

**SYLLABUS**  
**ANTH 2300.200/300**  
**CULTURE AND SOCIETY**  
**FALL 2020**

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Email Policy:

- Please allow 48 hours for a response to your email. Emails sent during the weekend will be treated as if sent on Monday morning. When emailing your professor or your Instructional Assistant, be sure to include the course number and section (ANTH 2300.200/300) in the subject line along with the topic of the email.
- Please email using your email account rather than Canvas if possible.

### **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 every aspect of our lives, from the way we communicate to the material objects we buy and consume. 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

- Describe key anthropological concepts and theoretical approaches
- Describe 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
- Analyze your own experiences as a cultural and social being
- Develop and utilize critical thinking skills
- Develop and utilize writing skills

## REQUIRED TEXTS AND READINGS

One textbook is required for this course, entitled *“Cultural Anthropology: Global Forces, Local Lives, 3<sup>rd</sup> edition*, by Jack David Eller, published in 2016. (Make sure you get the THIRD edition!) The text is available at the UNT University Bookstore. Links to additional articles and other required course materials will be posted on our course webpage for your downloading pleasure. All readings listed on the syllabus are required.

## COVID-SPECIFIC INFORMATION

### **A Note About Learning During Unprecedented Times** (adapted from Dr. Jason Tham):

The COVID-19 pandemic continues and so do the challenges and suffering of people in our own country and around the world. As we try to navigate, manage, and survive during these times of injustice, persecution, joblessness, homelessness, sickness and death we have the opportunity to come together in this class. We are a learning community and as part of this community our engagement as individuals who are part of this collective space should be guided by the following principles:

*People are the priority.* Educational institutions claim that students and teachers are their top priority, yet the holistic wellbeing of students and educators is ultimately demonstrated by actions and practices that clearly and uncompromisingly prioritize the people most impacted by them. As participants in the process of teaching and learning we should remember to put people first by practicing the ideas we will learn about in this class with empathy and compassion. We must remember to engage each other with our minds as well as our hearts as *sentipensantes*, human beings whose humanity is deeply connected to our ability to think and feel.

*Stay informed.* We will seek reliable sources of information to stay informed about developments related to the pandemic and to local and global social injustices. We will use this to make informed personal and professional decisions.

*Communicate and connect.* We will communicate with each other often and will remain connected. This may mean experimenting with communication platforms that may be new to some of us. It may also mean changing platforms as needed. Please reach out when you have questions and when you need support.

*Celebrate accomplishments.* We will take time to celebrate and mark our collective class accomplishments and the individual accomplishments that are significant to you. Any kind of achievement during an uncertain time is a testament to your ability to persevere and our collective ability to do it together.

*Take time to thrive.* It is important that individually and collectively we take time to take care of our minds, bodies, and spirits. If you are not feeling well and are struggling to do the work for this class let me know so that we can come up with alternatives. Do not push yourself beyond your limits; invest in self-care and self-preservation. Take time to do things that nurture your body, mind, and soul.

## **Important Information**

**Late work:** As a general rule, I do not accept late assignments or exams unless you have made specific arrangements with me in advance, have a doctor's note, and/or otherwise have received my approval. However, if you think you will miss a grade for a reason other than a medical excuse, please get in touch with me prior to the deadline and we may be able to work something out. Even if it only gets you partial credit, that is better than no credit at all!

**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. I promise, I and your Instructional Assistants will be able to tell if the writing is not yours. It is better to talk with me 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, 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 visiting the information desk. **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](mailto:helpdesk@unt.edu)

**Location:** Sage Hall, Room 130

### 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>

## NAVIGATING THE COURSE

Note that because this is an introductory-level course, there are no prerequisites for knowledge in this field.

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 Canvas. The structure of the course is as follows:

- The class is divided into 14 Lessons.
- Generally speaking for each Lesson, you will complete the following:

1. Assigned readings from the textbook
2. Lesson content on Canvas (found under “Units and Lessons”) that expands on the textbook reading
3. Two articles to read on Canvas – the links to these will be in the lessons on Canvas.
4. One reflection discussion post and at least one “response post” to a classmate about the materials for that week (see more detail below); prompts are provided
5. One reading response that briefly summarizes the two required article readings and puts them in conversation with concepts from the textbook or lesson content
6. Some weeks you will have an assignment due in addition to or instead of the discussion posts

**~ The discussion posts and the reading responses will always be due on Sundays by 11:59 PM. However, the earlier you post your reflection discussion post means that your classmates will have more opportunities to engage with you!~**

## **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**

There are no exams in this course. However, this course does require you to 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:

900-1000 Points	=90-100%	= A
800-899 Points	=80-89%	= B
700-799 Points	=70-79%	= C
600-699 Points	=60-69%	= D
0-599 Points	=59% and less	= F

### **Calculating Your Grade**

A total of 1000 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.

### **Grade Breakdown**

Reflection Discussion Posts/Responses    14 weeks x 25 points = 350 points

Reading Response + Discussion Question	12 weeks x 25 points = 300 points
Observation Activity/Field Notes	150 points
<u>Ethnographic Interview/Analysis</u>	<u>200 points</u>
<b>Total points</b>	<b>1000 points</b>

## ASSIGNMENTS

### I. Discussion Boards: Reflection and Response Posts (25 points each)

Reflection discussion posts and response posts are due each week. Prompts for each reflection post will be provided. For each prompt, you will create one original reflection post and respond to at least one of your classmates' posts. Your original post should be at least 200 words (15 points), and your response should be at least 150 words (10 points).

The goal for this assignment is to create a dialog between you and your fellow students regarding important issues and topics raised in the readings. 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 courteous manner. If you have a different opinion or idea about something, support what you are saying with evidence from the lesson content, textbook, and/or required readings.

If a post contains offensive or disrespectful language, it will be removed and the student will receive 0 points for that week's discussion board grade. Students may not make up discussion board posts after the due date has passed unless there is a university documented emergency.

### II. Reading Responses and Discussion Question (25 points each)

Reading responses are due each week starting with Lesson 2 (with the exception of week 5). In each reading response, you will briefly summarize the supplemental required readings (i.e. readings not from the textbook) and put them into conversation with at least one significant concept from the textbook readings or lesson content from that week. To succeed in these posts, try to "think like an anthropologist." What stood out to you in the article? What aspects did you find interesting? Why? How did the readings relate to the textbook reading and/or to ideas in the lesson content? Be specific. You can even quote from the readings to support what you are saying (although note that quotes will not be included in your total word count).

At the end of your response, please craft one discussion question about the readings. A discussion question should be open-ended (i.e. no questions with yes/no answers) and should be based on the readings.

### III. Ethnographic Observation and Fieldnotes Assignment (150 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, as long as it is within the parameters outlined below. 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. You will record these observations as fieldnotes, which you will turn in as the final part of the assignment.

Your fieldnotes will be evaluated for thoroughness and attention to detail. Include in your fieldnotes a detailed description, including:

1. In-depth description of the place/space, including structures, landscape, “feeling” of the place
2. IF YOUR SITE IS SAFE TO SOCIALLY DISTANCE, AND THERE ARE OTHER PEOPLE THERE: Observe and note descriptions of the people, including demographics, behaviors, interactions if any, moods, etc.
3. IF YOU CHOOSE A SITE WHERE THERE ARE NO OTHER PEOPLE: Observe closely the environment, pay attention to the ways that plants, insects, and/or animals interact within the space. Try to use all your senses, and document the different things that you see, hear, smell, and feel.
4. Thoughts about the site’s cultural function, relevance, and/or meaning

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

Parameters:

- Select a location where you are able to safely socially distance. Outdoors is preferable.
- Choose some place or event that is different for you, it will make this project considerably more interesting! *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.*
- 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. Suggestions for good sites might include public locations like the square in Denton, Deep Ellum in Dallas, Sundance Square in Fort Worth; dog and human parks, outside on a bench—in short, anywhere!
- Wherever you choose, please be respectful of the people who are there.

#### **IV. ETHNOGRAPHIC INTERVIEW AND REPORT (200 POINTS)**

To complete this project, you will conduct an interview with someone who is from a *different* cultural, or sub-cultural background than you. It is up to you to describe how the interviewee’s cultural background is different from your own (in some cases, it may be obvious, in others, less so). You can choose to do this interview using video conferencing technology due to COVID restrictions/health concerns.

For this assignment, you will develop a questionnaire 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. 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.

You will turn in a **800-1000 word paper** describing your interviewee's life, along with a copy of the interview questions that you asked your interviewee. In the final paper, you will give a detailed description and analysis, including:

1. In-depth description of your interviewee's significant life experiences
2. Situate their life experiences within a particular cultural and historical context
3. Discuss how your interviewee's cultural affiliation(s) has influenced their life/perceptions of the world
4. A reflection on the experience of doing the interview
5. Use of at least two concepts from the course and/or textbook to analyze the content of the interview

\*\* 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.

**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.

**\*A Note on Paper Formatting: 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. You may use whichever format you are most familiar with (i.e. MLA, APA, Chicago), but you must be consistent. If you do not know what I am talking about here, please, please, please ask the Instructor, your Instructional Assistant, or the UNT writing lab for help.**

#### **Dates To Remember**

Weekly: Reading Responses AND Discussion Posts  
11/1: Observation Activity Due  
12/7: Ethnographic Interview Due

## COURSE SCHEDULE

<p>8/24- 8/30 Lesson 1: Introduction to the Course/ "The Danger of a Single Story"</p>	<p>To Read: No required readings</p>	<p>To Turn In: DUE 8/30 1. Lesson 1 Reflection Discussion and Response Posts 2. Syllabus quiz (required, but is extra credit)</p>
<p>8/31- 9/6 Lesson 2: Introduction to Anthropology</p>	<p>To Read: 1. Eller pgs. 1-19 2. Raybeck "The Dawn of Interest" 3. Watters "The Americanization of Mental Illness"</p>	<p>To Turn In: DUE 9/6 1. Lesson 2 Reflection Discussion and Response Posts 2. Reading Response</p>
<p>9/7- 9/13 Lesson 3: The Concept of Culture</p>	<p>To Read: 1. Eller pgs. 20-34 2. DeLuca "Why Don't Westerners Eat Off One Plate" 3. Scheper-Hughes "Death Without Weeping"</p>	<p>To Turn In: DUE 9/13 1. Lesson 3 Reflection Discussion and Response Posts 2. Reading Response</p>
<p>9/14- 9/20 Lesson 4: Ethnographic Fieldwork</p>	<p>To Read: 1. Eller pgs. 35-41 2. Miner "The Body Rituals of the Nacirema" 3. Nordling "Who Gets to Study Whom?"</p>	<p>To Turn In: DUE 9/20 1. Lesson 4 Reflection Discussion and Response Posts 2. Reading Response</p>
<p>9/21- 9/27 Lesson 5: History and Theories in Anthropology</p>	<p>To Read: 1. Eller pgs. 42-60, 233-252</p>	<p>To Turn In: DUE 9/27 1. Lesson 5 Reflection Discussion and Response Posts</p>

<p>9/28- 10/4 Lesson 6: Economic Systems</p>	<p>To Read: 1. Eller pgs. 123-145 2. Suzman "Why Envy Might Be Good for Us" 3. Smith "Cell Phones, Sharing, and Social Status in an African Society"</p>	<p>To Turn In: DUE 10/4 1. Lesson 6 Reflection Discussion and Response Posts 2. Reading Response</p>
<p>10/5- 10/11 Lesson 7: Politics, Social Order, and Social Control</p>	<p>To Read: 1. Eller pgs. 169-190 2. Farmer "An Anthropology of Structural Violence" 3. Bonilla and Rosa "#Ferguson: Digital Protest, Hashtag Ethnography, and the Racial Politics of Social Media in the United States"</p>	<p>To Turn In: DUE 10/11 1. Lesson 7 Reflection Discussion and Response Posts 2. Reading Response</p>
<p>10/12- 10/18 Lesson 8: Sex and Gender</p>	<p>To Read: 1. Eller pgs. 81-98 2. Emily Martin "The Egg and the Sperm" 3. Anne Fausto-Sterling "The Five Sexes" 4. Goel "Hijras- India's Third Gender Rises Again"</p>	<p>To Turn In: DUE 10/18 1. Lesson 8 Reflection Discussion and Response Posts 2. Reading Response</p>
<p>10/19- 10/25 Lesson 9: Race, Ethnicity, and Identity</p>	<p>To Read: 1. Eller pgs. 100-121 2. AAA Statement on Race 3. Delgado and Stefancic "Introduction to Critical Race Theory"</p>	<p>To Turn In: DUE 10/25 1. Lesson 9 Reflection Discussion and Response Posts 2. Reading Response</p>

<p>10/26- 11/1 Lesson 10: Culture Change and Culture Tradition</p>	<p>To Read: 1. Eller pgs. 215-232; 274-293 2. Lasco "The Dark Side of Skin Whitening" 3. Eriksen "How Globalization has Broken the Chain of Responsibility"</p>	<p>To Turn In: DUE 11/1 1. Lesson 10 Reflection Discussion and Response Posts 2. Reading Response <b><u>3. Observation Assignment</u></b></p>
<p>11/2- 11/8 Lesson 11: Kinship and Marriage</p>	<p>To Read: 1. Eller pgs. 146-168 2. Cott "An Archeology of American Monogamy" 3. Nanda "Arranged Marriages in India"</p>	<p>To Turn In: DUE 11/8 1. Lesson 11 Reflection Discussion and Response Posts 2. Reading Response</p>
<p>11/9- 11/15 Lesson 12: Language and Communication</p>	<p>To Read: 1. Eller pgs. 61-79 2. Boroditsky "How Language Shapes Thought: The Languages We Speak Affect our Perceptions of the World" 3. Kulick "No"</p>	<p>To Turn In: DUE 11/15 1. Lesson 12 Reflection Discussion and Response Posts 2. Reading Response</p>
<p>11/16- 11/22 Lesson 13: Religion and Magic</p>	<p>To Read: 1. Eller pgs. 191-213 2. Gmelch "Baseball Magic" 3. Del Guerico "The Secrets of Haiti's Living Dead"</p>	<p>To Turn In: DUE 11/22 1. Lesson 13 Reflection Discussion and Response Posts 2. Reading Response</p>

**11/23- 11/29 NO CLASS- THANKSGIVING BREAK**

<p>11/30-12/3 (SHORT WEEK!)</p> <p>Lesson 14: Museums and Material Culture</p>	<p>To Read:</p> <ol style="list-style-type: none"><li>1. Eller pgs. 295-315</li><li>2. Kahn "Not Really Pacific Voices: Politics of Representation in Collaborative Museum Exhibits"</li><li>3. Cairns "Museums are Dangerous Places: How Te Papa is Challenging Colonialist History"</li></ol> <p>Reading Response</p>	<p>To Turn In: DUE 12/3</p> <ol style="list-style-type: none"><li>1. Lesson 14 Reflection Discussion and Response Posts</li><li>2. Reading Response</li></ol>
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**12/7 Ethnographic Interview and Report Assignment Due**