

**Culture and Society  
Anthropology 2300  
Spring 2017**



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**Course Description: “Thinking like an anthropologist”**

Humans are social and cultural beings: our very survival depends upon it. This course introduces students to the field of *sociocultural anthropology*: the study of human cultures in their diversity and variations. Rather than providing a collection of facts about other cultures, however, this class attempts to help students understand, and be able to utilize, the general approach anthropologists take when they study a culture: to think like an anthropologist. In other words, it focuses on asking intelligent questions, rather than simply an inventory of answers.

<sup>1</sup> <https://ec.europa.eu/programmes/creative-europe/sites/creative-europe/files/actions-capitals-culture.png>

Thinking like an anthropologist is a critical life and career skill in 2017. In a globalized world we interact with people from different cultural backgrounds than our own at a more rapid pace than ever before and across all domains of life. Furthermore, every day we see ample evidence of how social institutions and cultural norms influence everything from the distribution of wealth to the fate of the climate. Understanding humanity's social and cultural diversity, and being able to approach cultural diversity intelligently when you face it in your daily life, is one of the most important skills you can develop as a student. From politics to kinship to religion, this course will introduce you to the diversity, and yet commonalities, in human societies, and shed light on what it means to be human.

### **Course Learning Objectives**

1. To introduce students to the basic concepts and methods of sociocultural anthropology
2. To expose students to the richness and diversity of human life as it has been lived in the past and present
3. To develop and encourage critical thinking skills, especially as related to living in a diverse and globalizing society
4. To make students aware of the contributions of anthropology to public discourse and public policy
5. To make students aware of the ethical dimensions of anthropology

### **Required Readings**

1. Ember, Carol and Melvin Ember. 2015. *Cultural Anthropology* (14th edition), Prentice Hall: Boston.
2. Articles posted on Blackboard.
3. Lessons posted on Blackboard.

### **Structure of this Course**

Some students find online courses daunting or confusing, but this course is designed to be straightforward and user-friendly. Everything that you turn in is through Blackboard. The structure of the course is as follows: the class is divided into 15 weeks, which run from Saturday to Friday (except where otherwise noted).

For each week, you will have the following:

#### ***Readings***

1. Assigned readings from the textbook.
2. A lesson on Blackboard (found under "Units and Lessons") which expands on the textbook reading.
3. Two articles to read on Blackboard – the links to these will be in the lessons on Blackboard.

#### ***Assignments***

4. A short quiz found on Blackboard (under "Quizzes and Exams") covering the assigned articles for the week.
5. Four posts: a "reflection post" and a "response post" (see below) for each of the article readings. These are submitted through Blackboard.

These assignments and readings will always be due on Friday by Midnight (CST) (except during Week 13). There is no quiz on Week 1, but there are introductory exercises (see below).

In addition, Weeks 5, 10, and 13 will have exams, also available through Blackboard; please check the course schedule below for dates.

By the way, I will also post a video explaining all this, to make it even easier to understand.

## Assignments

**First Week Introductory Exercise:** The first week, instead of the usual quiz we have some introductory exercises to introduce the class to each other. Follow the instructions given in the “Lesson One – Orientation” for the details on these assignments due your first class week.

- First, do the “Class Map” assignment (Units and Lessons -> Lesson 1 Orientation -> Class Map link)
- Then, open the “Class Roster assignment” to post a photo of yourself.
- Finally, create a discussion post for the “Introductions – Lesson One” discussion forum.
- You will earn 1 point for each of the first two assignments and 2 points for completing the discussion post assignment, for a total of **4 points possible**.

**Due Date: Friday, 01/20, by Midnight (CST)**

### **Discussion Posts (Reflection and Response Posts)**

- **Each week, you will be assigned two readings available as articles on Blackboard.** You will have to submit a one paragraph (at least three sentences) reflection on each reading and a one paragraph response to one other student’s post (per reading). The idea is to create a dialog between you and your fellow students regarding issues and topics raised in the readings.
- You must **submit** your original post for each reading by Friday at 11:59 PM (except where otherwise noted). You will get 1 point per post, so 2 points are possible for your two original postings each week with the two articles assigned.
- You must **respond** to another student’s post for each reading by Friday at 11:59 PM (except where otherwise noted). You will get 1 point per response, so 2 points are possible for responding each week with the 2 articles assigned.
- This means you will have a total of 4 points possible for each week’s Discussion Board postings.
- To succeed at this assignment: try to "think like an anthropologist." Think about what stood out to you in the article. What aspects of the featured culture did you find interesting? Why? How did they relate to the readings or to the weekly course themes? Be specific. Don't just state facts from the articles – I want you to really reflect on them. You can even quote from the readings to support what you are saying (although that does not count as part of your three sentences).
- For those who may not have participated in online discussions before, it's definitely okay to have different opinions from others; in fact, that's part of what can make online discussions so rich and vibrant! Just remember to address those differences in a professional manner. If you have a different opinion or idea about something, support what you are saying with evidence from the article or your own experiences.
- In your posts and responses, **DO NOT** use unprofessional language or be insulting of a classmate. You need to be respectful and courteous in your posts. Anyone who does not post in a professional manner will have their posts removed and will receive 0 points for that week’s discussion board.

### **Quizzes:**

- Quizzes are due Friday by 11:59 PM (except where otherwise noted).
- You will have **13 quizzes** this semester.
- Each quiz is comprised of eight true/false questions. You get one point per correct answer, for a possible of 8 total points.
- The questions cover the two articles assigned for that week; four questions will come from each reading.
- Quizzes are due on Friday, except where otherwise noted on the schedule. **Be sure to read carefully the schedule at the end of this syllabus and also watch for announcements to tell you of a change in due date.**
- You will have 30 minutes to take the quiz once you have started it.
- You won’t be able to submit any answers after the 30 minutes are up.

### **Exams:**

- You will have **three exams**. **Check the Schedule in this syllabus** and note when each will be due.
- Each exam will consist of multiple-choice questions.

- No exam will be cumulative.
- Once you start a test, you have 90 minutes to finish it. However, if you choose to wait until the last minute, the exam will automatically end at time announced for that exam.
- My advice: don't start a test unless you're sure you can finish it. And don't wait until the last minute, as Blackboard can undergo scheduled and unscheduled maintenance.
- For the exams a list of vocabulary terms for the online content will be provided; this will be our equivalent of a study guide. Vocabulary words for the textbook can be found at the back of each chapter.
- Make-up or alternatively scheduled exams will not be given unless students approach their instructor with a University-excused absence BEFORE the scheduled test OR the student provides official university documentation of an emergency preventing completion of the exam; **allowing modifications in this case is entirely at the discretion of the professor.** There are no exceptions to this policy.
- Students may not reschedule exams because of out-of-town trips and/or plane reservations, as the course is online and exams can be taken even while out-of-town.
- Students may not make up quizzes or discussion board posts after the fact, unless there is a university-documented emergency.
- If you wait until the last hour to take the test, AND your computer happens to crash at that same time, the test cannot be reset for you.

## Course Grading

All grades will be assigned based on the following grading scale:

- 360-400 Points, 90-100% = A
- 320-359 Points, 80-89% = B
- 280-319 Points, 70-79% = C
- 240-279 Points, 60-69% = D
- 0-239 Points, 59-under = F

### Grade Breakdown

Introductory Exercises	1+1+2 = 4 Points
Quizzes	13 quizzes x 8 points = 104 Points
Exams	3 exams x 80 points = 240 Points
Discussion Posts/Responses	13 weeks of articles x 4 points = 52 Points
<b>Total points</b>	<b>400 points</b>

### Calculating Your Grade

A total of 400 points are available in this class. To calculate your grade at any given moment, you divide the number of points you have received by the number of points possible at any given point in time.

For example, if you are at Week Six, then we have had: the introductory exercise (4 points), 1 exam (80 points total), 3 quizzes (24 points total) and 6 article discussion posts/responses (12 points total), making for 120 points possible so far. If you received 4 points on the introductory exercise, 75 points on the exam; 8 points on quiz 1, 5 points on quiz 2, and 7 points on quiz 3; and 10 points for the discussion posts/responses, then you've accumulated 109 points. 109 divided by 120 is 91%. In this example, you have an A in the course so far.

## Technical Problems/Support

### *Tips on Taking Exams and Quizzes in Blackboard:*

Per Blackboard and the UNT IT support staff's recommendations, **when taking an online exam, you should:**

- **Avoid using Wi-Fi** unless you are absolutely certain of its reliability – AND, if using a public space, **ensure that it will be available for the entire time** that you have set aside to take the exam.
- **Take your exam using a supported web browser (Chrome is recommended) on a computer or laptop** rather than using a tablet.
- **Although I allow exams to be submitted until midnight, I highly, highly recommend that you take your exam between 8 AM and Midnight when the UNT IT Helpdesk is open and available for assistance, in case there are any problems.**

### *Technical Issues during Exams or Quizzes:*

If you have any technical difficulties during an exam or quiz, follow these procedures:

1. Take a print screen capture of the issue
2. Contact the Student Blackboard HelpDesk at 940-565-2324
3. Give them the following info:
  - Student EUID, Name & Section of the Course: Anth 2300 Culture & Society 810, 820
4. Once you have a ticket number from the HelpDesk, send it to your IA. The IAs will make sure to forward me the email so I am also aware of what is going on.
5. Your TA will follow up with you once the HelpDesk confirms the situation.

## Notes about Blackboard Design:

- **TABS:** The content you need for this class is all located on the left Sidebar Menu, including the following tabs:
  - **Announcements:** where you will find pertinent information for the class.
  - **Syllabus:** where you will find a PDF copy of the syllabus.
  - **Units and Lessons:** Each week's lesson is accessible here. The lessons are organized into three units. Each unit has five lessons.
  - **Discussions:** where you will find the discussion forums that you will post to weekly.
  - **Quizzes and Exams:** quizzes and exams. Quizzes will be available the week they are due, and exams will be available during the dates listed on the syllabus.
- You need to **check DAILY for messages** from your Instructor or TA both on Blackboard and **in your unt.edu e-mail address.**

## Student Responsibility and Professor Help:

I want you to succeed- truly! And I try really hard to make sure you have the tools to do that. However, this is definitely a two-way street. Your responsibility as a student is to master the material presented in Blackboard and the readings, and to do well in the course. This is an objective that you can achieve - do the readings, participate in discussions, and take notes! At times, concepts or issues raised in class might be unclear. **If you have any questions or feel unsure about any class material, or are concerned about your grade, email me or see me during office hours as soon as you realize a problem, so we can try to work together to find a solution.** Please DO NOT wait until the end of the semester – I cannot help much once all the points are divvied out. Please realize that my goal as an instructor is not just to test, grade, and evaluate, but to help you gain a valuable life perspective to carry outside the class, into whatever you do.

## Course Policies

**Withdrawal:** If you are unable to complete this course, you must officially withdraw by the University-designated date (for a “W” with instructor approval). Withdrawing from a course is a formal procedure that YOU must initiate. I cannot do it for you. If you simply stop attending and do not withdraw, you will receive a performance grade, usually an “F.”

**Extra Credit:** There is no extra credit planned at this time; however, I will notify you if this changes.

**Acceptable Student Behavior:** Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT, including online spaces. Students engaging in unacceptable behavior will be directed to leave the virtual classroom and the instructor may refer the student to the Dean of Students to consider whether the student’s conduct violated the Code of Student Conduct. The university’s expectations for student conduct apply to all instructional forums, including university and electronic classrooms, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found [deanofstudents.unt.edu](http://deanofstudents.unt.edu). In this online course, “**acceptable student behavior**” includes (but is not limited to), being respectful of others’ thoughts, opinions, perspectives, and experiences in online discussions.

**Contacting the Professor:** When emailing me you must indicate your course and full name to facilitate my response. You must also use your official UNT email (not a private email). Understand that I have hundreds of students and may not respond immediately. However, if I have not responded within 24 hours (72 hours on the weekend), feel free to email me again to make sure I have received your email

**Late Work/Make-work:** Given the nature of this online course, no late work or make-up work will be accepted. If there is a documented university emergency that prevented you from completing an assignment, you must obtain documentation so that I can confirm the emergency; any allowances for make-up or late work at that point will be at my discretion.

**Academic Misconduct:** The Department of Anthropology does not tolerate plagiarism, cheating, or helping others to cheat. Students suspected of any of these will be provided the opportunity for a hearing; a guilty finding will merit an automatic “F” in the course. In addition, I reserve the right to pursue further disciplinary action within the UNT legal system, which may result in dismissal from the university. Plagiarism is defined as misrepresenting the work of others (whether published or not) as your own. It may be inadvertent or intentional. Any facts, statistics, quotations, or paraphrasing of any information that is not common knowledge, should be cited. For more information on paper writing, including how to avoid plagiarism, and how to use citations, see <http://www.unt.edu/anthropology/writing.htm>. For information on the University’s policies regarding academic integrity and dishonesty, see the UNT Center for Student Rights and Responsibilities, <http://www.unt.edu/csrr/>.

**ADA:** The Anthropology Department does not discriminate based on an individual’s disability, as required by the Americans with Disabilities Act. Our program provides academic adjustments or help to individuals with disabilities, and attempts will be made to meet all certified requirements. Please see me if you have a documented disability so that appropriate arrangements can be made to help you get the most out of this class. In such cases, you must obtain written documentation through the Office of Disability Accommodation and provide this to me in a timely manner.

## Professional Expectations

I am extremely excited to be teaching you this semester, and I have some expectations that will ensure that this course is conducive to your learning and professional development.

### 1. **Syllabus:**

- a. Read the syllabus thoroughly – every line. This is your guide to the course and you will succeed much better if you understand what is going on.

### 2. **Email:**

- a. When you email me, please indicate your name and course number.
- b. If you email outside of regular business hours – i.e. after 5 PM or over the weekend – I may not respond until the next business day.
- c. Please allow me at least one full day (24 hours during the week – and 72 over the weekend) to respond to emails. ***Much of the time I will respond much quicker than this***, but this is a good rule-of-thumb for knowing when to re-email me.
- d. I cannot respond to you if you write me from a non-university email address.
- e. All preceding rules for email use apply to the IAs as well.

### 3. **Missed Work:**

- a. I cannot provide retroactive/after-the-fact make-up work or extensions.
- b. If a true emergency prevented you from doing assigned work, it is your responsibility to go through proper university channels and obtain documentation. It is up to my discretion to allow make-up work, and the format of it, in the case of documented emergencies.

### 4. **Final Grades:**

- a. At the end of the course you will receive the grade you earned. Even if you feel you need a higher grade (for your GPA, financial aid reasons, scholarships, graduate school applications, etc.) I will not bump your grade up, give you extra credit, or accept past assignments and exams – you will receive the grade you earned based on the mathematics of the grading system and the points available in the course. This is the only way to ensure fairness to all students and transparency in assigning grades.

### 5. **Seeking Help:**

- a. Most importantly, if you have any problem at all succeeding in the course, please contact myself or the IAs as soon as possible! We are here to help, and our help is much more helpful early on than at the last minute.

## Course Schedule

**NOTE: The instructor reserves the right to add, delete, or revise segments of the syllabus; check Blackboard announcements and email regularly.**

WEEK	TOPIC	READINGS	QUIZ/EXAM DUE DATE	DISCUSSION FORUMS DUE DATE
<b>Week 1</b> 01/17-01/20	<b>Lesson 1: Orientation</b>	None	Class Roster/Class Map assignment due Friday, 01/20	Introductions Post Friday, 01/20
<b>Week 2</b> 01/21-01/27	<b>Lesson 2: Introduction to Anthropology</b>	E&E Ch. 1 Articles: 1. Lee "Eating Christmas in the Kalahari" 2. Bohannan "Shakespeare in the Bush"	Quiz 1 Friday, 01/27	Reflection Posts Friday, 01/27  Response Posts Friday, 01/27
<b>Week 3</b> 01/28-02/03	<b>Lesson 3: The Concept of Culture</b>	E&E Ch. 2 Articles: 1. Watters "The Americanization of Mental Illness" 2. Dettwyler "Breastfeeding and Culture"	Quiz 2 Friday, 02/03	Reflection Posts Friday, 02/03  Response Posts Friday, 02/03
<b>Week 4</b> 02/04-02/10	<b>Lesson 4: Ethnographic Fieldwork</b>	E&E Ch. 4 pp. 85-99 Articles: 1. Scheper-Hughes "Death Without Weeping" 2. Sterk "Tricking and Tripping: Fieldwork on Prostitution in the Era of Aids"	Quiz 3 Friday, 02/10	Reflection Posts Friday, 02/10  Response Posts Friday, 02/10
<b>Week 5</b> 02/11-02/17	<b>Lesson 5: Anthropological Theory</b>	E&E Ch. 4, pp. 78-84 & 97-98	No Quiz <b>EXAM 1</b> <b>Friday 02/17 – Saturday 02/18</b>	No Discussion Posts
<b>Week 6</b> 02/18-02/24	<b>Lesson 6: Getting Food</b>	E&E Ch. 6 Articles: 1. Sameshima and Stannard "We Belong to the Land" 2. Gadsby "The Inuit Paradox"	Quiz 4 Friday, 02/24	Reflection Posts Friday, 02/24  Response Posts Friday, 02/24



<b>Week 7</b> 02/25-03/03	<b>Lesson 7: Economic Systems</b>	E&E Ch. 7 Articles: 1. Smith "Cell Phones, Sharing, and Social Status in an African Society" 2. Hitchcock "Rising Number of Dowry Deaths in India"	Quiz 5 Friday, 03/03	Reflection Posts Friday, 03/03  Response Posts Friday, 03/03
<b>Week 8</b> 03/04-03/10	<b>Lesson 8: Political Organization</b>	E&E Ch. 13 Articles: 1. Rogers "The Evolution of Inequality" 2. Lappe and Collins "Why Can't People Feed Themselves?"	Quiz 6 Due: Friday, 03/10	Reflection Posts Friday, 03/10  Response Posts Friday, 03/10
<b>Spring Break</b> 03/13-03/19				
<b>Week 9</b> 03/20-03/24	<b>Lesson 9: Religion and Magic</b>	E&E Ch. 14 Articles: 1. Jost "Understanding Islam" 2. Del Guercio "The Secrets of Haiti's Living Dead"	Quiz 7 Friday, 03/24	Reflection Posts Friday, 03/24  Response Posts Friday, 03/24
<b>Week 10</b> 03/25-03/31	<b>Lesson 10: Marriage and the Family</b>	E&E Ch. 10 Articles: 1. Coontz "The Invention of Marriage" 2. Kristof "Who Needs Love!"	Quiz 8 Friday, 03/31  <b>EXAM 2</b> <b>Friday 03/31 –Saturday</b> <b>04/01</b>	Reflection Posts Friday, 03/31  Response Posts Friday, 03/31
<b>Week 11</b> 04/01-04/07	<b>Lesson 11: Marital Residence and Kinship</b>	E&E Ch. 11 Articles: 1. Goldstein "When Brothers Share a Wife" 2. Nanda "Arranging a Marriage in India"	Quiz 9 Friday, 04/07	Reflection Posts Friday, 04/07  Response Posts Friday, 04/07
<b>Week 12</b> 04/08-04/14	<b>Lesson 12: Sex and Gender</b>	E&E Ch. 9 Articles: 1. Williams "The Berdache Tradition" 2. Nanda "The Hijras: An Alternative Gender in India"	Quiz 10 Friday, 04/14	Reflection Posts Friday, 04/14  Response Posts Friday, 04/14

<p><b>Week 13</b> 04/15-04/21</p>	<p><b>Lesson 13: Culture and Art</b></p>	<p>E&amp;E Ch. 15 Articles: 1. Simmons "Where Fat is a Mark of Beauty" 2. Miner "Body Ritual of the Nacirema"</p>	<p>Quiz 11 Friday, 04/21</p>	<p>Reflection Posts Friday, 04/21</p> <p>Response Posts Friday, 04/21</p>
<p><b>Week 14</b> 04/22-04/28</p>	<p><b>Lesson 14: Language and Communication</b></p>	<p>E&amp;E Ch. 5 Articles: 1. Boroditsky "How Language Shapes Thought" 2. Pagel "War of Words"</p>	<p>Quiz 12: Friday, 04/28</p>	<p>Reflection Posts Friday, 04/28</p> <p>Response Posts Friday, 04/28</p>
<p><b>Week 15</b> 04/29-05/04</p>	<p><b>Lesson 15: Applied Anthropology</b></p>	<p>E&amp;E Ch. 16 Articles: 1. Keating "Spirits of the Forest" 2. Kunzig "Population Seven Billion"</p>	<p>Quiz 13 <b>Thursday, 05/04</b></p>	<p>Reflection Posts <b>Thursday, 05/04</b></p> <p>Response Posts <b>Thursday, 05/04</b></p>
<p><b>EXAM 3 (Final Exam)</b></p>			<p><b>Due: Saturday, 05/06 – Monday, 05/08</b></p>	