Introduction to Cultural Anthropology
ANT 231-002 (Spring 2020)
Mondays and Wednesdays 1:00-2:15 pm
Ferguson G78

Professor: Dr. Leslie Cecil
Department of Anthropology, Geography, and Sociology
Office: LAN 329
Phone: 468-3980
Email: cecillg@sfasu.edu
Office Hours: Mondays and Wednesdays 10:30 am-1 pm,
Tuesdays and Thursdays 2-3:30 pm, and by appointment

Course Description/Objectives:
This course is an introduction to the study of culture and its function in societies. As a holistic study of the human experience, anthropology encompasses information from the natural sciences and humanities. As a result of this approach, we explore various topics central to humanity that range from social and political organization to how we make sense of the multicultural world in which we live. During this journey, we will examine modern cultures from around the world (as well as our own) and the ways that they/we approach some of the same basic problems in unique ways.

Student Learning Outcomes:
Upon completion of this course, you will be able to:
1. understand the religious, political, economic, and social characteristics of different cultures.
2. recognize and apply anthropological methodology.
3. understand the similarities and differences of cultures in our multicultural world.
4. understand the value of and practice cultural relativism.
5. understand the ethical standards that anthropologists uphold.

Credit Hour Justification:
ANT 231 “Introduction to Cultural Anthropology” (3 credits) meets twice a week (Monday/Wednesday) in 75-minute segments for 15 weeks, and also meets for a 2-hour final examination. Students have significant daily reading assignments, are expected to do the core assessment project, have three exams (including the final), and are required to participate in class discussion on a regular basis. These activities average a minimum of 6 hours of work each week to prepare outside of the classroom hours.

Required Texts and Other Materials:
1) Course readings (and videos) that can be accessed through D2L.

2) All handouts for the course that are listed in the Reading/Class Schedule are available on the course’s D2L page in the folder labeled Handouts.

You are expected to have read all of the material assigned for the class period before you come to class. If you do not do the readings, class discussion will suffer as will your understanding of
the material. If the class appears to not complete the readings, quizzes over the readings will be implemented. Part of your professionalism grade depends on your effort in class discussion.

In addition to assigned readings, we will be viewing some ethnographically based films. Each film will have a worksheet to make sure that you understand the more important aspects of the film and the information from the films will appear on exams. Therefore, films are a required part of the course. If you should miss a film, you must schedule a time with me to see it in the departmental office (no exceptions).

**Course Requirements/ Structure:**
Class meets on Mondays and Wednesdays. If quizzes are implemented, the **quizzes will be given from 1:00-1:10 pm**. If you are late for class, you will have less time to finish the quiz. If you come to class at 1:10 pm you will not be able to take the quiz. There are no make-up quizzes regardless of the reason for your absence. Therefore, you are expected to attend class and absences will be reflected in your attendance and professionalism grades.

**Assignments/Exams:**
There are three exams and a social responsibility project that are required for this course. All exams will be given in class. The directions and all links for turning in your project are after the course calendar and on the course’s D2L page. Additionally, there will be opportunities to get extra credit throughout the semester and the due date for all extra credit is **April 29, 2020 at 1 pm**. Instructions for the extra credit are attached at the end of the syllabus after the project description and are on the course’s D2L page in the folder labeled Extra Credit Information.

**I do not accept late work.** If you miss an exam, you can take an essay make-up exam on **Friday May 1, 2020 2:00-3:00 p.m.** in room F G78. There are no exceptions to making up an exam—if you want to take it, you must take it on May 1st at 2:00 p.m. You only will have one hour to complete the exam(s). If you are missing an exam grade after the make-up date and time, you will receive a 0 for that exam.

**Grading:**
By completing assignments, you are EARNING points. The total number of points that you earn will be your grade. There are no free points to be given out at will by the professor. There will be no rounding up of grades. The number of points that you earn is the grade that you will have in this class. **THERE WILL BE NO BEGGING OR BARTERING FOR POINTS THAT YOU DID NOT EARN.**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Exam 1</td>
<td>50 points</td>
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<td>Exam 2</td>
<td>50 points</td>
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<td>Exam 3</td>
<td>50 points</td>
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<tr>
<td>Core Project</td>
<td>25 points</td>
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<tr>
<td>Professionalism</td>
<td>25 points</td>
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Grades are posted on D2L so that you can always figure out your grade in the course. Letter grades are as follows: A (100-90%); B (89-80%); C (79-70%); D (69-60%); and F (59% and below).
Attendance and Excused absences
http://www.sfasu.edu/policies/class_attendance_excused_abs.asp
Attendance is expected at all class meetings. Please do not confuse attendance with participation which counts for half of your professionalism grade. Class begins at 9:30 a.m. and you are expected to be on time and assignments are due when they are due, no exceptions. If you know you are going to be sick or gone, just email me the assignment. I also am going to require that if you are sick, or think you might be sick, please stay home. I have a severely compromised immune system (I have no antibodies) and me getting sick will send me to the hospital. If you come to class sick, I will ask you to leave. Please do not take offense.

Professionalism:
You are expected to act professionally at all times and to treat each other and me (the professor) with respect. Behaving unprofessionally will adversely affect your grade. You are expected to come to class having read the assigned materials and be prepared to discuss the content. Class participation counts for 12 of the professionalism points.

When you come to class, please turn off and put away your cell phones and other electronics including computers. There will be no text messaging or use of computers during class time. If you use your cell phone or computer during class time, you will lose all of your professionalism points. If you need to use a laptop computer, record the lectures, or need assistance with any disability, please see Disabilities Services for the required paperwork and I will be happy to accommodate your needs. Remember, if you are doing something other than paying attention in class you interfere with your classmate’s abilities to learn. Please be courteous to everyone in class.

Acceptable Student Behavior:
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/ inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Students with Disabilities http://www2.sfasu.edu/disabilityservices/. To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations.
Academic Integrity (A-9.1): http://www.sfasu.edu/policies/academic_integrity.asp
Cheating and plagiarism on exams and projects will not be tolerated. Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Add/Drop Policy: http://www.sfasu.edu/policies/add_drop.asp

Withheld Grades (A-54): http://www.sfasu.edu/policies/semester_grds.asp
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.
Reading/Class Schedule:
Additional Readings found on D2L are abbreviated as AR
Handouts that you can download/print from http://d2l.sfasu.edu are HO
Core Objectives addressed are abbreviated as CO

Wednesday January 15
Introduction to course

Monday January 20 MLK Holiday No Class

Topic 1: What is Culture and How Are We Defined?
Wednesday January 22 & Monday January 27
What is Anthropology? The four fields and methods
AR Nanda Chapter 1
“Data Gathering”
“Tricking and Tripping: Fieldwork on Prostitution in the Era of AIDS”
CO CT, SR, C

Wednesday January 29
What is Culture?
AR “Culture”
“Eating Christmas in the Kalahari”
“Body Ritual Among the Nacirema”
Mini Film “God Grew Tired of Us” (shown in class)
CO CT, C

Monday February 3
Race
AR “Race Without Color”
“Official Statement on ‘Race’”
“White Privilege: Unpacking the Invisible Knapsack”
CO CT, EQ, SR, C

Wednesday February 5 & Monday February 10
Historical and Sociocultural Linguistics
AR “A Cultural Approach to Male-Female Miscommunication”
“A Suite for Ebony and Phonics”
HO Linguistic Handout
CO CT, C

Wednesday February 12 & Monday February 17
Anthropological Ethics and Human Trafficking
AR “Human Rights, Sex Trafficking, and Prostitution”
“American Anthropological Association Ethics Statement”
CO SR, C, EQ, CT

Exam 1 Wednesday February 19
Topic 2: How do anthropologists define different structures within cultures?

Monday February 24 & Wednesday February 26
  Writing your paper/guidelines and how not to plagiarize
  Social Stratification and Bands, Tribes, Chiefdoms, and States
  AR “Social Stratification”
  HO Bands, Tribes, Chiefdoms, States Study Sheet
  CO C

Monday March 2
  Kinship
  AR “Kinship”
  HO Kinship Handout
  CO C

Wednesday March 4
  Gender
  AR “Gender”
  “Law, Custom, and Crimes Against Women: The Problem of Dowry Death in India”
  “Afghan Women and the Return of the Taliban”
  CO C

Spring Break March 9 and 11

Monday March 16
  Marriage
  AR “Marriage”
  “Polygamy in America”
  CO C

Wednesday March 18
  Political Organizations
  AR “Political Organization”
  CO CR, SR, EQ, C

Monday March 23
  Film “The Secret State of North Korea”
  CO CR, SR, EQ, C

Wednesday March 25
  Economic Organizations
  AR “Economics”
  CO C, SR

Exam 2 Monday March 30
Topic 3: Beliefs and Changes in the Face of Globalization

Wednesday April 1
Rituals and Rites of Passage
AR “Religion”
CO SR, C, EQ, CT

Monday April 6
Introduction to Magic, Witchcraft, Religion
AR “Religion”
CO SR, C, EQ, CT

Social Responsibility Papers due April 6 by 1:00 p.m.,
no late papers will be accepted

Wednesday April 8
Film “Buying the Spirits”
HO Film Guide
CO SR, C, EQ, CT

Monday April 13
Witchcraft
Film “Witchcraft Among the Azande”
HO Film Guide
AR “Religion”
CO SR, C, EQ, CT

Wednesday April 15
Religion
AR “Religion”
“The Power of Islam”
HO Religion Study Guide
CO SR, C, EQ, CT

Monday April 20
Fundamentalism “God’s Warriors”
HO Film Guide
CO SR, C, EQ, CT

Wednesday April 22 & Monday April 27
Culture Change and Globalization
AR “Cell Phones”
“The Price of Progress”
“Columbia’s Last Nomadic Tribe”
CO SR, C, EQ, CT
Wednesday April 29
Film: Profit and Loss
HO Film Guide
CO SR, C, EQ, CT

!!!Extra Credit Due on April 29, 2020 at 1 pm

Final Exam May 6, 2020
1:30-4 4:00 pm
No Make-up Exams will be given for the Final!
Social Responsibility Project
(Due April 6 by 1:00 p.m.)

Your paper should be typed, double-spaced in a formal style. Citations for information sources should be in Chicago author, date (see d2l for instruction). You MUST use and cite all of the sources provided to you for full credit.

Each segment of your assignment should be clearly articulated and labeled.

Introduction and Background
Anthropology provides us with many tools for approaching and understanding social problems. In particular, it is a standard methodological approach to use cultural relativism to avoid the biases inherent in each cultural group’s ethnocentric views. This assignment is designed to let you use the approach of cultural relativism to 1) articulate how your own enculturation influences your personal and cultural worldview, 2) reframe the problem from different, cross-cultural perspectives, and 3) propose solutions for solving or engaging in a useful discussion of the issues and viewpoints on the problem.

Ethnocentrism is the tendency people have to judge situations and practices from the worldview of their own, particular culture. People tend to frame the viewpoints, standards, morals, and practices of their culture as being superior, truer, and more rational than those of other cultures. This emic, or insider’s, worldview is a part of fitting in to one’s regional and national community. Enculturation into the emic perspective allows individuals to develop Theory of Mind—that is, the ability to interpret and predict the actions of others within their culture—a crucial tool for social navigation.

This emic view is, however, inherently biased and can lead to conflict when people from different cultures interact. By contrast, the etic view is the objective, or outsider’s, viewpoint. Cultural relativism uses an etic approach to gain an objective overview of the problem and the emic views of different cultural worldviews to try to find how the different contexts provide different worldviews. Balancing the emic and etic viewpoints allows for a culturally relativistic approach to understanding different worldviews on a given problem.

The Assignment
Part 1:
To begin this assignment, define and describe the relationship of the emic vs. etic dynamic to the methodological position of Cultural Relativism. Be sure to contrast with Ethnocentrism. [Cultural Worldview Frameworks]*

- Make sure that you define (in your own words) emic, etic, and ethnocentrism.
- Make sure to compare and contrast emic, etic, and ethnocentrism. How might one affect another?
- Discuss the importance of being culturally relative in anthropology.
Part 2:
The social problem we will address is human slavery (you can choose one of the following countries: India, Mauritania, North Korea. The reading list is provided in the d2l module). Please describe it from all of the three perspectives listed below:

1) the emic, ethnocentric perspective of your own culture [Cultural Self-Awareness].
   - First, describe your culture and the general ethnic characteristics of your culture. Who are you? What makes you a member of that culture? Basically describe your culture to the reader (Dr. Cecil). Do not assume that I know anything about your culture. Think about the description of the Nacirema.
   - Second, how does your culture feel about, explain, and justify or speak out (or act out) against modern human slavery.

2) the emic, ethnocentric perspective of the government/country doing the enslaving [Cultural Worldview Frameworks]
   - First, describe the general ethnic characteristics of that country. What are the people of India, Mauritania, or North Korea like? What do they believe? What kind of government do they have?
   - Second, how does the second culture feel about, explain, and justify or speak out (or act out) against modern human slavery. Since these three countries are active participants in human slavery, why? What gives that they allow this to happen?

3) an etic, or objective analysis of the factors—how an applied anthropologist would study human slavery [Understanding Roles in Regional, National, and/or Global Communities]
   - First, how does an anthropologist describe modern human slavery.
   - Second, how does an anthropologist feel about, explain, and justify or speak out (or act out) against modern human slavery.

Part 3:
Compare and contrast the differing perspectives (above 1-3 in Part 2), explaining how cultural relativism can help you to understand the problem from multiple perspectives, what your personal responsibility is regarding the problem and its solution, and what role you can play in solving this problem. [all]

* The words in the square brackets correspond to the fundamental criteria for the learning outcome described in the University-developed rubric for Social Responsibility.
Extra Credit Opportunity
Due on April 29, 2020, 1 pm

To get 10 points of extra credit (5 points per film/article), do the following:

1) Watch film(s) about anthropology. For a list of the films and how to access them, please see the Extra Credit module in D2L.

OR

2) Read anthropology journal articles. You can find these in *National Geographic*, *Discover*, *Science*, or *Current Anthropology*.

OR

3) Various cultural events announced in class throughout the semester.

In order to get credit for any option, you need to write a one page summary (one for each film and article) of the program/film/article. Include the last point discussed. Also include your opinion of the work and how the author/work contributes to the field of anthropology.

These instructions can be found in the course’s module titled “Extra Credit.”
Department of Anthropology, Geography, and Sociology Assessment Syllabus Insert
ANT231

Program Learning Outcomes

The sociology program states the following items as Program Learning Objectives (PLOs) for sociology majors.

**PLO1** The students will be able to identify, compare, and contrast sociological classical and contemporary theories.

**PLO2** The student will be able to identify the principles of good social scientific research design. Such principles include validity, reliability, precision in measurement, and sampling methodology.

**PLO3** The student will possess sociological knowledge as evidenced by the identification of the major concepts involved with social stratification, demography, race and ethnic relations, deviance, and globalization.

**PLO4** The student will be able to apply sociological knowledge and skills to a variety of settings.

**PLO5** The student will recognize the implicit assumptions behind claims of knowledge about the social world, will be able to evaluate and distinguish between strong and weak arguments, and will be able to draw conclusions from a set of premises.

**PLO6** The student will be able to read theoretical arguments and to identify their major strengths and weaknesses.

**PLO7** The student will be able to analyze a data set using statistical techniques and draw conclusions from the results.

This course addresses the following of these objectives:

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<tr>
<th>PLOs</th>
<th>Supported Course Objective</th>
<th>Skill Level</th>
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<tbody>
<tr>
<td>PLO1</td>
<td>NA</td>
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<td>PLO2</td>
<td>NA</td>
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<tr>
<td>PLO3</td>
<td>1, 3, 4</td>
<td>B</td>
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<tr>
<td>PLO4</td>
<td>3</td>
<td>B</td>
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<tr>
<td>PLO5</td>
<td>1, 2</td>
<td>B</td>
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<tr>
<td>PLO6</td>
<td>NA</td>
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<tr>
<td>PLO7</td>
<td>NA</td>
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Core Objectives

**Critical Thinking:** to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

**Communication Skills:** to include effective development, interpretation and expression of ideas through written, oral and visual communication

**Empirical and Quantitative Skills:** to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

**Social Responsibility:** to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
General Education Core Curriculum

This course has been selected to be part of Stephen F. Austin State University’s core curriculum. The Texas Higher Education Coordinating Board has identified six objectives for all core courses: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

Assessment of these objectives at SFA will be based on student work from all core curriculum courses. This student work will be collected in D2L through LiveText, the assessment management system selected by SFA to collect student work for core assessment. LiveText aPounts will be provided to all students enrolled in core courses through the university technology fee. You will be required to register your LiveText aPount, and you will be notified how to register your aPount through your SFA e-mail aPount. If you forward your SFA e-mail to another aPount and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have questions about LiveText call Ext. 1267 or e-mail SFALiveText@sfasu.edu.

The chart below indicates the core objectives addressed by this course, the assignment(s) that will be used to assess the objectives in this course and uploaded to LiveText this semester, and the date the assignment(s) should be uploaded to LiveText. Not every assignment will be collected for assessment every semester. Your instructor will notify you which assignment(s) must be submitted for assessment in LiveText this semester.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due in LiveText</th>
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<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
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<td>Teamwork</td>
<td>To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.</td>
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<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
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<td>Social Responsibility</td>
<td>To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.</td>
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