COURSE GOALS

- By the end of this course, you will be able to do the following:
  - Define basic anthropological concepts and apply them to everyday life.
  - Identify, discuss and compare different cultural customs related to the family, economy, politics and religion.
  - Describe theories developed by anthropologists that study human behavior.
  - Observe cultural interactions and conduct ethnographic interviews in a culturally respectful way, and summarize findings clearly and effectively in written form.
  - Question commonly held assumptions about what is “normal” or “natural” in human experience.
  - Discuss the way anthropology has been used to work on contemporary problems.

CORE COURSE OBJECTIVES

- Critical Thinking Skills
- Communication Skills
- Personal Responsibility
- Social Responsibility

COURSE DESCRIPTION

Cultural anthropology provides a comprehensive understanding of human diversity. This course is designed to introduce students to the methods, theories and concepts of cultural anthropology. Primary attention will be given to the concept of culture as an analytical tool and to the research methods of ethnographic fieldwork. Drawing on material from all parts of the world, including primarily India, southern Africa and Eastern Europe, we will study – among other things – family systems, economic and political change, kinship, and cross-cultural concepts of self, religion, and gender. One of the primary goals of the course is to get students to question commonly held assumptions about what is “normal” or “natural” in human experience. Another goal is to provide students with a perspective of the human condition that is global in scope while remaining sensitive to local manifestations of cultural diversity. This course satisfies the University of Texas at Arlington core curriculum requirement in language, philosophy and culture.

TEXTS: There are three required textbooks for this course, including one textbook, one edited volume, and one ethnography:


COURSE REQUIREMENTS:

Grades for this class are based on a midterm examination, class attendance/participation, an ethnographic project, a kinship project, a film critique and a final examination. A final grade will be assigned on the basis of your total percentage scores at the end of the course.

Students are expected to participate in class. Obviously class participation requires coming to class prepared. Class participation can take various forms including asking questions during class; participating in class or group discussions; visiting the professor during office hours to discuss class-related topics or assignments; and attending each class. Class participation counts as 10% of your grade.

You must summarize a lecture from the previous class for 5-10 minutes. Please prepare a power point presentation on which you will synthesize the main points from the previous lecture. This summary will count as 5% of your grade.

Signature Assignments for this course may be one of the following: Ethnographic Assignment, Ethics Essay, or Group Quiz.

The kinship chart will recreate what ethnographers do when they visit a new community to do research. It will require observational and interview skills as well as participant observation. You will have a partner for the ethnographic project, and the two of you will present your findings to the class during the last week of class.

Over the course of the semester, we will watch several ethnographic films. You may select whichever film you choose, and you will be required to write a five-paragraph critique of the film on Blackboard. This film critique will constitute 5% of your grade.

The exams will test you on empirical material drawn from course lectures, readings and films. The midterms and final exam will be comprised of multiple choice, matching and short answers.

If students are not completing the reading requirements by class, reading journals will be required on a weekly basis. The grades for these journals will be part of the participation grades.

1st possible signature assignment

*The semester long ethnographic project is a signature assignment for the core objectives.

**Ethnographic Fieldwork Project**

This course-long project is intended to provide you with a firsthand glimpse of the fieldwork experience. This project will convey the complex issues that come into play in the process of doing participant-observation. You must choose a partner with whom you will conduct your ethnographic fieldwork. The two of you will agree upon a field-site. The field-site can be the laundry-mat, a coffee shop, a church, a library, a store, a bank, or any other public space. You and your partner must conduct two sessions of at least one to two hours
of fieldwork together. I suggest that you vary the time and day of your two separate observation periods.

Fieldnotes
When you are conducting participant observation at your field-site, you will record your observations and reflections in a field notebook. There is no page limit to these field-notes, but try to keep them legible since you will be turning them in to the instructor. You can note the spatial organization of your field-site as well as the different behaviors of people there.

When you turn in your field-notes to the instructor, you must also photocopy those field-notes for your partner to read. This will enable you to see how your perception may be similar or different from that of your partner’s. You should begin to think about the implications of these differences or similarities. Set One due 2/14, Set Two due 4/2.

Final Paper
Your final paper must be four to five pages, double-spaced, and typed. In this paper, you will include a brief description of your field-site (1-1 ½ pages). Your paper must have a thesis making one central argument about your fieldsite. The body of your final paper should be devoted to supporting your central thesis. At some point in your paper, you should also reflect on the process of conducting ethnographic observation. Did anyone react to your presence in the field? What may have surprised you about the behavior you witnessed? How did you feel while doing the observation? What kind of response do you think your observations had on the behaviors observed?

In the conclusion of your final paper, you must also include a brief comparison of you and your partner’s final paper. In this comparison, you must account for the differences and similarities between your papers, discussing the implications for the field of anthropology as a whole.

Presentation
During the last week of class, you and your partner will join another pair of anthropologists to present to the class the findings of your ethnographic work. Your presentation must be 10-12 minutes in length.

(2nd possible signature assignment)
Ethics Assignment
You will be presented with one of several possible situations that may arise for an anthropologist conducting fieldwork. Students must read the scenario provided, and then they must respond to the scenario in an essay format. When explaining how the fieldworker should proceed in the scenario, you must make reference to class discussions, readings and lectures about ethics and methods in cultural anthropology. You must address the ethical dilemma that is central to the case, and different choices that a fieldworker may make. You must also think about the long-term effects of your presented solution – for the field of anthropology, for the group being studied, and for your own research.
Final Paper
Your final paper must be four to five pages, double-spaced, and typed. Your paper must have a thesis making one central argument about the solution. The body of your final paper should be devoted to supporting your central thesis. At some point in your paper, you should also reflect on the process of conducting ethnographic research. What are the ethical issues involved in the scenario. How do these issues reflect the power relationship embedded in the process of fieldwork. What can an anthropologist do to act the most ethically, given the sticky situation?

(3rd possible signature assignment)
Group Quiz
Students will self select their group - which must consist of four to six students. The students will be given a case example of a particular cultural group and an anthropologist who has worked with that group of people. An ethical dilemma will be presented to the group, which must develop at least two different responses to the dilemma. They will stage a debate for the class, which students will act out- with at least two different solutions presented. Students will also present their solutions in an essay format.

<table>
<thead>
<tr>
<th>Active Participation</th>
<th>10 %</th>
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<tbody>
<tr>
<td>Lecture Summary:</td>
<td>5 %</td>
</tr>
<tr>
<td>Ethnographic Project:</td>
<td>25 % (15 % paper; 10 % presentation)</td>
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<tr>
<td>Kinship Project:</td>
<td>10 %</td>
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<tr>
<td>Ethnics Assignment</td>
<td>5 %</td>
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<tr>
<td>Film Project:</td>
<td>5 %</td>
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<tr>
<td>Midterm Exam:</td>
<td>15 %</td>
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<tr>
<td>Final Exam:</td>
<td>25 %</td>
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SCHEDULE
Lecture Summary    On-going, must sign up
Ethnographic Project
Fieldnotes I:      February 14
Fieldnotes II:     April 2
Final Project:     April 23
Presentations:     April 30, May 2
Midterm:           February 28
Kinship Project:   March 21
Final Exam:        May 9

GRADING SCALE: 90 – 100 : A
80 - 89 : B
70 - 79 : C
60 - 69 : D
59 and below: F

CLASS POLICIES
Laptops: I do not allow laptops in class. They are not necessary for taking notes, and they detract from one’s own and other students’ attention.
Cell phones: The use of cell phones in class has gotten completely out of control. You must remove your cell phone from the top of your desk, and if I so much as see you glance at it during class, I will ask you to leave. If it rings or buzzes, you will also be asked to leave.

Late Work: I do not grant extensions for students to turn in late work except under extenuating circumstances with a documented excuse. Assignments must be turned in at the beginning of class on the due date. If it is turned in at the end, it will be marked late. Any assignment that is turned in late will be marked down one grade for each day that it is late (from an A to an A-).

Attendance Policy: I do not allow for absences in this class, since this class is discussion based it is imperative that you are here. I will allow for up to two excused absences, which must have documentation from a doctor or another professor if you must leave for sports. Please do not ask me to leave class early, and if you do, you will be marked absent.

Expectations for Out-of-Class Study: Students should expect to spend nine hours reading, studying, and completing class assignments per week.

Make-up Exams: You may only miss an examination if you are seriously ill (given a doctor’s note), or other dire circumstances. Please know that make-up examinations are usually more difficult, and you must schedule it with me immediately upon missing an exam.

Drop Policy: Students may drop classes through self-service in MyMav from the beginning of the registration period. After the late registration period, students must see an advisor int he University Advising Center. Drops can continue through a point two-thirds of the way through the semester. It is the student’s responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (HYPERLINK "http://wweb.uta.edu/ses/fao"

Academic Integrity: All students enrolled in this course are expected to adhere to the UT Arlington Honor Code: I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code. All class assignments must be pledged.

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria
and policies for obtaining disability-based academic accommodations can be found at HYPERLINK "http://www.uta.edu/disability" www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to HYPERLINK "mailto:resources@uta.edu" resources@uta.edu, or view the information at HYPERLINK "http://www.uta.edu/resources" www.uta.edu/resources.

Electronic Communication: When you email me, please make sure to follow email etiquette. Your email should include a greeting that is much more than “hey” but rather Hello Professor, etc. You should think about the grammar and spelling of your email, and then have a closing statement. UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at HYPERLINK "http://www.uta.edu/oit/cs/email/mavmail.php" http://www.uta.edu/oit/cs/email/mavmail.php.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit HYPERLINK "http://www.uta.edu/sfs" http://www.uta.edu/sfs.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

WEEKLY SCHEDULE
WEEK ONE
1/15  Introduction  
      Reading: Popenoe Prologue

1/17  What is Anthropology?  
      Reading: Kottak Ch. 1

WEEK TWO
1/22  The Beginning of a Field  
      Reading: Popenoe Ch. 1

1/24  The Culture Concept  
      Reading: Kottak Ch. 2, CC #1, #31

WEEK THREE
1/29  Fieldwork  
      Reading: Kottak 3, CC #2

1/31  Ethics & Problems with Fieldwork  
      Reading: CC #3, #4

WEEK FOUR
2/5   American Anthropology  
      Reading: Popenoe Ch. 2

2/7   Mead versus Freeman & the Importance of History  
      Film: "Margaret Mead and Samoa"  
      Reading: Popenoe Ch.3

WEEK FIVE
2/12  Language and Communication  
      Readings: Kottak Ch. 4, CC #6

2/14  Gender and Communication  
      Film: “American Tongues”  
      Readings: CC #8  
      FIRST SET OF FIELDNOTES DUE

WEEK SIX
2/19  Sociolinguistics  
      Readings: CC #7

2/21  Myths and Religion  
      Readings: Kottak 9, CC#23

WEEK SEVEN
2/26  **Ritual and Sport**  
Film: "Trobiand Cricket"  
Readings: CC #29, 30

2/28  **Midterm Examination**

WEEK EIGHT  
3/5  **Kinship**  
Readings: Kottak Ch. 7, CC#5

3/7  **Families and Marriage**  
Readings: Popenoe Ch. 4, CC #17, 18

WEEK NINE  
3/11-15 Happy Sprint Break!

WEEK TEN  
3/19  **Gender**  
Readings: Kottak Ch. 8, CC #19, 20, 22

3/21  **Making a Living**  
Readings: Kottak Ch. 5, Popenoe Ch. 5  
KINSHIP PROJECT DUE

WEEK ELEVEN  
3/26  **Work and Business**  
Readings: CC #12, 13, 14

3/28  **Modes of Exchange**  
Readings: Popenoe Ch. 6, CC #9

WEEK TWELVE  
4/2  **Cultural Change**  
Film: "N!ai"  
Readings: Popenoe Ch. 7  
SECOND SET OF FIELDNOTES DUE

4/4  **Political Systems**  
Readings: Kottak Ch. 6, CC #21, 26

WEEK THIRTEEN  
4/9  **Writing Workshop**  
Readings: CC #25, 27

4/11  **Trobiand Islanders**  
Film: "Ongka's Big Moka"
WEEK FOURTEEN
4/16  Medical Anthropology & Aging
     Readings: CC #28, 37

4/18  Ethnicity and Race
     Readings: Kottak 11, CC #24

WEEK FIFTEEN
4/23  Modern World System
     Readings: Kottak Ch. 10, CC # 15, 16
     FINAL ETHNOGRAPHIC PROJECT DUE

4/25  Globalization
     Readings: CC #32, 33, Popenoe Ch. 9

WEEK SIXTEEN
4/30  Final Presentations
     Readings: CC #38, 39, 40

5/2   Final Presentations

FINAL EXAMINATION IS MAY 9TH AT 8:00 AM