INTRODUCTION TO CULTURAL ANTHROPOLOGY
GEM Competency Area: Social and Behavioral Ways of Knowing
GEM Competency Area: Diversity
Anthropology 102, Fall 2015
Section 2: T & Th 1:30-2:45, SGC 119

INSTRUCTOR: Kerensa Allison
OFFICE: Spalding Hall, Rm. 212; (or main office Spalding 101A)
OFFICE HOURS: Mon & Wed 1:30-2:30, Tues. 3-4 & by appointment
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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.

General Education Learning Outcomes (GELOs): This course is also designed to help you develop the competencies stipulated by the Idaho State Board of Education for the Diversity component of the General Education Core. Upon successful completion of this course, you should be able to demonstrate the following competencies:
i. Explain the effect of culture on individual and collective human behavior and perspectives.
ii. Analyze multiple perspectives and articulate how perspectives, based on other worldviews, compare to one’s own.
iii. Differentiate key values, assumptions, and beliefs among diverse peoples.
iv. Explain how and why sameness and difference, as constituted through intersections of social categories (e.g. racial, ethnic, religious, regional, economic, and/or gendered backgrounds), shape the human experience.
v. Assess and utilize information about human diversity from a variety of sources.
vi. Demonstrate the ability to communicate and interact across cultures with civility and sensitivity.

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.):
- Class participation will be an important part of your experience in this class. This participation will include small and large group discussions, activities, and in-class writing exercises. Unannounced pop quizzes will be given during regularly scheduled class periods covering weekly reading and/or lecture material. It is important to come to class having read the weekly reading assignments so you are prepared to participate in all class activities.

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: The writing assignment has a specified due date. It must be turned in during class the day it is due. Work received later than this will be considered late. Late assignments 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 this scheduled class requirement 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 (3 X 100 pts.)
Paper: = 100 points (Rough draft worth one letter grade.)
Class Participation = 100 points
Total: = 500 points possible

I will compute your final grade based on the following cumulative percentages:
A 93-100 C+ 76-78 F 0-59
A- 89-92 C 72-75
B+ 86-88 C- 68-71
B 82-85 D+ 64-67
B- 79-81 D 60-63

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 and quizzes. 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.

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<th>WEEK OF:</th>
<th>Topics</th>
<th>Reading Schedule &amp; Assignment Due Dates</th>
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| Week 1 (8/24) | Course Introduction  
Movie 1: Caterpillar Moon | Ferraro & Andreatta Ch. 1 |
| Week 2 (8/31) | What is Anthropology? | Miner “Body Rituals among the Nacirema (Bb)  
DUE: 9/1 Extra Credit #1 (Bb) |
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, occupation, leisure, child rearing, lineage and family relations, religion and rituals, customs of dress, food.

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). In other words, why does Fatima consider them important to her culture (their cultural ethos and values).

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

Things to think about:

The goal of the paper is to present an analysis 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. (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
   - 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 THREE customs/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
   - Demonstrates completion and understanding of the assigned book.
   - Brings in appropriate and sufficient examples from the book to support thesis (min 2 for each topic).
   - 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
   - Provides a culturally relativistic presentation of perceptions and practices.
   - Limits personal opinions as foundation for discussion.
   - Demonstrates a command of the material covered in class.

4. Summarizes main points of the analysis — conclusion
   - What is/are the most important point(s) from your paper/analysis?
   - Why is this analysis important?
   - Supports thesis statement.

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

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

Disability Accommodations
Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

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://webdev.lcsc.edu/catalog and the LCSC Student Handbook (http://www.lcsc.edu/media/2157659/Student-Handbook.pdf) 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 may impose their own policies and sanctions regarding academic dishonesty after offering the student an opportunity to explain his or her actions. Sanctions imposed by the faculty member are limited to grades on the assignment(s) in question and/or on the course grade. On matters of academic dishonesty, faculty members do not have the authority to dismiss a student from class indefinitely nor to disenroll a student from a program without corroboration from a Division Chair (or program ethics committee where applicable), the appropriate instructional dean, and the Vice President for Student Affairs. Students who are accused of being academically dishonest may be referred to the VP for Student Affairs for official disciplinary action.

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/student-affairs/student-code-of-conduct/).

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.

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.

Student Feedback
Students shall be provided the opportunity to formally evaluate each course in which they are enrolled. Notification of student feedback opportunity and timelines will be made through the official LCSC student email (currently LCMail) or online course learning management (currently Blackboard Learn) systems.

Approved by VP for Student Affairs & Provost 5/12/2015