

ANTH 1010: Culture & The Human Experience (3 units)

Course Room: SW 134 (Social Work)

Course Time: 12:25 -1:45 PM Mon/Wed

Instructor: Dr. Shane J. Macfarlan

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Office Hours: 1:30-2:30 PM Mon/Wed

Course description This course introduces students to the concept of culture as a framework for understanding similarities and differences in behavior and values in human societies from all parts of the world. The intersections and complexity of historical, social, political, economic and religious structures and forces in cultures are examined. Most case studies are from non-Western cultures in South America, Africa and Oceania, but examples and links to cultural and social-economic diversity within the United States are also integral to the course. Emphasis is placed on understanding how culture patterns human thought and feelings about the natural environment, social relations, history and “others”. An underlying theme is that anthropological knowledge can be used to solve contemporary local and global issues.

General Education

This course meets the Social/Behavioral Science (BF) requirement

This course addresses the following Essential Learning Outcomes: Critical Thinking, Creative Thinking, and Intercultural Knowledge and Competence.

Learning Outcomes

- 1) Identify & describe characteristics of cultural traditions outside of the dominant US American culture system.
- 2) Specify how cultural anthropology methods and theories can be used to understand contemporary local and global issues.
- 3) Employ anthropological methods and theory to uncover why people believe and act differently than the self.
- 4) Analyze how peoples' decisions are shaped by local, regional, and international constraints and opportunities.
- 5) Explain aspects of human variation using evolutionary and social theory.
- 6) Develop an understanding of how perspectives can change depending on cultural or historical contexts.

Texts

Chagnon, Napoleon (2013) *Yanomamö*. 6th Ed. Wadsworth Cengage: Belmont, CA.

Cronk, Lee (2004) *From Mukogodo to Maasai: Ethnicity and Cultural Change in Kenya*. Westview Press: Cambridge, MA.

Weiner, Annette (1988) *The Trobrianders of Papua New Guinea*. Wadsworth Cengage: Belmont, CA.

Supplemental Readings

Anemone, Robert L.

2011 *Race and Human Diversity: A Bio-Cultural Approach*. Prentice Hall: NY.

Baegert, Johann Jakob

1979 *Observations in Lower California*. University of California Press Berkeley, CA.
<http://publishing.cdlib.org/ucpressebooks/view?docId=ft5r29n9xv&chunk.id=d0e1261&oc.depth=1&toc.id=d0e905&brand=ucpress>

Hewlett, Barry & Jennifer Roulette

2014 Cosleeping Beyond Infancy. In *Ancestral Landscapes in Human Evolution: Culture, Childrearing, and Social Wellbeing*. D. Navaez, K. Valentino, A. Fuentes, JM McKenna, & P Gray (Eds.). Pp. 129-163. Oxford University Press.

Hruschka, Daniel

2010 *Friendship: Development, Ecology, and Evolution of a Relationship*. University of California Press: Berkeley, CA.

Macfarlan, S.J., M. Remiker, and R.J. Quinlan

2012 Competitive Altruism Explains Labor Exchange Variation in a Dominican Village. *Current Anthropology*. 35(1):118-124.

Miner, H. 1956. Body ritual of the Nacirema. *American Anthropologist* 58(3):503-507.

UNMDG

2015 <http://www.un.org/sustainabledevelopment/blog/2015/12/sustainable-development-goals-kick-off-with-start-of-new-year/>

Evaluation:

Three exams (50 points each)	150 points	67%
Intercultural Project	25 points	11%
Kinship Chart	25 points	11%
Integrative Assignment	25 points	11%
TOTAL	225 points	100%

EXAMS The exams consist of multiple choice and short answer essay questions and are based upon lectures, films and classroom discussions. Make-ups are not allowed, except for instructor-approved excuses. You must contact me prior to missing an exam.

INTERCULTURAL ASSIGNMENT The intercultural assignment is a two-to-three page paper that is based upon an interview with someone from a cultural background substantially different from your own. Details of the assignment will be handed out & discussed in class.

KINSHIP CHART The kinship chart is a one-page diagram of three generations of the student's family using anthropological kinship symbols. Details of the assignment will be handed out & discussed in class.

INTEGRATIVE ASSIGNMENT The integrative assignment is a one-page paper that links the concepts you learned in this course to your major (if you have one), other courses you have taken, or your life/career goals. Details of the assignment will be handed out & discussed in class.

COURSE OUTLINE

Week Primary Topics Covered and Reading Assignment

1	<p>Aug 22 Course Objectives, Your Professor, & Locating Cultural Anthropology READ: Cronk Preface READ: “Body Ritual among the Nacirema” by Horace Miner Aug 24 The Concept of “Culture” Read: Cronk Chapters 1-2 READ: Baegert (1979) (Supplemental Reading)</p>
2	<p>Aug 29 Studying Culture: Ethnocentrism, Relativism, Ethnography, Ethnology READ: Cronk Chapter 3 Aug 31 Movie: Maasai Women (Accessed through UoU library streaming service) https://stream.lib.utah.edu/index.php?c=details&id=10275 READ: Cronk Chapter 4</p>
3	<p>Sept 5 Culture Change <i>Distribute Intercultural Assignment</i> READ: Cronk Chapters 5 Sept 7 Ethnicity READ: Anemone (2011) (Supplemental Reading)</p>
4	<p>Sept 12 Race Read: Cronk Chapter 6 Sept 14 Language & Communication Watch: Why Save a Language? (https://youtu.be/x7BLBUS1IXc) READ: http://anthro.palomar.edu/subsistence/Default.htm</p>
5	<p>Sept 19 Food Production Sept 21 FIRST EXAM READ: Weiner Intro & Chapter 1</p>
6	<p>Sept 26 Introduction to the Trobrianders FILM: The Trobriand Islanders of Papua New Guinea READ: Weiner Chapter 2 Sept 28 Kinship: Descent & Marriage Systems <i>Distribute Kinship Assignment</i> READ: Weiner Chapter 3 READ: http://www.umanitoba.ca/faculties/arts/anthropology/tutor/kinmenu.html</p>
7	<p>Oct 3 Kinship: Residence & Terminology READ: Weiner Chapter 4 Oct 5 Movie: Kingdom of Women (http://fod.infobase.com.ezproxy.lib.utah.edu/PortalPlaylists.aspx?wID=102998&xtd=40036) READ: Hewlett & Roulette (2014) (Supplemental Reading) READ: Weiner Chapter 5</p>
8	<p><u>Oct 10-12: FALL BREAK NO CLASSES</u></p>
9	<p>Oct 17 Parenting READ: Weiner Chapter 6 DUE: Kinship Chart</p>

	<p>Oct 19 Movie: Babies READ: Weiner Chapter 7</p>
10	<p>Oct 24 Sex, Gender, & Culture READ: Weiner Chapter 8-9 Oct 26 Movie: Guardians of the Flutes</p>
11	<p>Oct 31 Economic Behavior READ: Weiner Chapter 10 DUE: Intercultural Assignment Nov 2 Kula & the Anthropology of Exchange READ: Macfarlan, Remiker, & Quinlan (2012): Intro, Study Site, & Discussion</p>
12	<p>Nov 7 Dominican Labor & Society Nov 9 SECOND EXAM READ: Chagnon Prologue & Chapter 1</p>
13	<p>Nov 14 Introduction to the Yanomamö Movie: A Man Called Bee (Access video via UoU library streaming service) http://search.alexanderstreet.com/view/work/764062 Distribute Integrative Assignment READ: Chagnon Chapters 2-3 Nov 16 Political Organization READ: Chagnon Chapters 4-5</p>
14	<p>Nov 21 Religion Movie: Magical Death (Access video via UoU library streaming service) http://search.alexanderstreet.com/view/work/764906 READ: Chagnon Chapter 6 Nov 23 No Class Thanksgiving Break Movie: The Feast (Access video via UoU library streaming service) http://search.alexanderstreet.com/view/work/763904 READ: Chagnon Chapter 7</p>
15	<p>Nov 28 Warfare: Cooperation & Conflict READ: Hruschka (2010) Nov 30 Friendship Across Cultures READ: Chagnon Chapter 8 READ: UN Millennium Development Goals (Supplemental Reading) http://www.un.org/sustainabledevelopment/blog/2015/12/sustainable-development-goals-kick-off-with-start-of-new-year/</p>
16	<p>Dec 5 World Problems DUE: Integrative Assignment Dec 7 Quiz 3</p>

Department and University Policies

ADA Statement: The Americans with Disabilities Act. The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can

be made available in an alternative format with prior notification to the Center for Disability Services.

Addressing Sexual Misconduct: Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Wellness Statement: Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness (www.wellness.utah.edu; 801-581-7776).

Student Code: (Policy 6-400) All students are expected to maintain professional behavior in the classroom setting, according to the Student Code (regulations.utah.edu/academics/6-400.php). Students have specific rights in the classroom as detailed in S. II of the Code. The Code also specifies standards of behavior (S. III) and academic conduct (S. V). "Students must adhere to generally accepted standards of academic honesty, including but not limited to refraining from cheating, plagiarizing, research misconduct, misrepresenting one's work, and/or inappropriately collaborating" (S. VB). According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors. Students have the right to appeal such action to the Student Behavior Committee.

Incomplete Policy: An "I" will only be given for work not completed because of circumstances beyond the student's control, providing the student is passing the course and needs to complete 20% or less of the work. Valid reasons for an "I" grade include: (a) An illness (documented by a medical statement) that precludes the ability of the student to perform; (b) an accident or situation that prevents the student from physically being present (documentation may be required); (c) Extreme emotional or other mental circumstances that are severe enough to interfere with a student's normal academic performance. If you do receive an "I", do not register for the course again. You must complete the required work in the time agreed by you and the instructor. If the work is not completed within one year, the grade will change to an "E". Faculty will not accept additional work to change the grade after that one-year period. If a student has a problem with the course, please deal with it immediately. It is the student's responsibility to contact instructors and submit necessary forms.

Note: The syllabus is not a binding legal contract. It may be modified by the instructor when the student is given reasonable notice of the modification.