



**ANTHROPOLOGY 1100: WORLD CULTURES**  
**FALL 2018**  
**M/W 12:30-1:50**  
**Curry 104**

**INSTRUCTOR:** Dr. April Bass  
**OFFICE:** Anthropology Department, 330E Chilton Hall  
**PHONE:** 940-565-7913  
**EMAIL:** [april.bass@unt.edu](mailto:april.bass@unt.edu)  
**OFFICE HRS:** M/W 10-11a & 2-3p; T/R 11a-12p & 2-4p (OR BY APPOINTMENT)

**IA:** Melanie Medina  
**EMAIL:** [melanie.medina@unt.edu](mailto:melanie.medina@unt.edu)  
**OFFICE HRS:** Wednesdays 2:00pm-5:00pm (and by appointment)  
**TA OFFICE:** Anthropology Department, 308 Chilton Hall (behind Front Desk to the right)

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**COURSE INFORMATION**

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**Course Description:** This course introduces key anthropological concepts and applies them to understanding the basics of what constitutes human culture, what shared characteristics human cultures have had across time and geographic space, what distinct qualities human cultures have, and the significance cultural and bio-ecological diversity brings to the global landscape. To frame our exploration, we will use a world systems approach that includes three discrete, yet often dynamically overlapping cultural worlds: tribal, imperial, and commercial. Throughout the course, we will integrate various aspects of human pre-history and contemporary cultural patterns, paying particular attention to social power and inequality, to better understand our world as it is and how cultural change happens.

**Learning Objectives:**

1. You will learn basic vocabulary, methods, and ethical principles of cultural anthropology.
2. You will be able to describe the processes of cultural “evolution” through studying historical and contemporary examples of tribal, imperial, and commercial scales.
3. You will be able to provide examples of solutions that humans have developed in order to live in their different and changing cultural and environmental landscapes.
4. You will demonstrate awareness of the impact that commercial scale culture has had on cultures around the globe.
5. You will learn to collaborate with other students at colleges across the United States in an ethics exercise organized by Center for a Public Anthropology and found at the Community Action Website (<https://www.publicanthropology.net/>).
6. You will develop practical skills for college survival including:
  - a. How to communicate with your Professor and IAs.
  - b. How to find and engage with appropriate scholarly articles.
  - c. How to integrate external resources into your coursework to enrich your learning.
  - d. How to synthesize information and think critically.

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## TEXTBOOK/FEE INFORMATION

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1. Bodley, John H. (2017). *Cultural Anthropology: Tribes, States, & the Global System*. (6<sup>th</sup> ed.). Lanham, MD: Rowman & Littlefield.
2. Occasional additional readings posted on Canvas
3. \$15 lab fee (payable online): required for participation in Community Action Website ethics project

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## CLASSROOM INFORMATION

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### How to succeed in this course:

- *Come to class:*
  - I care about your success, and I will be able to get to know you better if you make yourself familiar.
  - We do have a primary text; however, our class time will include additional information.
  - I will be posting skeleton PPTs after each class as study guides, but they won't have everything you'll get from being in class.
  - We will be doing more than just lecture in class. If you miss class, you'll miss active learning!
  - The films we watch in class will be included on quizzes & exams.
- *Be active on Canvas:* You are expected to check Canvas on a regular basis for important course-relevant information (e.g., announcements, course documents). In addition, I will be posting a lot of extra information on our modules for the week about topics we're covering in class that you can use for assignments or for your own enjoyment.
- *Every class is a community:* Get to know your community members, share resources, study together, collaborate. Most situations are more feasible and more enjoyable with a network of colleagues.
- *Get in touch:* Visit office hours before you actually think you *need* them. During your college career, use all of your IAs, TAs, and professors as valuable resources. Get to know them – engage and make the most of your college experience.
- *Use campus resources:* I'm getting to know these as well. Let's share! Start by visiting the Learning Center in Sage Hall for a workshop (<http://learningcenter.unt.edu/learning101>).

### Expectations:

- **Engagement.** Asking questions is a great way to learn! If you have a question, you won't be the only person with that same question, so help me support you by asking in class, after class, through email – whatever you're most comfortable with.
- **Consideration.** Technology is great! Please just don't let yours disrupt your classmates.
- **Civility.** Thought-provoking discussions are essential. So is mutual respect for our fellow humans in our classroom and for the cultures we will be exploring.

**ADA Accommodations:** For anyone seeking ADA accommodations, please bring me your official “request” letter during the first week of class. In addition, let’s meet early during the semester and often to make sure that this course is offering all possible steps to maximize your learning and engagement with the material.

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**ASSIGNMENTS & GRADING**

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**In-class participation:** During most class periods, we will have opportunities for you to earn participation points through engaging with the lecture/discussion in various ways. If you miss a class, those points are not redeemable.

**Interacts:** *Interacts* are a way for you to engage dynamically with the topics we're covering. Over the course of the semester, you'll have eight (8) *Interacts* to complete - one per week excluding weeks we have either quizzes or exams. On Canvas, I have included some initialisms and portmanteaus along with their descriptions to get you started; however, I'm open to great ideas from you as well!

**Article Review:** Part of your college career is becoming familiar with finding, reading, and understanding scholarly articles. Using library research tools (e.g., search and/or database functions), find one article that is both relevant to what we’re covering and interesting to you. After selecting and reading the article, write a summary of the article (500 words) and your critical reaction to it (500 words).

**Community Action Website:** This Community Action Project allows you to actively participate in citizenship with other anthropology students across North America through: critically thinking through an ethically challenging situation, writing op-ed piece about it, and anonymously evaluating four (4) other op-eds about the same anthropological issue. The Action Period for FS18 is: **Oct. 8-Oct. 24. (total time ~2-3hrs).**

**Quizzes:** Four (4) online quizzes, reviewing Units 2, 3, and 4, will help you prepare for your Final Exam. These quizzes will be open-book/open-note with multiple attempts allowed and are meant to support you in your studying process.

**Mid-term/Final:** There are two (2) major exams for this class, both of which are take-home exams. The focus of these exams will be critical thinking/analysis. Structure: short-answer and essay questions. Timeframe: one week. **PLEASE NOTE:** you are allowed to use any in-class resources for these exams; however, the use of outside resources is *not* allowed.

**Evaluation:**

In-class participation	10%	100 pts
Interacts	16%	160 pts (20 pts each)
Article review	4%	40 pts
Community Action Project	20%	200 pts
Quizzes	10%	100 pts (25 pts each)
<u>Exams</u>	<u>40%</u>	<u>400 pts(200 pts each)</u>
Totals	100%	1,000 pts

**DATES TO REMEMBER**

**Interacts due:** Mon, Sept. 10      Mon, Oct. 22  
                          Mon, Sept. 17      Mon, Nov. 5  
                          Mon, Sept. 24      Mon, Nov. 19  
                          Mon, Oct. 8      Mon, Dec. 3

**Quizzes due:** Wed, Sept. 12      Wed, Nov. 21  
                          Wed, Nov. 7      Wed, Dec. 5

**Community Action Project, Action Period:** Mon, Oct. 8 – Wed, Oct. 24

**Article review due no later than:** Wed, Nov. 28

**Mid-term due:** Wed, Oct. 10

**Final exam due:** Wed, Dec. 12

**READING/TOPIC SCHEDULE**

Wk#	Topic	Day (Date)	Readings/Activities
<b>Introduction</b>			
1	Course orientation + What is Culture? (Key concepts)	Mon (Aug., 27)	No Readings
		Wed (Aug., 29)	<i>Bodley</i> , pgs. 11-19 (end of section)
2	Anthropological Ethics	Mon (Sept., 3)	Labor Day (no class)
		Wed (Sept., 5)	<i>Bodley</i> , pgs. 19 (begin new section) - 27 (end of chapter)
<b>Unit 1: Pre-State/Egalitarian Cultures</b>			
3	Mobile Foragers: Australian Aborigines	Mon (Sept., 10)	Migration & cosmology: <i>Bodley</i> , pgs. 30-41 (end of section)
		Wed (Sept., 12)	Subsistence, kinship, & social organization: <i>Bodley</i> , pgs. 41 (begin new section) - 56 (end of chapter)
4		Mon (Sept., 17)	Religion: <i>Bodley</i> , pgs. 112 - 127 (end of section)
	Village Life: Simple Horticulturalists	Wed (Sept., 19)	Rain forest gardening & village life: <i>Bodley</i> , pgs. 61 (begin section) - 76 (end of section)
5		Mon (Sept., 24)	Health & Nutrition: <i>Bodley</i> , pgs. 127 (begin section) - 133 (end of section) <b>Selection from Moran (Canvas)</b>

	Tribal Pastoralists: East Africa	Wed (Sept., 26)	Cattle complex: <i>Bodley</i> , pgs. 87-94 (end of section)
<b>6</b>		Mon (Oct., 1)	Women, marriage, and lineage: <i>Bodley</i> , pgs. 94 (begin new section) - 111 (end of chapter)
		Wed (Oct., 3)	BBC: Brand Maasai ( <b>Canvas</b> ) Film on Maasai: TBA
<b>Unit 2: Imperial/State-level Cultures</b>			
<b>7</b>	Increased Stratification: Oceania	Mon (Oct., 8)	Lifeways & politics: <i>Bodley</i> , pgs. 138-152 (end of section)
		Wed (Oct., 10)	Film on Kingdom of Hawaii (TBA) Hancock: "On the overthrow of the Hawaiian Monarchy, 1893" ( <b>Canvas</b> )
<b>8</b>	Rise of States, Pt. 1: Power	Mon (Oct., 15)	Mesopotamia (Origin of States?): <i>Bodley</i> , pgs. 166 - 182 (end of section)
		Wed (Oct., 17)	Inca Empire: <i>Bodley</i> , pgs. 182 (begin new section) - 196 (end of chapter)
<b>9</b>	Rise of States, Pt. 2: Ideology	Mon (Oct., 22)	Imperial China: <i>Bodley</i> , pgs. 197-211 (end of section)
		Wed (Oct., 24)	Hindu Kingdom: <i>Bodley</i> , pgs. 211 (begin new section) - 227 (end of chapter) Film (TBA)
<b>10</b>	Why "States" Fail	Mon (Oct., 29)	State Systems that Failed: <i>Bodley</i> , pgs. 234 (begin new section) - 243 (end of section) NPR: War may not have led to Easter Island collapse ( <b>Canvas</b> )
		Wed (Oct., 31)	TBA
<b>Unit 3: Commercial/Global Cultures</b>			
<b>11</b>	Why "globalism" matters	Mon (Nov., 5)	Anthropological economics: <i>Bodley</i> , pgs. 254-264
		Wed (Nov., 7)	Life in early commercialized cultures: <i>Bodley</i> , pgs. 265-279 (end of section)
<b>12</b>	Power in the United States	Mon (Nov., 12)	Ideals v. reality: <i>Bodley</i> , pgs. 288-298 (end of section)
		Wed (Nov., 14)	Agriculture & Wealth: <i>Bodley</i> , pgs. 298 (begin new section) - 312 (end of section)
<b>Unit 4: Sustainability</b>			
<b>13</b>	A "global footprint"?	Mon (Nov., 19)	Anthropocene: <i>Bodley</i> , pgs. 329 (begin new section) - 338 (end of section)
		Wed (Nov., 21)	Economic interplay: <i>Bodley</i> , pgs. 338 (begin new section) - 352 (end of chapter)
<b>14</b>	Why sustainability matters	Mon (Nov., 26)	<b>Selection from Moran (Canvas) *fr ch 1*</b>

		Wed (Nov., 28)	<b>Selection from Moran (Canvas) *fr the Great Forgetting*</b> Film on sustainability: TBA
<b>Conclusions &amp; Review</b>			
<b>15</b>		Mon (Dec., 3)	Conclusion of sustainability & In-class review
		Wed (Dec., 5)	In-class review
		<b>Wed (Dec., 12)</b>	<b>FINAL EXAM 8-10 AM</b>

**PLEASE NOTE: THIS SYLLABUS & SCHEDULE MAY BE MODIFIED AS NEEDED DURING THE SEMESTER. IF AND WHEN MODIFICATIONS ARE MADE, YOU WILL BE NOTIFIED IN A TIMELY MANNER IN CLASS & THROUGH CANVAS.**

*Official statement:* UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at [disability.unt.edu](http://disability.unt.edu).

*Official statement:* According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.