INTRODUCTION TO CULTURAL ANTHROPOLOGY
GEM Competency Area: Social and Behavioral Ways of Knowing
Anthropology 102, Spring 2015
Section 1: T & Th 10:30-11:45, MLH 240

INSTRUCTOR: Kerensa Allison
OFFICE: Spalding Hall, Rm. 212; (or main office Spalding 101A)
OFFICE HOURS: Mon. 1-2, Tues. 3-4 & Wed. 4:30-5:30 & by appointment
PHONE/E-MAIL: 792-2348 and klallison@lcsc.edu

TEXTS: (available at the college book store or through the publisher – Cengage Publishers)
*We are using the loose leaf version of the new edition of Andreatta/Ferraro bundled with CourseMate.


Additional Readings:
Miner, Horace “Body Ritual among the Nacirema” [required]
Bohannan, Laura "Shakespeare in the Bush" [required]
Lee, Richard "Eating Christmas in the Kalahari" [required]
Gmelch, George “Baseball Magic” [required]

Note: additional readings posted on blackboard.

COURSE DESCRIPTION: The fundamental goal of a college education is learning how to “think critically” about oneself and one’s world through information gathering, comparison and contrast, analysis of information, and the examination of basic concepts/beliefs underlying how we understand, and often misunderstand, our natural and social environments. Anthropology is the empirical and comparative study of humans as biological and cultural beings, which is guided by the overarching principles of cultural relativism and by the avoidance of ethnocentrism. This class will cover principles of cultural and linguistic anthropology through the study of various ethnic groups from different parts of the world. Cultural anthropology is a discipline that allows us to study a range of similarities and differences both within and between human groups. We will explore how different people meet their basic needs, solve conflicts, explain the unexplainable, and exist within this world amongst everyone else. From a holistic perspective and cross-cultural approach, we will explore both small-scale and large-scale groups and discuss the diversity and complexity of human culture.

COURSE OBJECTIVES: General Education Learning Outcomes (GELOs):
This course is designed to help you develop the competencies stipulated by the Idaho State Board of Education for the Social and Behavioral Ways of Knowing component of the General Education Core. Upon successful completion of this course, you will be able to do the following:

i. Demonstrate knowledge of the theoretical and conceptual frameworks of this particular Social Science discipline (anthropology).

ii. Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas.

iii. Utilize Social Science approaches, such as research methods, inquiry, or problem-solving, to examine the variety of perspectives about human experiences.

iv. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.

v. Understand and appreciate similarities and differences among and between individuals, cultures, or societies across space and time.
Course-Specific/Additional Learning Outcomes:

More specifically, in this course you will do the following, which are linked to the above expected learning outcomes as noted in parentheses:

- Describe what makes anthropology unique compared to other social sciences by defining the four fields of the discipline and defining basic anthropological concepts such as culture, emic/etic, enculturation, cultural relativism and holism (i, iii, iv)

- Identify ways in which different aspects of culture – economic, social, political, and belief systems – relate to one another in a cultural system (holism) by reviewing case study examples (i, ii, iii, iv, v).

- Draw comparisons between different cultures, past and present, by using cross-cultural examples from course materials to describe culture as a dynamic system of adaptation in relation to biological adaptation (i, ii, iii, iv, v).

- Evaluate the process of the ethnographic method as practiced and reflected upon within anthropology specifically identifying the methodological, political, and ethical issues of tools like (but not limited to) participant observation for approaching the study of human beings (i, iii)

- Demonstrate an understanding of the role of language in shaping culture and world view by identifying innate human language structures, describing the process of enculturation, and discussing cross-cultural linguistic studies (i, ii, iii, iv, v).

- Explain the contributions of cultural anthropology for identifying and solving practical, contemporary social issues by discussing and analyzing current topics using an anthropological approach (i. ii, iii, iv, v).

- Apply critical thinking and analytic skills to representations of human culture within and outside the discipline of anthropology by reading course materials for assumptions and viewpoints with ethnocentric bias or other forms of bias (i, ii, iii, iv, v).

- Write clear, concise, and organized essays and papers analyzing social science/anthropological issues (i, ii, iii, iv, v).

COURSE REQUIREMENTS

Exams (100 pts. each):

- There will be 3 equally-weighted exams. (See "Course Outline & Assignments” following). Exams will cover ALL class materials, including readings, lectures, and films. These exams will include a combination of multiple-choice, matching, true/false, short answer, and essay. Exams will not be cumulative, but the understanding of some material will be pertinent throughout the semester.

Writing Assignment (100 pts):

- There is one writing assignment for this course based on your reading of Fernea’s Guests of the Sheik. For this assignment you will write a four to six page (typed) analysis of the assigned book (see "Evaluation Criteria for Writing Assignment” below and additional information in blackboard under “Course Materials: Writing Assignment”). One week before your essay is due we will have a required in-class peer editing session. You will turn in your peer edited draft, along with your final draft. You should expect at least a full letter grade deduction if your essay does not have a peer edited draft submitted with it. Your final paper will be submitted to “SafeAssign” on blackboard in addition to turning in a hardcopy of your paper in class (to be discussed in class).

Class Participation (100 pts.):

- There are three ethnographic film assignments (20 pts each). The ethnographic films will be shown during regularly scheduled class periods. For each film, you will complete and turn in question sheets associated with the movie. The handouts are designed to help point out the important information you will be expected to know on the exam.
- There are **four quizzes (10 pts. each)**. These quizzes will be given during regularly scheduled class periods covering weekly reading and/or lecture material. The quizzes will be short essay format and may be unannounced. It is important to come to class having read the weekly reading assignments so you are prepared to participate in these quizzes.

**Note:** There are NO make-up assignments without prior approval.

**ATTENDANCE:** Attendance will not be taken (Except for Financial Aid purposes the first 2-weeks). However, students are expected to attend all classes and excessive absence may affect the final grade. Class participation is encouraged and discussion material will be fair game for exams.

**MAKE-UP POLICY:** All assignments have a specified due date. They must be turned in during class the day they are due. Work received later than this will be considered late. Late assignments or coursework are penalized 10% per day up to one week. After one week (including the weekends and holidays) they are not accepted. If you feel you have special circumstances or if you know that you are going to miss scheduled class requirements due to a legitimate reason (e.g., illness, conflict with an approved university event, death in the family, etc.), you need to contact me before the due date to make arrangements and then contact me within one-week to make up the work.

**INCOMPLETE POLICY:** Due to unforeseen circumstances, students are sometimes unable to complete a course of study on time. Under these circumstances the student can request an Incomplete Grade (I) which has to be made up by a fixed deadline in order to prevent the grade being changed to F.

To obtain an “I” grade:
1) Students must make a formal request in writing (e-mail can be used) to the instructor outlining the reason why they are requesting an incomplete, documentation (i.e. doctor’s notes, court paperwork, etc.) to support the request, and a plan to complete the course (three months to one year).
2) Students must complete 1/3 of the class participation assignments and one of the three exams in order to file for an incomplete.
3) A student must have a mathematical possibility of passing the class. A passing grade is 60 percent or above for the entire course.

**COURSE EVALUATION:**
Your final course grade will be figured as follows:

- **Exams:** = 300 points (100 pts. each)
- **Paper:** = 100 points (Rough draft worth one letter grade.)
- **Class Participation** = 100 points (3 movies & 4 quizzes)

Total: = 500 points possible

I will compute your final grade based on the following cumulative percentages:

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<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>A-</td>
<td>89-92</td>
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<tr>
<td>B+</td>
<td>86-88</td>
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<tr>
<td>B</td>
<td>82-85</td>
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<td>B-</td>
<td>79-81</td>
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<tr>
<td>C</td>
<td>76-78</td>
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<tr>
<td>C-</td>
<td>72-75</td>
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<tr>
<td>D+</td>
<td>64-67</td>
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<tr>
<td>D</td>
<td>60-63</td>
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<tr>
<td>F</td>
<td>0-59</td>
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**COURSE RESPONSIBILITIES**

You are responsible for the following:
- class attendance.
- lecture material, class films, discussions & readings.
- directions or clarification of assignments made in class, including changes in assignments or exam dates.
- turning in papers by their assigned due dates and times.
- notifying me before any paper due-date or exam that you will miss for scheduled College activities.
- contacting me immediately when assignments or exams are missed due to unforeseeable circumstances.
- scheduling any allowable make-ups within two classes of the missed work.
- **printing and keeping hard [paper] copies** of all your papers.
- knowing the College's policies concerning academic honesty (cheating on exams; plagiarism on papers).
A few matters of common courtesy:
• Please turn off and put away your cell phones.
• Only use your lap top / web connection for purposes directly related to this course while class is meeting.
• Promote class discussions by listening when someone else is talking and not dominating discussion.
• Refrain from doing homework, etc. for another class while we meet.
• Don't arrive a few minutes late or visit the vending machine during class on a regular basis.

Students with Disabilities
Please notify me during the first week of class of any accommodations needed for the course. Please visit or contact the Office of Disability Services [Reid Hall, Rm. 111; 792-2211] to learn more about College services available to you.

Final Comments
If you run into problems during the semester that affect your participation or coursework, be sure to let me know – exceptions can always be made for illness and emergencies. It is very important to notify me in advance if at all possible – I will be less sympathetic to excuses made after the fact. Feel free to call or e-mail me at any time.

COURSE OUTLINE & ASSIGNMENTS

NOTE: Students are expected to come to class having read the assigned material in advance and prepared for in-class discussion. Always read for comprehension, take notes as you read, and make sure you can answer the chapter questions.

*Bb = Blackboard – meaning to submit work on blackboard or where you will find the resource listed.

<table>
<thead>
<tr>
<th>WEEK OF:</th>
<th>Topics</th>
<th>Reading Schedule &amp; Assignment Due Dates</th>
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<tbody>
<tr>
<td>Week 1 (1/19)</td>
<td>Course Introduction &lt;br&gt; Movie 1: Caterpillar Moon</td>
<td>Ferraro &amp; Andreatta Ch. 1</td>
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<tr>
<td>Week 2 (1/26)</td>
<td>What is Anthropology?</td>
<td>Miner “Body Rituals among the Nacirema (Bb) &lt;br&gt; DUE: 1/27 Extra Credit #1 (Bb) &lt;br&gt; &amp; Bring Calendar (In Class)</td>
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<tr>
<td>Week 3 (2/2)</td>
<td>Culture</td>
<td>Ferraro &amp; Andreatta Ch. 2</td>
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<tr>
<td>Week 4 (2/9)</td>
<td>Culture</td>
<td>Bohannan &quot;Shakespeare in the Bush&quot; (Bb) &lt;br&gt; Ferraro &amp; Andreatta Ch. 4 (pg. 73-77) &lt;br&gt; DUE: 2/10 Extra Credit #2 Nacirema Essay</td>
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<tr>
<td>Week 5 (2/16)</td>
<td>Anthropological Methods</td>
<td>Ferraro &amp; Andreatta Ch. 5 &amp; &lt;br&gt; Lee &quot;Eating Christmas in the Kalahari&quot; (Bb)</td>
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<td>Week 6 (2/23)</td>
<td>Anthropological Methods</td>
<td>*Note – Questions from the first ½ of “Guests of the Sheik” will be on the exam.</td>
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<td>Week 7 (3/2)</td>
<td>Language and Communication &lt;br&gt; Movie 2: American Tongues</td>
<td>Ferraro &amp; Andreatta Ch. 6</td>
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<td>Week 8 (3/9)</td>
<td>Language and Communication</td>
<td>DUE: 3/10 - Extra Credit #3 Cultural Pic.</td>
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<td>Week 9 (3/16)</td>
<td>Identity, Race, and Ethnicity</td>
<td>Ferraro &amp; Andreatta Ch 12 (pg. 304-310) &amp; Fish (Bb)</td>
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<td>Week 10 (3/23)</td>
<td>Marriage, Kinship and Family</td>
<td>Ferraro &amp; Andreatta Ch. 9</td>
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<td>Week 11 (3/30)</td>
<td>Spring Break – No classes</td>
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<tr>
<td>Week 12 (4/6)</td>
<td>Marriage, Kinship and Family</td>
<td>Ferraro &amp; Andreatta Ch. 9</td>
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<tr>
<td>Exam #2-Thurs, April 9th</td>
<td>*Note – Questions from the second ½ of “Guests of the Sheik” will be on the exam.</td>
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Fernea was not originally trained as an anthropologist, but she has written an exceptional ethnography based on her experience living in a small Shi’ite village in southern Iraq before the 1958 revolution. (This was one of the regions attacked by Saddam Hussein in the mid-1990s). Although Fernea was there to accompany her anthropologist husband while he did his fieldwork, she developed a unique perspective of life in this tribal Islamic village. She was perhaps the first person to write cross-culturally about the role of women in a society where purdah (the veiling and seclusion of women) is the norm.

Rather than take a western (and ethnocentric) approach to understanding these customs, Fernea is able to put them in their proper cultural perspective, and to give us a detailed, human—and humane—report on what it means (and just as importantly, what it does not mean) to be female in a traditional patrilineal and patrifocal society. Your paper should be an analysis (Not a “book report”), which focuses on the cultural customs, norms, and traditions in the tribal Islamic community of El Nahra. Consider the following writing prompt:

You are Fatima, a middle-aged, middle-class woman in El Nahra, Iraq in 1954. You have met an American woman for the first time in your life, and have come to know her pretty well. But you just cannot understand how she can be happy living according to the American customs she has described to you and you want to help her explore alternative cultural beliefs and practices.

In this paper you will construct Fatima’s argument for why the customs of Iraq, especially as they relate to gender roles and gender relationships, are vastly superior to those of the United States. Demonstrate through specific examples in your discussion what you’ve learned about this society’s cultural traditions, behaviors, and values.

Great Writing Resource: http://owl.english.purdue.edu/owl/resource/685/05/ (“How to write an argumentative essay” by Purdue Online Writing Lab)

Paper Criteria

Your paper should be 4-6 pages (typed, double spaced) and proofread. You should provide the following in your paper:

1) A strong introduction to the paper – (analysis thesis statement) – Identify three specific cultural topics to analyze.
   a. Possible topics: marriage, friendship, occupations, leisure, child rearing, lineage and family relations, religion and rituals, customs of dress, visiting...
2) A brief summary of your cultural topics as presented in the book (cultural norms and values associated with the topic, not an introduction of BJ and Bob);

3) Evidence/examples to prove Fatima’s point (support your thesis);
   a. Include discussion of at least two specific examples for each of your topics (min 6 examples)

4) Discuss why each of the customs you selected are important in cultural context (in Iraq) and why Fatima considers them superior to those of the United States. In other words, identify and discuss their cultural ethos and values.

5) A summary of your discussion highlighting why this topic is important and how you supported your analysis.

This is an easy-to-read ethnography, with very little anthropological jargon; in many ways it reads like a novel, and I suggest that you read it as such. Read it through quickly, getting a general idea of what's going on and who's who. Then go through it a second time for specifics that will help you with your paper.

Things to think about:
The goal of the paper is to present an unbiased presentation of cultural norms, core values, and traditions in El Nahra. The papers that focus on a culturally relativistic presentation of their analysis will receive the majority of the paper points.

The purpose of the paper is to recognize that all cultures believe theirs to be best (ethnocentrism) and to understand from an emic perspective the value of El Nahra culture and how it works. This paper should not be a compare and contrast of US and Iraq culture because Fatima would know little of U.S. culture. Focus your discussion on what you have learned about Iraq culture. Please note, it would be easier to write a paper discussing the oppression of women and control of men in El Nahra because this is an idea supported by our popular culture and much research. It is just as valuable to look at how these women and men gain balance in their lives and how they view American cultural customs as unusual and harsh. (Note: Your paper emphasis should be on El Nahra culture.)

DRAFTING ESSAYS: One week before your essay is due, we will have a required in-class peer editing session (See Course Schedule for dates). You will write a thesis statement and a minimum of two typed pages to bring to class. You will turn in your peer edited draft, along with your final draft. You should expect at least a full letter grade deduction if your essay does not have a peer-edited draft submitted with it.

Evaluation Criteria for Writing Assignments

1. Identifies and presents the student’s perspective and position based on book analysis—thesis statement
   o What is the focus of the paper?
   **Please be specific with your thesis. It should not say “I am going to analyze the very interesting story of “Guests of the Sheik” by Fernea. It should instead read like a newspaper heading telling the reader exactly the argument/analysis you are trying to make in your paper. It should state exactly the customs and rituals you are going to address in your paper. Tell me in the first sentence what you are including in your analysis.**

2. Identifies and assesses supporting information with specific examples
   o Demonstrates completion and understanding of the assigned book.
   o Brings in appropriate and sufficient examples from the book to support thesis (min 2 for each topic).
   o Provides a balance of descriptive content (what happened) and analytical content (why it is important to the analysis?).

3. Identifies and considers alternative points of view
   o Provides a culturally relativistic presentation of perceptions and practices.
   o Limits personal opinions as foundation for discussion.
   o Demonstrates a command of the material covered in class.
4. Summarizes main points of the analysis – conclusion
   o What is/are the most important point(s) from your paper/analysis?
   o Why is this analysis important?
   o Supports thesis statement.

5. Clearly Written
   o Proper formatting guidelines (Times New Roman, 12-pt font, double spaced, 4-6 pgs., 1 inch margins, pg #s)
   o Use of topic sentences
   o Sentences flow together smoothly
   o Transitions effectively connect sentences and paragraphs
   o Fragments and run-ons do not mar work
   o Paragraphs used appropriately
   o Limited misspellings

6. Cites sources of information
   o In-text citations (author, date, and page number - example: Boyd and Silk 2006:25).
   o Works-cited

7. Evidence of "essay drafting" (Peer Review)

A few miscellaneous comments

• Although there are many ways to do it, most of your essays would benefit from a statement in the first paragraph that begins "In this essay I will demonstrate...." and then you need to remember to stick to that statement as you proceed through your essay. Pick something to prove and use examples from the book to illustrate your points.

• Your essay should be organized as a discussion of the examples. Don't just mention the examples -- discuss them. And make sure your examples gets beyond a single chapter in the book.

• As always, this must be your original work / analysis. The use of anyone else’s work must be duly noted and cited in appropriate format, even if it is not a direct quotation. You may not use the words, or closely paraphrased wording, of anyone else without proper citation. And you may not use others’ previously written papers or articles [or any sections of the same], from the Internet or from anyone else, including other students. Doing so will minimally result in a ‘0’ on this assignment, as well as reports to the following: your academic advisor, the Chair of your major Division and/or Program, and the Academic Dean and the Dean of Students.

Important Information

Consumer Information

In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at http://www.lcsc.edu/studentconsumerinformation/

Disability Accommodations

Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should contact the instructor for the course Dr. Kerensa Allison (klallison@lcsc.edu, 792-2348) and the LCSC Student Counseling Center (RCH 111, 792-2211) the first week of class. Official documentation may be required in order to provide an accommodation and/or adaptation. LCSC Disability Services for Students: http://www.lcsc.edu/disability-services/

Student Rights and Responsibilities

Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog (http://www.lcsc.edu/catalog/) and the LCSC Student Handbook (available at http://www.lcsc.edu/studentservices/contactus.htm) for more information.

Accidents/Student Insurance
Students participating in LCSC classes normally must look to their personal health insurance policy (Student Health Insurance Plan or comparable private coverage) should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

**Enrollment Verification/Attendance**

Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

**Academic Dishonesty**

Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members will impose their own policies and sanctions regarding academic dishonesty. Students who are accused of being academically dishonest may be referred to the VP for Student Affairs for official disciplinary action.

Your papers will be run through a database in this system to aid in detecting cheating and plagiarism.

You are expected to uphold the Lewis-Clark State College standard of conduct relating to Academic Integrity. Please visit the following website for additional information on policies and procedures: [http://www.lcsc.edu/student-affairs/student-code-of-conduct/](http://www.lcsc.edu/student-affairs/student-code-of-conduct/)

**Illegal File Sharing**

Students using LCSC’s computers and/or computer network must comply with the college’s appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college’s technology policies and its protocols for combating illegal file sharing may be found on the VP for Student Affairs’ web page ([http://www.lcsc.edu/studentservices/](http://www.lcsc.edu/studentservices/)).

**Diversity Vision Statement**

Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being. [http://www.lcsc.edu/culturaldiversity/](http://www.lcsc.edu/culturaldiversity/)

[Blackboard’s Accessibility webpage: http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx](http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx)

**Disclosures**

During this course, if you elect to discuss information with me which you consider to be sensitive or personal in nature and not to be shared with others, please state this clearly. Your confidentiality in these circumstances will be respected unless upholding that confidentiality could reasonably put you, other students, other members of the campus community, or me in danger. In those cases or when I am bound by law to report what you have told me, such as incidents involving sexual assault or other violent acts, I will submit a report to appropriate campus authorities.

**Updated January 2014**