

ANTH 1010: Culture & The Human Experience (3 units)

Instructor: Dr. Shane J. Macfarlan

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Course Time: 11:50 AM -1:10 PM

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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 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.

The course aim to:

1. Provide students with an in-depth study of the social, political, economic and religious systems of selected cultures from different parts of the world so as to make the “strange” so familiar that the familiar seems strange by comparison.
2. Introduce students to the concepts, theories and methods of cultural anthropology
3. Enhance the cultural literacy (i.e., framework for understanding any culture) of students
4. Increase student’s understanding of small-scale cultures in the world
5. Introduce students to anthropological approaches used to solve contemporary problems.

Texts

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

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

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

Supplemental Readings

Baegert, Johann Jakob (1979) *Observations in Lower California*. University of California Press Berkeley, CA.

<http://publishing.cdlib.org/ucpressebooks/view?docId=ft5r29n9xv&chunk.id=d0e1261&toc.dept h=1&toc.id=d0e905&brand=ucpress>

Hewlett, Barry & Shane J. Macfarlan (2010) Fathers’ Roles in Hunter-Gatherer and Other Small Scale Cultures. In. M.E. Lamb (Ed.), *The Role of the Father in Child Development*, 5th Ed.

Pp.413-434. Hoboken, N.J: John Wiley & Sons.

Hruschka, Daniel (2010) *Friendship: Development, Ecology, and Evolution of a Relationship*. University of California Press: Berkeley, CA.

Evaluation:

Three exams (50 points each)	150 points	67%
Intercultural Project	25 points	11%
Kinship Chart	25 points	11%
Integrative Assignment	25 points	11%
TOTAL	225 points	100%

EXAMS The exams consist of multiple choice and short answer essay questions and are based upon lectures, films and classroom discussions. Make-ups are not allowed, except for instructor-approved excuses. You must contact me prior to missing an exam.

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 discussed in class.

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 discussed in class.

INTEGRATIVE ASSIGNMENT The integrative assignment is a one-to-two 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.

ADA STATEMENT 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 the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. (www.hr.utah.edu/oeo/ada/guide/faculty/)

FACULTY & STUDENT RESPONSIBILITIES All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.

COURSE OUTLINE

Week Primary Topics Covered and Reading Assignment

1	Jan 12 Course Objectives, Your Professor, & Locating Cultural Anthropology READ: Cronk Preface READ: “Body Ritual among the Nacirema” by Horace Miner at: http://www.msu.edu/~jdowell/miner.html Jan 14 The Concept of “Culture” Read: Cronk Chapters 1-2 READ: Baegert (1979) (Supplemental Reading)
2	Jan 19 No Class: MLK Holiday Jan 21 Studying Culture Distribute Intercultural Assignment READ: Cronk Chapter 3
3	Jan 26 Ethnicity & Culture Change READ: Cronk Chapter 4 Jan 28 Movie: Maasai Women READ: Cronk Chapters 5
4	Feb 2 Language & Communication Read: Cronk Chapter 6 Feb 4 Movie: Why Save a Language? READ: http://anthro.palomar.edu/subsistence/Default.htm
5	Feb 9 Food Production Feb 11 FIRST EXAM READ: Weiner Intro & Chapter 1
6	Feb 16 No class: Presidents Holiday READ: Weiner Chapter 2 Feb 18 Introduction to the Trobrianders FILM: The Trobriand Islanders of Papua New Guinea Distribute Kinship Assignment READ: http://www.umanitoba.ca/faculties/arts/anthropology/tutor/kinmenu.html READ: Weiner Chapter 3
7	Feb 23 Kinship: Descent & Marriage Systems READ: Weiner Chapter 5 Feb 25 Kinship: Residence & Terminology Read: Weiner Chapter 6
8	March 2 Movie: Kingdom of Women READ: Hewlett & Macfarlan (2010) (Supplemental Reading) March 4 Parenting DUE: Kinship Chart
9	March 9 Movie: Babies READ: Weiner Chapter 4 March 11 Sex, Gender, & Culture READ: Weiner Chapters 7-8

10	Spring Break: No classes
11	<u>March 23</u> Economic Behavior DUE: Intercultural Assignment READ: Weiner Chapters 9-10 <u>March 25</u> Kula & the Anthropology of Exchange Movie: Ongka's Big Moka
12	<u>March 30</u> SECOND EXAM READ: Chagnon Prologue & Chapters 1-2 <u>April 1</u> Introduction to the Yanomamö Distribute Integrative Assignment
13	<u>April 6</u> Political Organization READ: Chagnon Chapter 3 <u>April 8</u> Religion READ: Chagnon Chapter 4-5
14	<u>April 13</u> Cooperation & Conflict I – Movie: The Feast READ: Chagnon Chapter 6 <u>April 15</u> Cooperation & Conflict II – Movie: Magical Death READ: Chagnon Chapter 7 READ: Hruschka 2010
15	<u>April 20</u> Friendship Across Cultures READ: Chagnon Chapter 8 <u>April 22</u> Globalization & The World System READ: UN Millennium Development Goals
16	<u>April 27</u> Stratification, Class, & Other World Problems DUE: Integrative Assignment <u>April 29</u> Reading Day (NO CLASS)
17	<u>May 4 10:30-12:30: Exam 3</u>