

**ANTHROPOLOGY 2301**  
**Introductory Cultural Anthropology**  
**Spring 2019**



Professor: Dr. Neely Myers  
Office: Heroy Hall, Room 455  
Office Hours: Wednesdays, 9 AM – 11 AM  
Lecture Location: Fondren Science 123  
Class Meetings: Monday and Wednesday, 12 PM – 1250 PM beginning Jan 23rd

Teaching Assistants (please contact the correct TA for your section):

Jordan Wondrack (TA for Wednesday labs): Office-428B; Email- [jwondrack@smu.edu](mailto:jwondrack@smu.edu); Office Hours- Wednesdays, 1-3 PM

Brenna Raney (TA for Monday labs): Office- Heroy 429; Email- [braney@smu.edu](mailto:braney@smu.edu); Office Hours- Monday, 1-2 PM

Anne Parfitt (TA for Friday labs): Office- Heroy 434; Email- [aparfitt@smu.edu](mailto:aparfitt@smu.edu); Office Hours- Wednesdays, 10 AM - noon

**Goals and Course Description:**

This course introduces the student to the field of anthropology and methods of research, with specific focus on the structure and dynamics of human culture and social institutions. We will explore how different societies around the globe meet universal human needs in culturally distinctive ways. Students will examine, for example, how individuals and societies respond to such issues as identity, social difference, power and status, intra- and inter-group relations, and the effects of cultural institutions on individual experience. The course will also consider how anthropological perspectives promote a more nuanced insight into issues of globalization,

sociopolitical, and environmental change. Topics to be explored include food, economics, sexuality, marriage, gender roles, medicine, and the mind. Readings will be drawn from all parts of the world. Ultimately, our goal is to challenge students' possible preconceptions about the "American way" of doing things, and to consider the important contributions of perspectives presented by non-U.S. and non-Western cultural groups both historically and currently.

### **University Curriculum SLOs**

These will be assessed by a cumulative essay in the Final Exam.

For BREADTH: Individuals, Institutions and Culture

1. Students will be able to identify the types of interactions and influences that arise between or among individual, social, cultural, political, or economic experiences.
2. Students will be able to summarize basic empirical phenomena in the study of individual, social, cultural, political, or economic experiences.

For DEPTH: Human Diversity

1. Students will be able to demonstrate an understanding of the historical, cultural, social, or political conditions of identity formation and function in human society, including the ways in which these conditions influence individual or group status, treatment, or accomplishments.
2. Students will be able to demonstrate the ability to differentiate and understand values different from their own

### **Required Texts**

Mirror for Humanity, 11<sup>th</sup> Edition by Conrad Kottak, McGraw Hill Publishing

Annual Editions: Anthropology 18/19, by Elvio Angeloni (Ed.), McGraw-Hill Publishing

For your convenience, the two texts have been ordered through the SMU Bookstore. **HOWEVER**, if for any reason the SMU Bookstore is unable to make texts available in a timely manner for this course, it is the student's responsibility to obtain the required texts. Alternative sources for books include local and online book stores for both used and new books. Please ensure you have obtained (not just ordered, but actually obtained) all course texts no later than the 2<sup>nd</sup> week of class so that you can do well on exams.

### **Course Format**

The course will normally consist of lectures and discussion. On several occasions during the semester films will be shown, and these are an integral part of the course.

**Lectures:** Lectures are meant, first, to help students explore the concepts and positions of the authors in greater depth and to consider contrasting opinions and theories. I may not always provide a summary or review of each reading, though it will be discussed in the lab and may well appear on the exams. It is, therefore, important for students to ask questions or initiate discussion about portions of the readings not covered in my lecture. Students may also take advantage of office hours for their TAs and myself to ask questions about any material in the course.

**Labs:** The labs for this course are intensive discussion sections led by rotating Student Pop Discussion Leaders and the TA. While all of the reading assignments are listed in the Course Outline on a lecture-day basis, it is in the labs that the Annual Editions readings will be explored.

**Films:** On film days, you will be expected to attend class and write a one-page response to the film due in the next class after the film.

### Course Requirements

1. Attendance (Main Lecture and Lab)	10% (5% lecture, 5% lab)
2. Lab Participation	5%
3. Exam 1 and 2	40% (20% per exam)
4. Lab Op-Ed	20%
5. Final Exam (Cumulative)	25%

#### 1. Attendance (10%):

Attendance will be taken by your TAs at every lecture and lab session via a sign in sheet. It is your responsibility to make sure you signed the sheet. Signing the sheet for someone else is considered to be an act of academic dishonesty and will negatively affect your grade. Lab attendance is worth 5% of your grade and lecture attendance is worth 5% of your grade.

Together, this is 10% of your final grade. Students who arrive late or leave early will be marked late in Canvas, which will result in a partial reduction of their attendance for the day. Attending includes putting your Phone/Computer in Do Not Disturb mode. Students who are seen checking emails, surfing the internet, or chatting online during class will be “lasered” by the TA. There will be one warning laser and then students will be dismissed from class and all attendance points will be forfeited for the day. **Students with PERFECT ATTENDANCE in LAB AND LECTURE (no unexcused absences, not late for class by more than 5 minutes, not leaving early ALL semester) will receive an extra credit point on their final grade.**

#### 2. Lab Participation (5%):

Every student should come prepared to each discussion section with three questions, uploaded electronically to your lab section on Canvas BEFORE the beginning of your lab section. These questions should encourage critical thought for the entire class. During class, the TA will randomly call on students to ask questions about the reading to the entire class. More information on how to write good discussion questions will be provided. If you come to class without questions, you will receive a 0 for participation on that day, even if you speak. Non-participation (not answering questions or engaging in class discussion) will also have a negative impact on your grade. If you do not want to speak in lab, please make alternative arrangements with your TA for your participation grade immediately.

#### 3. Exam 1 and 2 (20% each; 40% total):

Exams may include objective, short answer, slide identification, and essay components. Exams will cover material from both the course texts and lectures (including slides and films) and are cumulative. Tests are scheduled so as to avoid most religious holidays – if you have a conflict with the course schedule for religious reasons, please discuss it with me by the first week of class.

Make up exams are offered only to students with written documentation (i.e., by healthcare provider, parent, funeral director) of a debilitating illness or death in the family. You must notify me *before* you miss the exam or you will receive a 0 on the exam. You must also make up the exam at the earliest possible date – as soon as you’re well or return to campus. If you experience an extended illness or devastating loss, we urge you to speak with the Dean of Students about appropriate action. NO make-ups or early tests are given to accommodate students’ travel plans – plan your trips around official SMU holidays.

#### **4. Lab Op-Ed (20%):**

For this assignment, you will submit a 600-word “op-ed” that **links a talk/seminar/community event that you attend this semester** to an anthropological perspective, by examining the contents of that event from a cultural anthropology perspective. You should write your op-ed as if you intend to submit it to a prominent newspaper for publication. Indeed, students have published op-eds in my past courses! Tips and a rubric will be posted on Canvas early in the semester under the Assignments button under Op-ed.

As part of your research, **you must find and attend, in person**, a scholarly seminar/lecture/symposium that is somehow related to “culture: (films/movies/TV shows are not acceptable replacements). Take detailed notes about the material presented, and, if possible, ask follow-up questions of the speaker(s) after the talk. **You are required to provide information on the seminar you attended: name of the speaker(s), title of the presentation, date, and location.** This information is worth 20% of your grade. If not provided, you cannot get more than 80 points on the op-ed.

Your overall goal is to learn about an issue from the lecture *and* link it to its cultural context by explaining: “what does culture have to do with it?” It is likely that you will need to do additional research to flesh out what you learn from the talk. Internet research of reputable sources is acceptable. You must list all sources on which your op-ed draws, either directly or indirectly, at the end of the op-ed in a section called “List of References” (this list can include Internet sources and websites). Scholarly references should follow the Chicago Manual of Style. Tip: an op-ed differs from a typical academic paper by being more engaging, energetic, and edgy. It argues a point, takes a stand, and advocates for a new understanding or new policy or new something. Be spirited in an informed way!

The paper must be double-spaced, normal 1-inch margins, and typed in 12-pitch font. Please respect the 600 word limit. Having very near 600 words will account for 10% of your grade.

**NOTE:** Write your op-ed as if you really hope it will be published—and maybe it will! In addition, having a clearly written, brief paper in your personal file is often useful for practical matters such as getting an internship/job/letter of recommendation. See Op-Ed Writing Tips on Canvas for more ideas.

#### **Important questions to ask yourself along the way:**

1. What is the point I am trying to make—in the op-ed as a whole and in each paragraph?
2. Is the material I am discussing/presenting necessary and does it advance the goals of the op-ed as a whole? Does each paragraph contribute to the whole? Does each sentence contribute to each paragraph? (If not, fix it or delete it).

3. Does the op-ed carry the reader's attention throughout? If not, how I can make sure it does?

## **5. Final Exam (25%):**

More information on the cumulative final exam will be available as the semester proceeds. In general, the same rules apply as for other exams, except that there are NO MAKEUPS for the final exam.

### **Other Course Policies**

**Absences:** Attendance and participation are important. Absences, excused or unexcused, do not excuse students from submitting assignments on time. Students should review slideshows, notes, handouts, and assignment instructions from a classmate, their TA or the professor for days missed, as you will be held responsible for this material. Absences for holiday air travel, oversleeping, etc. will not be excused. Four unexcused absences may jeopardize your enrollment in the class per university policy. Missed assignments or tests receive a 0 (zero), *not* an F or 50%. I do not give out copies of lectures notes but will review lecture material in a meeting with you. Students should also obtain the notes of one or more classmates.

**Assignments:** All assignments will be turned in on Canvas. If it is a film response and you have written on the sheet, please scan your worksheet and upload it to Canvas. Please include your name, course number, TA name, and date on each written assignment. Only printed materials are accepted – no emailed/electronic versions. Make-up in-class assignments will be offered only to students with written documentation (i.e., by healthcare provider, parent, funeral director, Resident Advisor) of a debilitating illness or death in the family.

Back-Up Copies: It is the student's responsibility to maintain (1) a backup copy and (2) a printout of the Properties page which shows the production date and size of any document. In the event of lost documents, the student can produce these to avoid late penalties.

Late Assignments: Assignments are due as stated on the syllabus. Assignments submitted late will be graded down by 10 points for each day (24-hour period) that they are late. Thus, assignments submitted 15 minutes late will be graded down by 10 points.

**On Reserve:** Films shown in class will also be placed on Reserve in Fondren Library for additional viewing in the Library. A copy of the course texts will also be placed on Reserve.

**Canvas:** Course documents, announcements, and other materials will be posted on the Canvas page for this course. Please consult that page regularly and ensure that you check the email account associated with your Canvas account.

**Computers and Cell Phones:** Computers may only be used in class for note-taking. All online connections must be OFF and cell phones silenced or put away for class. Students using the internet or reading their cell phones during class will be warned and then marked absent for the day by their TA.

**Disability Accommodations:** Students needing academic accommodations for a disability must first be registered with Disability Accommodations & Success Strategies (DASS) to verify the disability and to establish eligibility for accommodations. Students may call 214-768-1470 or visit <http://www.smu.edu/ALEC/DASS> to begin the process. Once registered, students should then schedule an appointment with the professor to make appropriate arrangements for this course. All

DASS accommodations needed **MUST BE REPORTED TO THE INSTRUCTOR, in writing, by JANUARY 28, 2019**. Please note accommodations are not retroactive and must be requested by January 28<sup>th</sup>.

**Plagiarism and Academic Misconduct:** Plagiarism, cheating, and any other form of academic misconduct are not tolerated. Penalties for academic misconduct are outlined in the Honor Code and may include anything from a zero for the assignment to dismissal from school.

**Religious Observance:** Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing by no later than **February 1, 2019 (no exceptions)**, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9.)

**Excused Absences for University Extracurricular Activities:** Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor **at least 72 hours prior** to any missed scheduled examination or other missed assignment for making up the work. (University Undergraduate Catalogue)

**Email Etiquette:** If you have a question, please make sure the answer is not in your syllabus and then email the TA who will contact the professor if further assistance is needed. Please allow 48 hours for a response. Please do not expect your TA or instructors to respond to emails or requests for assistance outside of normal working hours (Monday through Friday, 9 AM to 5 PM).

**Grading Scale:** A 95-100; A- 90-94.9; B+ 87-89.9; B 84-86.9; B- 80-83.9; C+ 77-79.9; C 74-76.9; C- 70-73.9; D+ 67-69.9; D 64-66.9; D- 61-63.9; F 61 and below.

Note: Final grades are not rounded up or down. For example, a final grade of 94.99 will be recorded with the Registrar as an A- while a final grade of 95.01 will be recorded as an A. In no cases, should a student request a grade be 'bumped up'. Doing so constitutes academic dishonesty and I reserve the right to report such student requests to The Honor Council of Southern Methodist University.

### **University Resources (Courtesy Information)**

Counseling Center: SMU Counseling Services provides confidential counseling and assistance from counselors. Call 214-768-2277; an emergency contact number is provided at all hours. <https://www.smu.edu/StudentAffairs/HealthCenter/Counseling>

Chaplain's Office: The SMU Chaplain's Office also provides confidential counseling; call 214-768-4502. <https://www.smu.edu/StudentAffairs/chaplain>

\*Note, neither your Professor nor your TAs are confidential resources.

Title IX: For questions or concerns regarding Title IX and sexual violence, please contact Samantha Thomas, the Title IX Coordinator in IAE. To file a complaint or make a report of Title IX harassment including all forms of sexual misconduct and sexual violence, please complete the Title IX Harassment Complaint Form and submit it to IAE at [accessequity@smu.edu](mailto:accessequity@smu.edu) or in Perkins Administration Building, Room 204. General website for Title IX: <https://www.smu.edu/iae> How to Get Help: <https://www.smu.edu/SexualMisconduct/Get-Help>

A-LEC Tutoring: The A-LEC's tutoring program provides interactive tutoring in a dynamic and comfortable environment. At SMU, students see tutoring as a resource for all students, not just for those who find themselves in academic trouble. A-LEC tutoring is designed to complement and support students' direct contact with their professors.

<https://www.smu.edu/Provost/ALEC/Tutoring>

Writing Center: The Writing Center is a resource for all SMU undergraduates who need help with a writing—or reading—project of any kind. <https://www.smu.edu/Provost/ALEC/WritingCenter>

Dean of Students Office: The Office of the Dean of Students is one of the primary areas within the Division of Student Affairs at SMU. This office oversees departments that provide essential services, support and programs to students, faculty, staff, and the University as a whole.

<https://www.smu.edu/StudentAffairs/studentlife>

Note: Many more resources can be found at SMU. This list of resources is not meant to be exhaustive, nor can the professor promise the most up-to-date information about SMU services/resources as this syllabus is only updated when necessary for course content. The list is simply meant to help students become more aware of the services available to them.

<p style="text-align: center;">ANTHROPOLOGY 2301 Introductory Sociocultural Anthropology COURSE SCHEDULE</p>			
<p style="text-align: center;"><b>**LAB MEETINGS BEGIN JANUARY 25<sup>TH</sup>**</b> <b>**MAIN CLASS DOES NOT MEET ON FRIDAYS**</b></p>			
DATE	CLASS TOPICS	ASSIGNMENTS (read before the lecture on the date assignment is listed)	ASSIGNMENTS FOR LABS
Jan 21	NO CLASS/MLK Day	NO CLASS	
Jan 23	Introduction: What is anthropology?	KOTTAK 1, 2	-Linton, 1937, One Hundred Percent American (Canvas)
Jan 28	What is culture?	KOTTAK 2 Canvas: Miner. Body Ritual Among the Nacirema	-1.2. Eating Christmas in the Kalahari (AE) <b>(due in lab on Jan 25, 28 and 30)</b>
Jan 30	How do you "do" anthropology?	KOTTAK 3	-1.3. Tricking and Tripping: Fieldwork on Prostitution in the Era of AIDS (AE)
Feb 4	Film: A Man Called Bee (Kanopy, 44 m.)	KOTTAK 3 AAA Code of Ethics: <a href="https://www.americananthro.org/LearnAndTeach/Content.aspx?ItemNumber=22869">https://www.americananthro.org/LearnAndTeach/Content.aspx?ItemNumber=22869</a>	-Myers, 2015, No Direction Home, p. 15-55 (Canvas) <b>(due in lab on Feb 1, 4 and 6)</b>
Feb 6	Ethics of Ethnography	KOTTAK 4	-2.2. War of Words (AE) -2.5. Vanishing Languages (AE) <b>(due in lab on Feb 8, 11, 13)</b>
Feb 11	Language and Communication Guest Lecturer: Anne Parfitt	KOTTAK 4	
Feb 13	Body Language and Emotion	No reading; exam prep	-7.1 Quiet Revolutions (AE) -7.7. Being Indigenous in the 21 <sup>st</sup> Century (AE) <b>(due in lab Feb 15, 18, 20)</b>
Feb 18	Exam 1		
Feb 20	What's up with food?	KOTTAK 5 Film Review to class	-3.7. The Inuit Paradox by Patricia Gadsby (AE)
Feb 25	Film: Baka, People of the Forest (38 m.)	KOTTAK 5	-3.4 Breastfeeding and Culture (AE) <b>(due in lab Feb 22, 25, 27)</b>
Feb 27	Political Systems	KOTTAK 6 Bring Film Review Sheet	-3.1. The Unexpected Origin of Human Values (AE)
Mar 4	Film: Ongka's Big Moka (IDD 06606, 58m.)	KOTTAK 6	-3.3. Generous by Nature (AE) -3.6. Meghalaya: Where Women Call the Shots (AE) <b>(due in lab March 1, 4, 6)</b>
Mar 6	Families and Kinship	KOTTAK 7 Bring Film Review Sheet	-4.1. The Invention of Marriage, by Stephanie Coontz (AE)
Mar 11 and 13	NO CLASS SPRING BREAK	NO CLASS SPRING BREAK	-4.2. When Brothers Share a Wife (AE) <b>(due in lab March 8, 18, 20; NO LAB March 11,13 and 15=SPRING BREAK)</b>
Mar 18	Film: Taboo	KOTTAK 7 Bring Film Review Sheet	
Mar 20	Marriage	KOTTAK 7	
Mar 25	Sex, Gender and Sexuality Guest Lecturer: Brenna Raney, MA	KOTTAK 8	-5.2. The Hijras: An Alternative Gender in India by Serena Nanda (AE)
Mar 27	Artistic Expressions	Bring art example from your cultural tradition to share with class	-5.4. Rising Number of Dowry Deaths in India (AE) -5.3. Afghan Boys are Prized, So Girls Play the Part (AE) <b>(due in lab March 22, 25, 27)</b>

April 1	Race and Ethnicity	KOTTAK 10	1.4. The House Gun: White Writing, White Fears, and Black Justice (AE) -Mixed Blood (Canvas) -Black, White, Other (Marks) <b>(Due in lab March 29, April 1 and 3. Be sure to ask TA exam questions this week as there are no labs next week).</b>	
April 3	Film: When Social Inequalities Make Us Sick			
Apr 8	Exam 2	No reading, study for exam		(No labs April 5, 8 and 10)
Apr 10	Families at the Border Guest Lecturer, Jennifer Cook, PhD	Reading TBA		
Apr 15	Religion and Ritual	KOTTAK 9; Belief-o-matic Quiz; <a href="https://www.beliefnet.com/beliefnet/test/beliefnet-former-staff/dena-unpublished-stuff/belief-o-matic-a-personality-quiz-about-your-religious-and-spiritual-beliefs.aspx">https://www.beliefnet.com/beliefnet/test/beliefnet-former-staff/dena-unpublished-stuff/belief-o-matic-a-personality-quiz-about-your-religious-and-spiritual-beliefs.aspx</a>	-6.2. The Adaptive Value of Religious Ritual (AE) -6.4. Understanding Islam (AE) -6.7 Losing Our Religion (AE) <b>(due in lab April 12, 15, 17)</b>	
Apr 17	<i>Film: Maasai Women</i>	KOTTAK 12		
Apr 22	Applying Anthropology—Introducing Maasai	KOTTAK 12 <b>Bring Film Review Sheet</b>	-7.3. The Price of Progress (AE)	
Apr 24	Globalization and Migration Guest Lecturer: Jordan Wondrack, MA	KOTTAK 13	-7.6. Green Grab, Red Light (AE) -7.10. On the Road Again (AE) <b>(due in lab April 22, 24 and 26; no lab April 19<sup>th</sup>-SMU CLOSED)</b>	
Apr 29	Medical Anthropology	Explore <a href="http://www.somatosphere.net">www.somatosphere.net</a> ; Read: <a href="https://www.sapiens.org/culture/polio-eradication-pakistan/">https://www.sapiens.org/culture/polio-eradication-pakistan/</a>	-7.8. The Organ Detective (AE) -Watters. The Americanization of Mental Illness (Canvas) <b>(due in lab April 29, May 1, and May 3)</b>	
May 1	Culture and Mind: Psychological Anthropology	Luhrmann, 2018. The Sound of Madness (Canvas)		
May 6	Exam Review			
May 13		<b>FINAL EXAM, 1130 AM to 230 PM</b>		