ANT 110 INTRODUCTION TO CULTURAL ANTHROPOLOGY, 3 credit hours
Fall 2022 11:15am-12:05pm M-W-F Candelaria 1220

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Office: Candelaria 2056
Office Hours: Mondays 12:15-2:15pm; Wednesdays 10-11am and via Zoom by appt

REQUIRED TEXT

Course readings will consist of articles and chapters provided on Canvas and the following book, which you must purchase or check out from a library -- note that UNC's library has an e-version you can access for free!

1) Bourgois, Philippe & Jeffrey Schonberg (2009). *Righteous Dopefiend* (California Series in Public Anthropology). Berkeley: University of California Press.

There are also required films, podcasts and YouTube clips, which you'll find in each Learning Unit.

COURSE PURPOSE

What is culture and why does it exist? How are people around the world different and how are they the same? How do various cultural groups live and what problems do they face in the present day? How does your own cultural lens and social positioning impact how you view the world and others? The purpose of this course is to explore answers to such questions. Reading case studies of cultural groups from around the globe as well as an in-depth ethnography of a homeless community in San Francisco, we will investigate issues ranging from childrearing practices to understandings of gender to inequality and politics. You will get in touch with your own inner anthropologist by writing a short autoethnography and conducting ethnographic observation in the world.

LEARNING OBJECTIVES

By the end of the semester, students should be able to:

- Describe and give examples of: anthropological theories of culture, methods commonly used by cultural anthropologists, cultural practices of various groups around the world, and variation with regard to language, kinship, economics, politics, and religion.
- Critique yourself and analyze your own position in society using anthropological approaches.
- Apply anthropological concepts to real-world problems in the present day.
- Articulate your opinions, demonstrate your knowledge, and debate your classmates in writing.

COURSE CATALOG DESCRIPTION

A course in the concept of culture, how cultural processes work, variation in cultural practices, the method of cross-cultural comparison and culture change. (LAC, gtP): Credits 3; LAC Category Human Behavior, Culture or Social Frameworks, GT-SS3

Liberal Arts Curriculum & GT Pathways
This course is a part of the Liberal Arts Curriculum at UNC and fulfills 3 credit hours of the Social & Behavioral Sciences: **Human Behavior, Culture, or Social Frameworks** category. The Colorado Commission on Higher Education has approved ANT110 for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-SS3 category. For transferring students, successful completion with a minimum C– grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to
http://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html

UNC's LAC outcomes in Social & Behavioral Sciences: Human Behavior, Culture, or Social Frameworks are aligned with the State of Colorado's GT Pathways student learning outcomes, competencies, and content criteria for SS3. This includes CDHE competencies and student learning outcomes in Critical Thinking and Diversity & Global Learning.

LAC Human Behavior, Culture, or Social Frameworks Learning Outcomes + GTP Competencies & SLOs	**Course Mapping**
Critical Thinking: Competency in critical thinking addresses a student's ability to analyze information and ideas from multiple perspectives and articulate an argument or an opinion or a conclusion based on their analysis. Student Learning Outcomes (SLOs) *Students should be able to:* 1. Explain an Issue. **a.** Use information to describe a problem or issue and/or articulate a question related to the topic. 2. Utilize Context **a.** Evaluate the relevance of context when presenting a position. **b.** Identify assumptions. **c.** Analyze one's own and others' assumptions. 5. Understand Implications and Make Conclusions **a.** Establish a conclusion that is tied to the range of information presented. **b.** Reflect on implications and consequences of stated conclusion.	-Weekly Packback questions and responses, as well as frequent in-class writing and discussion activities, require students to ask critical questions, synthesize course material and concepts evaluate context and positions, analyze one's own and others' assumptions, and come to their own conclusions. **Weeks 3-12**
Diversity & Global Learning: Competency in diversity and global learning refers to a student's ability to critically analyze and engage complex, interdependent structures and constructs (such as natural, physical, social, cultural, economic, or political) and their implications for individuals, groups, communities, or cultures. This competency will introduce students to various concepts toward building their	

awareness of diversity and the importance of inclusivity. Through diversity and global learning, students should seek to understand how their actions affect both local and global communities. Student Learning Outcomes (SLOs) *Students should be able to:* 1. Build Self-Awareness **a.** Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures. 2. Examine Perspectives **a.** Examine diverse perspectives when investigating social and behavioral topics within natural or human systems. 3. Address Diversity **a.** Make connections between the world-views, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts.	- Build Self-Awareness: The Autoethnography essay requires students to reflect on their self-stories, perspectives their positions in society using anthropological concepts. **Week 8** - Examine perspectives: Weekly readings and multimedia material present diverse global perspectives and weekly discussions require students to reflect on and evaluate those. **All weeks** -Address diversity: Weekly readings address diverse societal structures around the world, inequality and experiences of exploitation and marginalization in historical and contemporary contexts. **Weekly** -Weekly Packback discussions, in-class exercises, quizzes, and exams require students to reflect and demonstrate their grasp of this material. **Weekly**

Content Criteria for Human Behavior, Culture, or Social Frameworks (GT-SS3)	**Course Mapping**
Students should be able to: **a.** Develop knowledge of human behavior, including learning, cognition, and human development or cultural or social frameworks/theories that explore and compare issues and characteristics of individuals, groups, communities, or cultures. **b.** Use tools, approaches, and skills from the Social & Behavioral Sciences to analyze and interpret issues. **c.** Understand diverse perspectives and groups.	a. Weekly readings on human behavior, culture, and society from a variety of perspectives require students to develop such knowledge. **Weekly** b. Students will use anthropological tools to analyze and interpret social issues in Packback discussions (**Weeks 3-12**), in-class activities (**Weeks 3, 5, 7, 9, 11**), an Ethnographic Observation assignment (**Week 4),** and an Autoethnography assignment (**Week 8**). c. Weekly readings on human behavior, culture, and society from a variety of perspectives require students to develop such knowledge. **Weekly**

PREREQUISITES: There are no prerequisites for this course except an open mind

COURSE ORGANIZATION

- The course is divided into learning units. Each unit has a set of readings and other materials, as well as

accompanying assignments, in-class activities, and/or quizzes.

- The units vary in length ranging from 1 to 4 weeks long. I am making most of the materials for all units available up front, but I would suggest you just follow along according to the Course Schedule dates, since I'll be addressing the material week by week in class.

- Each week (unless otherwise noted) you'll post a question on Packback as well as two replies – these are due by midnight (11:59pm) on Sunday nights, but I suggest completing them earlier in the week!

- Additionally, there are 2 short papers, 3 quizzes, a midterm, and a final.

-PLEASE HAVE ALL READINGS AND OTHER ASSIGNED MATERIALS READ, WATCHED, and/or LISTENED TO BY MONDAY'S CLASS SESSION.

EXPECTATIONS & ACCOMMODATIONS

What I expect from you:

This course is a collaborative achievement: its success depends on participation and full engagement from each of us. As such, I expect that you will take ownership of your learning by being present and curious, completing all readings, activities, and assignments. I expect that you will learn the material, not just memorize it for an exam. I expect that you start the course with an open mind and that you approach each topic ready to learn. I expect that you will respect your classmates and their views.

Although this is an in-person class, much of the important class information is on Canvas. Therefore, there are certain technical competencies that are required for course completion. You must have the ability to use a common word processor, use email, and work with a browser to access the Canvas course shell and other course materials.

Open communication is extremely important to me, and I am happy to answer questions, clarify content, and work with you if you face health or personal issues that cause you to fall behind. Please contact me as soon as you can if you fall behind so that we can work together to get you back on track. Your success is important to me, and I recognize we're still in the midst of a global pandemic that presents challenges for all of us on a number of levels. Please get in touch if you are struggling.

What you can expect from me:

You can expect me to respond to your emails within 48 hours. You can expect me to grade your work in a timely fashion. You can expect me to treat you with respect and consideration.

Time Commitment:

This is a 3-credit hour class. As such, you are expected to spend ~3 hours in class each week and about 6 hours outside of class studying and completing assignments.

Make sure that you stay on top of the assignments and readings. Once you fall behind, it is very difficult to catch up and fully participate with your peers. If you are in the habit of spreading the work throughout the week you will not get behind and you will build a community of learners.

Open Dialogue:

We will be covering some sensitive topics, so please keep an open mind and be respectful of your peers' views and beliefs. You don't have to agree, but you do have to be considerate and measured when you disagree. This course aims to be inclusive of all worldviews and perspectives. If you feel as though your voice isn't being heard, please contact me so we can do our best to remedy the situation.

I hope you will always feel free to ask questions in class and to make an appointment for office hours. I'm here to help.

Also, please note that you will receive regular communication about this course via Canvas announcements, so please make sure your settings for the course allow you to get announcements and check your Bearmail regularly!!

Sickness & Emergency:

I've designed the course to be flexible and sensitive to the difficult times in which we're living. Your success is important to me. I am always willing to work with students to get caught up and have designed the course to be flexible to unforeseeable circumstances. I strive to create various opportunities for participation to accommodate different learning styles and am always open to new ideas for inclusivity in this regard. *PLEASE come see me if you are having trouble making it to class (or struggling in any other way) so that we can make sure to get you back on track. You are not required to share personal information with me about why you are absent, but communication about challenges you are experiencing in the course help me to help you succeed.

The first week of the semester, you will be put into groups and should exchange email/phone numbers with your group members. Your group will be your home base for the semester, and your fellow group members will also be your attendance buddies. When you miss a class, be in touch with your group to get notes, information. All missed assignments should be completed within a week.

In general, students are expected to be active and creative participants in the course. If, due to a health or other emergency, you are unable to be present or to complete assignments or quizzes, please communicate this to me as soon as you can so that it is on my radar. I will work with you so you can make up the assignments you missed during your absence. You are all adults, and you are never required to share personal information with me about why you are absent or can't turn in your work, and you are NOT required to provide a doctor's note.

Canvas will automatically drop your 2 lowest Packback discussions, your 2 lowest in-class activity scores, and your 1 lowest quiz score – so if there are several weeks in which you can't be present, you won't be penalized for that.

These accommodations are intended to provide you the time and space to deal with any challenges/crises that may arise due to COVID-19 or other life events. If, however, you experience extraordinary difficulties or a protracted crisis that requires additional accommodations, please contact me so we can discuss other arrangements. As always, communication regarding challenges you are experiencing in the course help me to help you succeed but you are not required to share personal information. You are also encouraged to contact the Counseling Center at 970-351-2496 for additional emotional support.

GRADING POLICY

Please check in with me, as I am usually happy to work with students to help them get caught up and back on track. Open communication is the most important thing! Generally speaking, unless we create a different plan, I will automatically deduct 10 points for lateness (for assignments worth 100 points). Assignments submitted more than a week late receive a "0".

Grading Scale:

93-100	A	4.000
90-92	A-	3.667
88-89	B+	3.334
83-87	B	3.000
80-82	B-	2.667

78-79	C+	2.334
73-77	C	2.000
70-72	C-	1.667
68-69	D+	1.334
63-67	D	1.000
60-62	D-	0.667
0-59	F	0.000

COURSE REQUIREMENTS

Each assignment can be found under the "Assignments" tab on the left-hand menu in Canvas. There, you will find instructions and rubrics.

Assessment & % of grade	**% of grade**	**Due date**	**Description**
Packback Questions & Responses	20	Most Sundays at 11:59pm	Participation is a requirement for this course, and the Packback Questions platform will be used for online discussion about class topics. Packback Questions is an online community where you can be fearlessly curious and ask open-ended questions to build on top of what we are covering in class and relate topics to real-world applications. *Canvas will automatically drop your 2 lowest Packback discussion scores.
In-Class Assignments	13	In-class, various days	To demonstrate your grasp of the readings and other assigned materials, I will assign in-class activities, some which you'll complete individually and some which you'll complete in groups. These are usually writing exercises. Please come to class Monday having read/watched/listened to the materials for the week so that you are prepared for these in-class activities. *You must be in class to complete them unless you are in touch about a make-up plan. PLEASE get notes and assignments from fellow group members before you contact me. *Canvas will automatically drop your 2 lowest in-class activity scores.
Pre- and post-test	2	One at beginning & one at	The first week of class you'll complete a short, ungraded pre-test on Canvas just to give our department a sense of the knowledge you're

		end of course	coming in with. You get full credit just for trying it; no penalty for wrong answers.
Quizzes	20	On Fridays	There are 3 CLOSED-BOOK quizzes that cover readings, lectures, and in-class films. You will complete these quizzes on Canvas. Questions will be multiple choice and true/false. They will open up Wednesday mornings by 5am and must be completed by Friday evenings at 11:59pm. Once you begin a quiz, you will have 45 minutes to complete it. The purpose of the quizzes is to aid in comprehension and absorption of course concepts, to keep you caught up with reading, and to prepare you for the midterm and final. *Canvas will automatically drop your one lowest quiz score.
Midterm	10	Friday Week 9	Closed-book; on Canvas. Will cover readings and other course materials (such as lecture notes and films). Questions will be multiple choice & true/false.
Final	15	Weds Finals Week	Closed-book; in person. Will cover readings and other course materials (such as lecture notes and films). Questions will be multiple choice & true/false. The final exam covers materials from throughout the term.
Ethnographic Observation Assignment	10	Friday Week 4	For this assignment, you will go out into the world and practice observing like a cultural anthropologist does. See Canvas for details. 2-3 pages double-spaced.
My Story: Autoethnography Assignment	10	Friday Week 8	This paper asks you to reflect upon your own self-stories and your own position in society. You'll use the anthropological concepts we've learned to try and identify your own perspectives and paradigms. In essence I am asking you to think like an anthropologist about your own life and identity. 2-3 pages double-spaced. See Canvas for details.

Students should be conscientious about participating in class activities, respecting the opinions of others, and completing assignments on the days they are assigned.

PACKBACK INFORMATION

Participation is a requirement for this course, and the Packback Questions platform will be used for online discussion about class topics. Packback Questions is an online community where you can be fearlessly curious and ask open-ended questions to build on top of what we are covering in class and relate topics to real-world applications.

Packback Requirements:

Your participation on Packback will count toward 20% of your overall course grade.

There will be a Weekly Sunday at 11:59PM MST deadline for submissions. In order to receive full credit, you should submit the following per each deadline period:

- 1 open-ended Question every week with a minimum Curiosity Score of 40, worth 4pts of each assignment grade
- 2 Responses every week with a minimum Curiosity Score of 40, worth 4pts of each assignment grade
- Half credit will be provided for questions and responses that do not meet the minimum curiosity score.

How to Register on Packback:
An email invitation will be sent to you from help@packback.co prompting you to finish registration. If you don't receive an email (be sure to check your spam), you may register by following the instructions below:

1. Create an account by navigating to https://app.packback.co and clicking "Sign up for an Account"
   Note: If you already have an account on Packback you can log in with your credentials.

2. Then enter our class community's lookup key into the "Looking to join a community you don't see here?" section in Packback at the bottom of the homepage.
   Community Lookup Key: **be5ee7c0-141a-416f-ab61-c0cd67f99d73**

3. Follow the instructions on your screen to finish your registration.

Packback may require a paid subscription. Refer to www.packback.co/product/pricing for more information. If paying for Packback represents an economic hardship, please contact them to see if you are eligible for a scholarship.

How to Get Help from the Packback Team:
If you have any questions or concerns about Packback throughout the semester, please read their FAQ at help.packback.co. If you need more help, contact their customer support team directly at help@packback.co.

For a brief introduction to Packback Questions and why we are using it in class, watch this video: https://www.youtube.com/watch?v=OV7QmikrD68

INCLUSIVITY

Equity and Inclusion Statement
The University of Northern Colorado embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. In this course, people of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, size and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness to each other's individual and intersecting identities. If you would like to report an incident or learn more about identity-based discrimination/harassment, please visit www.unco.edu/institutional-equity-compliance

Immigration Statement. I fully support the rights of undocumented students to an education and to live free from the fear of deportation, and pledge to work with students who require immigration-related accommodations. If you have any concerns in that regard, feel free to discuss them with me, and I will respect your wishes concerning confidentiality. I am an immigration researcher/advocate and have completed UNC's DREAMer Zone training. You can also find DREAMer Resources at https://www.unco.edu/enrollment-management/enrollment-coaching/dreamer-resources.aspx

Disability Accommodations. I strive to create an open and inclusive learning space for all students, including those with mental, physical, or cognitive disabilities, illness, injuries, impairments, or any other condition that tends to negatively affect one's equal access to education.

If, at any point in the term, you find yourself not able to fully access the space, content, and experience of this course, you are welcome (and not required) to contact me by email, phone, or during office hours to discuss your specific needs. If there are aspects of the instruction or design of this course that present barriers to your inclusion or to an accurate assessment of your achievement (e.g. time-limited exams, inaccessible web content, use of videos without captions), please communicate this with me and, if possible, contact Disability Support Services (DSS) to request accommodations. Office: (970) 351-2289, Michener Library L-80.
Students can learn more here: www.unco.edu/disability-resource-center

Land Acknowledgment. The University of Northern Colorado occupies the lands in the territories of the Ute, Cheyenne, and Arapaho peoples. The University acknowledges the 48 tribes that are historically tied to the state of Colorado. Thus, the land on which UNC is situated is tied to the history and culture of our native and indigenous peoples. UNC appreciates this connection and has great respect for this land. Additionally, the University community pays its respect to Elders past, present, and future, and to those who have stewarded this land throughout the generations. As part of the learning and reflection process please visit https://native-land.ca/ or call the Office of Equity & Inclusion at 970-351-1944.

Food Insecurity and Basic Needs. Research shows that college students experience food insecurity at higher rates than the American household rate, and that food insecurity can negatively impact academic performance and persistence. In recognition of this problem, UNC offers assistance to students facing food insecurity through an on- campus food pantry. The Bear Pantry is located in University Center 2166A, and is open for regular hours throughout the semester. Please visit www.unco.edu/bear-pantry for more information. Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is also urged to contact Student Outreach and Support (SOS) for assistance. SOS can assist students during difficult circumstances which may include medical, mental health, personal or family crisis, illness or injury. SOS can be reached at sos@unco.edu or via phone at 970-351-2796.

Title IX. The University of Northern Colorado is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. UNC has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Please be aware all UNC faculty and most staff members are "responsible employees," which means that if you tell a faculty member about a situation involving sexual harassment, sexual assault, dating

violence, domestic violence, or stalking, they must share that information with the Title IX Coordinator, Larry Loften. Larry or a trained staff member in the Office of Institutional Equity and Compliance (OIEC) will contact you to let you know about accommodations and support services at UNC as well as your options for pursuing a process to hold accountable the person who harmed you. You are not required to speak with OIEC staff regarding the incident; your participation in OIEC processes are entirely voluntary.

If you do not want the Title IX Coordinator notified, instead of disclosing this information to your instructor, you can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore your options now, or in the future.

- UNC's Assault Survivors Advocacy Program (ASAP): 24 Hr. Hotline 970-35-4040 or www.unco.edu/asap
- UNC Counseling Center: 970-351-2496 or www.unco.edu/counseling
- UNC Psychological Services: 970-351-1645 or www.unco.edu/cebs/psych_clinic

If you are a survivor or someone concerned about a survivor, or if you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexual-misconduct or contact the Office of Institutional Equity and Compliance (970-351-4899). OIEC is located on the third floor of the University Center in room 3060.

Administration

Honor Code

All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community's academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

Academic Misconduct

UNC's policies and recommendations for academic misconduct will be followed. Cheating, plagiarism, forgery, and all other forms of academic misconduct are unacceptable in this course, and at UNC. Please familiarize yourself with the UNC Student Code of Conduct: http://www.unco.edu/dos/Conduct/codeofconduct.html Lack of knowledge of these requirements will not be viewed as an excuse for noncompliance. Cheating, plagiarism, or forgery will result in a zero for that assignment. Repeat offenders may receiving a failing grade for the course. Please especially avoid plagiarism in composing your written assignments. To plagiarize is to present the words or ideas of some else as if they were your own, but can also include turning in the same paper or work, even if is your own, in multiple classes. In other words, if you are cutting and pasting from any source, reusing material from another class, or closely following the format/content of another paper, you must cite the source in every instance. This includes websites, books, unpublished papers, lectures, etc. Penalties for plagiarism range from a failing grade on the assignment or course to more comprehensive University disciplinary action. For more information on this topic and university policies, consult the resources on this website: http://www.unco.edu/dean-of-students/offices-resources/student-rights-responsibilities/academic-integrity.aspx

Academic Integrity

You are expected to practice academic honesty in every aspect of this course. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the Office of Community Standards and Conflict Resolution.

COMPUTER AND TECHNICAL ISSUES

Canvas assistance: http://www.unco.edu/canvas/student-support/ In this course, YOU are responsible for dealing with any computer-related problems. Contact UNC's Tech Support at 1-970-351-HELP(4357) if you need assistance with any computer issues. For assignments designated to be submitted via Canvas, I will not accept any email attachments as submissions unless you verify with IT and me that Canvas is disabled.

EMAIL address: The default email for Canvas is your UNC Bearmail. If you would like your UNC e-mail forwarded to another mail address, your URSA student page or the helpline can assist you with changing this. When I send email to the whole class I will use the single click link on Canvas. I also make frequent use of our Canvas announcements page, so check that often too.

To successfully complete the course you should have a general familiarity with a personal computer and be able to log onto the course Canvas page several times a week to download and upload readings and assignments, and to view announcements. Necessary equipment and software include:

- A computer with internet access, and a web browser (free versions include Explorer http://windows.microsoft.com/en-us/internet-explorer/download-ie Firefox https://www.mozilla.org/en-US/firefox/new/ , Google Chrome http://www.google.com/chrome/ ,and Apple Safari http://www.apple.com/safari/).
- Microsoft Word, or convertible software, in order to upload assignments to Canvas that I can download and open. If you don't have MS Word, be sure to convert your file or save it as a PDF or rtf (rich text file).
- Adobe Acrobat Reader to view readings and assignments (free version http://get.adobe.com/reader/?promoid=BUIGO).
- Video player (free versions include, Real Player http://www.real.com/, and VLC media player http://www.videolan.org/vlc/). Your browser may open videos in Adobe Flash player, which is integral to the browser.