

SOUTHERN CONNECTICUT STATE UNIVERSITY
ANT 101:08—Introduction to Cultural Anthropology
Fall 2003—Tuesdays/Thursdays: 9:35-10:50 AM, Morrill Hall Room 14

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Office Hours:
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W: 11:00-12:00
Th: 11:00-1:00
(or by appointment)

COURSE NUMBER: ANT 101 **CREDIT HOURS:** 3 **PREREQUISITES:** none
COURSE TITLE: Introduction to Cultural Anthropology

COURSE DESCRIPTION:

Anthropology—more than stones, bones, Egypt and Margaret Mead!

Anthropology is the study of ourselves: human beings. More specifically, anthropology is the academic discipline that focuses on understanding the cultural and physical aspects of humanity—past and present. The term “culture” includes behaviors, ideas, morals, and attitudes that are shared by a society. Humans are unique among animals in the degree to which they rely upon culture to shape their surroundings.

Cultural Anthropology (ANT 101) is an introductory course which examines the fundamentals of human cultural diversity. Questions to be examined include: When did culture begin? In what ways do societies differ in specific cultural practices such as political structure, kinship, marriage, belief systems, gender roles and economy? Is race a biological or social concept? Which components of culture are shared by all human societies? We will see how humans use culture to change their environment and how cultures change through time. Other topics in this course include anthropological methods and theories and applying anthropological information to remedy current social problems. By learning how to study and understand other cultures, it is hoped that you will gain a better understanding of your own culture and others in it.

As modern nations become increasingly multi-cultural, anthropologists are being hired by governments, multi-national corporations, agricultural development projects and medical clinics, to name just a few examples. USAID, USDA, international charities, state departments of transportation, the World Bank, and even the US military are a few of the agencies that regularly hire anthropologists. Because cultural sensitivity, creativity, and broad backgrounds are advantageous and even necessary for many jobs, the study of anthropology provides excellent preparation for a variety of careers.

COURSE'S CONTRIBUTION:

This course is a foundation stone for the study of Anthropology. It is required of all Anthropology majors. In addition, it is one of the options to fulfill the Social Science B requirement in the university's general education program. It should be taken by anyone interested in a broad understanding of humankind and world cultures.

LEARNER OUTCOMES & ASSESSMENT

1. Predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.

NCSS Standards: 1.1, 1.3

INTASC: 1, 2, 3, 6

Connecticut Common Core of Teaching (CCCT): 1.1, 1.2, 1.4, 1.6, 2.6

2. Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, arts, traditions, beliefs, values, and behavior patterns.

NCSS: 1.1, 1.3, 1.5, 3.1

INTASC: 1, 2, 3

CCCT: 1.2, 1.4, 1.6

3. **Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental and social change.**
 NCSS: 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.9, 1.10
 INTASC: 1, 2
 CCCT: 1.2, 1.4, 2.4
4. **Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.**
 NCSS: 1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9
 INTASC: 1, 2, 3, 6
 CCCT: 1.1, 1.2, 1.4, 1.6, 2.1, 2.2
5. **Identify and describe significant periods of cultural/technological change during the course of the human career.**
 NCSS: 1.1, 1.2, 1.3, 1.4, 1.8, 3.1
 INTASC: 1, 2
 CCCT: 1.1, 1.3, 1.4
6. **Compare and evaluate alternative subsistence strategies and uses of resources and land in different regions of the world.**
 NCSS: 1.1, 1.3, 1.7, 1.9, 3.1
 INTASC: 1
 CCCT: 1.2, 1.3, 1.4
7. **Articulate personal connections to the concepts of language, culture, ethnicity, traditions, and ritual.**
 NCSS: 1.1, 1.4, 1.5, 1.10
 INTASC: 1, 2, 3, 4
 CCCT: 1.3, 1.4, 2.1, 2.4
8. **Examine the set of possible interactions among ethnicities, nations, or cultures in specific situations.**
 NCSS: 1.1, 1.2, 1.3, 1.6, 1.9, 3.1
 INTASC: 1, 3
 CCCT: 1.3, 1.4, 2.2
9. **Identify and give examples of the various modes of cultural change.**
 NCSS: 1.1, 1.2, 1.5, 3.1
 INTASC: 1
 CCCT: 1.3, 1.4
10. **Analyze the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as health care, security, resource allocation, economic development, and environmental quality.**
 NCSS: 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8, 1.9, 3.1
 INTASC: 1, 2
 CCCT: 1.2, 1.3, 1.4, 2.1, 2.6
11. **Describe and evaluate the role of international and multinational organizations in the global arena.**
 NCSS: 1.1, 1.5, 1.6, 1.7, 1.8, 1.9
 INTASC: 1
 CCCT: 1.3, 1.4
12. **Explain the difference between biological and cultural perspectives on race and human diversity.**
 NCSS: 1.1, 1.2, 1.3, 1.4, 3.1
 INTASC: 1, 2, 3
 CCCT: 1.1, 1.3, 1.4, 2.1, 2.2, 2.4, 3.6
13. **Understand and engage in participant observation as a means of collecting comparative cultural data.**
 NCSS: 1.1, 1.4, 1.5, 1.9, 3.1, 3.4
 INTASC: 1, 2, 3, 4, 6
 CCCT: 1.2, 1.3, 1.4, 2.1, 3.1
14. **Present—in both written and oral formats—ethnographic information in an organized and informative manner.**
 NCSS: 1.1, 1.3, 1.4, 1.5, 1.8, 1.9, 3.1, 3.4
 INTASC: 1, 3, 4, 6, 10
 CCCT: 1.3, 1.4, 1.5, 2.1, 2.4, 2.5, 3.1, 3.2

MODES OF LEARNING

Listening to lecture and student questions/answers, asking questions, note-taking, reading text, reading ethnographies, watching films and slide shows. Large and small group discussions and exercises. Conduct cross-cultural interview, preparation and oral presentation of interview summary, paper writing.

REQUIRED TEXTS

Kottak, C.P. (2001) *Anthropology: The Exploration of Human Diversity*, 9th ed. (with CD-ROM)

Turnbull, C. (1961) *The Forest People*.

Shostak, M. (1981) *Nisa: The Life and Words of a !Kung Woman*.

COURSE REQUIREMENTS

Assignments and Exams: There will be three exams: two **midterms**, the first worth **15%** of your grade and the second worth **20%** of your grade, and a **final** exam worth **30%** of your grade. These exams will consist of one or more of the following: multiple choice, true/false, matching, short answer and/or essay questions. You will not be allowed to use notes, books, etc. during either exam. Bring two #2 pencils, a pencil sharpener, and an eraser to each exam.

There will be **NO MAKEUP EXAMS**, unless you have a valid medical excuse with a letter from a doctor with a phone number and office address. If a makeup exam is warranted, it will consist solely of essay questions.

There will also be an **interview/ethnography assignment (20%** of your grade). This will involve either ethnographic observation of a particular event, activity, or ritual here on campus or an extensive interview of someone from a different culture. You will analyze your observations or interview based on the principles introduced in class, briefly present your findings to the rest of the class, and write a 4-5 page summary of your results. **This paper should be typed, double-spaced, and the pages should be numbered and stapled together.** I will give more details about this assignment later in the course.

ANY LATE PAPERS ARE AUTOMATICALLY DEDUCTED ONE-THIRD LETTER GRADE FOR EACH DAY LATE (including weekends)! Given today's technology, computer crashes and/or damaged disks are not acceptable excuses for late papers. You should always make a back-up copy of your disk and an extra hard copy of your papers.

Student participation: Three books are required reading for this course. Reading assignments are to be completed by the day indicated on the course schedule. You should come prepared to class with questions about the readings or able to discuss important points made in the readings. Take notes as you read. The more you participate in class discussions, the better chance you will have of improving your grade.

Several class periods will be devoted to viewing and discussing short films or videos relevant to major topics in this course. Questions about major points/ideas presented in the films will appear on exams.

Attendance: Regular attendance is required to do well in this course. Attendance will be checked sporadically. After three cuts your grade will suffer. If you arrive late to class please enter quietly. If you need to leave class early see me before the class begins. **Attendance and participation** (including the ethnographic assignment presentation) are worth **15%** of your final grade.

****ACADEMIC HONESTY****

Plagiarism and cheating constitute academic misconduct and will not be tolerated!

PLAGIARISM is the use of other people's words and/or ideas without properly citing their source. Contrary to popular belief, plagiarism includes the use of other **students'** ideas and words, as well as those of scholars. While I encourage students to work in groups to study and discuss ideas about this course, **ALL** of the work you do for this class (paper or exams) **MUST BE YOUR OWN!** Be familiar with SCSU's policy on academic honesty.

Read pages 93-94 of the Student Handbook.

EVALUATION CRITERIA

Midterm #1	15%
Midterm #2	20%
Final	30%
Ethnographic Assignment/Paper	20%
Participation	15%
(includes attendance, involvement in class discussions, and ethnographic presentation)	

EVALUATION CRITERIA, continued

Letter grades for the three exams, and for the final course grade, are usually based on a curve, with the mean/median score serving as the divider between a “C” and a “B,” and the standard deviation serving to differentiate “A,” “D” and “F” grades.

STANDARDS GUIDELINES

INTASC [Interstate New Teachers' Assessment & Support Consortium]	National Council for the Social Studies (NCSS) program standards	CCCT {CONNECTICUT COMMON CORE OF TEACHING}
<p>Scholarship</p> <ol style="list-style-type: none">1. Knowledge of subject matter2. Knowledge of human development & learning3. Instruction adapted to meet diverse learners4. Use of multiple instructional strategies & resources <p>Attitudes and Disposition</p> <ol style="list-style-type: none">5. Effective learning environment created6. Effective communication7. Lesson planning <p>Integrity</p> <ol style="list-style-type: none">9. Reflection and professional development <p>Leadership</p> <ol style="list-style-type: none">8. Assessment of student learning to improve teaching <p>Service</p> <ol style="list-style-type: none">10. Partnership with school and community	<p>1.0 Thematic Standards</p> <ol style="list-style-type: none">1.1 Culture and Cultural Diversity1.2 Time, Continuity, and Change1.3 People, Places, and Environment1.4 Individual Development and Identity1.5 Individuals, Groups, and Institutions1.6 Power, Authority, and Governance1.7 Production, Distribution, and Consumption1.8 Science, Technology, and Society1.9 Global Connections1.10 Civic Ideals and Practices <p>2.0 Disciplinary Standards</p> <p>3.0 Programmatic Standards</p> <ol style="list-style-type: none">3.1 Substantial Instruction in Academic Areas within the Social Studies Field3.2 Course(s) on Teaching Social Studies3.3 Qualified Social Studies Faculty3.4 Clinical School Experiences in Social Studies Settings	<p>DEMONSTRATIONS OF KNOWLEDGE</p> <ol style="list-style-type: none">1.1 understanding of student learning & development1.2 understanding of need for different learning approaches1.3 proficiency in reading, writing and mathematics1.4 understanding of central concepts & skills, tools of inquiry and structures of discipline(s)1.5 knowledge of how to design and deliver instruction1.6 recognition of need to vary instructional methods <p>APPLICATION OF KNOWLEDGE THROUGH</p> <ol style="list-style-type: none">2.1 instructional planning based upon knowledge of subject, students, curriculum & community2.2 selection and/or creation of learning tasks that make subject meaningful for students2.3 establishment and maintenance of appropriate behavior standards and creation of positive learning environment2.4 creation of instructional opportunities supporting students' academic, social and personal development2.5 use of verbal, nonverbal and media communication fostering individual and collaborative inquiry2.6 employment of various instructional strategies in support of critical thinking, problem solving and skills demonstration2.7 use of various assessment techniques to evaluate student learning & modify instruction <p>DEMONSTRATION OF PROFESSIONAL RESPONSIBILITY THROUGH:</p> <ol style="list-style-type: none">3.1 professional conduct in accordance with the Code of Professional Responsibilities for Teachers3.2 shared responsibility for student achievement and well-being3.3 continuous self-evaluation regarding choices & actions on students and school community3.4 commitment to professional growth3.5 leadership in the school community3.6 demonstrations of a commitment to students and a passion for improving the profession

COURSE CONTENT/CALENDAR

WEEK/DATE	LECTURE TOPIC(S)	READING ASSIGNMENT(S)
1 Sept. 2/4	Course Intro/What is Anthropology?	Kottak Ch. 1, Turnbull Ch. 1
2 Sept. 9/11	Ethnography/What is Culture? **Video: <i>Ongka's Big Moka</i>**	Kottak Chs. 2, 11, Turnbull Chs.2-3
3 Sept. 16/18	Origins of Humans/Archaeology **Slide show**	Kottak Chs. 6-7, Turnbull Chs. 4-6
4 Sept. 23/25	Coevolution/Race/Ethnicity	Kottak Chs. 8-9, 12, Turnbull Chs. 7-9
5 Sept. 30/Oct. 2	Language & Communication **Video: <i>Nomads of the Rainforest</i>**	Kottak: Ch. 13, Turnbull: Ch. 10
6 Oct. 7/9	Economies Midterm Review / <u>***Midterm Exam #1***</u>	Kottak: Ch. 14, Turnbull Chs. 11-13
7 Oct. 14/16	<i>The Forest People</i> Discussion **Ethnography Assignment Handed Out**	Finish Turnbull (Chs. 14-15)
8 Oct. 21/23	Kinship & Marriage **Video: <i>Masai Women</i>**	Kottak: Chs. 15-16, Shostak: Intro- Ch. 1
9 Oct. 28/30	Religion & Art **Video: <i>Witches</i>**	Kottak: Chs. 19-20, Shostak: Ch. 2-4
10 Nov. 4/6	Politics & Gender **Video: <i>Warriors of the Amazon</i>**	Kottak: Chs. 17-18, Shostak: Chs. 5-7
11 Nov. 11/13	Modern World/Colonialism **Video: <i>The Kayapo</i>**	Kottak: Chs. 21-22, Shostak: Chs. 8-10
12 Nov. 18/20	Cultural Exchange/Applied Anthropology <u>***Take-Home Midterm Exam #2 Handed Out***</u>	Kottak: Chs. 23-24, Shostak: Chs. 11-13
13 Nov. 25	**Video: <i>Anthropologists at Work</i>** <u>***Take-Home Midterm Exam #2 Due at Beginning of Class***</u>	
14 Dec. 2/4	In-Class Presentations of Ethnographies/Interviews <u>***Papers Due***</u>	
15 Dec. 9/11	<i>Nisa</i> Discussion Course Review	Shostak: Chs. 14-Epilogue Kottak: Appendix
16 Dec. 18	*****FINAL EXAM: Thursday, Dec. 18, 8:00-10:00 a.m.*****	

DISABILITY ACCOMMODATION STATEMENT

Please feel free to visit me during office hours or make an appointment at another time. Seabury Hall has no elevator. Anyone who has difficulty climbing stairs should let me know and we can meet in the Student Center. If you need course adaptations or accommodations due to a disability or if you have emergency medical information to share with me, please make an appointment to see me as soon as possible. Before receiving course accommodations in this class, you will need to make an appointment with the Disabilities Resource Office in Engleman 15 (392-6828).