SOC 105
CULTURAL ANTHROPOLOGY

Dr. Kristin Park
Office hours: MWF 2-3
Class time: MWF 9:20-10:20
Class place: PH 110
Office location: Patterson 301
Spring, 2018
Office phone: 724-946-7251

Department mailbox: In “break room,” PH 327
Campus mailbox: Box 103 or Sociology/Criminal Justice
Studies
Email address: kpark@westminster.edu

Course Description:

This course provides an introduction to cultural anthropology: its perspectives, methods, and topics of study. Our central focus is the concept of culture as we examine the cultural universals of language, religion and values and attempt to view our own culture from an outsider's perspective. In our exploration we emphasize the cultures and social organization of contemporary indigenous peoples as they encounter, and assimilate into, commercial, global-scale societies. What historical events impacted, and current challenges confront, these cultures? What responses have they crafted, and what responsibilities do non-indigenous citizens have for the survival and development of indigenous cultures? We also discuss the roles and responsibilities of anthropologists as ethnographers, including issues of authority, methodological rigor, objectivity and advocacy. We examine these questions primarily through written texts and films by indigenous and non-indigenous scholars and artists.

The course fulfills the Intellectual Perspectives requirement in the area of “Humanity and Culture.” As such we especially focus on effective writing and speaking, as well as on conducting research and increasing global awareness. The course is also one of the elective courses for International Studies majors and minors, an elective for Sociology and Criminal Justice Studies majors and minors, an option for International Business majors and a general college elective.

Student Learning Objectives: By the end of the course you should be able to…

1. Describe how cultural anthropology is similar to and different from other social sciences in perspectives adopted, theories applied and methodologies used (exams);

2. Describe the central elements of culture and provide cross-cultural examples (exams; mini-assignment);

3. Demonstrate a sophisticated understanding of cultural relativism and articulate several arguments for and against its use, in general and as applied to several contemporary case studies and a major research project (in-class work; exams; cultural practice paper);

4. Summarize the controversial Mead and Chagnon research projects and concerns raised about the researchers’ authority, objectivity, methodological rigor and ethical treatment of their research “subjects.” (exams);
5. Describe and analyze historical and contemporary contact between “commercial” and small-scale societies (exams; debate, consultancies);

6. Understand both general features, challenges and strategies for survival and cultural revitalization of contemporary indigenous peoples and the detailed experiences of several case studies (exams; map quiz; consultancies);

7. Articulate the continuing contributions of indigenous societies to our world today (exams).

**Course Requirements:**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Exam 1</td>
<td>14%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>15%</td>
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<tr>
<td>Final Exam</td>
<td>22%</td>
</tr>
<tr>
<td>Map quiz I (nation-states)</td>
<td>5%</td>
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<tr>
<td>Map quiz II (indigenous peoples)</td>
<td>5%</td>
</tr>
<tr>
<td>Film or reading consultancy</td>
<td>8%</td>
</tr>
<tr>
<td>Cultural Practice project</td>
<td>25%</td>
</tr>
<tr>
<td>Sources</td>
<td>3%</td>
</tr>
<tr>
<td>Outline</td>
<td>4%</td>
</tr>
<tr>
<td>Paper</td>
<td>15%</td>
</tr>
<tr>
<td>Presentation</td>
<td>3%</td>
</tr>
<tr>
<td>Mini-assigments</td>
<td>6% (1% each)</td>
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</tbody>
</table>

**Required:**
- American artifact exercise
- Discussant for Davis or Alexie books
- Attendance at, and short paper about, Hochschild lecture
- Participation in in-class debate on American Indian repatriation issues
- Field trip reflection paper (or alternate assignment)
- Undergraduate Research Conference assignment

*Students may complete up to THREE of the options below, involving attendance at the event and a 1-2 page summary and connection to course material for #1-3 and/or a 5-minute presentation to the class for the cultural experience option. Satisfactory completion of any one of the options adds 2 points (100-point scale) to the next exam that follows the event.*

- Attendance at one French Foreign Language Film on campus (see attached schedule) OR
- Performance by South African musician, Tues Feb 20, 7:30, location TBA OR
- Lecture by visiting Israeli Bedouin woman on eve of Thurs Feb 22 OR
- Cultural Experience presentation

**Additional options may become available as the term unfolds. You must consult with me if you are also wanting or needing to fulfill one of the options for another course.**

**Exams** have a mixed format of objective as well as short answer and essay questions. Exams 1 and 2 will include a take-home essay. The final exam will be partially comprehensive.
In-class exam policy: I require that students leave their bags (containing all turned-off or silenced digital devices) at the front of the classroom while taking exams. Students who are found to be possessing digital devices during the exam will receive a zero for the exam.

In the film or reading consultancy you will complete general (brief) research and report to the class on historical, cultural or biographical dimensions of course films, readings or societies.

The cultural practice paper asks you to take the role of an anthropologist as you describe, analyze and ethically evaluate, in terms of cultural relativism, a controversial practice of a contemporary society outside the United States. With the exception of students who completed my SOC 215: Women in Cross-Cultural Perspective class, your practice must relate to gender roles or family life in one or more societies. Past SOC 215 students must choose a topic outside of those subject areas.

Mini-assignments ask you to apply or react to course material or related cocurricular events. They are graded on a Satisfactory/Unsatisfactory basis for a total of 6% of your course grade. No make-ups are allowed for these assignments except in the case of documented, excused absences. Otherwise if you miss the class period in which the assignment is given or due you will not receive credit for it. Authorized make-ups must be completed no later than the following class period.

At the end of the course I rank students on a class participation scale. Your final grade will either stay the same or be raised from 1 to 3 total points (e.g. from 75 C to 78 C+) depending upon the frequency and quality of your contributions. Active engagement in small group discussions, and conversations with me about course material before, after, or outside of class (e.g. during office hours) are also considered class participation and will be evaluated accordingly.

Bring the readings, or your detailed notes on the readings, to class for your own reference. It is very important that you bring the books or readings accessed from D2L to class in a format in which you can review them. Please share suggestions for topics to cover or information about course-related events in which the class may participate. The more actively you get involved, the more rewarding this course should be.

I reserve the right to give unannounced in-class quizzes if I perceive problems with students coming unprepared to class, or so as to better stimulate productive in-class discussions.

Attendance Policy: Regular attendance is necessary for the course to have a sense of continuity and integration across class periods. After three unexcused course absences your grade will be negatively affected. If you miss more than SIX classes for any reason you will not pass the class. Also, attendance is required on days that we have guest speakers or student presentations, unless you contact me in advance with an excused absence. Chronic lateness counts as missed classes. Please do not wander out of the classroom while it is in session, unless you have a true emergency! Do see me early on if you have exceptional circumstances related to family issues, medical problems, or personal difficulties that are affecting your class attendance and course work.
**Class Cancellation Policy:** If I must unexpectedly cancel class, due to illness of myself or a family member, bad weather or another emergency, please check your email for announcements for the next class period. Sometimes you will be given an assignment to complete using the D2L course page.

**Grade Calculation:** I will use the D2L gradebook for the class. To compute your grade simply multiply the grade that you earned on a particular requirement by the percentage of the grade that it is worth. For example, if you earned an 80 on the second exam you multiply it by .15 which becomes a 12. A 75 on your consultancy, which is worth .08, equals 6, plus 12 equals 18. Do the same for all your other course requirements and add them up and you will have a number that is a percentage of 100. Put in hypothetical (possible) values for remaining requirements to get a sense of where you stand. I do not give extra credit opportunities.

**Submission Guidelines for Written Work:** You are required to type, print and bring to class ALL written assignments, which are due at the beginning of the class period. Your consultancy paper and cultural practice final paper should be submitted as hard copy in class but ALSO electronically to the designated D2L folder. You are allowed to submit ONE mini-assignment electronically but there will be penalties for additional electronic submissions. All assignments should use size 12 font, have numbered pages and be stapled. Assignments should generally have a professional presentation. Points may be deducted for not meeting these criteria.

**Policy on Late or Make-up Work:** Unless otherwise noted, all assignments are due at the beginning of the class period on the due date. Assignments submitted before 4:00 on that day will receive a 5-point deduction with 10 points subtracted for each day late thereafter. Normally the only acceptable excuses for turning assignments in late without this penalty, or for taking a make-up exam, are medical excuses and family emergencies, for which you need to provide documentation. See the Undergraduate Catalog for further discussion of academic policies on these matters.

**Judicious Use of Email:** Many of us, myself included, can feel swamped by the barrage of email in our mailboxes. Sifting through messages takes up my time that is better spent preparing for classes and meeting with students. When possible, please talk with me (instead of email) about issues before or after class or during my office hours. Email is professional communication and should be written as such, no “Heys!” or use of texting abbreviation. Also, I only read and respond to email during regular work hours on weekdays.

**Technology Policy:** I expect you to come to class with the intention of learning. This means that distracting activities including text messaging, replying to email and listening to music should be put aside at the classroom door. **All digital devices must be completely switched off once class begins and remain off for the entire period.** If you are found using a digital device for purposes not related to class (e.g. taking class notes or pulling up the day’s reading on a tablet IS allowed) you will be penalized by that class period’s being designated as an unexcused absence for you. Repeated violations of this policy will lower your course grade.

Audio or video recording of class sessions is prohibited.
**Inclusion Policy:** Westminster College actively strives for the full inclusion of all our students. Students with disabilities who require access solutions for environmental or curricular barriers should contact Ms. Faith Craig, Director of Disability Support Services, in 209 Thompson Clark Hall or at 724-946-7192 or at craigfa@westminster.edu.

**Respect:** As in most academic settings, the expression of informed opinions is welcomed throughout course discussions and activities. Notwithstanding, I will not tolerate intentionally offensive or aggressive behavior from any member of the class towards another person. Your remarks should be directed to the content of the comment, not the individual. Put simply: be respectful to both yourself and those around you, treating others as you would like to be treated (statement modified from that of Professor Joe Ritchie).

**Academic Integrity:** There are few greater rewards in life than being a person of good character. Possessing such a character means that you can look yourself in the eye in the mirror every morning and smile back at the face that greets you, regardless of other problems or challenges that you may be facing.

Part of a good character, and central to the purpose and pursuit of any academic community, is academic integrity. All members of the Westminster community, including students, faculty, staff and administrators, are expected to maintain the highest standards of academic honesty and integrity, in keeping with the philosophy and mission of the College. Thus you are expected to be familiar with and to abide by the College policy and procedures described in the Undergraduate Catalog and in the Student Handbook. In addition, work that you submit in this class may be submitted to Turnitin.com, a plagiarism prevention service that also provides educational information on how to practice honesty in the conduct of research and writing of papers.

For the purposes of this course, I expect you to do your own work unless collaboration with others is required, allowed or encouraged for a particular assignment. I also expect you to do original work for this course. This means that you may not read texts or submit papers used for another course for the purpose of fulfilling requirements in this course, unless specific arrangements are made with me and you also have the permission of the other instructor. Behaving with academic integrity also means that you put forth your fair share of effort into group discussions undertaken in the course.

See me if you are unclear about the meaning of any elements of this code.

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>94 - 100</td>
<td>&quot;Outstanding&quot;</td>
</tr>
<tr>
<td>90 - 93</td>
<td>A-</td>
</tr>
<tr>
<td>88 - 89</td>
<td>B+</td>
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<tr>
<td>84 - 87</td>
<td>B</td>
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<td>80 - 83</td>
<td>B-</td>
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<tr>
<td>78 - 79</td>
<td>C+</td>
</tr>
<tr>
<td>74 - 77</td>
<td>C</td>
</tr>
<tr>
<td>70 - 73</td>
<td>C-</td>
</tr>
</tbody>
</table>
68 - 69  D+  "Passing but Inferior"
60 - 67   D  )
Below 60   F  "Failure"

Readings:


Selected Readings at D2L course page

Related Websites (others embedded in syllabus):

Cultural Survival   http://www.culturalsurvival.org/

Survival International http://www.survivalinternational.org/

Living Tongues Institute for Language Preservation
http://www.livingtongues.org/

UN Division of Social Policy and Development for Indigenous Peoples

UN Declaration on the Rights of Indigenous Peoples

Tentative Course Outline

*All readings are due on the day they are listed. D2L = available at course’s D2L page*

W Jan 17  Introduction to course

F 19     The Anthropological Perspective
         ---Social Scientific Ways of Knowing
(Skim main sections/paragraphs, no need to read supporting resources or notes). Prepare to discuss in class).

M 22     The Central Concept: Culture
         ---Its Components and their Integration
         ---The San of Southern Africa
Reading: Davis, “Season of the Brown Hyena” (student discussants)

W 24     Cultural Universals: Language
         ---The Sapir Whorf Hypothesis and Revisions
---Endangered Languages

**Reading:** Ernst, “Pais de mis Suenos” at D2L. Peruse website of http://www.livingtongues.org/ and bring something you learned to share with the class

**F 26 Ethnocentrism and Cultural Relativism**

**Reading:** Rachels, “The Challenge of Cultural Relativism” at D2L

**M 29 In-class exercises on Cultural Relativism**

**W 31 Cultural Universals: Religion**

**In-class video:** “Faces of Culture: Religion and Magic.”

**Reading:** Plotkin on shamans (D2L). Begin reading for Friday

**F Feb 2 Cultural Universals: Values**

**G’day, Phil!**

**Reading:** Natadecha-Sponsel, “The Young, the Rich and the Famous;” Menkiti, “Person and Community in African Traditional Thought;” “Wheat People vs. Rice People” (all at D2L)

**Required miniassignment #1: Bring your American artifact to discuss in class**

**M 5 Cultural Comparisons Panel (date to be confirmed)**

**Reading:** Read country profiles in the CIA World Factbook at https://www.cia.gov/library/publications/the-world-factbook/ (scroll down from top right “Select a country to view”)

**MAP QUIZ I (nation-states)**

Music in indigenous societies  
Possible student Cultural Experience presentations  
Instructor presentation on Peruvian travels

**F 9 Central Anthropological Scholars and Debates**  
---Margaret Mead and the Mead-Freeman Debate

**Reading:** Mead, from *Coming of Age in Samoa* (D2L)  
**Video:** “Mead, Margaret Mead and Samoa”

**M 12 Mead’s Contributions, cont’d.**

**Submit in class four annotated sources for your approved topic, following guidelines on the assignment for appropriate sources**

**W 14 Central Anthropological Scholars and Debates**  
---Napoleon Chagnon and the Yanomamo

**Reading:** Chagnon, “Doing Fieldwork among the Yanomamo” (D2L)

**F 16 Indigenous Societies**  
---Issues of Definition and “Progress”  
---A typology of human societies based on subsistence economy
Reading: Hughes, Ch. 1. Peruse the website of EITHER “Cultural Survival” at http://www.culturalsurvival.org/ OR of “Survival International” at http://www.survivalinternational.org/ and bring to share with the class something that you find interesting

M 19 EXAM 1

W 21 Catch-up, or class determined by student interests

F 23 Indigenous Societies
   --Colonialism
   --Disease

Reading: Hughes, Ch. 2.

**Submit, in class, and to D2L, an outline of your cultural practice paper

M 26 Indigenous Societies
   --Land and Nature

Reading: Hughes, Ch. 3; Davis, “Sacred Geography” to p. 147 (student discussants)

W 28 Presentations on Cultural Practice Papers

F Mar 2 Presentations on Cultural Practice Papers

**Cultural Practice paper due at beginning of class period and to designated D2L folder

NO CLASSES SAT MAR 3 THROUGH SUNDAY MARCH 11… ENJOY YOUR SPRING BREAK!!!

M 12 Indigenous case study: Amazonian peoples
Reading: Davis, "Peoples of the Anaconda" (student discussants)

W 14 Case study: Australian aborigines
Reading: Davis, rest of “Sacred Geography” chapter; Hughes, pages 73-77.

*Submit Exam 1 Take Home essay in hard copy during class period

F 16 Indigenous Societies and the United Nations
Reading: Peruse the UN Declaration on the Rights of Indigenous Peoples and bring a comment to share to class

Map quiz #2 on indigenous cultures

M 19 Indigenous case study: The Maori of New Zealand
Reading: Davis, "The Wayfinders" (student discussants)

W 21 The Maori
Film: “Whale Rider”

F 23 Continuation and discussion of “Whale Rider”

M 26 Consultant presentations on Maori people and “Whale Rider”
EXAM 2

NO CLASSES THURS MAR 29 THROUGH MON MAR 2: ENJOY YOUR BREAK

MONDAY CLASSES MEET

Indigenous Societies: Confronting contemporary challenges
Reading: Hughes, Ch. 4; Gadsby, “The Inuit Paradox” (D2L)

Indigenous Societies: Challenges
Reading: Hughes, Ch. 5; Hochschild, pages to be announced, from Strangers in their Own Land

Thurs April 5: Required attendance, unless instructor-approved absence, at Dr. Arlie Russell Hochschild’s presentation on Strangers in Their Own Land: Anger and Mourning on the American Right, 7 pm, Wallace Chapel at WC

Submit mini-assignment to D2L folder by class time on Friday, April 6. About 2, double-spaced, typed pages of brief summary of content and connections to anthropological concepts, methods and values

No class (but submit paper as noted above)

Indigenous Societies: Challenges
Reading: Hughes, Ch. 7

*Submit exam 2 take home essay in class

American Indians
--A Contemporary Demographic Overview
--Overview of American Indian History
Reading: Class Handout
Student consultancies: Population characteristics; George Custer, Ghost Dance Movement, Wounded Knee 1890

Be Afraid!

Debate on Repatriation of American Indian Remains and Artifacts (mini-assignment credit). Bring one page of bulleted points from side of debate you are assigned to, to consult in class and submit at end of debate. All students should read both sides of debate (you may also want to take notes on the other position)
Reading: Repatriation selections at D2L

Student discussants
Student consultants: Interviews with Sherman Alexie, the Spokane tribe, the Coeur d’Alene tribe

Support your fellow students at Westminster’s Undergraduate Research and Arts Celebration! (and complete mini-assignment)
F 20  Highly recommended field trip to Carnegie Natural History Museum. Leave campus at 9:20 and return by 5 pm. Complete assignment, or alternate assignment.

M 23  American Indians
Reading: Alexie, “Can I Get a Witness” and “Do Not Go Gentle”
Student discussants
Student consultants: Wounded Knee 1973, American Indian Alcatraz Occupation, Alcoholism among American Indians, Suicide among American Indians

*Submit URAC assignment in class

W 25  American Indians
Reading: Alexie, “Flight Patterns” and “The Life and Times of Estelle Walks Above”
Student discussants
Student consultants: American Indian Language Preservation, Tribal Colleges, Reservations in History, Contemporary Life on Reservations

F 27  American Indians
Reading: Alexie, “Do You Know Where I Am?” and “What You Pawn I Will Redeem”
Student discussants
Student consultants: Impact of casinos, violence against American Indian women, American Indian boarding school experience

M 30  American Indians
Reading: Alexie, “What Ever Happened to Frank Snake Church?”
Student discussants
Student consultants: Book Reviews of Alexie book

W May 2  Catch-up, or class determined by student interests

F 4  Wrap-up of course
Course evaluations

Final exam is on Thursday, May 10 from 8-10:30 in the classroom.