

**Anthropology 1010: Introduction to Cultural Anthropology**  
**Fall 2017**  
**Dr. Angela Montague**

**Contact Information:**

**Email:** [angela.montague@usu.edu](mailto:angela.montague@usu.edu)

**Office:** Old Main 245H

**Phone:** 435-797-1277

**Office Hours:** Mondays and Wednesdays 1-2 p.m. and by appointment

Teaching Assistants:

Amanda Cook

Email: a

Tess McBride

Email: [mcbridete@gmail.com](mailto:mcbridete@gmail.com)

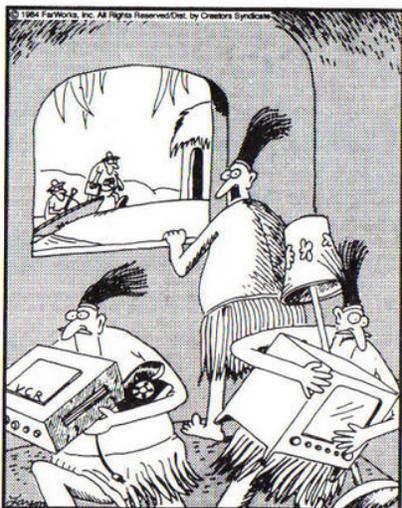
**Required text:**

- Miller, Barbara (2017). Cultural Anthropology in a Globalizing World (4<sup>th</sup> edition, Pearson)
- Borofsky, Rob (2011). Why a Public Anthropology (course fee\* covers text-available for download when you sign up for the Community Action Project)
- Reserve readings (available on Canvas)

**Course Fees:**

There is a \$15 fee involved with taking this course. This fee, used to pay for the 'Community Action Project' and accompanying text, is to be paid online when registering for the project.

THE FAR SIDE® BY GARY LARSON



"Anthropologists! Anthropologists!"

**Course Description:**

This course will teach you about the nature, intent, and scope of cultural anthropology. You will be introduced to anthropological methods, and will learn about cultures in different world regions, by learning about their past and present way of life. We will spend time reading about and discussing topics such as: economic systems, human development, health and healing, kinship, social groups, power relations, communication, religion, migration and development. In learning about these issues, we will ask questions such as, "what makes us uniquely human?", "how are we like and how are we different than our neighbors down the street or across the ocean?", and "what can we learn from the strategies for survival used by ancient peoples to help us face the challenges of the future?"

As the holistic study of humankind, these are the types of questions which anthropology asks and answers. In this

class, "culture" (the socially shared knowledge, behavior, and material products that are learned rather than inherited and passed-on between generations), is an integral part of this discussion. This course will help you develop a recognition of and respect for human differences. As part of your learning experience, this course will challenge you to step beyond the perspectives you inherently know to be "normal", to view the world with new eyes.

### **Course Goals, Outcomes and Expectations:**

In this course you will:

1. Gain factual knowledge about cultures from around the world as well as terminology, methods, and trends in the field of cultural anthropology.
2. Learn fundamental principles, generalizations, and theories in the field of anthropology through lectures, textbook chapters, outside readings, and films. You will be assessed via quizzes and written assignments.
3. Develop skills in expressing yourself orally and in writing by actively participating in discussions, submitting weekly on-line responses to assigned readings, and participating in the Community Action Project.
4. Learn to analyze, and critically evaluate ideas, arguments, and points of view by reading and critiquing scholarly articles, as well as writing and reviewing an Op-Ed piece for the Community Action Project.

### **Assignments:**

**1.) Readings and Lecture:** Each week, you will read a chapter from the textbook (see syllabus below for exact details). To help you better understand and contextualize the textbook material, I will give lectures in class accompanied by films and video clips. In addition to reading both the textbook chapters and the PowerPoint lectures, you will also read one outside article per week (all of these will be posted on Canvas under the corresponding Module). I will put copies of my lecture slides online, however, if you miss class, you should plan to get notes from a student because **lecture slides are not a substitute for being present for lecture.**

**2.) Weekly Respond and Discuss** ("R&D"): Each week you will post a written response to a film or in most cases an article posted on Canvas. These "R&D assignments cover relevant topics and will add to your understanding of how issues discussed in lecture and in the text (or films) relate to the "real-world." It is broken into two steps

**Part 1: Response (20%)**=12 total: 15 are assigned, I will drop your lowest 3.

Each week, you will read and digest the assigned article or film (available on Canvas and listed under the corresponding week on the course outline). You will then post a Word document or PDF response to the article on Canvas via the assignment link by Thursday noon. I expect your responses to ONLY consist of one paragraph (5-7 sentences) and be structured like this:

- 1.) A sentence or two summarizing the reading;
- 2.) A sentence or two describing what you learned or found interesting;

- 3.) A sentence highlighting the bigger picture of the reading, i.e. “why do we care?” (How does it connect to the course topic of the week, for instance)
- 4.) A question you have about the reading and/or an argument presented you disagree with or want to challenge

**Part 2: In-Class Discussion (15%)**=10 total: 13 possible, I will drop your lowest 3.

The second part of this weekly assignment involves you discussing with your group about the week’s assigned article (or film). You must be in class to get your points! Thirteen ‘respond and discuss’ sessions are offered (1 per week), but, I will **drop TWO** of your lowest discussion scores (if you skip them, Canvas will drop zeros).

**3.) Quizzes (30%):** A total of FOUR quizzes will be given ONLINE (via Canvas). These quizzes are multiple choice and will help you become familiar with key concepts and can serve as a good study guide for the final exam. These quizzes are always due on a SUNDAY night by 11:59 p.m. (Quizzes will run Weeks 4, 7, 10, 13 for the three weeks prior)

**4.) Final Exam (20%):** A comprehensive final exam (worth 80 points) will be given during finals week. This exam will be multiple choice and will be highly based on the prior four quizzes as well as the last three weeks’ material not previously included on a quiz.

**5.) Community Action Project (10%):** This project will take place from the 4-6 weeks of the semester.

- a. Using the internet to draw students at various universities together into an intellectual community, the Community Action Website encourages students to consider ethical issues that lie at the interface of anthropology and the contemporary world. Participating in the Community Action Website project helps students improve both their critical thinking and writing skills.
- b. Students will write Op-Eds -- or opinion pieces of roughly three to seven hundred words -- expressing their views on the steps that should be taken to address the ethical issue being considered. Past participants have played a critical role in encouraging prominent institutions to move toward more ethical actions.
- c. Students pay a \$15 registration fee to participate in the project. The book students read (*Why a Public Anthropology?*) comes FREE with the registration fee. Once registered, students have full access to the website, a copy of the book used with the project, and all activities associated with the project. They also have a free help email address to assist them with all problems.

**\*\*You have to complete the entire project to receive a grade for the project.\*\***

I will present all of the details of this project to you and there is a VIDEO that will be uploaded onto Canvas. After you listen to the presentation, you will be able to sign up for this project online via this website: <https://publicanthropology.net>. **Please note that all assignments for this project are to be submitted on the public anthropology website, NOT via Canvas.**

<b>Grading Overview</b>	<b>Weight</b>
Quizzes (4 @ 20 points each)	35%
Part One R&D: Respond (12 @ 10 points each)	20%
Part Two R&D: Discuss (10 @ 10 points each)	15%
Community Action Project	10%
Final exam	20%

**Late/Make-up Assignment Policy:**

In-class discussion points cannot be made up. Make-up of all other assignments is at instructor discretion and must generally be arranged for *prior* to the due-date scheduled. Late assignments may be accepted, at instructor discretion, but frequently result in a point penalty.

**Instructor Availability Outside of Class:**

My official office hours are Mondays and Wednesdays from 1-2 p.m. (my office is on the Logan USU Campus). However, I can make appointments if those times do not work. I am also always available via email at [angela.montague@usu.edu](mailto:angela.montague@usu.edu)

**Classroom Behavior:** It is, of course, expected that students and professor will be respectful of other students and that all students will be respectful to the professor. For our purposes this means: paying attention to the lecture, no talking, and no use of any electronics for purposes other than taking notes. I reserve the right to disallow the use of a laptop, iPad, etc., if it is used for any other purpose.

**Diversity and Inclusion:** In this course, class discussions, readings and assignments will challenge students to think critically about the impact of cultural, religious, gender, race, socioeconomic (class), and sexual differences. Students will be encouraged to develop or expand their respect and understanding of such differences.

**Pronouns:** I will respect and use your preferred pronouns and first name. As a class, I ask that we introduce ourselves and our preferred pronouns so that we do not make assumptions about someone's gender identity based on visual clues or names. **Gender is not binary**, and some people prefer to use "they/them/their" or "ze/hir" for individuals. For more information on gender identity, please visit the LGBTQA website at: <https://accesscenter.usu.edu/lgbtqa/index>

**Academic Integrity:** Students are expected to demonstrate high levels of academic integrity and professionalism, and are prohibited from committing or attempting to commit any act that constitutes academic misconduct. Plagiarism and other forms of academic dishonesty will be grounds for automatic failure in the course. If you have questions about conduct please ask your professor or review the University Student Conduct Code (available at the end of this document).

**What You Can Expect from Your Professor:**

You can expect me to:

- Create an inclusive learning environment that values all students, their opinions and backgrounds
- Plan and facilitate learning opportunities that will help you meet the course objectives
- Provide constructive feedback on your performance
- Be open to constructive feedback on my performance
- Bring my teaching expertise and experience into the classroom
- Be open-minded in responding to your ideas and suggestions
- Allow you to wrestle with ideas to shape your own conclusions

**\*University Policies and Procedures can be found at the end of the syllabus after the reading and assignment schedule.**

## COURSE OUTLINE

Week #1 Aug. 28-Sept. 3

- ✓ **Topic:** The Scope of Anthropology and the Definition of Culture
- ✓ **Read:** Chapter 1 of text & "Body Ritual Among the Nacirema"
- ✓ **Watch:** Presentation on the Community Action Project
- ✓ **Post:** Reading response to assignments (by Thursday)
- ✓ Participate in the R&D (Friday in class)

Week #2 Sept. 4-10 (No class Monday for Labor Day)

- ✓ **Topic:** Introduction to Methods in Cultural Anthropology
- ✓ **Read:** Chapter 2 of text & "Reflections Of A Shy Ethnographer"
- ✓ **Watch:** "Babakiueria"
- ✓ **Post:** Reading response to assignments (by Thursday)
- ✓ Participate in the R&D (Friday in class)
- ✓ **Sign-up:** For Community Action Project at: [www.publicanthropology.net](http://www.publicanthropology.net)

Week #3 Sept. 11-17

**Topic:** Economic Systems: Subsistence

- ✓ **Read: for the Community Action Project**
- ✓ **Watch:** \*\*"N!ai, Story of a !Kung Woman"
- ✓ *\*\* This week's R&D is on the film*
- ✓ **Post:** Film response to assignments (by Thursday)
- ✓ Participate in the R&D (Friday in class)

Week #4 Sept. 18-24

**(Community Action Project Begins)**

**Topic:** Economic Systems: Consumption and Globalization

- ✓ **Read:** Chapter 3 of text & "Worst Mistake" and "Why Can't People Feed Themselves?"
- ✓ **Watch:** "The Story of Stuff"
- ✓ **Post:** Reading response to assignments (by Thursday)
- ✓ Participate in the R&D (respond and discuss)
- ✓ **Take: Quiz #1** (by Sunday night before midnight)

Week #5 Sept. 25-Oct. 1

**Topic:** Reproduction and Human Development

- ✓ **Read:** Chapter 4 of text & "Unmasking Tradition"
- ✓ **Watch:** "Death, Rebirth, and Liberation in Hinduism" (short clip)
- ✓ **Post:** Reading response to assignments (by Thursday)
- ✓ Participate in the R&D (Friday in class)

Cont'd on next page

Week #6 Oct. 2-8

**Topic:** Introduction to Medical Anthropology

- ✓ **Read:** Chapter 5 of text & "The Spirit Catches You And You Fall Down"
- ✓ **Watch:** "Between two Worlds" (clip)
- ✓ **Post:** Reading response to assignments (by Thursday)
- ✓ Participate in the R&D (Friday in class)

\* **END OF COMMUNITY ACTION PROJECT**

Week #7 Oct. 9-15

**Topic:** Introduction to Kinship Systems

- ✓ **Read:** Chapter 6 of text & "When Brothers Take a Wife"
- ✓ **Post:** Reading response to assignments (by Thursday)
- ✓ Participate in the R&D (Friday in class)
- ✓ **Take: Quiz #2** (by Sunday night before midnight)

Week #8 Oct. 16-22 (No Class Friday for Fall Break)

**Topic:** Social Groups and Social Stratification

- ✓ **Read:** Chapter 7 of text & "Becoming Muslim in Europe"
- ✓ **Watch:** \*\*\*"Race: The Power of an Illusion, Part I"  
*This week's R&D is on the film*
- ✓ **Post:** Film response to assignments (by Thursday)
- ~~✓ Participate in the R&D (Friday in class)~~

Week #9 Oct. 23-29

**Topic:** Social Groups and Social Stratification, continued

- ✓ **Read:** "Unpacking the Invisible Knapsack" by Peggie McIntosh
- ✓ **Watch:** "Race: The Power of an Illusion Parts II-III" (clips)
- ✓ **Post:** Reading response to assignments (by Thursday)
- ✓ Participate in the R&D (Friday in class)

Week #10 Oct. 30-Nov. 5

**Topic:** Power, Politics, and Social Order

- ✓ **Read:** Chapter 8 of text & "Prosperity and Conflict in Indian Country"
- ✓ **Post:** Reading response to assignments (by Thursday)
- ✓ Participate in the R&D (Friday in class)
- ✓ **Take: Quiz #3** (by Sunday night before midnight)

Week #11 Nov. 6-12

**Topic:** Language and Communication

- ✓ **Read:** Chapter 9 of text, "Whorf Revisited"
- ✓ **Watch:** "Color is in the Eye of the Beholder"
- ✓ **Post:** Reading response to assignments (by Thursday)
- ✓ Participate in the R&D (Friday in class)

Week #12 Nov. 13-19

**Topic:** Religion

- ✓ **Read:** Chapter 10 of text & “Baseball Magic”
- ✓ **Post:** Reading response to assignments (by Thursday)
- ✓ Participate in the R&D (Friday in class)

Week #13 Nov. 20-26 (No Class Wed. or Fri. for Thanksgiving Break)

**Topic:** Expressive Culture

- ✓ **Read:** Chapter 11 of text & “Body Art”
- ✓ **Post:** Reading response to assignments (by Thursday)
- ~~✓ Participate in the R&D (Friday in class)~~
- ✓ **Take: Quiz #4** (by Sunday night before midnight)

Week #14 Nov. 27- Dec. 3

**Topic:** People on the Move

- ✓ **Read:** Chapter 12 of text & “The Road to Resettlement”
- ✓ **Post:** Reading response to assignments (by Thursday)
- ✓ Participate in the R&D (Friday in class)

Week #15 Dec. 4-10

**Topic:** People Defining Development

- ✓ **Read:** Chapter 13 of text, “Forest Development the Indian Way” and lecture slides
- ✓ **Post:** Reading response to assignments (by Thursday)
- ✓ Participate in the R&D (respond and discuss)
- ✓ **Study** for the final

**FINAL EXAM: On Canvas before Wednesday Dec. 13<sup>th</sup> AT 9 P.M.**

---

# UNIVERSITY POLICIES & PROCEDURES

## Academic Freedom and Professional Responsibilities

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. [Faculty Code Policy #403](#) further defines academic freedom and professional responsibilities.

## Academic Integrity – "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students.

[The Honor Pledge](#): To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge:

*"I pledge, on my honor, to conduct myself with the foremost level of academic integrity."*

A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

## Academic Dishonesty

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University's Student Code. Acts of academic dishonesty include but are not limited to:

- **Cheating**: using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
  - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done "individually;"
  - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;

- Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
- Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
- Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
- Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.
- **Falsification:** altering or fabricating any information or citation in an academic exercise or activity.
- **Plagiarism:** representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

## **Sexual Harassment**

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at (435) 797-1266.

## **Withdrawal Policy and "I" Grade Policy**

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

## **Students with Disabilities**

Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print, digital, or audio) are available with advance notice.

Contacting the Disability Resource Center (DRC):

- On Campus: Room 101 of the University Inn
- Phone: 435-797-2444

- Website: <http://www.usu.edu/drc/>

For additional information about the application process, accommodations for Online & Regional Campus Students, confidentiality, free and low cost accessibility apps, and the services provided by the DRC, please visit the [Students section of the Disability Resource Center website](#).

## Diversity Statement

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact:

- Student Services: <http://www.usu.edu/student-services/>, 435.797.1712, [studentservices@usu.edu](mailto:studentservices@usu.edu), TSC 220
- Student Advocates: <https://ususa.usu.edu/resources/legal-services/>, 435.797.2912, TSC 340,
- Access and Diversity: <http://www.usu.edu/accesscenter/>, 435.797.1728, [access@usu.edu](mailto:access@usu.edu); TSC 315
- Multicultural Programs: <http://www.usu.edu/accesscenter/multiculture/>, 435-797-1728, TSC 315
- LGBTQA Programs: <http://www.usu.edu/accesscenter/lgbtqa/>, 435-797-GAYS, TSC 314
- Provost's Office Diversity Resources: <https://www.usu.edu/provost/diversity/>, (435) 797-8176

You can learn about your student rights by visiting:

The Code of Policies and Procedures for Students at Utah State University:

<http://www.usu.edu/student-services/student-code/>

## Grievance Process

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: [Article VII. Grievances](#).

**Full details for USU Academic Policies and Procedures can be found at:**

- [Student Conduct](#)
- [Student Code](#)
- [Academic Integrity](#)
- [USU Selected Academic Policies and Procedures](#)
- [USU Academic Policies and Procedures](#)
- [Academic Freedom and Professional Responsibility Policy](#)

## Emergency Procedures

In the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of the fire/emergency alarm system or by a building representative. In the event of a disaster that may interfere with either notification, evacuate as the situation dictates (i.e., in an earthquake when shaking ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs.