

SYLLABUS

CULTURE AND SOCIETY

ANTH 2300.511

SPRING 2022

Professor: Gabby Rocha, M.S. (she/her)

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Office Hours: On Zoom Wednesdays 12-1 or by appointment

Class meetings: MW 10:30 - 11:50 am

Meeting location: Hall A, room A129

Course Description

Humans are social and cultural beings; our very survival depends upon it. This course introduces students to the field of cultural anthropology, which is 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 utilize, the general approach anthropologists take when they study a culture; in other words, it will help you to *think like* an anthropologist. This class thus focuses on asking critical questions, rather than simply offering an inventory of answers.

Thinking like an anthropologist is a critical life and career skill in our 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 environment. 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 language to our understandings of social differences, this course will introduce you to the diversity and the commonalities in human societies and shed light on what it means to be human.

Course Objectives

- Learn key anthropological concepts and theoretical approaches
- Learn and practice methodologies used by cultural anthropologists
- Become more aware of the complexity and diversity of cultures and societies within the United States and around the world
- Gain an understanding of your own experiences as a cultural and social being
- Develop and utilize critical thinking skills
- Develop and utilize written and oral communication skills

Required Texts and Other Readings

One textbook is required for this course, entitled "*Cultural Anthropology: Global Forces, Local Lives, 4th edition*, by Jack David Eller. (Make sure you get the **FOURTH** edition!) The

text is available at the UNT University Bookstore. Additional articles and other required course materials will be posted on our course webpage for downloading. All readings listed on the syllabus are required.

COVID-Related Information

I recognize and understand the difficult times we are all in. The COVID-19 pandemic impacts us all in many ways, including physically, mentally, emotionally, financially, academically, and professionally. Please stay in communication with me, and I will work with you on challenges you may be encountering and to provide support to help you succeed. However, please keep in mind that I will continue to hold you accountable as a student.

Attendance

Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor and instructional team if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community.

If you are experiencing any [symptoms of COVID-19](#) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Team at COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure.

Face Coverings

UNT encourages everyone to wear a face covering when indoors, regardless of vaccination status, to protect yourself and others from COVID infection, as recommended by current CDC guidelines. Face covering guidelines could change based on community health conditions.

Class Materials for Remote Instruction

Remote instruction may be necessary if community health conditions change or you need to self-isolate or quarantine due to COVID-19. Students will need access to a device that can access the internet, a webcam, and microphone to participate in fully remote portions of the class. Information on how to be successful in a remote learning environment can be found at <https://online.unt.edu/learn>.

Important Things to Know to Succeed in this Class

Late work: If you think you will not be able to turn in work for a specific deadline, please make arrangements with me as early as possible! You are adults and will be treated as such by me so I expect you to manage your schedules according to your needs.

Extra Credit: Extra credit can be earned at any point during the semester. I will suggest several opportunities to the class as they arise, and I am open to creative ideas from you. Options to earn extra credit include: completing a relevant movie/documentary analysis, attending a talk/lecture on campus and writing a summary, going to a relevant cultural event, festival, or location and writing a brief summary and analysis, or creating an artistic piece such as poetry, painting, sculpture or music. You must get approval from me ahead of time for your choice, so check with me before you do the work.

Academic Honesty: The Department of Anthropology does not tolerate plagiarism, cheating, or helping others to cheat. For this class, writing assignments will be submitted through Turnitin, a Web based resource that compares the text of student papers to an extensive electronic database for textual similarity. From UNT's Academic Integrity Policy:

"Cheating" means the use of unauthorized assistance in an academic exercise, including but not limited to:

1. use of any unauthorized assistance to take exams, tests, quizzes, or other assessments;
2. use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
3. use, without permission, of tests, notes, or other academic materials belonging to instructors, staff members, or other students of the University;
4. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor;
5. any other act designed to give a student an unfair advantage on an academic assignment.

"Plagiarism" means use of another's thoughts or words without proper attribution in any academic exercise, regardless of the student's intent, including but not limited to:

1. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement or citation, or
 2. the knowing or negligent unacknowledged use of materials prepared by another person or by an agency engaged in selling term papers or other academic materials.
- The definition of plagiarism means it may be inadvertent or intentional. That is, plagiarism is still plagiarism even if you "didn't mean to do it." Any facts, statistics, quotations, or paraphrasing of any information that is not common knowledge, should be cited.
 - Students suspected of any of these will receive an automatic zero on the assessment. I also reserve the right to pursue further disciplinary action within the UNT system. Students will be provided the opportunity for a hearing; if found guilty they can receive an automatic "F" in the course. Multiple violations may result in dismissal from the university.
 - 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/>.

Two more points about this: A) Just don't do it. It is better to talk with me about why the assignment is not complete, or asking for 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, queer, 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.

Academic Accommodations: The University of North Texas is committed to providing accommodation for all students. 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.

Resources

UNT Food Pantry: Any current UNT student in need can visit the Food Pantry 8am-6pm Monday-Thursday and 8pm-5pm on Fridays. Students will check-in at the Dean of Students Office front desk in the Union, Suite 409. Students may go directly to room 366 from 5PM - 6PM, Monday-Thursday. Students who visit the food pantry can request to meet with a staff member to discuss any difficulties they may be facing during the hours of 8am-5pm. When appropriate, referral to additional campus and/or community resources will be made. The Dean of Students Office has established protocols that allow for student confidentiality and dignity to be maintained. In addition, there is a pantry located at the Discovery Park Location in the Engineering Library (M130) next to the Career Center, as well as a Food Pantry located at UNT's Frisco campus, which can be accessed by emailing Danielle.Freehling@unt.edu to coordinate a pick-up time.

YOU CAN'T LEARN IF YOU ARE HUNGRY!

NEED TECHNICAL HELP/TECHNICAL ASSISTANCE? Contact the UNT IT Helpdesk! Phone: 940-565-2324

E-Mail: helpdesk@unt.edu

Location: Hall Park A, #111

TECHNOLOGY RESOURCES

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

NEED ACADEMIC HELP/ASSISTANCE? UNT IS HERE FOR YOU!

UNT Learning Center

The UNT Learning Center provides a variety of tutoring services that are open to you—including online tutoring for distance students. Check out their website for more information here: <https://learningcenter.unt.edu/tutoring>

UNT Writing Center

Also, the UNT Writing Center provides assistance with any academic writing needs. Find more about their services here: <https://writingcenter.unt.edu>

Canvas Privacy Policy: <https://www.instructure.com/policies/privacy>

Canvas Accessibility Policy: <https://community.canvaslms.com/docs/DOC-2061-accessibility-within-canvas>

Emergency Notification and Procedures: UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials

EVALUATION AND EXPECTATIONS

Course Expectations

This course requires your 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. Comments that are disrespectful to your classmates and/or myself will not be tolerated.

Grades

There are no exams in this course. However, this course does require you to develop and use two skills important to anthropologists—reading and writing. Students can earn up to 1000 points for the semester. All grades will be assigned based on the following grading scale:

Class Participation 10%
 Annotated Bibliography 20%
 Project OR Current Events Journals 15%
 Informational Interview 5%
 Ethnographic Observation and Fieldnotes 20%
 Ethnographic Interview and Report 30%

I. Class Participation (100 points)

This class relies on the intellectual commitment and *active* participation of all students. Active participation means going beyond merely showing up for class, and means: responding to discussion questions that I pose to the class, asking your own questions for clarification, bringing in relevant contributing information, and respectfully responding to classmates' discussion points. Two participation grades will be given—one at the midterm and one at the end of the semester (50 points each).

In order for you to participate, you need to have completed the reading assignment for that day. You may want to bring the assigned reading to class each day so that you can refer to them and utilize them during class. You should take notes on lectures and classroom discussions as well as readings, because these notes will come in very handy for the writing assignment. As part of this grade, you will be evaluated on the frequency and quality of your contributions to class discussion and your participation in group work.

II. Annotated Bibliography (200 points)

As you read the materials in class, please take notes and add them to an annotated bibliography. For more information on how to develop an annotated bibliography, see [this site](#). In short, an annotated bibliography is a way for you to keep track of your sources and to be able to quickly refer back to them as you write a report. It will be extremely helpful for you in our writing exercise at the end of the semester and it is also a great tool to have for future courses.

III. Project OR Current Events Journals (150 points)

In order to provide an opportunity for you to put the concepts and ideas we are learning in class in conversation with events and issues in our society today, each student will complete three project journal entries throughout the course, worth 50 points each.

Journal entries will identify a specific problem related to your project (or current events) and analyze it using concepts from our lesson content and/or the required readings. Project Journal topics can include anything related to culture (which, you will find out, is mostly everything!) including economics, politics, social movements, religion, language and communication, kinship, food, social media, and more. Be creative!

Each journal entry should be at least 300 words. In each entry, you will want to:

1. Identify and provide a *brief* description/summary of your topic
2. **Explain this project problem significance to course content using at least one concept or theory from class or your required readings.**
That is, I want to see you make a connection between your Project Journal topic and something you have learned in this class. Be sure to define/describe the concept you use to show you know what it means!
3. Offer your very insightful and critical analysis of the topic/materials ("I thought it was interesting" is neither insightful nor critical. Tell me *why* it matters.)

4. Include a weblink or copy of object if relevant

Try to select topics that raise your curiosity or interest—it will make this assignment much more interesting for you.

IV. Informational Interview (50 points)

Career Paths in PM: reach out to the PM in a career field you have identified for Gravley's class and set up an interview. In this interview, you should be focused on:

1. Utilizing open-ended questions to learn about their job
 - a. What do you like the most/least about being a PM?
 - b. What are some challenges in your field?
 - c. How do you utilize research or data to make decisions?
 - d. Can you tell me of a time when.....
2. Take field notes as you interview (even if over zoom)
3. Write a 1-2 page report on your experience
 - a. What was interesting about the role?
 - b. What did you like/dislike about the role?
 - c. Any questions you wished you had asked?

Remember this is your career and your field of interest so you are the best person to know what questions you want to ask. The person in the role is the expert in what they do.

V. Ethnographic Observation and Fieldnotes Assignment (200 points)

To complete this project, you will go to a site/location of your choice for at least one hour of time--the place you choose is up to you.

You will observe and participate in the activities taking place at this location, especially paying attention to the setting itself, the environment, the mood, and anything else you might observe or sense. Try to use all of your available senses, and document all the different things that you experience and feel.

You will record these observations as fieldnotes, **which you will turn in as one part of the final assignment.** You should have at least 1 full page of notes..

You will then “write up” your fieldnotes into a coherent narrative that uses in-depth description

(<https://www.vanderbilt.edu/writing/wp-content/uploads/sites/164/2016/10/Taking-Good-Notes-in-the-Field.pdf>) to convey your experience to the reader. **You will submit this as the second part of this assignment.** Your narrative write-up should be **600-750 words.**

That is, you will submit **TWO documents** for points

- Your detailed fieldnotes that you took during your observation (50 points)
- A more formal written narrative describing in detail your experience, 600-750 words (150 points)

Your submission will be evaluated for thoroughness and attention to detail. Include in your

narrative write up discussion of the following elements:

1. In-depth description of the place/space, including structures, landscape elements, natural or man-made objects, the “feeling” of the place, etc.
2. **IF YOUR SITE IS SAFE TO SOCIALLY DISTANCE, AND THERE ARE OTHER PEOPLE THERE:** Observe and note descriptions of the people, including demographics, comportment and dress, interactions amongst people, expressions of emotions or moods, etc.
3. **IF YOU CHOOSE A SITE WHERE THERE ARE NO OTHER PEOPLE:** Closely observe the environment, paying attention to the ways that plants, insects, and/or animals interact within the space; the topography of the space; how “culture” and “nature” interact, etc.
4. **Use the anthropological concept of “culture” as described in the lesson content and the text to discuss the cultural function, significance, or meaning(s) of this space/place. To do this well, you must first describe/define the concept of culture itself.**
5. Reflections on your experience of this activity—Did you interact with your environment or did you mostly only observe? Did it seem strange to be an observer? Why or why not?

Keep in mind, the more descriptive detail, the better! Help your reader draw a picture in their mind.

Parameters for the assignment:

- Select a SAFE location where you are able to safely socially distance. Outdoors is preferable.
- ***Please do not select a location or event on campus, and I would prefer that this study take place outside of any coffee shops, bars, or other “hangout” spots that you already frequent.*** Choose some place or event that is different for you, it will make this project considerably more interesting!
- Keep in mind you need to be in the space for at least an hour, so do not select a location where this would be difficult or inappropriate to do.
- Wherever you choose, please be respectful of the people who are there.
- Make sure that the site is safe and please be aware of your surroundings.

VI. Ethnographic Interview and Report (300 points)

To complete this project, you will conduct an ethnographic interview with potential students at New College. You can choose to do this interview using video conferencing technology due to COVID restrictions/health concerns.

For this assignment, we will develop an interview questionnaire as a class that will help you to gain information about their life. You may want to ask about your interviewee’s cultural background, their childhood and life growing up, their education and work experiences, their family relationships, and other areas in which you are interested in and may help the class project in the long run. Your goal is to utilize anthropological concepts from class and/or the textbook to understand and explain your interviewee’s life experiences and worldview.

In this project, you will analyze the content of the interview using anthropological theories and concepts that we have discussed in class and that you have learned through your readings. You will be expected to discuss the relationship between a particular instance (person, community, or place) and the broader cultural context in which they exist.

Remember, you need to approach this project like an anthropologist: open-minded and without value judgments placed on those who are different from you. Don't forget to record (ask permission first). This will help you with transcription and identifying themes.

This project will also be turned in as two parts:

1. The actual interview typed up (transcribed) and uploaded to Canvas (100 points). Without your interview turned in on time, the class will not be able to complete the assignment or get as much time to look for themes/codes and finish the final report. ***It is extremely important that you start looking for interviewees as soon as possible!***
2. The final report discussing the themes and connecting it to the class discussions. You will turn in a **900-1000 word paper** (200 points). In the final paper, you will give a detailed description and analysis of the interview, including:
 - a. Discussion of your interviewee's life (childhood, youth, adulthood if relevant); including important or significant life experiences as well as their answers to the questions from the class interview guide.
 - b. Application of at least two concepts from the lesson content and/or textbook to analyze, interpret, and/or understand the content of the interview. To do this well, you must first describe/define the concept itself.
 - c. A reflection on the experience of doing the interview.

****NOTE:** Please make sure you have consent from the person before you conduct your interview, and please be respectful to your interviewee. For instance, if you can see that a topic makes them uncomfortable, discontinue that line of questioning.

All papers are to be double spaced, with 12-point font and 1-inch margins on all sides, and should contain a works cited/references page. In-text quotes and references should be properly cited in APA. You must be consistent.

Dates To Remember

Project Journal Entries Due:

02/07

03/09

04/04

Informational Interview Due

02/28

SPRING BREAK

03/14 - 03/18

Ethnographic Observation and Fieldnotes Assignment Due

<p>03/23 Ethnographic Interview Due 04/11 Annotated Bibliography April Report Assignment Due 05/07 - 05/13</p>
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Course Schedule

Section	Date	Readings	Assignments due
Anthropology and the Study of Humans	01/19	None	None
	01/24	<ol style="list-style-type: none"> 1. Eller pgs 1-9 2. Raybeck (2020) - "The Dawn of Interest" 	Bring in interviews from Gravley's class last semester
Cultural Anthropology and the Culture Concept	01/26	<ol style="list-style-type: none"> 1. Eller pgs 9-19 2. Boas (1928) - Chapter 1 (until end of pg 17) 	None
	01/31	<ol style="list-style-type: none"> 1. Eller pgs 20-30 2. Boas (1940) - Chapter "The Aims of Anthropological Research" (until end of pg 259) 	None
Packing Your Anthropological Backpack: Methods and Practices	02/02	<ol style="list-style-type: none"> 1. Eller pgs 35 - 42 2. Duneier (2006) 3. Anthropology fieldnotes 	None
	02/07	<ol style="list-style-type: none"> 1. Dick (2006) 2. Horace Miner (1956) 	Project Journal 1
	02/06	<ol style="list-style-type: none"> 1. Eller pgs 43-50 2. Clifford Geertz (1973) 	NO CLASS
	02/14	<ol style="list-style-type: none"> 3. Isaacs (2013) 4. Tips for writing Thick Description: https://www.vanderbilt.edu/writing/wp-content/uploads/sites/164/2016/10/Taking-Good-Notes-in-the-Field.pdf 	None
A Brief History of Anthropology	02/16	<ol style="list-style-type: none"> 1. Eller pgs 50-62 2. Said (1978) - Introduction 	None

Culture, Currency, and Power: Political and Economic Systems	02/21	1. Eller pgs 193-208	None but we will begin developing class interview guide for final report together
	02/23	1. Eller pgs 208-215 2. Foucault (1975) - pgs 1 - top of 7	None
	02/28	1. Eller pgs 145-158 2. Mauss (1925) - Chapter 1	Informational Interview
	03/02	1. Eller pgs 159-169 2. Mauss (1925) - Conclusion	None
At the Intersections: Gender, Sexuality, Race, and Class	03/07	1. Eller pgs 103-113 2. Boas (1928) - Chapter 2 (18-61)	None
	03/09	1. Eller pgs 113-121 2. Boas (18-61)	Project Journal 2
03/14 - 03/18 NO CLASS SPRING BREAK			
At the Intersections: Gender, Sexuality, Race, and Class	03/21	1. Eller pgs 93-102 2. Goldstein (2014)	None
	03/23	1. Martin "The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles" (pgs. 485-492 required, whole article recommended!) 2. Fausto-Sterling "The Five Sexes"	Ethnographic Observations and Fieldnotes
	03/28	Crenshaw selection from "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory, and Antiracist Politics" (pgs. 139-152 required, whole article recommended!)	None
Thinking Anthropologically About...	03/20	<i>...Language, Communication, and Culture</i> 1. Eller pgs 63-83 2. Boroditsky "How Language Shapes Thought: The Languages We Speak Affect our Perceptions of the World"	None

		(text and video)	
	04/04	<i>...Kinship and Family</i> 1. Eller pgs 170-184 2. Nancy F. Cott - "An Archeology of American Monogamy" (pgs 9-23)	None
	04/06	<i>...Religions, Rituals, and Symbols</i> 1. Eller pgs 216-232 2. Gmelch - Baseball Magic 3. Turner (1967)	None
	04/11	<i>...Medicine, Well-Being and the Environment</i> 1. Checker (2007) 2. Scheper-Hughes and Lock (1987)	Ethnographic Interview Interview should be done, transcribed AND uploaded by this date so that we can look for themes and you can start writing your final report!
	04/13	Farmer (2004)	None
	04/18	<i>...Education</i> 1. LeCompter (2002) 2. Foley (1991) 3. Class coding exercise!	None
	04/20	<i>...Space/Place</i> 1. Scheper-Hughes (2017) - "Another Country?" 2. Class coding exercise!	Project Journal 3
	04/25	1. Preble "Cruise Ship Tourism in Cozumel, Mexico" 2. Class coding exercise!	None
Ramp down	04/27	Class coding exercise/writing time	
	05/02	Class coding exercise/writing time	
	05/04	Class coding exercise/writing time	
	05/07-05/13	FINALS - we don't have a final exam in this course but the Ethnographic Report is due!	Ethnographic Report

NOTE: The instructor reserves the right to add, delete, or revise segments of the syllabus. Any changes in the course schedule will be announced in class and on the course webpage.