INTRODUCTION TO CULTURAL ANTHROPOLOGY
GEM Competency Area: Social and Behavioral Ways of Knowing
GEM Competency Area: Diversity
Anthropology 102-60, Fall 2015

INSTRUCTOR: Dr. 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 to chat (online or by phone)
PHONE/E-MAIL: 792-2348 and klallison@lcsc.edu (blackboard email contact is best)

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 are posted on blackboard with their respective lessons.

TECHNOLOGY REQUIREMENTS: Please visit the e-Learning Services Website for a list of technology requirements for online courses: http://www.lcsc.edu/e-learning/computerrequirements/
Blackboard Orientation: http://www.lcsc.edu/e-learning/students/blackboard-orientation

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 will be able to do the following:

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

Your grade will be based on a variety of factors (exams, discussions, assignments, & a paper). The best way to succeed is to stay on schedule with the content and submit assignments on time.

Exams (100 pts. each):
There will be three equally-weighted exams. (See “Course Schedule” below). Exams will cover ALL class materials, including readings, lessons, discussions, and films. These exams will include a combination of multiple-choice and true/false questions. Exams will not be cumulative, but the understanding of some material will be pertinent throughout the semester. You do not need to go to a testing center to take these exams.

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-six page (typed) analysis of the assigned book (see “Evaluation Criteria for Writing Assignment” below and additional information in blackboard under “Course Activities: Assignments”).

Movie Assignments (10 pts. each):
There are five ethnographic film assignments. Film requirements will be posted within each Lesson and within the Movie folder (see also “Course Activities: Assignments” on blackboard). You will be responsible for information from these films on your exams. The movie handouts are to be completed for each film and they are designed to point out the important information you will be expected to know on the exam. (See “Course Schedule” below for a list of due dates for movie questions.)

Threaded Discussions (20 pts. each - drop the lowest score):
There will be one introductory “getting to know each other” discussion (extra-credit) and 6 equally-weighted threaded discussions based on assigned readings and questions. These discussions should 1) demonstrate your understanding of the materials given in the reading, 2) give examples from both the
lesson material and provided materials; and 3) be insightful about the topic. The discussions are also intended to stimulate dialog and debate to prepare you for the exams.

Each discussion will be evaluated based on one (1) clearly constructed, well-written response that attempts to answer and elaborate on the discussion topics presented. Complete details of discussion topics and instructions are found within blackboard under “Course Activities: Discussions.” Students will be assigned a discussion grade of 0-20 points for each threaded discussion. Due dates are listed on the “Course Schedule.”

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

- Exams = 300 pts. [3 @ 100 points each]
- Writing Assignment = 100 pts.
- Threaded Discussions = 100 pts. [6 @ 20 points each – drop the lowest]
- Movie Assignments = 50 pts. [5 @ 10 points each]

**Total:** = 550 total points

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

- A 93-100
- A- 89-92
- B+ 86-88
- B 82-85
- B- 79-81
- C+ 76-78
- C 72-75
- C- 68-71
- D+ 64-67
- D 60-63
- F 0-59

**COURSE POLICIES**

As a participant in this online course, you are expected to check the course website (Blackboard) several times weekly. All assignments, discussions, and exams will be submitted online. Content will be delivered in relation to exams (i.e. Lessons 1-3 available for exam 1), and at times, you may work ahead, but assessments, assignments, and discussions will all be time/date oriented with deadlines (see Course Schedule).

**ATTENDANCE POLICY:** I will only take attendance the first two weeks for Financial Aid purposes. You must be “participating” in the class to be considered “present,” not simply logging into the blackboard space. Each week make sure you demonstrate participation in the course by completing one of the following: the “Getting to know you” discussion, sending me a personal email, and/or completing any of the Lesson 1 or 2 assignments before Friday each week. Let me know if you have any questions.

**TESTING POLICIES:** There are three scheduled exams for the course. You do not need to be in a proctored testing site to take any of the exams. You can take the exams from any computer with a good internet connection. You arrange your own schedule to take the exam any time within the particular week of testing (see Course Schedule). Tests are designed to be open book and notes, but you have a two-hour time limit and will not have enough time to look up each answer. I do want you to take these exams independently (not in groups), but this is based on your honor. Exam answers will not be released until everyone in the course has taken the exam. After evaluation of the exam results, I may increase (never decrease) grades based on testing format or specific areas of content.

**MAKE-UP POLICY:** This is not a work at your own pace course. All assignments have a specified due date. They must be turned in by 5 pm the day they are due. Work received later than this will be considered late. Late 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.

ACADEMIC INTEGRITY: Academic integrity is the cornerstone of the college. You assume full responsibility for the content and integrity of the academic work you submit. You may collaborate with classmates on assignments; however the guiding principle of academic integrity shall be that your submitted work, examinations, reports, and projects must be your own work. Any student who violates LCSC’s standard of conduct relating to academic integrity (Academic Integrity Standards and Procedures) will be referred to the Office of Student Conduct and may fail the course.

Failure to adhere to the academic policy:
1) The first offense – The grade of ‘F’ for the submitted work, examination, report or project without opportunity to redo the work.
2) The second offense – same as offense one and the student will be reported to the Office of Student Conduct.

To help deter plagiarism, we will be using an assignment tool, called "SAFE ASSIGN" to submit your writing assignment. See ASSIGNMENTS for more details. This software automatically searches a database of web and academic papers and sources and matches your paper for exact content. If you are not sure of any of these policies, please ask me. See also the student code of conduct (http://www.lcsc.edu/Catalog/ss/code-of-conduct.htm). The library also has learning tools on this: (http://www.lcsc.edu/library/ILI/Module_2A/Tutor1.htm)

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 and a plan for completing the course (three months to one year). This formal request should provide official documentation to support the request (i.e. doctor notes, court papers…).
2) Students must complete three of the six threaded discussions, three out of the five movie 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 RESPONSIBILITIES

You are responsible for the following:
• your class participation
• completing class readings, lectures, films, and assignments (organized as 8 Lessons).
• clarification of class information, including possible changes in assignments or exam dates.
• notifying me before any assignment due-date or exam that you will miss for legitimate reason.
• scheduling any allowable make-ups within one week of the missed work [see above].
• checking Blackboard regularly for announcements made within “Instructor Posts” (minimum-two times per week).
• turning in papers and assignments by their assigned due dates and times.
• printing and keeping hard [paper] copies of all your assignments, discussions, & papers.
• knowing the College's policies concerning academic honesty (cheating on exams; plagiarism on assignments).
SOME "DO'S AND DON'TS" FOR SUCCESS

DO!
• buy your books on time.
• read class materials before viewing lecture, even if it doesn't make much sense at the time. It will make lectures easier.
• ask questions and engage in discussions regularly.
• take notes, writing down terms and concepts, even if you don't understand them at the time.
• contact me if you need help with a specific assignment or with understanding the material.
• note assignment due dates for discussions, papers and exams; plan accordingly.
• know the policies about plagiarism and academic honesty.

DO NOT!
• put off readings.
• leave assignments for the day before they are due.
• ignore problems with the material or with low exam grades. (Contact me to work on any class problems.)
• plagiarize from online or other sources for your assignments.

STUDENT RESOURCES
Blackboard’s On Demand Learning Center for Students: http://ondemand.blackboard.com/students.htm

Research and Writing:
• LCSC writing lab webpage: http://www.lcsc.edu/writinglab/
• LCSC Library homepage: http://www.lcsc.edu/library/
• Purdue Online Writing Lab (OWL): http://owl.english.purdue.edu/

LCSC’s Student Services webpage: http://www.lcsc.edu/studentservices/
TRIO Academic Services webpage: http://www.lcsc.edu/sss/

COURSE SCHEDULE
NOTE: All assignments and exams must be posted by 5:00 pm Pacific Standard Time (PST) on their respective due dates.

<table>
<thead>
<tr>
<th>WEEK OF</th>
<th>Lesson Schedule</th>
<th>Assignments &amp; Due Dates</th>
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</thead>
<tbody>
<tr>
<td>Week 1 (8/24)</td>
<td>Lesson 1: What is Anthropology?</td>
<td>Movie 1: Caterpillar Moon – Due 8/29</td>
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<tr>
<td>Week 2 (8/31)</td>
<td>Lesson 1: What is Anthropology?</td>
<td>Discussion 1 – Due 9/5</td>
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<tr>
<td>Week 3 (9/7)</td>
<td>Lesson 2: The Concept of Culture</td>
<td>Discussion 2 – Due 9/12</td>
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<tr>
<td>Week 5 (9/21)</td>
<td>Lesson 3: Methods in Cultural Anth.</td>
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<td></td>
<td>EXAM #1</td>
<td>Posted: Thurs 9/24 - Mon 9/28 (5 pm)</td>
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<tr>
<td>Week 6 (9/28)</td>
<td>Lesson 4: Language and Comm.</td>
<td>Discussion 3 – Due 10/3</td>
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<tr>
<td>Week 7 (10/5)</td>
<td>Lesson 5: Subsistence and Economics</td>
<td>Movie 3: Masai Women – Due 10/10</td>
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<tr>
<td>Week 8 (10/12)</td>
<td>Lesson 5: Subsistence and Economics</td>
<td>Discussion 4 – 10/17</td>
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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.

WRITING ASSIGNMENT

*Guests of the Sheik* by Elizabeth Warnock Fernea
Submit by: Saturday, November 7th by 5pm PST.

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/](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, occupations, leisure, child rearing, lineage and family relations, religion and rituals, customs of dress, food* (email if you would like to select a topic to analyze not on this list).

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 (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.)

**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 **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)

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**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/](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](http://webdev.lcsc.edu/catalog) and the LCSC Student Handbook ([http://www.lcsc.edu/media/2157659/Student-Handbook.pdf](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/](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