ANTH 1010: Culture & The Human Experience

Course Room: CANVAS
Course Time: Asynchronous

Instructor: Blanca Yagüe
Email: Blanca.Yague@utah.edu
Office: Cranium Cafè
Office Hours: by appointment

Course description
This 3-credit 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 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.

Books for this course


Supplemental Readings

Anemone, Robert L.

Baegert, Johann Jakob
http://publishing.cdlib.org/ucpressebooks/view?docId=ft5r29n9xv&chunk.id=d0e1261&toc.depth=1&toc.id=d0e905&brand=ucpress

Hewlett, Barry & Jennifer Roulette

Hruschka, Daniel

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


UNSDG

Evaluation:

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<thead>
<tr>
<th></th>
<th>Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>3 Quizzes (50 points each)</td>
<td>150</td>
<td>65%</td>
</tr>
<tr>
<td>What do you think/What do you know?</td>
<td>30</td>
<td>13%</td>
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<tr>
<td>Kinship Chart</td>
<td>25</td>
<td>11%</td>
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<tr>
<td>Integrative Assignment</td>
<td>25</td>
<td>11%</td>
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<tr>
<td>TOTAL</td>
<td>230</td>
<td>100%</td>
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**QUizzes** The quizzes consist of multiple choice, True/False, and matching questions and are based upon lectures, films and course readings. Quizzes will be taken online via Canvas.

**What do you think & What do you know posts** These survey participation assignments will ask students to share their opinions and thoughts about certain anthropology-related topics and will also ask students to reflect on what they’ve learned in each module. Details of the assignment will be expanded in the assignment instructions.

**Kinship Chart** Students must answer questions related to a hypothetical three generational family using anthropological concepts and symbols. Details of the assignment will be expanded in the assignment instructions.

**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

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<thead>
<tr>
<th>Week/Module</th>
<th>Primary Topics Covered and Reading Assignment</th>
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| 1           | **Intro to the Course & the Concept of Culture**  
READ: “Body Ritual among the Nacirema” by Horace Miner |
| 2           | **Studying Culture: Ethnocentrism, Relativism, Ethnography, Ethnology**  
READ: Baegert (1979) Chapter 8, first 2 paragraphs (Supplemental Reading)  
[http://publishing.cdlib.org/ucpressebooks/view?docId=ft5r29n9xv&chunk.id=d0e1261&toc.depth=1&toc.id=d0e905&brand=ucpress](http://publishing.cdlib.org/ucpressebooks/view?docId=ft5r29n9xv&chunk.id=d0e1261&toc.depth=1&toc.id=d0e905&brand=ucpress)  
READ: Cronk Preface & Chapters 1-2  
Watch: Maasai Women ([https://www.youtube.com/watch?v=KSqqPbk9CUo](https://www.youtube.com/watch?v=KSqqPbk9CUo)) |
| 3           | **Cultural Dynamics: Science, Evolution & Culture Change**  
READ: Cronk Chapters 3-5 |
| 4           | **Ethnicity & Race**  
READ: Anemone (2011) (Supplemental Reading)  
Read: Cronk Chapter 6 |
| 5           | **Language & Communication**  
Read: Haines Chapter 16  
Watch: Why Save a Language? ([https://www.youtube.com/watch?v=x7BLBUS1IXc](https://www.youtube.com/watch?v=x7BLBUS1IXc)) |
| 6           | **Subsistence**  
READ: [https://www2.palomar.edu/anthro/subsistence/default.htm](https://www2.palomar.edu/anthro/subsistence/default.htm)  
**Quiz 1: Due by March 3 prior to midnight** |
| 7           | **Kinship: Symbology, Descent, Terminology, Marriage, & Residence**  
Watch: The Trobriand Islanders of Papua New Guinea  
READ: Weiner Intro & Chapters 1-2  
Watch: Kingdom of Women  
Distribute Kinship Assignment |
| 8           | **Parenting**  
READ: Weiner Chapter 3  
READ: Hewlett & Roulette (2014) (Supplemental Reading)  
Watch: Babies |
| 9           | **Sex & Gender**  
READ: Weiner Chapters 4-5  
Watch: Guardians of the Flutes (via UoU Library Streaming Service)  
**DUE March 20: Kinship Chart** |
| 10          | **Economic Anthropology I**  
READ: Weiner Chapters 6-8 |
| 11          | **Economic Anthropology II**  
Weiner: Chapters 9-10  
READ: Macfarlan, Remiker, & Quinlan (2012): Intro, Study Site, & Discussion  
**Quiz 2: Due by April 7 prior to midnight** |
<p>| 12          | <strong>Introduction to the Yanomamö &amp; Politics</strong> |</p>
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<tr>
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<th>Watch: <strong>A Man Called Bee</strong> (Access video via UoU library streaming service)</th>
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<tr>
<td></td>
<td>READ: Chagnon Prologue &amp; Chapters 1-2</td>
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<td><strong>Distribute Integrative Assignment</strong></td>
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<td>13</td>
<td><strong>Religion</strong></td>
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<td>READ: Chagnon Chapters 3-4</td>
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<td>Watch: <strong>Magical Death</strong> (Access video via UoU library streaming service)</td>
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<td>14</td>
<td><strong>Warfare &amp; Alliance</strong></td>
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<td>READ: Chagnon Chapters 5-7</td>
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<td>Watch: <strong>The Feast</strong> (Access video via UoU library streaming service)</td>
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<td>READ: Hruschka (2010)</td>
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<td>15</td>
<td><strong>World Problems</strong></td>
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<td>READ: Chagnon Chapter 8</td>
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<td>READ: UN Sustainability Development Goals (Supplemental Reading)</td>
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<td><strong>DUE May 1: Integrative Assignment</strong></td>
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<td><strong>Quiz 3: Due May 5 prior to midnight</strong></td>
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**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](http://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](https://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.

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.

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.