



ANTH 3300 CULTURAL ANTHROPOLOGY

Class Location: FH 313

Class time: Mon & Wed 11am-1:45pm

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Christine Jones, PhD

Faculty blog: <http://anthrowarrior.blogspot.com>

Office: FH 217K

Contact me: Bioarchjones@tamuct.edu

OFFICE HOURS

Mon & Wed 1:45-3:45, Thurs 12-2pm

CATALOG COURSE DESCRIPTION:

Introduction to the concept of culture and the different attitudes toward cultural diversity in a postmodern, global community. Topics include prehistory, subsistence, economic anthropology, political anthropology, cultural eras, the rise of state societies, and kinship systems. Surveys theories and methods in anthropology and the history of the discipline.

Mode of instruction and course access:

This course meets face-to-face. Check Canvas daily for any course announcements or schedule changes.

Student-instructor interaction:

During the week (Mon-Fri) I usually check emails often and respond within 24 hours. I may not respond to weekend emails until Monday or Tuesday. Email is a better way to reach me than Canvas message. If you plan to come to my office hours, please mention it or send me a quick email so I can make sure to have enough time to schedule and see all students.

911 Cellular:

Emergency Warning System for Texas A&M University – Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

“A PROMISE IS A DEBT” –GAELIC PROVERB

REQUIRED TEXTBOOK/READINGS:

Lenkeit, RE 2012. *Introducing Cultural Anthropology*, Fifth Edition, McGraw-Hill Higher Education, ISBN-13: 978-0078034879, ISBN-10: 0078034876

Yu, Pei-Lin 1997. *Hungry Lightning: Notes of a Woman Anthropologist in Venezuela*. University of New Mexico Press. ISBN: 9780826318077

COURSE OBJECTIVES:

- Students will understand the concept of culture, current theories and methods in anthropology and the history of the discipline.
- Students will be able to recognize and understand different aspects of human culture, as well as the extent of human variation and adaptation.
- Students will understand the different attitudes toward cultural diversity in a postmodern, global community.

“SPEAK THE TRUTH, BUT LEAVE IMMEDIATELY AFTER” –SLOVENIAN
PROVERB

COURSE REQUIREMENTS:

1. Reading assignments: Readings from the textbook are listed in the course schedule below and include readings from the chapters and one supplement on e-reserves. It is best to read the chapter just before the class period for which it is listed. One of your readings is a short ethnography/novel. **You may read this novel at the pace you wish (faster or slower) however be aware that the pages listed on the syllabus are those that will be tested on for each exam.**
2. In-class project assignments: The purpose of these 4 assignments is to prepare you for your final class project/presentation. The first activity (see below) is to be completed at home and *the other three in-class activities are designed to be completed during the scheduled class time (see makeup policy).*

IMPORTANT: The first activity is completing NIH training at the following website: <https://phrp.nihtraining.com/users/login.php> You will complete the training as homework on your own time until you finish and print/save the completion certificate. This certificate must be turned in **by the date of the first exam** to

- (1) Receive credit for assignment one
- (2) To be able to submit your final project.

**If you have completed the training for another course you can use the same certificate, so long as it has not expired.*

3. Exams: There will be 2 non-cumulative exams. For exams, questions will be taken from the lectures, readings, syllabus, and any films shown in class. Exam study sheets will be made available online prior to the exam.

“THE GREATEST WISDOM OF ALL IS KINDNESS” –HEBREW PROVERB

4. Final presentation (performance): For your final presentation you will gather your own cultural data using participant observation on a topic/theme/event of your choosing. We will discuss appropriate projects and topics for this presentation but two EXAMPLES are attached at the end of the syllabus. You will give a 10-minute oral presentation to the class during one of our presentation days at the end of the semester. **Sign up day for presentation time slots is September 25, FIRST COME FIRST SERVE.** A presentation grading rubric and presentation templates will be made available on Canvas.

5. Final presentation (hard copy): To document your project along with your presentation you must submit a hard copy version of your work in one of the three formats listed below. This hard copy does NOT include handwritten notes, journals, recordings, etc., but is a completed summary of your project in ONE of the three formats below including an introduction, methods, results, analysis, and conclusion. Examples will be outlined in class. You will submit ONE of these three options at the same date/time as your presentation is scheduled. I prefer the powerpoint option but any are acceptable:
 - a. A power point of at least 10 substantive slides (a template will be provided).
 - b. A poster of your research (a template can be provided and posters can be printed for a small fee at the office of student and civic engagement)
 - c. A paper of your research (4 pages, 12pt font, double spaced, not including cover sheet or field notes)

****EXTRA CREDIT: There will be one extra credit opportunity worth up to 75 points (equal to one in-class activity). We need volunteers for our annual archaeology fair, which will be held on Thursday, October 12 from 10-1pm with one hour before and after for set up and take down. Time slots for sign up will be available with one hour=15 course points for a maximum option of 75 total points. You can sign up for one hour, the whole event, or anything in between. If you are in another class during that day/time but would like to participate, please email me****

COURSEWORK	POINTS
Exams (2@150 pts)	300
In class activities (4 @ 75)	300
Class presentation: hard copy	200
Class presentation: performance	200
<i>Total</i>	1000

POINTS	PERCENT	GRADE
900 – 1000	90 – 100%	A
800 – 899	80 – 89%	B
700 – 799	70 – 79%	C
600 – 699	60 – 69%	D
0 – 599	0 – 59%	F

GRADE POSTING:

All grades will be posted online, it usually takes about 1 week for me to grade your work. Be assured that I am grading your work as fast as I possibly can.

“IF THINGS ARE GETTING EASIER, MAYBE YOU’RE HEADED DOWNHILL” – GHANAIAAN PROVERB

COURSE SCHEDULE (SUBJECT TO MINOR CHANGES)

		Topic	Readings	Project assignments (2, 3 & 4 are in-class!)
1	Aug 28 M	Intro What is Anthropology?	Lenkeit: Ch. 1 HL: pg 1-14	1: Nih training (to be done at home, completion certificate due by Exam 1 date)
	Aug 30 W	What is Culture? Ethnicity and Race	Lenkeit: Ch. 2 HL: pg 15-35	
2	Sep 4 M	Labor Day No Classes	Lenkeit: Ch 3 & Appendix A4,A5 HL: pg 37-50	
	Sep 6 W	Fieldwork Language & Communication	Lenkeit: Ch 4 HL: pg 51-80 Pdf on e-reserves	2. Cultural brainstorming and choosing a topic
3	Sep 11 M	Subsistence Strategies	Lenkeit: Ch 5,6 HL: pg 81-104	*Study session if time permits
	Sep 13 W	Exam 1 Film: TBD		NIH TRAINING DUE
4	Sep 18 M	Marriage Gender & Sexuality	Lenkeit: Ch 7, 9 HL: pg 105-118	
	Sep 20 W	Family & Household	Lenkeit: Ch 7 HL 119-152	3. Participant observation and data collection basics
5	Sep 25 M	Kinship & Descent	Lenkeit: Ch 8 HL: 153-177	PRESENTATION SIGN UP
	Sept 27 W	Political Organization	Lenkeit: Ch 10 HL 179-201	4. Ethnocentrism/ cultural relativity
6	Oct 2 M	Political Organization Religion & the Supernatural	Lenkeit: Ch 11, 12 HL Finish book	By this date you should have attended an event or completed all project DATA collection for your final presentation.
	Oct 4 W	Review on Analyzing your data & presenting it (poster,paper,ppt) Study session	Lenkeit: Ch 13	
7	Oct 9 M	Exam 2		
	Oct 11 W	Student presentations		
E.C.	OCT 12 TH	ARCHAEOLOGY FAIR	10AM-IPM	EXTRA CREDIT!!
8	Oct 16 M Oct 18 W	Student presentations Student presentations		

Lenkeit: Main text by Lenkeit, HL: Hungry Lightning by Yu

COURSE POLICIES

DIVERSITY IN THE CLASSROOM

Respect for cultural and human biological diversity are core concepts within the Social Sciences. In this course, each voice in the classroom has something of value to contribute to class discussion. Please respect the different experiences, beliefs and values expressed by your fellow students and instructor, and refrain from derogatory comments about other individuals, cultures, groups, or viewpoints. In this course we welcome individuals of all ages, backgrounds, citizenships, disabilities, education, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experience, political views, races, religions, sexual orientations, socioeconomic statuses, and work experiences.

ATTENDANCE & MAKEUPS

Attendance is a requirement of this course to succeed but I will not be taking daily attendance. A student may request a makeup for missed in-class assignment days or exams due to illness or injury for example. To successfully makeup an assignment or exam a student MUST 1. Contact the instructor prior to the missed exam or in-class assignment (or within 24 hours of having missed the assignment in the case of emergencies) for purposes of making it up; 2. Schedule with the instructor ASAP to take a makeup no later than 2 weeks after the original excused absence; and 3. Provide documentation (ex: doctor's note, police report) verifying the reason for your excuse. **If you don't follow through on all three of these requirements you may be denied the request to makeup the work.** Students who miss an exam or assignment with no excused absence will receive a zero. Because the final presentation is meant to be worked on over the entire semester, it is rare that I would grant a request to makeup the in-class performance portion of the final project if you don't show up for the day you signed up for (except for a medical emergency).

LATE WORK

Your project due date is the day you sign up to present your presentation, at the start of class. If you do not bring your presentation to class (or have access to it online via our class computer), it is considered late. I accept late final projects (posters, papers, or powerpoints), but with point deductions as follows: 20 points for 1 day late, 40 points for 2 days late, 60 points for 3 days late. After 3 days the project will not be accepted.

MODIFICATION OF THE SYLLABUS

This syllabus may be revised in minor ways at the discretion of the instructor with an updated file posted on Canvas and announced in class and online. The student is responsible for noting any changes in the syllabus.

UNIVERSITY POLICIES

ACADEMIC INTEGRITY.

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the

course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

“AS YOU MAKE YOUR BED, SO YOU MUST LIE IN IT” –ENGLISH PROVERB

Drop Policy.

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf]. Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Accommodations.

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such. For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) webpage [https://www.tamuct.edu/student-affairs/access-inclusion.html]. Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Tutoring.

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Larry Davis at lldavis@tamuct.edu. Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

The University Writing Center.

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library on Mondays from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help! If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library.

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders. Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments. Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/) [https://tamuct.libguides.com/].

A NOTE ABOUT SEXUAL VIOLENCE AT A&M-CENTRAL TEXAS

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at A&M-Central Texas, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Counseling Services (254-501-5956) located on the second floor of Warrior Hall. Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. YOUR ACTIONS MATTER. DON'T BE A BYSTANDER; BE AN AGENT OF CHANGE. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

Copyright Notice.

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FINAL PROJECT & PRESENTATION EXAMPLES

These are two examples (labeled exercise 2 and 3) of a simple and streamlined project you can develop for your presentation. The first involves participant observation of a cultural event or activity, where you are involved in the activity as a participant. The second example is more about observation, and noticing how individuals may change their behavior if they realize they are being observed. Both of these examples showcase methods used by cultural anthropologists to analyze cultural patterns and both have their benefits and drawbacks (which will become apparent as you collect your data). Further guidance on how to do this project will be provided during the course in-class activities.

IMPORTANT: When selecting a topic for your final project you must avoid at-risk populations. At-risk populations usually include: unaccompanied children, elderly or impaired individuals, pregnant woman, sick or hospitalized individuals, incarcerated individuals, individuals who are not capable of understanding that you are doing a project (many reasons why, some as simple as being too young, or can't speak the same language). Your NIH training will cover this topic in more detail. FAILURE TO FOLLOW THIS SIMPLE PROTOCOL CAN RESULT IN A FAILING GRADE FOR YOUR PRESENTATION.

Exercise 2: Participant Observation

This exercise provides a relatively brief, safe, and inexpensive way to acquire a sense of what participant observation in ethnographic fieldwork is like, and to evaluate its strengths and limitations as a method.

Select an event or activity to observe and, ideally, to participate in at some level. The event or activity may be quite simple, common, small, or frequent—or it may be elaborate, unusual, and different from your own cultural tradition—but it must meet these criteria:

- You have a right to be there, or you have secured permission or an invitation to attend from persons in charge.
- It is not familiar to you.
- It has a clear beginning and end.
- It is limited in time so you can observe the entire event.
- It is legal and risks little harm.
- You are curious about it.
- You have a trusted acquaintance familiar with the event—your key informant—who will accompany you or host you at the event and answer your questions about it.

LET TWO HOW DO I LEARN ABOUT CULTURE?

To assist with your selection, here are examples of events on campus and in the village that meet all these criteria for me, personally:

- Women's rugby club practice (no scrums, thank you)
- Set building for the drama production
- Campus radio staff meeting
- A session of student video or computer gaming
- Sorority social event with outside guests
- Demolition derby (no driving, thank you)
- Seder celebration

Observe the event, taking a few notes on a small pad, if this can be done unobtrusively, to refresh your memory during debriefing soon after. Request to participate in some way: to throw the ball, wield a hammer, pour the punch, and so on. During the event or the debriefing, ask your key informant to explain what you observed.

After the event, after consulting your field notes and your key informant, debrief yourself by composing a typed document of notes. Include in these notes:

- What happened at the activity. Include sights, sounds, smells, tastes, tactile memories.
- How you felt during the activity.
- How people responded to you.
- What your key informant told you.
- Evidence that your presence influenced the scene.

Make a line across your sheet after your notes, and then answer the following questions. Bring this sheet and your field notes to class for discussion.

1. What understanding was gained from participation compared to just observing?
2. What did having a key informant add to your understanding?
3. What was learned from participant observation at this event that a questionnaire or interview about it might miss?
4. For what purposes might a questionnaire or interview be better than participant observation?

Exercise 3: Impact of the Observer

In both versions of this exercise you'll observe a patterned behavior under two conditions. You'll compose an ethnography—that is, you'll describe the pattern and infer the cultural rules. You'll also comment on the effect of the two conditions of observation.

Version 1: Holding the Door

Observe door-opening behavior in a public place. Hang out with the smokers on the sidewalk, for example, while watching a popular entryway to a classroom building. For several minutes at a busy time and again at a slower time, pick out individuals (“Observed1”) and watch them pass through the doorway. Observe the etiquette during individual events of door behavior. That is, does Observed1 passing through the door hold the door for the next person (“Observed2”)? In what manner does Observed1 hold the door, for whom, how long is the door held, how far away from the door can Observed2 be and still motivate Observed1 to hold? Is there any visual or verbal communication between Observed1 and Observed2 during the event? How often does Observed2 become a holder?

As a guide to what to watch for, an observation protocol sheet (jargon for “form to write your notes on”) is printed in Table 2.1.

PHASE 1: BLENDING IN

This first time, take no notes in public, make no attempt to stand out. After observing for several minutes, pull over an acquaintance emerging from those doors and ask him or her the rules of door etiquette. Are door holders aware of what they’re doing? Can they describe the shared understanding? Did your watching make door users self-conscious? (In this phase, they probably didn’t even notice you.) Slip away to note down your observations and your conversation.

PHASE 2: STANDING OUT

Repeat this observation with the protocol sheet, so that door users will notice that a person with a clipboard is observing them. Watch for evidence that your activity influences the door holding. Experiment with your location until you’re clearly being noticed by many door holders. Compare what you’re observing now with what you observed the first time. How does self-consciousness alter their behavior?

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Example data collection sheet
OBSERVATION PROTOCOL (EXERCISE 2 only)
 Door Holding

		<u>Datum</u>	<u>Event 1</u>	<u>Event 2</u>	<u>Event 3</u>	<u>Event 4</u>	<u>Event 5</u>	<u>Event 6</u>
<i>Observed1</i>	male(M)/female(F)?	M						
	Student(S)/Other(O)?	S						
	Entering(I)/Exiting(O)?	O						
<i>Held Door?</i>	yes(Y)/no(N)	Y						
<i>Holding technique (describe):</i>		with Shoulder						
<i>Observed2</i>	male(M)/female(F)?	F						
	Student(S)/other(O)?	S						
	Entering(I)/Exiting(O)?	I						
	Distance when door held	15 ft.						
<i>Interaction</i>	Eye contact (Y/N)?	Y						
	Thanks (Y/N)?	Y						
	Other (describe):	O2 nods, smiles						
<i>Additional notes on event</i>	O2's arms							
		Full of packages						