CASPER COLLEGE COURSE SYLLABUS  
ANTH 1200 01 Introduction to Cultural Anthropology

Semester/Year: SP2015

Lecture Hours: 3  Lab Hours: 0  Credit Hours: 3

Class Time: 9:30am-10:45am  Days: TTH  Room: LH186

Instructor’s Name: Leilani DeClue

Instructor's Contact  Office Phone:  268-2280  Email: ldeclue@caspercollege.edu
Information: Office: LH192

Office Hours: Monday – 10:00am – 12:00pm  
Tuesday – 1:00pm – 3:00pm  
Wednesday – 10:00am – 11:00pm  
Thursday – 2:00pm – 3:00pm  Or by appointment

Course Description: Using an ethnological approach (comparative study of cultures), this course surveys the basic concepts of cultural anthropology emphasizing human adaptation to the environment. Also includes cross-cultural investigation of kinship, marriage, language, religion, politics, economics, and culture change.

Statement of Prerequisites: None

Goal: To provide students with a better understanding of the principles underlying the behavior of people in their culture as well as other societies. This knowledge of other cultures is essential if we are to make intelligent decisions and act wisely in our business, political, and social relationships within the global economy

Specific Objectives and Outcomes:
1. Describe the scope of anthropology, explain the four subfields, distinguish cultural relativism, identify applied anthropology, and understand the place of anthropology within the social sciences.
2. Describe the problems inherent in ethnographic fieldwork and why this work is important.
3. Describe when and how humans and human culture evolved.
4. Discuss the characteristics of bands, tribes, chiefdoms, and states and describe how cultures move from one social organization to the next.
5. Describe and apply Kroeber’s Kinship Classification system and explain its importance in cross-cultural studies.
6. From a cross-cultural perspective, analyze courtship, marriage, and divorce customs.
7. Discuss variations in gender roles from a cross-cultural perspective.
8. Discuss the functions of religion and rites of passage.
9. Explain how and why verbal language and kinesis is important in understanding another culture as per the Sapir/Whorf hypothesis.
10. Use appropriate technology and information to conduct research
11. Describe the problems and ethical questions faced by anthropologists who assist in directed change.
12. Demonstrate knowledge of diverse cultures and historical perspectives

Casper College may collect samples of student work demonstrating achievement of the above
outcomes. Any personally identifying information will be removed from student work.

Methodology: Class discussions/lectures/laboratories and videos. Four exams, four forum postings, and one written assignment are required for this class.


Please Note: I do not follow the book chapter by chapter; instead I have grouped the chapters into like subjects, please be aware and check the class schedule weekly for the reading assignments.

Evaluation Criteria:
1 Written assignment (Worth 25% of grade) – See below for assignment.
4 Exams (worth 50% of grade)
4 postings to the Forum (Worth 25% of grade), in answer to questions regarding the Dobe Ju/'hoansi reading—See below for directions regarding posting to the Forum

4 Exams (worth 50% of grade) Note: During the semester, 4 exams will be administered (See Class Schedule for exact dates). These exams will consist mostly of multiple choice and true/false questions from the text, lecture notes, and videos. Should a student miss one of these exams or perform poorly on one of these exams, a comprehensive make-up test will be offered during "Finals Week." No other "make-up" exams will be offered during the semester although a student may arrange to take a test early if the instructor can accommodate the request.

Note: If the student does not miss any exams, and is happy with his/her grades, he/she does not need to take the final comprehensive exam during finals week. However, if the student has taken all of the required quarter exams and still wishes to take the comprehensive exam, he/she us welcome to do so. If the score is better than on one of the previous exams, the lowest score will be dropped; if the student does worse on the comprehensive exam, that grade will not be included in figuring the grade for this course.

Tests: Numerical grades given on tests may be converted to alphabetical grades as follows:
A = 90 - 100
B = 80 - 89
C = 70 - 79
D = 60 - 69
F = below 60

Forum Postings: You are required to complete 4 essay questions regarding the reading from the Dobe Ju/'hoansi. The questions should be well written and well organized; no one sentence answers. You are also required to post comments to the postings of two other students. The due dates are listed below in the class schedule. Instructions for forum postings are below.

Ethnographic Research Paper: You will be required to complete 1 writing assignment. The directions for the paper are below, please note that there are three options to choose from. You need only pick one of the options.

Extra Credit: 15 weekly quizzes are available on the course Moodle site. Quizzes contain multiple choice and true/false questions and are open book. Each completed quiz of 70% or better is worth 3 points which will be added to your grade at the end of the semester. I encourage you to take advantage of these quizzes as they are your only test reviews.
Forum Postings Directions:
The instructor will post a question regarding the readings from the Dobe Ju/'hoansi, to a Forum located on the class Moodle site. Each student is required to post a response to the question, and respond to the responses posted by TWO (2) other students by the date indicated. Please note: if you are the first to respond or if two other students have not yet posted, you will have to return to the site several times in order to get all of your responses in. DO NOT WAIT UNTIL THE LAST DAY to post your responses, each completed response (your initial response plus 2 responses to other students) is worth 25 points. Please be aware that I pads, other tablets, and smart phones have not in the past worked well for the forum postings, please use a computer for these posts. To receive full credit, responses must show evidence of critical analysis and that you have read the course materials. Your response to other students must be more than “I really like your idea.” Why did you like or not like what the other student stated?
Forum points will be awarded as follows:
One original well written post and two responses maximum of 25 points. Points will be deducted for a poorly written original post.
One original post and one response maximum 18 points
One original post and no responses maximum 15 points.
No points will be given if you do not post an answer to the Forum question.

Paper Directions: Select either Option A, B, or C described below
Mechanics: Papers are to be 5 pages minimum; 7- pages maximum, and double-spaced. Papers will be evaluated holistically, not only for content and analysis, but also for grammatical form, spelling, sentence structure, and organization. In addition, correctness of citations and bibliography is expected. Please use APA style citations and formatting.

Due Date: This assignment is to be turned in on April 14, 2015 before class begins.

Assistance: The instructor will be happy to review papers and subject matter two to three weeks before the paper due date. Additionally, to assist students with their writing projects, Casper College operates a “Writing Center” located in the Student Center (Phone: 268-1610). Students should avail themselves of this free service (but don’t wait until the day before the assignment is due!) Information regarding citations may also be obtained from this site: https://owl.english.purdue.edu/owl/resource/747/01/

OPTION A: MODIFIED ETHNOGRAPHIC INTERVIEW
(of a person from a culture that is not your own) As much as possible address the below subjects as they have affected the life of the person you are interviewing. In order to write an interesting paper, include facial expressions and any personal feelings of the interviewee.

I. Introduction: Background about your informant and how you met him/her?
Why did you select this informant to interview?
II. Historical background (Summarize in one paragraph, if possible)
III. Language – Name (What language is spoken?)
How does the language indicate history and relationship with other societies?
IV. Material Culture
Subsistence and/or economic base
Native foods or dishes
Shelter or housing
Settlement pattern (e.g. around a plaza)
Clothing
Utensils
Weapons
V. Arts
Music and musical instruments
Drama
Dance
Poetry (written or oral)
Sculpture, pottery or other popular expression
VI. Games and play
Games and sports
Social significance of outcome
Social status involved
VII. Education
Subjects studied
School organization
Graduation requirements
VIII. Holidays, rituals, celebrations
What was your informant’s most memorable birthday? Why was it so special?
IX. Conclusion
What are some examples of ways in which the values of the people that you studied differ from your values? (For example, degree of materialism, importance of family, knowledge of the world, etc.) Why do you think such differences (or similarities) exist?

OPTION B: MODIFIED ETHNOGRAPHIC SITE STUDY
(of a ritual, religious service, or ceremony)

Option B: Students are to attend a ritual, worship service, or ceremony that is unfamiliar to them. For example, if the student normally attends a “mainline” church, they should attend a fundamentalist service and vice versa. Or a student could attend a funeral, initiation, or other ceremony with which they are unfamiliar. This will help to familiarize students with some of the problems, concerns, tension, etc. experienced by an anthropologist studying a “strange environment.” Please obtain the permission of the minister or other ceremonial leader prior to attending the ceremony. (Please do not contact nor attend Temple Beth-El in Casper. The rabbi does not welcome Anthropology students.)
If you are not sure the ceremony you want to attend meets the necessary criteria, please discuss your plans with the instructor.

Fieldwork Outline

I. Introduction: Where are you conducting your field work and why did you select this particular site?

II. Physical appearance of the Place Where the Ceremony is Held: (keep this section brief)
Layout, architectural detail, construction material
Presence or absence of furnishings, seats, altar, etc.
Kinds of window or decorative details
Lighting fixtures, candles
III. Human dimension:
Number of people in attendance
Gender, age, and racial composition of participants
Seating arrangements (do people cluster by age, sex, family, etc.?)
Characteristics of the leader and other ceremony assistants
Clothing – apparel of leader, participants and others

IV. The Ceremony
Describe the ceremony in general
Kind of music, musical instruments used; dance; purpose of music?
Specialized participants, such as choir, readers, dancers etc.
Who conducts the ceremony? What part do the other participants play?
Length and content of prayers, singing, speeches, dancing, etc.
What special implements, utensils, etc. are used for the ceremony?

V. Interview with Ceremony Participants
Talk to 2 or 3 other individuals attending the ceremony. How did you select them?
Why were they attending the ceremony? How did they become a member of the group?
How often do they participate? Did they come with family, friends, or alone? In their own words, what is the ceremony all about? (You do not need to be concerned whether they agree with your interpretation at this point in your paper.)

VI. Intent: (Note: This section is the most important part of your paper.)
What was the message given in the speeches, sermons, and other ceremonial activities?
What was the “tone” of the ceremony? (upbeat? depressing? etc.)
What was the purpose or function of this ceremony in your estimation? Did your idea(s) regarding the purpose or intent agree or disagree with other participants? How?
Would you want to attend this ceremony again? Why or why not?

VII. Reflections as an Anthropologist: How did you feel as an “anthropologist” conducting fieldwork? What practical advice would you give to other “anthropologists” about to engage in similar fieldwork? Would you like to practice anthropological fieldwork as a profession? Why or why not?

OPTION C Desk Based Ethnographic Research Paper

Choose a living culture, (people you could go talk to tomorrow if you were able to) in which you are very interested and about which you would like to learn more. Search the internet, local library, and or the Casper College Library for information regarding this culture. Wikipedia and other online encyclopedias will not be accepted as sources for this paper, and will cause you to fail this paper. For this paper your research may be based on the main aspects of a society’s culture or perhaps you are interested in an obscure subculture operating within a larger society. This paper will require proper APA format, in text citations, and reference list. Refer to the Casper College Writing Center or this site or https://owl.english.purdue.edu/owl/resource/747/01/ if you are unsure of the proper citations required for this paper. Your paper should include the as much of the following information as possible:

I. Introduction, who have you chosen to write about, why you chose them, why do you find them
II. Historical background (Summarize in one paragraph, if possible)

III. Language – Name (What language is spoken?)

How does the language indicate history and relationship with other societies?

IV. Material Culture

Subsistence and/or economic base
Native foods or dishes
Shelter or housing
Settlement pattern (e.g. around a plaza)
Clothing
Utensils
Weapons

V. Arts

Music and musical instruments
Drama
Dance
Poetry (written or oral)
Sculpture, pottery or other popular expression

VI. Games and play

Games and sports
Social significance of outcome
Social status involved

VII. Education

Subjects studied
School organization
Graduation requirements

VII. Holidays, rituals, celebrations

What is significant about this culture’s holidays, rituals, or celebrations

VIII. Conclusion

What are some examples of ways in which the values of the people that you studied differ from your values? (For example, degree of materialism, importance of family, knowledge of the world, etc.) Why do you think such differences (or similarities) exist?

Papers Grading:

A – Student responds well to all of the outline topics. The paper is well-written, well-organized, and demonstrates a depth of analysis and anthropological insight.

B – Student responds to almost all areas of the outline and discusses the most important areas with some depth of understanding. Writing skills are good.

C or lower – Student makes an attempt at the assignment but neglects to address several significant areas of the outline. Writing skills are fair.

Class Policies: Last Date to Change to Audit Status or to Withdraw with a W Grade: April 16, 2015.
**Attendance Policy:** Attendance: Since participation in class exercises, discussions, and analyses of videos is such an important and integral part of this class, students with poor attendance will not be able to totally benefit from these learning experiences. Therefore, class attendance is strongly encouraged and roll call will be taken at the beginning of each class. Students who miss more than 8 classes will have 30 points deducted from the total grade point average at the end of the semester. (There is no need to call the teacher or to bring in an excuse when a student misses class. It is presumed that if a student is absent, there is a valid reason.) **Students who attend all of the regularly scheduled classes each week will receive 5 points extra credit.**

**Student Rights and Responsibilities:** Please refer to the Casper College Student Conduct and Judicial Code for information concerning your rights and responsibilities as a Casper College Student.

**Chain of Command:** If you have any problems with this class, you should first contact the instructor to attempt to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take the matter through the appropriate chain of command starting with the Department Head/Program Director, the Dean, and lastly the Vice President for Academic Affairs.

**Academic Dishonesty:** (Cheating & Plagiarism) Casper College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offense was committed or expulsion from school. See the Casper College Student Code of Conduct for more information on this topic.

**Official Means of Communication:** Casper College faculty and staff will employ the student's assigned Casper College email account as a primary method of communication. Students are responsible to check their account regularly. This is also, where you will find course evaluation links during course evaluation periods.

**ADA Accommodations Policy:** If you need academic accommodations because of a disability, please inform me as soon as possible. See me privately after class, or during my office hours. To request academic accommodations, students must first consult with the college’s Disability Services Counselor located in the Gateway Building, Room 344, (307) 268-2557, bheuer@caspercollege.edu. The Disability Services Counselor is responsible for reviewing documentation provided by students requesting accommodations, determining eligibility for accommodations, and helping students request and use appropriate accommodations.
1. **Anthropology and the Study of Culture**

Week 1 – Jan. 20 to Jan 25, 2015
Jan. 20 - Syllabus Review and Introduction to Cultural Anthropology
Jan. 22 - Chapter 1 - The Essence of Anthropology
Dobe Ju/'hoansi—Chapter 1

Week 2 – Jan 26 to Feb 1, 2015
**Homework:** Watch Video "Franz Boas (1852-1942): The Shackles of Tradition”
http://www.youtube.com/watch?v=GOvFDioPrMM and answer questionnaire, bring completed
questionnaire to class on TH Jan. 29
Jan. 27 - Chapter 2 – Characteristics of Culture
Jan. 29 - Chapter 2 – Characteristics of Culture and shared culture laboratory
Dobe Ju/'hoansi—Chapter 2

Week 3 – Feb. 2 – Feb. 8, 2015
Feb. 3 – Chapter 3 – Ethnographic Research
Feb. 5 - Chapter 4 – Becoming Human
Dobe Ju/'hoansi—Chapter 3
**Forum #1 Due Feb. 8 by midnight at latest**

Week 4 – Feb. 9 – Feb. 15, 2015
Feb. 10 - Video – Mysteries of Mankind
Feb. 12 – Chapter 4 – Becoming Human, cont.
Dobe Ju/'hoansi—Chapter 4

2. **Bands, Tribes, Chiefdoms, and States**

Week 5 - Feb. 16 to Feb. 22, 2015
**Feb. 17 - Exam 1, covering Chapters 1-4**
Feb. 19 – Chapter 7 – Patterns of Subsistence (Bands)
Dobe Ju/'hoansi—Chapter 5

Week 6 – Feb. 23 to Mar. 1, 2015
Feb. 24 - Chapter 7 – Patterns of Subsistence (Bands), cont.
Feb. 26 - Chapter 8 - Economic Systems (Tribes), laboratory
Dobe Ju/'hoansi—Chapter 6
**Forum #2 due Mar. 1 by midnight at latest**

Week 7 – Mar. 2 to Mar. 8, 2015
**Homework:** Watch the Video "Warriors of the Amazon”
https://www.youtube.com/watch?v=0C017LqnlR4 and answer questionnaire, bring completed
questionnaire to class on TH Mar. 5
Mar. 3 - Chapter 8 - Chapter 8 - Economic Systems (Tribes),
Mar. 5 - Chapter 12 - Politics, Power, and Violence (Chiefdoms & States)
Dobe Ju/'hoansi—Chapter 7
3. **The Formation of Groups**

Week 8 – Mar. 9 to Mar. 15, 2015

**Mar. 10 – Exam 2, Chapters 7, 8, 12**

Mar. 12 - Chapter 10 - Kinship and Descent
Dobe Ju/'hoansi—Chapter 8

Week 9 – Mar. 16 to Mar. 22, 2015

No classes - Spring Break

Week 10 – Mar. 23 to Mar. 29, 2015

**Homework: Watch the Video “The Kingdom of Women: The Matriarchal Mosuo of China” and answer questionnaire, bring completed questionnaire to class on TH Mar. 26, access this video through the Casper college library, go to Databases—Databases—Films on Demand—The Kingdom of Women**

Mar. 24 - Chapter 9 - Sex, Marriage, and Family
Mar. 26 - Chapter 9 - Sex, Marriage, and Family, cont. and marriage laboratory
Dobe Ju/'hoansi—Chapter 9 & 10

**Forum #3 due Mar. 29 by midnight at latest**

Week 11 – Mar. 30 to Apr. 5, 2015

Mar. 31 - Chapter 6- Social Identity, Personality and Gender
Apr. 2 - Chapter 6- Social Identity, Personality and Gender, laboratory
  Chapter 11 - Grouping by Gender, Age, Common Interest, & Class
Dobe Ju/'hoansi—Chapter 11

Week 12 – Apr. 6 to Apr. 12, 2015

Apr. 7 – Chapter 11 - Grouping by Gender, Age, Common Interest, & Class, cont.

**Apr. 9 - Exam 3 – Chapters 10, 9, 6, 11**

Dobe Ju/'hoansi—Chapter 12

4. **Language, Religion**

Week 13 - Apr. 13 to Apr. 19, 2015

**Homework: Watch the Video “Birth and Death: The Life Cycle of Language” and answer questionnaire, bring completed questionnaire to class on TH Apr. 16, access this video through the Casper college library, go to Databases—Databases—Films on Demand—Birth and Death: The Life Cycle of Language**

Apr. 14 – Chapter 5 – Language and Communication
Apr. 16 - Chapter 5 – Language and Communication, laboratory

**Ethnographic Research Paper due April 14, before class**

Week 14 – Apr. 20 to Apr. 26, 2015

Apr. 21 - Chapter 13 - Spirituality, Religion, and the Supernatural
Apr. 23 - Chapter 13 - Spirituality, Religion, and the Supernatural, laboratory

**Forum #4 due Apr. 26 by midnight at latest**
5. The Future

Week 15 – Apr. 27 to May 3, 2015
Apr. 28 - Chapter 15 – Processes of Change, Video “The Ache Indians of Paraguay”
Apr. 30 – Chapter 15 – Processes of Change, cont.
    Chapter 16 - Global Challenges Role of Anthropology

Week 16 – May 4 to May 10, 2015
May 5 - Chapter 16 - Global Challenges Role of Anthropology, cont.
**May 7 – Exam 4 – Chapters 5, 13, 15, 16**

Week 17 – May 11 to May 15, 2015 - Finals Week