

SPRING 2018

ANTH 1010: Culture & The Human Experience (3 credit hours)
M, W 11:50-1:10, Stewart 104

Instructor: Dr. Bojka Milicic

e-mail: milicic@anthro.utah.edu

Office: Stewart 101 (Anthropology), Office hours: M 1:15-2:15 , W 10:50-11:50

Teaching Assistants:

Emily Post, 94emilypost@gmail.com

Justin Dolinar, u0450627@utah.edu



Above Canchis, Peru © B. Milicic

COURSE DESCRIPTION:

This course is an introduction to cultural anthropology, one of the four subfields of the broad discipline of anthropology. We will examine how culture, a distinctly human way of life, shapes human behavior across time and space. The emphasis in our overview of human experience is the description and explanation of human universals and cross-cultural variation. We will address the concept of culture as well as anthropological theory and methodology. We will discuss a range of topics: language, kinship, gender, economic behavior, political organization, religion, and culture change connecting them to ethnographic case studies.

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

A) Identify and describe characteristics of cultural traditions outside of the dominant US American culture system.

B) Learn about cultural anthropology methods and theories that help to understand contemporary local and global issues.

C) Employ anthropological methods and theory to discover why people believe and act differently than the self.

D) Analyze how peoples' decisions are shaped by local, regional, and international constraints and opportunities.

E) describe human universals and explain cross-cultural variations using evolutionary and social theory.

F) Develop an understanding of how perspectives can change depending on cultural or historical contexts.

Texts:

Allen, Catherine (2002) *The Hold Life has: Coca and cultural identity in an Andean community*. Washington: Smithsonian Institution Press.

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

Nanda, Serena and Richard L. Warms (2012) *Culture Counts*, Wadsworth, Cengage Learning

EXAMS AND GRADES

Three quizzes: 50 points each

150 points/ 67%

Three take home assignments:

Intercultural Project

25 points/ 11%

Kinship Chart

25 points 11 %

Integrative assignment

25 points 11 %

TOTAL : 225 points 100 %

GRADE DISTRIBUTION:

A 100-95% A- 94-90%

B+ 89-85% B 84-80% B-79-75%

C+74-71% C 70-67% C- 66-63

D+ 62-59% D 58-54 % D- 53-50

E 49% and below

EXAMS: Multiple choice and short answers based on lectures, discussions, film, and readings. Make-up exams can be taken only with instructor's approval.

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 uploaded to Canvas.

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 uploaded to Canvas.

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 uploaded to Canvas.

FILMS:

Films are an important part of the course. We will watch the films in class unless we are behind some sections of the syllabus. If this occurs, you will be notified to watch some films (streaming from the Library) on your own.

IMPORTANT DATES:

January 21. Assignment 1.: Intercultural project available on Canvas

February 14: Assignment 1. Intercultural project due! (upload on canvas)

February 21. Quiz 1. (on canvas)

February 26. Assignment 2.: Kinship Chart available on Canvas

March 12. Assignment 2: (upload on canvas)

March 26. Quiz 2. (on canvas)

April 9. Assignment 3. Integrative assignment (available on Canvas)

April 23. Integrative assignment due (upload on canvas)

April 26. Quiz 3 (on canvas)

LECTURE TOPICS AND READINGS (tentative schedule)

WEEK 1. January 8, 10. What is anthropology? The discipline of anthropology; the four fields. The concept of culture. Human universal and cross-cultural variations.

Reading:
Culture Counts, Ch.1, 2

January 17. Martin Luther King Day NO CLASS

WEEK 2. January 19. How do cultural anthropologists collect their data? Fieldwork, Ethnology, Ethnography. Building theories.

Reading:
Culture Counts, Ch. 3

WEEK 3. January 22, 24. How do humans communicate? Language - our most important asset.

Reading:
Culture Counts, Ch. 4.
Film:
Why Save a Language? (<https://youtu.be/x7BLBUS1IXc>)

January 21. Assignment 1. Intercultural project distributed (on Canvas)

WEEK 4. January 29, 31. How do we feed ourselves? Making a living.

Reading:
Culture Counts, Ch. 5.

Film: The Nuer
https://search-alexanderstreet-com.ezproxy.lib.utah.edu/view/work/bibliographic_entity%7Cvideo_work%7C765426

WEEK 5. February 5, 7. How do we organize work and exchange? Economic behavior.

Reading:
Culture Counts, Ch. 6.
Chagnon: The Yanomamo, Prologue, Ch.1

Film:

A Man Called Bee (U of U library streaming service)

<http://search.alexanderstreet.com/view/work/764062>

February 14: Assignment 1. Intercultural project due! (upload on Canvas)

WEEK 6. February 12, 14. How do the Yanomamo do it?

Reading:

Chagnon, Ch. 2, 3, 4, 5, 6

February 19. President's Day – NO CLASS

FEBRUARY 21. Quiz 1.

WEEK 7. February 21. What are kinship and marriage all about?

Reading:

Culture Counts, Ch. 7

Chagnon, the Yanomamo, Ch. 7

Film:

The Feast (U of U library streaming service)

<http://search.alexanderstreet.com/view/work/763904>

February 26. Assignment 2 available (Canvas): Kinship Chart

WEEK 8. February 26, 28. Kinship and marriage – continues. Two genders or three? Sex and gender.

Reading:

Culture Counts, Ch. 8.

WEEK 9. March 5, 7. How do humans organize their societies? Political Organization.

Reading: Culture Counts Ch. 9

Film:

Aravani Girl: India's gender Conflict (u of U Library streaming)

http://fod.infobase.com.ezproxy.lib.utah.edu/p_ViewVideo.aspx?xtid=50015

March 12. Assignment 2 Kinship Chart due (upload in Canvas)

WEEK 10. March 12, 14. Why and when inequality? Stratification: Class, race, ethnicity

Readings:

Culture Counts, Ch. 10.

Allen: The Hold life has: Chapters 1, 2, 3, 4.

WEEK 11. March 18-25 Spring break

MARCH 26. Quiz 2 (on Canvas)

WEEK 12. March 26, 28. How do we answer existential questions? Religion, identity and ethnicity ethnicity.

Reading:

Culture Counts, Ch. 11.

Allen: The Hold life has, Chapters 5, 6, 7

Film: Corpus Christi and Inti Raymi in Cusco, Peru (Prof. Milicic's videos)

WEEK 13. April 2, 4. Why we conquer others? Power, Conquest, and a World System

Reading:

Culture Counts, Ch. 12.

Allen: The Hold life has, Chapters 8, 9, 10

April 9. Assignment 3 Integrative assignment available (on Canvas)

WEEK 14. April 9, 11. How do cultures change? Globalization and change

Reading:

Culture Counts, Ch. 13.

Film: Benjamin and his brothers

https://search-alexanderstreet-com.ezproxy.lib.utah.edu/view/work/bibliographic_entity%7Cvideo_work%7C764518

WEEK 15. April 16, 18. What is anthropology good for? Anthropology makes a difference.

Reading:

Culture Counts, Ch. 14.

WEEK 16. April 23. Review. Discussion

April 23. Integrative assignment due

APRIL 26: Quiz 3 (on Canvas)

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.