

## ANTH 1010-090: Culture & The Human Experience (3 units, Summer 2025)

### Department of Anthropology, University of Utah

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Gardner Commons

**Course Prerequisites:** None

**Virtual Office Hours:** By Appointment

**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 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 problems.

### 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.

### Course Objectives

By the end of this course, students will be able to:

- 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 issues and be applied to oneself, across communities, and career choices.
- 3) Employ anthropological methods and theory to understand why people believe and act differently than oneself.
- 4) Analyze and appreciate 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) Recognize and reflect on how personal perspectives can change depending on cultural or historical contexts.

**3 Textbooks are required:** The Weiner and Chagnon, 6<sup>th</sup> Edition, texts can be purchased from the bookstore or elsewhere. The Chagnon text is also available, at reduced cost, as a digital ebook through the Bookstore, if you chose that option. **The Cronk text is available free online from the Marriott Library. Log into the Marriott and copy and paste the link below. Readings in Cronk are assigned the first week of class so please have this link up.**

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

<https://web-s-ebshost-com.ezproxy.lib.utah.edu/ehost/ebookviewer/ebook?sid=4f0408bf-1eda-416e-b567-50b3267fa84d%40redis&vid=0&format=EB>

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

This text must be purchased from the campus book store or an online vendor.

Chagnon, Napoleon (2013) *Yanomamö*. 6<sup>th</sup> Ed. Wadsworth Cengage: Belmont, CA. This text can be purchased as an ebook at reduced cost through the campus bookstore. If you choose this option, open the Bookshelf link in Canvas to access this text.

**Additional readings are on our Canvas Website in the Module for which they are assigned.**

Anemone, Robert L.

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

Baegert, Johann Jakob, **Chapter 8**

1979 *Observations in Lower California*. University of California Press Berkeley, CA.

<https://publishing.cdlib.org/ucpressebooks/view?docId=ft5r29n9xv&chunk.id=d0e1261&toc.depth=1&toc.id=d0e905&brand=ucpress> Haines, David W.

2005 *Cultural Anthropology*, Chapter 16. Pearson Higher Education.

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

**Canvas Time Zone Information**

To ensure you are viewing due dates and times correctly, as well as events in the calendar, set your student Canvas Time Zone to your current location following this guide:

<https://community.canvaslms.com/t5/Student-Guide/How-do-I-set-a-time-zone-in-my-user-account-as-a-student/ta-p/414>

If you don't change your time zone, all due dates and times listed in Canvas default to Mountain Time.

**EXAMS:** The exams consist of multiple choice and short answer questions and are based on lectures, films and discussions. Exams are taken online, but only during an assigned 4 day window. You will an hour and 30 minutes to take each exam. Make-ups are not allowed, except for instructor-approved excuses. You must contact me **prior** to missing an exam.

Three exams (50 points each exam)	150 points	64%
Kinship Quiz	25 points	11%
<i>What Do You Think?</i> Survey (1 point each survey)	15 points	6%
<i>What Do You Know?</i> Survey (3 points each survey)	45 points	19%
<b>TOTAL</b>	<b>235 points</b>	<b>100%</b>

**WHAT DO YOU THINK? WHAT DO YOU KNOW? SURVEYS**

These survey assignments will first ask you to share your opinions and thoughts about certain anthropology-related topics and then ask you to reflect on what you have learned in each module. Details of the assignment will be expanded in the assignment instructions. Each “What Do You Think?” survey is worth 1 point. Each “What Do You Know” survey is worth 3 points. These are credit/no credit assignments. All thoughtful responses will receive credit. Remember that in addition to the instructor’s review of your individual responses, responses will be available anonymously for the entire class to review. Be thoughtful, kind and use appropriate language.

### **Course Policies**

- **There is no extra credit in this course. If you can’t complete the normal course load, allocating more work isn’t the solution.**
- All grades are earned.
- If you need assistance with course material, please ask for it during the semester, not at the end of the semester.

### **How To Succeed in this Course**

- 1. Read the Syllabus—Yes the entire Syllabus! (Review the Department of Anthropology and University Policy statements following the last page of the Syllabus.)**
- 2. Open the course Canvas Home Page**
- 3. Click on the “Start Here: Course Orientation” link.**
- 4. Go through each step of the orientation.**
- 5. Watch the short instructional videos. They are helpful. You can’t open Module One until you complete this orientation.**
- 6. Open the Account link on the left side bar of our Home Page.**
- 7. Make sure Announcements in your account are linked to the email and/or text address that you check daily or that sends you notifications daily. This is how you will receive reminders, updates and notifications about the course.**
- 8. Open Module One. You must follow and complete links in the index in the order they are given. Complete the Module. Module Two will open at the beginning of the week it is assigned.**
- 9. Keep up! View lectures, videos and readings during the week they are assigned. Take surveys the week they are assigned. Don’t get behind.**

### **ONLINE COURSE EXPECTATIONS**

While all of the academic expectations of this online course are equivalent to those in the traditional course section, there are a number of additional expectations that students should be aware of when participating online.

**Instructor Expectations:** Your course instructor is specially trained in the range of topics you will be studying, and skilled in the anthropological methods you will encounter this semester. Your instructor is your mentor and facilitator of your online experience.

- The course has been designed to include lectures, readings materials, and assignments that will challenge students and provide them with opportunities to learn and practice course content.
- Though this online course includes pre-recorded lectures, it is not a class that is run “automatically” by technology. The instructor will interact with the class via announcements, virtual office hours as needed, and emails in the Canvas Inbox feature.
- The instructor will respond to emails in a timely fashion. “Timely” means within 48 hours, not including weekends and holidays.

- The instructor will be available for individual consultation via email, or phone. Students will not be required to come to campus in order to meet with the instructor.
- The instructor will follow all official University of Utah policies regarding incompletes, and accommodations. Accommodations will be given with required documentation.

**Student Expectations:** Though the online format allows you greater flexibility to complete your work, this course does have a structure and timeline, including due dates for course assignments. As such, the following is expected of all students in this class:

Students are responsible for their learning and are required to actively participate in all components of the course. You are expected to complete the readings, viewings, and assignments for each module.

Netiquette: Students are expected to follow the core rules of netiquette at all times while participating in the class, interacting with other students, and communicating with the course instructor. Use the following link to review these core rules:

<http://www.albion.com/netiquette/corerules.html>

- You will log in to the course a minimum of 3 times per week.
- To do well in online courses, you must be self-motivated, organized, and willing to stay on top of the schedule. Take control of your learning while in this course.
- You will regularly check course announcements. The announcements tool is the instructor's official means of communication when distributing information to the entire class.
- You will update your Canvas settings to ensure they receive timely notifications from the course.
- If you have any questions, are struggling with course materials, or need further assistance from their instructor, you will contact the instructor via the Inbox feature in Canvas or via email.
- Email isn't perfect; sometimes, messages sent to instructors are lost before they are read. If you do not hear back from your instructor 3 days after sending a message, please contact your instructor again.
- Students will engage with the course, students, and the instructor in a respectful and professional manner at all times.

### **Department of Anthropology and University Policies**

1. 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.
2. University Safety Statement. The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit [safeu.utah.edu](http://safeu.utah.edu).

3. 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).
4. Veterans Statement: If you are a student veteran, the U of Utah has a Veterans Support Center located in Room 161 in the Olpin Union Building. Hours: M--F 8--5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: <http://veteranscenter.utah.edu/>. Please also let me know if you need any additional support in this class for any reason.
5. Undocumented Student Support Statement. Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families. To learn more, please contact the Dream Center at 801.213.3697 or visit [dream.utah.edu](http://dream.utah.edu).
6. 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](http://www.wellness.utah.edu); 801-581-7776).
7. Student Names and Personal Pronouns: Class rosters are provided to the instructor with the student's legal name as well as "Preferred first name" (if previously entered by you in the Student Profile section of your CIS account, which can be managed at any time). While CIS refers to this as merely a preference, I will refer to you with the name and pronoun that feels best for you in class or on assignments. Please advise me of any name or pronoun changes so I can help create a learning environment in which you, your name, and your pronoun are respected. If you need any assistance or support, please reach out to the LGBT Resource Center. [https://lgbt.utah.edu/campus/faculty\\_resources.php](https://lgbt.utah.edu/campus/faculty_resources.php)
8. Diversity/Inclusivity Statement: It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you. See <https://ctle.utah.edu/inclusiveteaching/> for more details.

9. Plagiarism Software Policy: I may use a plagiarism detection service in this course, "Turn It In".
  
10. 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.
  
11. Learners of English: If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development. These include: the Writing Center <http://writingcenter.utah.edu/>; the Writing Program <http://writingprogram.utah.edu/>; and the English Language Institute <http://continue.utah.edu/eli/>.

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