

ANTH 3300 Cultural Anthropology

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Dr. Char Peery

Office:

Phone: (prefer email or Canvas message)

Email: Char.Peery@tamuct.edu

Mode of instruction and course access:

This is a 100% online course. This course uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>]. Please check the course website daily for updates and announcements.

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 the best way to reach me. If a more involved discussion is needed we can schedule a phone call or a chat session.

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 911Cellular 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.

COURSE INFORMATION

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.

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.

Required Reading and Textbook(s):

Guest, Kenneth. Cultural Anthropology: A Toolkit for a Global Age (second edition). W.W. Norton & Company. ISBN-13: 978-0393929577, ISBN-10: 0393929574

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

COURSE REQUIREMENTS

Course Requirements: (include point values for each- not just a percentage)

1. Reading assignments and weekly online folders: Readings from the textbook are listed in the course schedule below and in our weekly folders. Students should complete the weekly readings before attempting to submit any assignment. Films and websites may also be posted in the weekly folders and these materials should be referred to when students complete journal responses. 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. Discussion postings (350 points):

Students will participate on our course discussion board for each week that has assigned readings (i.e. not exam weeks). Participation on discussion boards is imperative and will constitute 35% of your grade. Weekly postings will consist of one primary response and at least one secondary response (25 pts total per discussion). You will be required to submit YOUR OWN post to the discussion question(s) provided by me that week and then respond to one other of your classmates' posts.

A. Initial, Primary Response (15 pts each)—due Thursdays at 11:59 PM

Students are expected to read the assigned materials *prior* to responding to threaded discussions, typically at the beginning of each week (Sun/Mon/Tues). The student should inspect the course schedule and see what readings are assigned for that week. Early in the week (Mon/Tue), the discussion question will be made available if not sooner. **The student should devote the first part of the week to reading and understanding the assigned reading. Note taking and outlining is recommended. The student should then be ready toward the middle (Wed/Thurs) of the week to post his response.**

This *initial, primary response* should reflect familiarity with the readings, and should answer the question as completely as possible. This response should be at least 150 words in length. A response that is not at least 150 words cannot receive full points. A response that has not been proofread (ex: is filled with excessive spelling and grammatical errors) cannot receive full points. Most importantly, responses should have some substance beyond the student's agreement with a statement or the mere expression of his opinions. **The student should support his/her responses in some way with references to the assigned readings.**

****A note on QUOTATIONS/CITATION: Discussion posts should be in your own words.**

You can assume everyone has done the readings, so there is no need to re-state large portions of the reading material in your posts. Please use quotations sparingly, i.e., only to orient one another to specific, brief passages in the readings (with page numbers cited in parentheses). Note that quotations do not count toward your 150 word minimum; only your own words count. Posts that include mostly quotations or lengthy quotations will not receive any credit.

B. Additional Secondary Response (5 pts each)—due Sundays at 11:59 PM

After another student has made his/her own initial response, the student must make at least one *additional secondary response to what some student wrote*. This secondary response need not be lengthy, but it should entail at least a couple of sentences. Please do not simply state that you agree with a post, provide reasons for your agreement. You are encouraged to respond to more than one post if you would like, but responding to one post is required for full points. Also, remember that you may not agree with every idea that is shared or discussed, you do not need to agree but you do always need to be respectful of others ideas and experiences shared in class discussions.

****IMPORTANT INFORMATION ABOUT SUBMITTING YOUR DISCUSSION POSTS****

- Refer to the syllabus for due dates and deadlines. **DO NOT RELY ON CANVAS TO INDICATE THE DUE DATE OR TIME FOR AN ASSIGNMENT, CONSULT THE SYLLABUS!** For example, Canvas indicates the discussion boards are open indefinitely. This does not mean you can submit discussion posts at any time for points.
- Posts submitted after the Thursday 11:59PM primary response deadline will not receive full points. Secondary responses posted after the Sunday 11:59PM deadline will not receive points.
- There are no makeups for discussions, because we have moved on after the deadlines. We have a new topic to discuss, and there is no one left to read your posts and discuss anything with you from the previous week (see makeup policy for more info).

Grading Rubric for Discussion Points	
Points	Content of response
0-3	Demonstrates very little or no insight or understanding of the topic/reading, topic is not adequately covered and no examples from course materials are used.
4-7	Demonstrates little insight and understanding of the topic/reading, topic is somewhat covered but not adequately, examples may be used but they do not completely or appropriately support statements.
8-11	Demonstrates some insight and understanding of the topic/reading, topic is mostly covered and a one or two examples are used, but they only partially support statements.
12-15	Demonstrates exceptional insight and understanding of the topic, demonstrates a more than adequate coverage of the topic by using appropriate examples from course materials to support statements.
Up to 10 additional points	At least one substantive (meaningful, adds to discussion) comment to another student submitted.

Netiquette: All students are expected to follow rules of common courtesy in all messages and threaded discussions. Students may wish to refer to the Student Handbook (located under Student Affairs/Student Conduct on the Texas A&M University-Central Texas website) for further information along these lines. Inappropriate or offensive messages or remarks may result in expulsion from the course.

3. Weekly assignments (10 @ 25 points each for 250 points): Due Sundays at 11:59pm

Most weeks there will be an assignment that consists of either a quiz or a short writing assignment. There will be a total of 10 of these assignments throughout the semester.

4. Exams (200 points each): There will be 2 non-cumulative exams, questions will be taken from the lectures, readings, syllabus, and any films shown in class.

Coursework	Points
Discussion posts	350
Assignments	250
Exams	400
Total:	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

Posting of Grades

Grades will be posted in the Canvas Grade book where students can monitor their status. I try to post grades within one to two weeks of their due date.

COURSE OUTLINE AND CALENDAR

Week	Date	Topic	Reading	Primary Post Due 11:59PM	Assignment & Response Posts Due 11:59PM
1	8/26	Class introduction		8/29	9/1
2	9/2	Anthropology in a Global Age	Guest Ch. 1 Bestor – “How Sushi Went Global” Hungry Lightning p.1-14	9/5	9/8
3	9/9	Culture	Guest Ch. 2 Lee “Christmas in the Kalahari” Hungry Lightning p.15-35	9/12	9/15
4	9/16	Fieldwork & Ethnography	Guest Ch. 3 Holmes – “Introduction” from Fresh Fruit, Broken Bodies Hungry Lightning p.37-50	9/19	9/22
5	9/23	Language	Guest Ch. 4 Bohannon - Shakespeare in the Bush Laura Ahearn, Literacy, Power, and Agency: Love Letters and Development in Nepal Hungry Lightning p.51-80	9/26	9/29
6	9/30	Race & Racism	Guest Ch. 6 Hill – “Language, Race & White Public Space” Hungry Lightning p.81-104	10/3	10/6
7	10/7	Ethnicity & Nationalism	Guest Ch. 7 Tsuda – “No Place to Call Home” Hungry Lightning p.105-118	10/10	10/13
8	10/14	Midterm Exam			
9	10/21	Gender & Sexuality	Guest Ch. 8 & 9 Nordberg – “Afghan Boys are Prized, So Girls Live the Part” Hungry Lightning p.119-152	10/24	10/27
10	10/28	Kinship, Family, & Marriage	Guest Ch. 10 Goldstein “When Brothers Share a Wife” Hungry Lightning p.153-177	10/31	11/3
11	11/4	Class & Inequality	Guest Ch. 11 Bourgois – “Poverty at Work” Hungry Lightning p.179-201	11/7	11/10
12	11/11	The Global	Guest Ch. 12	11/14	11/17

		Economy	Lappé & Collins – “Why Can’t People Feed Themselves?” Bodley – “The Price of Progress” Hungry Lightning: finish book		
13	11/18	Migration	Guest Ch. 13 Shandy – “Nuer Refugees in America”	11/21	11/24
14	11/25	Politics & Power	Guest Ch. 14 Carolyn Nordstrom - Prologue from Shadows of War	11/28	12/1
15	12/2	Religion	Guest Ch. 15 Daromir Rudnycky – “From Wall Street to Halal Street”	12/5	12/8
Finals	12/9	Final Exam			

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)
Password: Your MyCT password

However, using Canvas is not a requirement. If you prefer not to use Canvas please talk to me and we can make alternative arrangements.

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Other Technology Support

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

INSTRUCTOR POLICIES.

Diversity in the Classroom

Respect for human diversity is a core concept in Anthropology. In this course we will be discussing a wide variety of beliefs and ideas and everyone's contribution is important. Please respect the values, beliefs, and experiences of each member of the class and maintain a respectful, professional tone in all in class discourse. 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.

Late Work

Late work may be accepted but points will be deducted. No late discussion postings will receive points.

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 online. The student is responsible for noting any changes in the syllabus.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

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 Academic 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 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.

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) web page [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 related 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. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [https://www.tamuct.edu/student-affairs/index.html]. 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].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring.

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus 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 have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from 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 40 subject areas. Access Tutor.com through Canvas.

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-4pm Monday-Thursday during the summer with online hours available Monday-Thursday 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 [WCOnline](https://tamuct.mywconline.com/) at [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 85,000 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 24 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](http://tamuct.libguides.com/index) [<http://tamuct.libguides.com/index>].

OPTIONAL POLICY STATEMENTS:

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 TAMUCT, 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 Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

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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