



University of North Texas
College of Liberal Arts & Sciences
Anthropology Department
ANTH 3101.810/820: "Am" Cult & Soc
Canvas
Fall 2019

COURSE INFORMATION

Welcome! I am very excited about this brand new (completely redesigned) class! This semester, we will be **boldly** encountering and discussing realities of lived experiences in the United States. We may participate in and understand many facets of "American" culture; however, in this course we will be reconsidering culture and society in the United States, through the **holistic** lens of Anthropology. The four+ sub-fields of Anthropology, and its emphasis on critical cultural relativism and social equality offers us a multi-focal framework through which we can situate our sociohistorical past, recognize continuing cultural patterns of the present, and begin to delve into interconnected social issues of the contemporary "American" experience.

Course Description: "American" Culture and Society. 3 hours. Fundamental anthropological concepts and theoretical perspectives introduced to examine underlying and overarching social constructions that influence concepts like *culture*, *identity*, and *institution* as they currently exist in the American context. Various cultural and historical processes from which these concepts emerged entwined with how they have been transformed and are expressed in contemporary times through cultural domains, such as family, ethnic and racial diversity, economic power, and media/social media.

Learning Objectives:

1. Identify introductory anthropological terms and concepts as they apply to culture & society in the United States.
2. Evaluate social tropes and normative assumptions of culture & society in the U.S. using anthropological terms and concepts.
3. Analyze and reflect on multiple perspectives of contemporary issues in the U.S. using anthropological terms and concepts.
4. Increase sensitivity to major aspects and characteristics of social issues in the U.S., causal and correlative factors, associated issues, and the nature of public and private organizations addressing these issues.
5. Reflect on relationships between small-scale and large-scale social organization in the U.S. using anthropological terms and concepts.
6. Establish skills in discussing controversial issues with course colleagues using contemporary issues in U.S. culture and anthropological terms and concepts.
7. Illustrate growth in written communication skills over the course of the semester.
8. Demonstrate improved critical thinking skills over the course of the semester.

Course designer: Dr. April Bass

Teaching team:

Instructor: **Dr. April Bass**
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 Phone: 940-565-7913
 Email: april.bass@unt.edu
 Office hours: **M/W 11a-1230p** (and by appointment)

IA: **Erica Hawvermale**
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 Office hours: (and by appointment)

IA Office location: Anthropology Dept, 308 Chilton Hall (behind Front Desk to the right)

Contacting your teaching team:

If you want to:

Ask questions about an assignment	Email your IA
Ask questions about grades	Email your IA, cc Dr. Bass
Discuss a missed assignment/exam	Email your IA, cc Dr. Bass
Ask about the structure of the course	Email your IA, cc Dr. Bass
Discuss course material	Contact your IA or Dr. Bass
Discuss personal information (e.g., ODA, life issues)	Contact Dr. Bass
Figure out technical problems with email or Canvas	Contact UIT Student Help Desk: http://it.unt.edu/helpdesk or 940-565-2324

Dr. Bass' Teaching Philosophy: I view college classrooms as practice for your future career. One of my goals is to emphasize the strengths of collaborative learning between all of you, your IA, and me. In the real world, there isn't a monopoly on knowledge, but collaboration, enthusiasm for life-long learning/innovation, and mutual encouragement. I am interested in learning about you, your goals, and how I can incorporate tools in the classroom that will give you practical application for your futures.

I understand working full-time while supporting yourself through college. I understand the first-generation college experience. I am here to offer and/or find support for any of you who chooses to seek it out. What I ask from all of you is early and genuine communication, as well as dedication to the work at hand throughout the semester - the same that will be required of you in your careers - so that our course will run smoothly.

REQUIRED MATERIALS

Textbook: We do **not** have a single textbook for this course. All required readings are embedded in Canvas.

Canvas: you will need to check Canvas regularly for class announcements, course updates, and fun supplemental material!

- Trouble-shooting: If you run into technical issues with Canvas (or if you need other campus resources), see the **Getting Help** page in our Canvas course.
- Navigating Canvas: If you're just learning Canvas, no worries! See the **Start Here** module in Canvas.

CLASS"ROOM" STANDARDS

Expectations: UNT endeavors to offer you a high-quality education and to provide a supportive environment to help you learn and grow. And, as a faculty member, I am committed to helping you be successful as a student. Here's how to succeed at UNT: *Show up. Find support. Get advised. Be prepared. Get involved. Stay focused.*

As the instructor in this class, I am responsible for:

- providing course materials and guidance that will assist and support your achievement of the stated learning objectives,
- providing timely and helpful feedback within the stated guidelines,
- and assisting in maintaining a positive learning environment for everyone.

As a student in this class, you are responsible for:

- completing all assigned reading and activities of the course in a timely manner,
- working to remain attentive and engaged in the course, as well as interactive with your course colleagues,
- and assisting in maintaining a positive learning environment for everyone.

Please see the following sections of our Canvas course for more specific details about standards & expectations in the class:

- Technical Requirements & Skills: Netiquette
- Course Introduction: Communication

ASSESSMENT & GRADING

Syllabus changes: assignments, schedule, and points outlined below may change to meet the needs of our class and the semester. *Stay tuned to Canvas often for any updates.*

Course Assignments: We **do not** have exams in this class; instead, I care about supporting you in bolstering your critical thinking and communication skills. To that end, this class will require you to complete 1-2 short written assignments each week, as well as 3 short essays during the semester. There are specific rubrics attached to each assignment detailing requirements and point breakdowns.

1. **DEAL Journaling:** “DEAL” is an initialism for “Describe, Examine, & Articulate Learning”.¹ Great communication skills are essential for everyday life, college life, and your future career goals, and it takes practice! So, **each week** this semester, you’ll write (short) thoughtful answers to guided questions over the week’s module content.

NOTE: DEAL Journals are weekly assignments, and they’re **always due on Thursdays**, so that everyone is familiar with module content in time for any other weekly assignments. However, these journals are pass/fail on a weekly basis, and only 12 will count toward your course grade.

HAVE ACCOMMODATIONS? I’m happy to work with you! Let’s talk about video/audio options.

2. **Team Discussions:** You’ve already been assigned to semester-long teams (by last name) with an alternating team moderator/leader for each discussion. You will have **eight (8)** team discussions that ask you to thoughtfully respond to a module-related topic, and then respond to *at least four* of your teammates’ responses. Each discussion will be scored out of **40 points**.

NOTE: Team discussions are designed to demonstrate that you understand and can clearly and effectively articulate anthropological concepts and facts. You may certainly incorporate outside reading material (cite your sources!) or anecdotal information provided it is relevant to the prompt.

3. **Short Essays:** This class is designed around three themes: 1. Defining “America”: What is “America(n)”?; 2. Identity in the U.S.; and 3. Institutions and Social Structures. At the end of the modules for each theme, you will write a short essay demonstrating your knowledge of the module content, as well as your continued growth – as the semester progresses – in the areas of written communication and critical thinking. Each essay will be scored out of **80 points**.

NOTE: Writing essays and thinking critically takes a lot of practice. We do **not** expect anyone to come into this class with mastered skills. If you’re comfortable with writing and critical thinking – fantastic. If not, we have many resources for you, and we’re excited to support you in becoming more confident in expressing yourself!

¹ Ash, S. & P. Clayton. 2009. “Generating, deepening, and documenting learning: The power of critical reflection in applied learning.” *Journal of Applied Learning in Higher Education*, 1: 25-48.

4. **Career Connect Annotated Bibliography & Reflection:** Module 9 (M9) of this course is the most precise civic engagement component of our class through Career Connect. During M9, we will be exploring the topic of microaggressions from multiple perspectives, and then researching & reflecting on what we already know and what we learn. When we get closer to M9, we'll have specific directed guidelines to help you through this project. The annotated bibliography and the project reflection will each be scored out of **100 points**.

Your ePortfolio, through Foliotek, that you can continue to build and modify after this course, is where you will showcase your research and reflections from M9, along with badges you earn for critical thinking and written communication skills from this class. Through Foliotek, you can also present a visual representation of your academic and professional accomplishments for future use. We will spend plenty of time guiding you through this process when we get closer. Your completion of the ePortfolio will be scored out of **60 points**.

Points Distribution and Grading Scale:

Assignments	Possible Points	Percentage
DEAL Journals	120	12%
Team Discussions	320 (8 X 40)	32%
Short essays	300 (3 X 100)	30%
Career Connect Bib & Reflection	260	26%
Total	1000	100%

Calculating your grade: You can calculate your grade at any time by dividing the total number of points you have earned by the total number of points possible and multiplying by 100. *Do not email your instructor or your IA asking what your grade is.* We will refer you to this section of the syllabus.

Point conversion to letter grade
1000-900 Points (90-100%) = A
899-800 Points (80-89%) = B
799-700 Points (70-79%) = C
699-600 Points (60-69%) = D
599-0 Points (Under 59%) = F

TENTATIVE Schedule	
Week & Dates	Module Outline (See detailed themes, topics, & assignments on Canvas)
THEME 1: What is "America(n)"?	
Wk 1: 8.26 - 9.1	Module 1 (M1): <u>Introduction & Defining "America(n)":</u> what does the term actually mean and name?
Wk 2: 9.2 - 9.8	M2: <u>Defining "Culture" & "society":</u> If we're studying "American culture and society, we've got to know the difference between the two concepts!
Wk 3: 9.9 - 9.15	M3: <u>Defining the "American Spirit":</u> What are some of the values considered most fundamental to "American" culture, and why?
Wk 4: 9.16 - 9.22	M4: <u>Defining by negation?:</u> So much of what is presented as "America(n)" is what "we aren't." Can we define by negation?
THEME 2: Identity in the U.S.	
Wk 5: 9.23 - 9.29	M5: <u>Family & Community:</u> How do folks in the U.S. think about family and community? How do the two overlap and interrelate?
Wk 6: 9.30 - 10.6	M6: <u>Sex, Gender, Sexuality & Sexual Orientation:</u> How can we talk about these parts of our identities in a knowledgeable way? How do identities shape lived experiences, and how do lived experiences shape identity?
Wk 7: 10.7 - 10.13	M7: <u>Racialization:</u> What is this concept and where does it come from? How does racialization affect lived experiences of folks in the U.S. in various cultural domains, and how does it overlap with ethnicity?
Wk 8: 10.14 - 10.20	M8: <u>Class & Status:</u> The U.S. is much less class/status-centric than other societies, but we're still affected by both; let's look at how.
Wk 9: 10.21 - 10.27	M9: <u>Microaggressions</u> (Career Connect Project): What are microaggressions? Why do we care? How do they affect everyone, and what can we do?
THEME 3: Institutions and Social Structures	
Wk 10: 10.28 - 11.3	M10: <u>Governmentality:</u> What are some of the current governing ideologies in the U.S., and how do they affect lived experiences in the U.S.?
Wk 11: 11.4 - 11.10	M11: <u>Economics:</u> Is the U.S. today a capitalistic society? How do institutional-level economic social structures affect lived experiences in the U.S.?
Wk 12: 11.11 - 11.17	M12: <u>Media/Social media:</u> We're surrounded by media/social media every day, and we get all kinds of mixed meta-messages about it! How do we know which way is up?
Wk 13: 11.18 - 11.24	M13: <u>Education:</u> How does the current U.S. education system function? How does it affect lived experiences of folks in the U.S., and what might be changing patterns?
Wk 14: 11.25 - 12.1	National Food Day Celebration - FINISH FOLIOTEK ASSIGNMENT
Wk 15: 12.2 - 12.6	M14: <u>Incarceration:</u> How does the U.S. define criminality? Who has been and is detained, why, and what did/does that detention look like?

COURSE POLICIES

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

- **Plagiarism:** It is your responsibility to understand what plagiarism is. If you have questions about what constitutes plagiarism and how to avoid it, see the UNT library guide at: <https://guides.library.unt.edu/plagiarism/home> and ask your IA *before* you turn in an assignment. Because I realize that we all have different backgrounds when it comes to citing outside sources, this course recognizes two categories of plagiarism:
 - **Category A:** Sloppiness and/or Ignorance. Failing to indicate (cite) where you borrowed material from and/or failing to indicate (cite) where quoted text came from.
Consequence: automatic letter grade reduction from final assignment grade without rewrite option.
 - **Category B:** Obvious Conscious Plagiarism. Copying/pasting texts into your own work (instead of summarizing & citing); reusing your own work from other classes; using a classmate's work in part or whole from this class; buying or using a pre-written assignment.
Consequence: Automatic **zero** on assignment with option to rewrite for a grade no higher than a "C".
 - **NOTE:** Any second instance of plagiarism will result in a **zero** for the course.

Late work: If you are experiencing illness, personal distress, family complications, or other life experiences that will require deadline flexibility, make sure to speak with your IA or Dr. Bass *early*, so that we can flex with you.

- Assignments turned in on time will receive your IA's full attention and feedback.
- Assignments turned in after the due date will receive a **5% grade reduction for every day** up to one week.
- After one week (on the 7th day), late assignments will no longer be graded.

Personal Distress: Excerpts from <http://studentaffairs.unt.edu/care> "The University of North Texas cares about our students' success, not only academically, but emotionally and physically.... Because of our commitment, we provide literally hundreds of departments and services across campus that respond to our students' unique needs." UNT believes it is important to foster an environment that encourages students to maintain a standard of responsibility for self-care which includes the ability to respond adequately to one's emotional, physical, and educational needs. If you are experiencing physical or emotional distress which adversely affects your ability to succeed in class, please see me as soon as possible. Together, we will point you towards the appropriate resources.

Basic needs – you can't learn if you're hungry: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable me to provide any resources that I may possess. **Dean of Students 940-565-2648.** You are not alone. We are here to help.

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. There is also a pantry located at the Discovery Park Location in the Engineering Library (M130) next to the Career Center. There is also a Food Pantry located at UNT's New College at Frisco, which can be accessed by visiting the information desk.

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

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

Sexual Assault Prevention: UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

- **Course-specific addition:** UNT's Dean of Students' website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: http://deanofstudents.unt.edu/resources_0. Renee LeClaire McNamara is UNT's Student Advocate and she can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students' office at 940-565-2648. *You are not alone. We are here to help.*

Important Notice for F-1 Students Taking Distance Education Courses: For F–1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken online or through distance education and does not require the student's physical attendance for classes, examination, or other purposes integral to completion of the class. An online or distance education course is one that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F–1 student's course of study is a language study program, no online or distance education classes may be considered toward a student's full course of study requirement.

Emergency Notification & 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 Blackboard for contingency plans for covering course materials.