



## SYLLABUS

ANTH 2300.810/820 Culture and Society  
Spring 2018  
January 16- May 3, 2018

**Instructor:** Dr. Jara Carrington

**Office Hours:** Tuesdays 2-3:30; Thursdays 10:30-12; or by appointment

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Office Hours: By appointment

\*Please allow us 48 hours to respond to email inquiries.

This course syllabus is a contract issued to the student by the instructor. The instructor has the right to change or modify this course syllabus and any materials associated with it. All changes to this syllabus and/or associated materials will be issued to the student by means of dated, written addenda. The student is responsible for being aware of the information contained in this syllabus, associated course materials, and changes to each. The student is also responsible for being aware of information contained in the *UNT Catalog*, the *Student Handbook*, and the semester Class Schedule.

### **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 factors about other cultures, however, this class attempts to help students understand, and can 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. 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.

**SUCCESS PREREQUISITES:** ENGL 1310

**NEXT COURSE IN SEQUENCE:** None

**COURSE OUTCOMES:** Upon completing the course, the student, as evaluated by the instructor, should be able to:

- A. Recognize, recall, and relate the major socio-geographical-political events and figures; major artistic movements, works, and artists; major literary movements, works, and authors; and major philosophical/religious movements and figures in the Latin American cultures studied.
- B. Recognize and identify the interrelationship among the various socio-geographical, political, creative, and philosophical developments in those Latin American cultures studied.
- C. Examine, recognize and relate basic human concerns and the common humanity that links people of all times.
- D. Position course themes and topics within a larger framework of anthropological theory.
- E. Critically examine and, using cultural relativism, can discuss a range of historical and contemporary issues as they relate to Latin America.

### **REQUIRED TEXTS/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.

### **NAVIGATING THE 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 Lessons, which run from Monday to Sunday (except where otherwise noted).
- For each Lesson, you will complete the following:
  1. Assigned readings from the textbook.
  2. A lesson on Blackboard (found under "Units and Lessons") that expands on the textbook reading.
  3. Two articles to read on Blackboard – the links to these will be in the lessons on Blackboard.

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.

**The readings, discussion posts, and quizzes will always be due on Sunday by Midnight (CST) (except for Lesson 15, which is due on Thursday).**

NOTE: There is no quiz for Lesson 1, but there are introductory exercises that you must complete for credit (see below). In addition, you will also take exams at the end of Lessons 5, 10, and 15; these will also be available through Blackboard. Please check the course schedule below for dates.

## **EVALUATION AND EXPECTATIONS**

### **Course Expectations**

This course requires significant engagement with new and sometimes academically rigorous materials. Further, we may cover content in this course that challenges your personal beliefs and opinions. I do not expect you to agree with course materials in order to do well in this class, but I do expect you to a) approach these topics in an open and intellectual fashion and b) use course content and the provided resources to complete assignments, exams, and your final paper. Comments that are disrespectful to your classmates and/or myself will not be tolerated.

### **Grades**

Students can earn up to 400 points for the semester.

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 down is as follows:

### **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 Lesson 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.

## Grade Breakdown

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

### Lesson 1 Introductory Exercises

The first week, instead of the usual quiz you will complete introductory exercises that will introduce you to the class, and class members to each other. Follow the instructions given in the “Lesson One – Orientation” for the details on these assignments due the first week of class.

- 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: Sunday 1/21 before 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 Sunday 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 Sunday 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 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 Sunday 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 Sunday**, except where otherwise noted on the schedule. Be sure to read carefully the schedule at the end of this syllabus and 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.**

## **IMPORTANT INFORMATION**

**Late work:** I do not accept late assignments unless you have made specific arrangements with me in advance, have a doctor's note, and/or otherwise have received my approval.

**Academic Honesty, or, Just Don't Cheat:** The Department of Anthropology does not tolerate plagiarism, cheating, or helping others to cheat. 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. Students suspected of any of these will be provided the opportunity for a hearing; if found guilty they can receive an automatic "F" in the course. In addition, I reserve the right to pursue further disciplinary action within the UNT legal system, which can result in your dismissal from the university.

Two more points about this: A) Just don't do it. I promise, we will be able to tell if the writing is not yours. It is better to talk with me or your IA about why the assignment is not complete, or asking for (even late) help on in-text citations, rather than passing off someone else's work as your own. B) This is also an issue of a politics of citation. When you represent someone else's thoughts/writing as your own, you are denying them credit for their intellectual work. For many of our authors, especially those who are women, persons of color, LGBTQ, and/or live outside the United States and Europe, this is yet another way in which their voices are marginalized within the western academy. Actions have meaning. Please cite your sources.

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/>.

**Academic Accommodations:** The University of North Texas is committed to providing accommodation for all students with disabilities. If you have or acquire a disability that may affect your participation in class, I will strive to accommodate your needs. To ensure that the necessary accommodations are made, be sure to contact the Office of Disability Accommodation (located in Sage Hall) as soon as possible to ensure your needs are met in a timely manner. They will work with both of us to ensure proper accommodations are made. If you need accommodations, please remember that reasonable prior notice needs to be given to the Office of Disability Accommodation. Note that students need to obtain a new letter of accommodation for every semester and meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at 940.565.4323.

**General Education Goal Statement:** Upon completion of University of North Texas [Anthropology] degree, students will have accomplished the following five outcomes:

- 1. Critical Thinking:** Critical thinking skills include, but are not limited to, the ability to comprehend complex ideas, data, and concepts; to make inferences based on careful observation; to make judgments based on specific and appropriate criteria; to solve

problems using specific processes and techniques; to recognize relationships among the arts, culture, and society; to develop new ideas by synthesizing related and/or fragmented information; to apply knowledge and understanding to different contexts, situations, and/or specific endeavors; and to recognize the need to acquire new information.

\*All courses will contain assignments that demonstrate critical thinking, but not all courses will include all listed critical thinking elements.

2. **Effective Communications:** Effective communication is the ability to develop organized, coherent, unified written or oral presentations for various audiences and situations.
3. **Computer Proficiency:** Computer proficiency includes a basic knowledge of operating systems, word processing, and Internet research capabilities.
4. **Civic Responsibility:** Preparation for civic responsibility in the democratic society of the United States includes acquiring knowledge of the social, political, economic, and historical structures of the nation to function effectively as citizens in a country that is increasingly diverse and multicultural in its population and more global in its view and functions.
5. **Global Awareness:** Global awareness includes knowledge of the geography, history, cultures, values, ecologies, languages, and present-day issues of different peoples and countries, as well as an understanding of the global economic, political and technological forces which define the interconnectedness and shape the lives of the world's citizens.

**Institutional Statement:** Each student is responsible for being aware of the information contained in the University of North Texas Catalog, Student Handbook, and semester information listed in the Class Schedule.

**Global Education Mission:** Global education is an institutional commitment to providing learning environments that provide a cross-cultural global perspective through all facets of the educational process. This institutional commitment to global education shall manifest itself throughout the entire institution, providing support for diversity, international, and intercultural educational opportunities. These opportunities will be institutionalized through curricular and co-curricular activities. The institutional commitment to Global Education will assist in preparing students for an increasingly technological and global society.

**\*\*TECHNOLOGY REQUIREMENTS & RESOURCES FOR TECHNICAL HELP/TECHNICAL ASSISTANCE\*\***

<http://it.unt.edu/helpdesk>

**NEED MORE HELP? Contact the UNT IT Helpdesk!**

**Phone:** 940-565-2324

**E-Mail:** [helpdesk@unt.edu](mailto:helpdesk@unt.edu)

**Location:** Sage Hall, Room 130

WEEKLY CALENDAR

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

<u>Dates</u>	<u>Topic</u>	<u>Readings</u>	<u>Quiz/Exam: Due Date</u>	<u>Discussion Forums: Due Date</u>	<u>Helpful Hints</u>
<b><u>Lesson 1</u></b> 1/16- 1/21	Orientation	None	Class Roster/Class Map assignment Due Sunday, <b>1/21/18 by 11:59PM</b>	Introductions Post Due Sunday, <b>1/21/18 by 11:59PM</b>	Google and watch Chimamanda Ngozi Adichie’s Ted Talk, “ <b>The Danger of a Single Story</b> ” to help understand why anthropology is so important in our world.
<b><u>Lesson 2</u></b> 1/22- 1/28	Introduction to Anthropology	1. E&E Ch. 1  2. Articles: Lee “Eating Christmas in the Kalahari”  Bohannon “Shakespeare in the Bush”	<b><u>Quiz 1:</u></b> DUE Sunday, <b>1/28/18 by 11:59PM</b>	Reflection Posts and Responses Due Sunday, <b>1/28/18 by 11:59PM</b>	Break your reading up into manageable chunks

<p><b><u>Lesson 3</u></b> <b>1/29- 2/4</b></p>	<p>The Concept of Culture</p>	<p>1. E&amp;E Ch. 2 2. Articles: Watters "The Americanization of Mental Illness"  Dettwyler "Breastfeeding and Culture"</p>	<p><b><u>Quiz 2:</u></b> DUE Sunday, <b>2/4/18 by 11:59PM</b></p>	<p>Reflection Posts and Responses Due Sunday, <b>2/4/18 by 11:59PM</b></p>	<p>Give yourself adequate time to complete assignments.</p>
<p><b><u>Lesson 4</u></b> <b>2/5- 2/11</b></p>	<p>Ethnographic Fieldwork</p>	<p>1. E&amp;E Ch. 4 pp. 85-99 2. Articles: Scheper-Hughes "Death Without Weeping"  Sterk "Tricking and Tripping: Fieldwork on Prostitution in the Era of Aids"</p>	<p><b><u>Quiz 3:</u></b> DUE Sunday, <b>2/11/18 by 11:59PM</b></p>	<p>Reflection Posts and Responses Due Sunday, <b>2/11/18 by 11:59PM</b></p>	<p>Keep attempting to "think like an anthropologist."</p>
<p><b><u>Lesson 5</u></b> <b>2/12- 2/18</b></p>	<p>Anthropological Theory</p>	<p><b><u>E&amp;E Ch. 4, pp. 78-84 &amp; 97-98</u></b></p>	<p><b><u>No Quiz</u></b> <b><u>EXAM 1 DUE</u></b> <b>Sunday 2/18/18 by 11:59 PM</b></p>	<p><b>No Discussion Posts</b></p>	<p>Good luck!</p>
<p><b><u>Lesson 6</u></b> <b>2/19- 2/25</b></p>	<p>Getting Food</p>	<p>1. E&amp;E Ch. 6 2. Articles: Sameshima and Stannard "We Belong to the Land"  Gadsby "The Inuit Paradox"</p>	<p><b><u>Quiz 4:</u></b> DUE Sunday, <b>2/25/18 by 11:59PM</b></p>	<p>Reflection Posts and Responses Due Sunday, <b>2/25/18 by 11:59PM</b></p>	<p>Consider how different cultural backgrounds influence peoples' diet and health.</p>

<p><b>Lesson 7</b> 2/26- 3/4</p>	<p>Economic Systems</p>	<p>1. E&amp;E Ch. 7 2. Articles: Smith "Cell Phones, Sharing, and Social Status in an African Society"  Hitchcock "Rising Number of Dowry Deaths in India"</p>	<p><b>Quiz 5:</b> DUE Sunday, <b>3/4/18 by 11:59PM</b></p>	<p>Reflection Posts and Responses Due Sunday, <b>3/4/18 by 11:59PM</b></p>	<p>Take a walk as a study break...</p>
<p><b>Lesson 8</b> 3/5- 3/11</p>	<p>Political Organization</p>	<p>1. E&amp;E Ch. 13 2. Articles: Rogers "The Evolution of Inequality"  Lappe and Collins "Why Can't People Feed Themselves?"</p>	<p><b>Quiz 6:</b> DUE Sunday, <b>3/11/18 by 11:59PM</b></p>	<p>Reflection Posts and Responses Due Sunday, <b>3/11/18 by 11:59PM</b></p>	<p>Think about how power and politics work in your own life</p>
<p><b>3/12-3/16</b></p>	<p><b>SPRING BREAK!</b></p>	<p><b>SPRING BREAK!</b></p>	<p><b>SPRING BREAK!</b></p>	<p><b>SPRING BREAK!</b></p>	<p>Have fun!</p>
<p><b>Lesson 9</b> 3/19- 3/25</p>	<p>Religion and Magic</p>	<p>1. E&amp;E Ch. 14 2. Articles: Jost "Understanding Islam"  Del Guercio "The Secrets of Haiti's Living Dead"</p>	<p><b>Quiz 7:</b> DUE Sunday, <b>3/25/18 by 11:59PM</b></p>	<p>Reflection Posts and Responses Due Sunday, <b>3/25/18 by 11:59PM</b></p>	<p>Get adequate rest....</p>

<p><b><u>Lesson 10</u></b> <b>3/26- 4/1</b></p>	<p>Marriage and the Family</p>	<p>1. E&amp;E Ch. 10 2. Articles: Coontz "The Invention of Marriage"  Kristof "Who Needs Love!"</p>	<p><b><u>Quiz 8:</u> DUE Sunday, <b>4/1/18</b> by <b>11:59PM</b></b>  <b><u>EXAM 2 DUE</u> Sunday <b>4/1/2018</b> by <b>11:59PM</b></b></p>	<p>Reflection Posts and Responses Due Sunday, <b>4/1/18 by 11:59PM</b></p>	<p>Good luck!!</p>
<p><b><u>Lesson 11</u></b> <b>4/2- 4/8</b></p>	<p>Marital Residence and Kinship</p>	<p>1. E&amp;E Ch. 11 2. Articles: Goldstein "When Brothers Share a Wife"  Nanda "Arranging a Marriage in India"</p>	<p><b><u>Quiz 9:</u> DUE Sunday, <b>4/8/18</b> by <b>11:59PM</b></b></p>	<p>Reflection Posts and Responses Due Sunday, <b>4/8/18 by 11:59PM</b></p>	<p>Consider, do you have relationships with people whom you consider "family", but with whom you do not have biological or marital ties?</p>
<p><b><u>Lesson 12</u></b> <b>4/9- 4/15</b></p>	<p>Sex and Gender</p>	<p>1. E&amp;E Ch. 9 2. Articles: Williams "The Berdache Tradition"  Nanda "The Hijras: An Alternative Gender in India"</p>	<p><b><u>Quiz 10:</u> DUE Sunday, <b>4/15/18</b> by <b>11:59PM</b></b></p>	<p>Reflection Posts and Responses Due Sunday, <b>4/15/18 by 11:59PM</b></p>	<p>Consider, what kinds of messages do we get about gender from the media? How do these messages influence our cultural understanding of gender, sex, and sexuality?</p>

<b><u>Lesson 13</u></b> 4/16- 4/22	Culture and Art	1. E&E Ch. 15  2. Articles: Simmons "Where Fat is a Mark of Beauty"  Miner "Body Ritual of the Nacirema"	<b><u>Quiz 11:</u></b> DUE Sunday, <b>4/22/18 by</b> <b>11:59PM</b>	Reflection Posts and Responses Due Sunday, <b>4/22/18 by</b> <b>11:59PM</b>	Perhaps go to a museum or an art show and put some of these ideas to work!
<b><u>Lesson 14</u></b> 4/23- 4/29	Language and Communication	1. E&E Ch. 5  2. Articles: Boroditsky "How Language Shapes Thought"  Pagel "War of Words"	<b><u>Quiz 12:</u></b> DUE Sunday, <b>4/29/18 by</b> <b>11:59PM</b>	Reflection Posts and Responses Due Sunday, <b>4/29/18 by</b> <b>11:59PM</b>	Critically reflect: do you think that language shapes the way we perceive and think about the world around us? Why or why not?
<b><u>Lesson 15</u></b> 4/30- 5/3	Applied Anthropology	1. E&E Ch. 16  2. Articles: Keating "Spirits of the Forest"  Kunzig "Population Seven Billion"	<b><u>Quiz 13:</u></b> DUE <b>THURSDAY,</b> <b>5/3/18 by</b> <b>11:59PM</b>	Reflection Posts and Responses Due <b>THURSDAY,</b> <b>5/3/18 by</b> <b>11:59PM</b>	Note that the quiz and discussion posts are due on <b>Thursday</b> this week!
<b><u>FINAL</u></b> <b><u>EXAM</u></b>	<b><u>Final Exam:</u></b> <b><u>Exam 3</u></b>	<b><u>Final Exam:</u></b> <b><u>Exam 3</u></b>	<b><u>Final Exam:</u></b> <b><u>Exam 3</u></b>	<b>Final Exam Due:</b> <b>Thursday,</b> <b>5/10/18 by</b> <b>11:59pm</b>	Good Luck on the final and enjoy your summer!

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Course

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Name of Instructor

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I, \_\_\_\_\_ have received a copy of the course syllabus. I fully understand the requirements and expectations for this course.

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Printed Name

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Date

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Signature