

University of Northern Colorado Course Syllabus

**FALL 2016**

**Introduction to Cultural Anthropology**

**ANT 110-003    t/r 9:30-10:45    Harrison Hall 163**

**INSTRUCTOR: Mr. Roger DeWitt**

**OFFICE HR: t/r 10:30-11:30**

**CRN11569**

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**OFFICE: Candelaria 2257**

**2 Vital TEXTS -- we use them both immediately:**

**1. Ember & Ember; Human Culture: Highlights of Cultural Anthropology, (2<sup>nd</sup> edition) ISBN:-13: 978-0-205-25302-9, Pearson**

**2. Peters-Golden, H. Culture Sketches: Case Studies in Anthropology). (6<sup>th</sup> edition) ISBN: 978-0-07-811702-2, McGraw-Hill**

**COURSE DESCRIPTION:**

**A course in the concepts of culture: how cultural processes work, variations in cultural practices, methods of cross-cultural comparisons and culture change. This course increases awareness of universal similarities and significant differences in cultural practices. We, the members of the last surviving species of our kind, can apply anthropology to resolve current and future conflicts. Colorado has defined course objectives, but our objectives also involve developing the skills needed:**

- to view humanity through the lens of anthropology
- to appreciate the social science aspects of anthropology
- to differentiate the scientific disciplines in anthropology
- to understand the impact of anthropology in human studies
- to personalize this study for each student
- to apply anthropological connections to current events
- to demonstrate student growth in key course objectives

**STUDENTS WITH DISABILITIES:**

**Any student requesting disability accommodation for this class must inform the instructor by giving appropriate notice. Students are encouraged to contact Disability Support Services, (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.**

*Be realistic about joining this class, as we discuss challenging and controversial topics involved in the lives of humans world wide and over time. Cannibalism, war, sexuality and the challenge of being human are no less appropriate topics than joy, faith, observing traditions and the survival of humans in culture.*

## GRADING POLICIES:

- + There are no extra-credit assignments in this course.
- + Grades will be based on timely completion of assignments.
- + Late work receives reduced credit;
- + E-mailed work will not be graded.
- + Evaluations are based on UNC grading system:

100-97% = A; 96-93% = A-; 92-89% = B+; 88-85% = B; 84-81% = B-;  
 80-77% = C+; 76-73% = C; 72-69% = C-; 68-66% = D+; 65-63% = D;  
 62-60% = D-; Below 60% = F

## ASSIGNMENTS as % of Grade – (approx.)

5, 2-page Printed REACTIONS:	35%
# Unannounced QUIZZES:	20%
2 Assigned Ethnographies:	15%
2 BLUEBOOK EXAMS:	30%

## SUPERIOR STUDENTS ...

know they need to demonstrate mastery of course concepts. Attendance is VITAL and is recorded by the instructor. Missing 2 classes or more reduces student effectiveness and will reduce course grades. 8+ absences produce an F grade. This course requires completion of assignments, including examinations, reading the texts for weekly discussion, and reacting in writing to identified chapter material by specified due dates. No credit is assigned for emailed work.

## COURSE REQUIREMENTS:

- ❖ One 5-point printed ethnography w/2 sources, due week three and one 45-point ethnography due finals week, focusing on components of a cultural group associated with the material of this course, including a problem or crisis facing the group.
- ❖ Two, 50-point bluebook (*from bookstore*) exams, based on course readings, videos, and presentations.
- ❖ ## 20-point, unannounced quizzes over reading assignments.
- ❖ Five, 30-point printed Chapter Reactions to both text selections, with student name, group, article title, & date in top corner, and a 2-pg. reaction (12 font, dbl space) to and summary of text material.

## ***Anthropology Department/Instructor LEARNING OUTCOMES***

**Knowledge Goals - UNC Anthropology students will develop knowledge:**

- of the concept of culture and how cultural processes work in cultural adaptation.
- of contemporary scientific views on human biological evolution.
- of contemporary views on human cultural evolution.

**Skills Goals - UNC Anthropology Students will develop:**

- methods commonly used by *cultural anthropologists*, including participant observation, interviewing, listening, and ethnographic descriptions, interpretation and comparison, cultural awareness, critical thinking, empathy for others, and the ability to conceive and apply alternative interpretations to the problems of culturally diverse societies.
- methods commonly used by *physical anthropologists*, including techniques of paleo-anthropology, micro- and macro-evolutionary analysis, skeletal analysis, demography, and statistics.
- methods commonly used by *archaeologists* in field and laboratory settings, including analysis and interpretation of site and survey data, report writing, interdisciplinary approaches, and integration of subfields in cultural resource management and heritage preservation.
- the ability to critically analyze and synthesize well structured arguments, to solve problems effectively and creatively through research and scholarship in the various subfields of anthropology – such as *applied anthropology*.
- the ability to recognize and categorize, as *linguists* do, the development, structure, physical and cultural components, and flexibility of language systems, including writing in cultural groups.

### **Colorado Competencies addressed in UNC Anthropology Courses:**

*Critical Thinking Competency: The goal of instruction in “critical thinking” is to help students become capable of critical and open-minded questioning and reasoning. An understanding of argument is central to critical thinking. The Critical Thinking Competency is defined by the State of Colorado as the ability to examine issues and ideas and to identify good and bad reasoning in a variety of fields with differing assumptions, contents and methods.*

*Reading Competency: The ability to read critically is developed as students process visual information and apply information to real problems across the curriculum. The Reading Competency is defined by the State of Colorado as the ability to read critically and thoughtfully.*

*Written Communication Competency: Learning to write is a complex process that takes place over time with continued practice and informed guidance. While qualified writing professionals help students learn writing skills and knowledge of writing conventions. The Writing Communication Competency is defined by the State of Colorado as the ability to write clearly and concisely.*

Further information about Anthropology competencies and criteria is available at <http://www.state.co.us/cche>

## ***Written Reaction Paper Format***

Students are assigned on day one to be "Moon", "Sun" or "Earth" People. Members of the class will read each assigned chapter. Rotating groups will submit a printed, (2-page, dbl-spaced, 12 font) reaction to the 15 Peters-Golden chapters and the Ember 13 chapters – generally Thursdays each week.

These 5 reactions to text chapters on *alternating* weeks require students to summarize the "key points" of the Ember chapters with appropriate inclusion of material from Peters-Golden and personal observations. This permits synthesis of the reading material in a cohesive manner. There will be time in class for members of the assigned writing group to help lead the discussion of the content for the class. Attendance and participation will, of course, be noted. Unannounced quiz grades reflect reading content.

Printed chapter reactions should include, in the top corner: "ANT 110, student name, group, date submitted". (ANT 110 DeWitt, Sun, 8/25)  
Through these printed reaction papers, students demonstrate not only familiarity with both chapters, but also get practice thinking "anthropologically".

Not every student will be writing from the same perspective on the chapter material; personal reactions, referrals to previous readings, or earlier research can be included within the chapter reaction papers.

Moon People: first assignment (P-G Ch 13 & Ember1) due: 8/25.  
Sun People: first assignment (Peters-G Ch 6 & Emb.3) due 8/29.  
Earth People: first assignment (Peters-G Ch 1 & Em. 2) due 9/8.

## ***Ethnographic Assignments:***

Ethnography assignments involve ONE brief, 5-point written profile of a cultural group of the student's choosing, due week 3 (9/6). This profile is an effort to mimic the ethnographic material available from the texts. The 45-point researched ethnography of a second cultural group, due during the final, should reflect deeper investigation of a specific cultural group, (See Course Req. for details, cite 2 sources, focus on crisis or problem facing the culture; details in class). This paper should reflect procedural concepts, terms and techniques developed throughout the term. It is due during the final exam.

**IMPORTANT DATES: (CHANGES ANNOUNCED IN CLASS)**

**Class Begins August 22.**

**Ethnography 1 due 9/6.**

**No Class on 9/1, 22; 10/13, 25; 11/24.**

**Bluebook Midterm: 10/11.**

**Bluebook final & ethnography 2: 12/6/2016, 8-10:30 a.m.**

**GUIDELINES TO SUCCESS:**

ANTHROPOLOGY IS A KEY COURSE! An anthropological perspective proves to be a strong resource for students in any academic program. When in doubt, please contact the instructor with questions about the steps to timely completion of the assignments, as listed below.

Class will be divided into 3 working groups, Moon, Sun, & Earth People. Written assignments rotate weekly, with one group submitting written reactions to materials which have been read by all students.

Because films, class presentations, and discussions are not fully covered by texts or tests, success depends on preparation, attendance, participation, and attention. Successful students make every effort to be on time for class and observe important ethical and behavioral obligations of both students and faculty. Students are expected to practice academic honesty. Each student is responsible for contributing to a positive learning environment in the classroom.

Students who conduct themselves contrary to the best interest of the class put themselves at academic risk. Students and faculty should refrain from expressing derogatory opinions concerning race, gender, ethnicity, sexuality, and should avoid using obscene language. Students must refrain from any form of cheating or plagiarism, knowing that no points will be assigned to copied work. Consequences for cheating/plagiarism are listed in your UNC student handbook.

**GADGETS POLICY:** Don't be *sent out* of class....

**Someone is paying tuition for students to be in this class. Please accept that the brief time that the class is meeting is time for you to "attend class". As a courtesy to the class, and to the instructor, I will approach students who forget that their obligation is to the class, and not to social media.**

**COURSE ASSIGNMENTS:**

**Groups rotate weekly submission of written reactions to the Peters-Golden and Ember texts. Students read all chapters for class discussion; whole-class assignments/activities are underlined:**

<u>Due:</u>	<u>Peters-Golden:</u>	<u>Ember:</u>	<u>Group Assignment:</u>
8/25	Ch 13 Tiwi	ECh 1 Anthro	MOON: Written Reaction
8/30	Ch 6 Ju/'hoansi	ECh 3 Evidence	SUN: Written Reaction
		NO CLASS 9/1	
9/6	<b><u>MOON, SUN, EARTH: 1pg. Ethnography due.</u></b>		
9/8	Ch 1 Azande	ECh 2 Culture	EARTH: Written Reaction
9/15	Ch 8 Minangkabau	ECh 4 Language	MOON: Written Reaction
9/20	Ch 7 Kaluli	ECh 7 Sex	SUN: Written Reaction
		NO CLASS 9/22	
9/29	Ch 12 Samoans	"Emergence"	EARTH: Written Reaction
10/6		Mid Term Study Session	
10/11	Ch 14 Trobrianders	<b><u>Mid-Term in class. No writing assignment.</u></b>	
		NO CLASS 10/13	
10/20	Ch 3 Basseri	ECh 9 Politics	EARTH: Written Reaction
10/27	Ch 9 Nuer	ECh 10/11 Rel/Art	SUN: Written Reaction
11/3	Ch 2 Aztecs	ECh 5 Economics	MOON: Written Reaction
11/10	Ch 5 Hmong	ECh 6 Class	SUN/EARTH: Written Reaction
11/15	Ch 10 Ojibwa	ECh 8 Marr/Fam	MOON: Written Reaction
11/17	Ch 15 Yanomami	ECh 13 Applied	SUN: Written Reaction
		<b><u>Thanksgiving Break: 11/24</u></b>	
11/22	Ch 11 Roma	ECh 12 Probl.	EARTH/MOON: Written Reaction
11/29	Ch 4 Haiti	"Conclusions"	No writing assignment
12/1	<b><u>FINAL EXAM STUDY SESSION</u></b>		
12/6	<b><u>Bluebook Final Exam/Final Ethnography: 8 a.m.</u></b>		