blackboard Discussion: Restoring Harmony (W&V)

**The Body: Biocultural Perspectives on Health and Illness**

Readings: W&V Ch. 12, CC #28, 37

Blackboard Discussion: Alcoholism (W&V)

**The Arts: Objects, Images and Commodities**

Readings: W&V Ch. 13, CC #33, 38

Blackboard Discussion: The Arts (W&V)

**FINAL EXAMINATION – AUGUST 9**