

ANT 2000

Dept of Global and Sociocultural Studies

SEC: U01 Thursdays

9:30:-10:45am

YOUR INSTRUCTOR

Dr. Mitzi Carter

email:
mcarter@fiu.edu

Office hours: Thurs
2:15-3:15pm



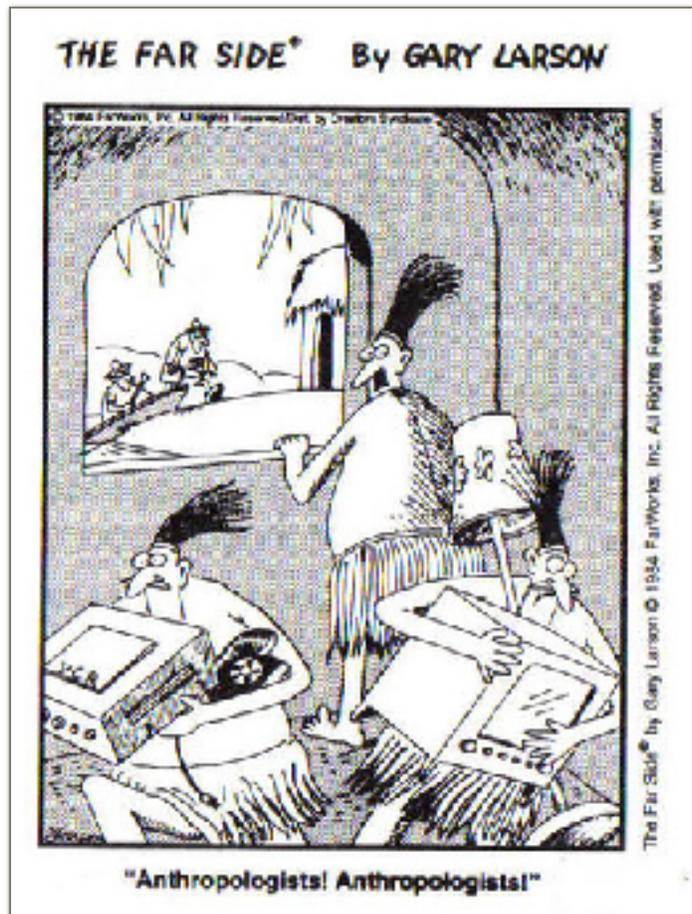
CLASSROOM

AHC3, Rm 214

INTRODUCTION TO ANTHROPOLOGY

Course Description

Welcome to the field of Anthropology! This course will survey how anthropologists learn what it means to be human. Anthropology is a broad field with four main subfields. Anthropologists are interested in a wide range of topics, including ancient civilizations, religion, race, gender, tourism, war, primates, love, language, humor, law, and technology. Do you see what I mean by broad? As an introductory survey class, the coverage must be necessarily selective. This course will introduce students to contemporary key concepts, questions, and methodologies used by anthropologists (**mostly in the sociocultural field**). The readings, film excerpts, and team activities are designed to explore the integrated approach to the discipline and encourage students to not only think about “other cultures” but to understand our own behavior and thought patterns and why and how they have been shaped. This is a Global Learning Foundations course that fulfills the Global Learning graduation requirement.



How to do well in this course

This may be the first time some of you have taken a course like this. It will require that you have regular access to a reliable computer. It will require you to check this Canvas site once to twice a week. You are also expected to be self-directed and have strong **time management skills**. Our class time will be used go deeper with the material you read **before** class. Please make a regular schedule to complete your assignments.

This course will be most difficult and frustrating for students who wait until the last minute to review the material. I will not spend the class time reviewing what you were expected to read on your own but we will reinforce the material. It will be difficult for you to succeed in team activities if you have not prepared before class. You **WILL** do well if you stay on top of the class schedule and participate in team activities in class. In turn, your teammates will express their gratitude on the peer evaluations.

I encourage you to download the [remind.com](https://www.remind.com) app (free) so you can get weekly reminders and updates from me. Course ID announced in class.

Global Learning Outcomes

Global Awareness: Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.

Global Perspective: Students will be able to conduct a multi-perspective analysis of local, global, international, and intercultural problems.

Global Engagement: Students will be able to demonstrate willingness to engage in local, global, international, and intercultural problem solving.

Course Objectives

To introduce students to key concepts, themes, and critical interventions in the field of anthropology.

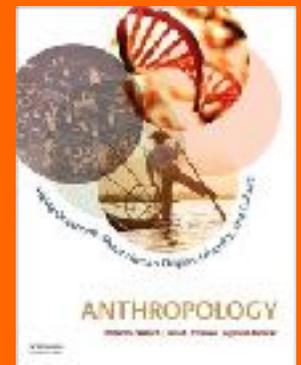
By the end of this course students will be able to:

- 1) Define the major fields of Anthropology and their specializations
- 2) Demonstrate an understanding and respect for human similarities and difference
- 3) Understand the methods anthropologists use to analyze how various groups of people organize and make sense of the world around them.
- 4) Critically reflect on their own biases and worldviews.

Course Requirements

This course requires students to engage in various activities — from reading and researching to group participation and ethnographic work. There may be **up to four** opportunities to earn extra credit that will be announced on Canvas.

Required Book



Title: Anthropology: Asking Questions about Human Origins, Diversity, and Culture|

Author: Robert Welsch, Lusi Vivanco, Augustin Fuentes

ISBN: 978-0-19-994759-1

Individual Grade (70%)

In a hybrid class, you are expected to read the material assigned for the week before coming to class on Monday. We will use our class time to discuss and build on what you read. See the sections below #5 for more details about the following assignments:

- 1. Reading quizzes (Top 5) - 125 points**
- 2. Discussion posts -5 total (No makeups) – 125 points**
- 3. Individual assignments - 100 points**
 1. Participant Observation – 50 points
 2. Analyze your own cultural practices/ autoethnography - 50 points
- 4. Mini-ethnography project - 200 points**
 1. Partner choice worksheet (10)
 2. Paper draft (20)
 3. Peer review of draft (10)
 4. Pecha Kucha presentation (50)
 5. Peer review of two presentations (10)
- 5. Final Exam - 150 points**

Reading Quizzes/Discussion Posts (15% of the grade)

Complete all required reading assignments before each class session and take the weekly reading quiz online (see schedule). They may consist of multiple choice questions or a short answer style. . No make-up quiz will be given for ANY reason, but only your top 5 scores will be calculated into your final course grade. This includes excused absences or late registration to the course. Discussion posts are also completed on Canvas. Respond the writing prompt which will be posted by Thursday at 3:00 pm the week before it is due. You will be required to respond to another person’s post and answer their question embedded in their post for full credit. See grading policies below.

Individual Assignments (15% of the grade)

This global learning activity will help you actively apply your knowledge acquired in the class and engage in local, global, international, and intercultural problem solving. There are three very short reflective activities to help you apply anthropological concepts to the world around you and also prepare you for your final paper. Exact due dates are listed on the schedule. Worksheets and details

Grade calculation

Individual Grade	700 points
Participation Grade	300 points
Total	1,000 points



940-1000	A
900-939	A-
870-899	B+
830-869	B
800-829	B-
770-799	C+
700-769	C
600-699	D
0-599	F

about the following assignments will be posted on Canvas. Be prepared to discuss your work for each assignment in class.

Mini-Ethnographic Project (18.5%)

You will be asked to work with a team member who is culturally different from you. Please remember that culturally different is not limited to race or ethnicity. We will discuss this more in class. You will be responsible for writing your own single spaced, 5-7 page analytical paper about your experience 1) going to a place or participating in an activity that you know very little about 2) guiding your partner in an activity that is comfortable to you and that you can explain well. The final part of this project requires you to present your findings and photos of your “fieldwork” in your “Pecha Kucha” style presentation to your classmates where it will be peer reviewed online. It should incorporate elements of your paper but should not be a replica of it. This assignment fulfills the Global Learning Perspectives outcome in which you are expected to conduct a multi-perspective analysis of local, global, international, and intercultural problems. Details will be announced in class and partners are to decide on their site/event by Week 4. All students will be required to take a photo of themselves TOGETHER at a specific site in addition to at least four other photos from each site. Failure to do this will bring your project grade down a letter and a half!

Technology Use in Class

Because our in-class time is limited, we'll be using every moment wisely so electronic distractions are certainly not welcome. Please silence your phones and put them away. Laptops and tablets are also highly discouraged. If they are being used, you may be asked to sit in a special section of the class. Our in-class time is for team activity and developing your knowledge of the material you read/watched before class. Let's make the most of it!

Final Exam (15%)

There is no make-up for the final exam (200 points). The exam will include multiple choice, matching, and true/false questions.

Participation Grade (30%)

1. For a global learning, introductory course, your attendance is critical to successfully passing this course. I do not take attendance but you are not specifically graded for just being present. You are graded on your participation and in nearly all the classes, we will have an individual or team

based activity or quiz that will be due. Sometimes you will need to finish completing them outside our class time so you need to make yourself available to meet virtually or in person with your team. **No make-ups are given*** but I will drop three of your lowest participation scores. Sometimes your participation score comes from individual “pop” writing assignments in class. These will not be announced ahead of time. Missing class or not participating will significantly reduce your grade in the course. **These in-class activities total 150 points.** Remember, even if you work obligations or activities for other classes, you will not be able to make up these grades. There is already a “life happens” option built in to this grade with the dropped scores.

2. Two team activities that you will have to complete outside of class include:

1. Analyze your Foodways (50 points)

2. Globalization Activity (50 points)

3. This class relies on team-based learning. You will be assigned to a team by Week 3. You will be evaluated by your fellow team members just after the mid-semester mark (**50 points**).

Attendance Policies

- Being absent will significantly lower your participation grade.
- If you miss class, it is your responsibility to get class notes from one of your classmates and/ or follow up with me in a timely manner during office hours (by appointment) if needed. **Please do not be surprised if I do not respond to emails asking “did I miss anything important.”** Make an office hour appointment instead and if the times do not work for your schedule, please see me after class to suggest alternative times and I will arrange virtual office hours. I may remind you to review the syllabus and send you back to this bullet point!

- Coming to class means that **you are expected to take your own notes.** I do NOT give out notes to my lectures. I find it a silly practice for a social science course. Listen and write down what you find interesting or where you have questions. Multiple studies show that when students **HANDWRITE** their own notes, they retain the information more than when they are given to them or typed. Students who type their notes tend to record too much verbatim data, losing sight of the broader areas of importance and leaving less time to process. Coming to class prepared also helps

DISABILITY POLICIES:

FIU provides academic accommodation to students with disabilities. Students with physical, perceptual, or learning disabilities as addressed by the Americans with Disabilities Act should contact FIU’s Disability Resource Center for information regarding accommodations. *If you have a learning disability, please notify me immediately, so that I can work to accommodate your needs.*

Disability Resource Center

Location: 11200 SW 8th Street - GC 190

Website: <http://drc.fiu.edu/students/index.html>

with note taking. We move through the quite a bit of material but the point of the classes is not to teach the text but to reinforce the material you've pre-read. If you come to class without reading ahead, you may feel lost and it will feel like we are moving at lightning speed. If you do read ahead, you'll be able to collapse the gaps of understanding and can build on the material you've already started processing.

- *Excused absences must include a **doctor's note** or other verification form given **within a week of your date of absence**. Emailing me in advance of a trip, conflicting classes, or work obligations is courteous but will not be counted as an excuse. Documentation is always needed.

Grading Policies

Grading is based on a point system. There is no curve. I do not discuss grades via email.

TUTORING RESOURCES:

The University Learning Center (ULC) provides several options for tutoring for all FIU students. This means that tutors help you develop specific skill and strategies during each tutoring session, including writing, reading, research, and study skills. I recommend taking advantage of their services this semester as they can help you successfully complete some of the writing assignments in this course. In addition, even if you do not take advantage of ULC's services, I encourage students to find a writing partner and proofread before turning in an assignment.

ULC Location: First floor of the library (GL-120)

Because I have back-to-back courses this semester, I cannot stay after to discuss grades or missing work. Please make an office hour appointment with me to do this so we can take care of it properly and with care.

There are no makeups for quizzes or discussion posts and they will not be accepted late-no exceptions. You are able to drop one reading quiz. Other late individual writing assignments are discouraged.

If the work is less than one week tardy, 5 points from the grade it would have received will be deducted. Thereafter, each week it is late, 10 more points from the grade are deducted. For the mini ethnography, half a letter grade will be dropped from the earned score each day it is late. The only exception to this rule is for **documented** medical or family emergencies. *You are required to bring this documentation as soon as your need to be tardy begins.* If you wait more than a week after the event, the regular point deductions apply to you as well.

I may occasionally offer extra credit opportunities during class. Details will announced in class or via the remind app. You may only earn **up to 20 points of extra credit for the course**.

Email Policies:

I can be reached at mcarter@fiu.edu. It may take up to 48 hours for me to return your email. Please be patient. Be sure to read this wiki on how to email a professor before contacting me via email: <http://m.wikihow.com/Email-a-Professor>. **I prefer to be called Dr. Carter or Professor Carter.**

I never discuss grades via email. If you would like to discuss grades, please do so by making an office hour appointment.

Classroom Civility Policies:

Plagiarism

All work turned in or presented in class must be a student's own. Any form of plagiarism is absolutely not tolerated and is grounds for a failed assignment and may also result in appropriate disciplinary action. Plagiarism includes: copying without proper citation from other sources, cutting and pasting from internet sources, using quoted material without properly citing the source. Other forms of academic misconduct will also be reported, such as paying someone else to do your work or purchasing written work online. The best way to avoid plagiarism is to develop good research and writing skills. We will be reviewing standards but you are ultimately responsible for developing these skills. Please view the University Code of Academic Integrity at: <http://www2.fiu.edu/>

Civility in the classroom and respect for the opinion of others is critical in this course. You may not agree with everything said or discussed in the class, yet courteous behavior and responses are expected in order to create a safe learning environment. To optimize teaching and learning, we all share the responsibility of creating a civil, non-disruptive, and safe atmosphere.

As the instructor I will:

- Start and end the class on time.
- Treat all students with courtesy and respect. I will do my best to support each and every one of your goals for this course. Please meet with me so I can fulfill this.
- Be open to constructive input from students.

- Ensure that all students will equally have an opportunity to participate in discussion, group work, and other classroom activities.
- Prepare an engaging, enlightening, and enjoyable classroom experience for all students.

Students are expected to:

- Come to class on time and refrain from packing up before the class ends.
- Come to class prepared, having completed assigned readings and by bringing appropriate materials like a notebook, pen, and any assignments you are asked to bring to class.
- When speaking in class, use respectful language and keep comments and questions relevant to the topic at hand. We can only hear a variety of viewpoints if we can create a safe learning space.
- Silence cell phones before entering the classroom.

Week	Topic	Read BEFORE class	Due in class or online
Part I: Key Concepts and Methods in Anthropology	Part I of the course covers the broad, pertinent questions Anthropologists ask about the world around them. These tools will give you a better way to analyze topics in the second half of the course. Always look under the “Weekly Course Content” on Canvas for additional readings and videos that are not listed here. The Canvas course will provide the most up-to-date assignments. This schedule serves as a general guide for each week.		
<u>Week 1</u> January 9, 11	Introduction, syllabus What’s Anthropology?	No readings	Log on to Canvas by Thursday this week and answer the introduction questions. Click on the “Week 1 & 2” folder in Canvas to prepare for next week. (Read ahead and take reading quiz #1)
<u>Week 2</u> Jan 16, 18	What’s culture anyway? Think like an anthropologist: fieldwork, methodology, ethical concerns	1) “Body Ritual Among the Nacirema” (on Canvas) 2) Chapters 1-2 TEXT 3) “Army Enlists Anthropology in War Zones”	Follow instructions on Canvas Week 2 folder for guided questions. Can you answer those questions? If so, you are reading well and will do well on the final exam! If not, bring questions to class and we’ll discuss. Syllabus quiz on Canvas due before class on Tues at 9:15am. (Bring a copy of syllabus w/you to class on Tues). Reading quiz #1 online due Thurs BEFORE class at 9:15 am.

Week	Topic	Read BEFORE class	Due in class or online
<p>Week 3 1/23, 1/25</p>	<p>Humans as biocultural animals; early formations of difference</p>	<p>Readings on Canvas this week (Meredith Small, Jared Diamond, Ted Talk video). Chapter 3- TEXT</p>	<p>Discussion Post #1 (like rest for semester due on Thurs at 9:15am) Go to your team discussion board or whatever way you decide to communicate and virtually say hello. Exchange numbers. Pick your team role.</p>
<p>Week 4 Jan 30, Feb 1</p>	<p>Globalization</p>	<p>1) Chapter 6 - TEXT 2) See additional readings on Canvas</p>	<p>Discussion Post #2 due on Thurs 9:15am Start working on Globalization TEAM activity due on next Tuesday beginning of class (Feb 6)</p>
<p>Week 5 Feb 6, 8</p>	<p>Linguistics and Cross-Cultural Communication: Sociolinguistics/Body Language</p>	<p>1) "To Give up on Words" 2) "Speaking like a Model Minority: 'FOB' Styles, ..." (on Canvas) Chapter 5- TEXT Watch Ted Talk through on Canvas—John McWhorter</p>	<p>Bring hardcopy of globalization activity you started last week to class on Tues. Turn in "partner choice" worksheet on Canvas by Thurs 9:15am. Reading quiz #2 also due Thurs at 9:15am.</p>
<p>Part II: Constructing Meaningful Social Worlds</p>	<p>This part of course focuses on more contemporary issues. We'll use the tools from the first part of the course to analyze the interactions between the creation of meaning, social order, and social change.</p>		
<p>Week 6 Feb 13, 15</p>	<p>Religion, Ritual, and Belief</p>	<p>1) Baseball Magic (on Canvas) 2) "Ritual in the Operating Room" pp. 68-79. 3) Chapter 18 TEXT: pp. 490-501 Watch the media clips on Canvas.</p>	<p>INDIVID Assignment #1 Due (participant observation) Due Tuesday on Canvas. Bring hard copy of your worksheet to class. Reading quiz #3-due Thurs 9:15am</p>

Week	Topic	Read BEFORE class	Due in class or online
Week 7 Feb 20, 22	Families, kinship FILM (Meet the Patels)	1) Nanda, Serena, "Arranging a Marriage in India" on Canvas 2) Chapter 17- TEXT (stop at p. 460)	Discussion Post #3 Start working on your individ assignment #2 (due next week)
Week 8 Feb 27, March 1	Human Biodiversity	1) "Can White Men Jump?" 2) Chapter 10 TEXT 3) Read each section of: http://www.understandingrace.org/humvar/index.html " (They are very short) (You should be nearly done with ethnographic project observation)	Individual Assignment #2 due on Tues on Canvas at 9:15am. Reading Quiz #4-due Thurs 9:15am. Bring to class—print out of "Human variation quiz" to discuss in class.
Week 9 March 6, 8	Race and Racialization	Heavy reading week (see Canvas for links)	Discussion Post #4 Watch documentary link on Canvas. Questions on this doc are on final exam!
March 12-16	Spring BREAK!		
Week 11 March 20, 22	Gender & Sexuality	1) "Do Muslim Women Really Need Saving?" 2) "'Strange Country This'" 3) Chapter 17: pages 460-474	Paper draft due in class –bring a hardcopy for peer review on Tues. Reading quiz #5
Week 12 March 27, 29	Foodways	1) "The Worst Mistake in the History of the Human Race"pp 92-95 2) See Canvas for additional reading excerpts	Bring the filled out completed peer review form to return to your partner on Tuesday. Also: TEAM Activity due on Tues-Bring hardcopy. Analyze your foodways. Reading quiz #6

Week	Topic	Read BEFORE class	Due in class or online
Week 13 April 3, 5	How humans make sense of health, the body and healing Possible guest speaker	1) "It Takes a Village Healer" pp. 151-159 2) See Canvas for media clips	Reading quiz #7
Week 14 Apr 10, 12	POLL— What would YOU like to be featured here? See Canvas.	1) TBD	Final paper is due!! Make sure presentations are complete this week.
Week 15 Apr 17, 19	Pecha Kucha Presentations	Last week of classes! You will watch two presentations on Thursday (in class) and will be offering a peer review that day. Each partner-group should bring their laptops and headphones if you have them.	Pecha Kucha presentations due on Tuesday.
Week 16 Final Exam Week			Final peer evaluation due Watch two presentations and complete peer review worksheet. Due on Canvas. Bring a hard copy to class.

**The instructor reserves the right to modify the course schedule. As noted earlier, please default to the course folder for the most up-to-date readings. You are required to check into Canvas at least twice a week for any announcements or changes. Please download the Remind App (free) for the fastest communication and reminders about class changes/updates/deadlines. The course code will be given during class.