

ANTH 1000W: Other People's Worlds

Fall 2015, Monday/Wednesday 2:30-3:45 PM, Gentry 103



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Office Hours: Wednesday 4-5pm

Introduction

Welcome to Anthropology 1000W!

Anthropology is the study of the full scope of human diversity, past and present, and the application of that knowledge to help people of different backgrounds better understand one another. In this class, we will examine what it means to be human, by exploring human differences and similarities throughout time and across the world. In this course, you will begin to learn to see, hear, think, read, and write like an anthropologist. I (Jenny) am looking forward to working with you over the course of the semester to teach you how to see the world in new ways, as well as how to improve your writing skills.

Note: This syllabus is a working document. As your professor I reserve the right to amend the syllabus throughout the semester. Any amended syllabi will be uploaded to Husky CT. Please check Husky CT regularly for the current, most updated version of the syllabus.

Course Overview

There are four main components to this course:

1. Quizzes: 15%
2. Weekly Memos: 35%
3. Writing Assignments: 50% (WA1 – 10%, WA2 – 20%, WA 3 – 20%)
4. PASS/FAIL components (see below)

Please note: According to university-wide policies for W courses, you cannot pass this course unless you receive a passing grade for its writing components.

Also note: There are no midterm or final exams in this course.

How to be successful in this class

1. READ THIS SYLLABUS (Really, I mean it – the WHOLE thing.)
2. Check your Uconn email and Husky CT regularly.
3. This class moves quickly. If you feel you are falling behind, come talk to me in my office hours ASAP. In general, if you have (legitimate) extenuating circumstances, ie. family emergency or severe illness, that push you to miss class or turn in late work, please let me know *beforehand* as much as possible, so that we can work together to keep you on track.
4. Write down/mark all the course deadlines in your planner/device the first week of class, and make note of any times when you have exams/assignments/other responsibilities that overlap (this will help you with time management).
5. Come to class every day, be an active listener, and engage in class discussions and lectures.
6. Read the assigned readings over the weekend. As you read, jot down a few notes to help you write your weekly memos (due each Sunday).
7. Stay on top of the writing assignments. Start your writing assignments ASAP after they have been handed out/explained in class. Submit *complete* first submissions (I will not accept incomplete essays for revision).

Assignments

Quizzes

There will be 5 in-class quizzes throughout the semester, each of which will contain 10 graded questions and one bonus question. The first 9 questions will be multiple choice. The last question and the bonus question will be short-answer questions. Quizzes will cover material from the readings as well as the lecture, and will be incremental, rather than cumulative (see schedule below). That said, key concepts that are integral to the course may come up in any quiz throughout the semester.

Readings, etc.

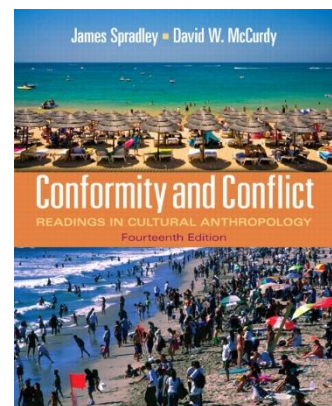
You are required to purchase, rent, or otherwise (legally!) procure *Conformity and Conflict: Readings in Cultural Anthropology*, by James Spradley and David W. McCurdy.

Please get the **14th edition** of this text, published in 2012. (Looks like this→)

There is a newer version (the 15th), but the content is quite different, so please stick with the 14th. It is available at the Coop, or through Amazon/other third party sellers. (For example:

<http://www.amazon.com/Conformity-Conflict-Readings-Cultural-Anthropology/dp/0205250432>)

Some short readings and other materials (ie. videos, other online sources) are assigned for each week of class. Most will be chapters in *Conformity and Conflict* (hereafter referred to as “CC”), but others will be posted on Husky CT (HCT in the reading schedule) or linked to in the course schedule below. Please read/review these articles and other materials over the weekend, *in the order in which they are listed on the syllabus*.



Weekly Memos

(3/4 page or 450 words long. 1 page MAX single-spaced – I won't read beyond 1 page – 12 pt font, standard margins)

(For reference, the text from the beginning of the Weekly Memos section up to the "IMPORTANT" note in the Writing Assignment section below, is 479 words.)

Each week (for weeks 2-14), you will be required to submit a "memo" summarizing and responding to the week's assigned readings and other materials. Memos have **3** main components, as outlined below.

Memos should first answer the following questions about each article:

- 1.** What is the main thesis of the article?
- 2.** Brief 3-4 sentence summary of article. What evidence was used to prove the arguments?

Then, after answering each of these questions for each article/source assigned,

- 3.** Write a final paragraph with some concluding thoughts/reflections/comments on the articles, considering the connections and disconnections, or similarities and differences between/among them. In this section, you may also choose to share any personal engagements or experiences you have with the topic at hand, or you may reflect upon your reaction to reading/viewing the assigned materials.

Memos should be submitted through Husky CT **each Sunday (starting Week 2) by 11:59 pm** for the readings assigned for the *upcoming* week, before we talk about them in class. For example, Week 2's memo, due Sunday September 8th, should discuss the Miner and Spradley readings (see course schedule below). No need to summarize section introduction chapters in CC.

These memos will be graded on a check-, check, check+ scale, and will be evaluated BOTH for content AND for writing style/grammar.

You will have one "freebie" week, to use as you choose, in which you will not be penalized for not submitting a memo. I suggest you save it for later in the semester!

Writing Assignments

(x3, 5-7 pages each)

As a requirement for this "W" course, you must produce 15 pages of revised and edited writing. There will be three writing assignments in this course – each should run 5-7 pages, double-spaced, 12 pt font, standard margins.

Writing assignment 1: Make the familiar strange (10%)

Writing assignment 2: Anthropological review of "Miss Navajo" film (20%)

Writing assignment 3: People vs. power analysis (20%)

Revision Process:

Each of the three writing assignments will be submitted in two stages – first submission and final submission (see course schedule for deadlines). I will provide feedback on your first submissions, and students will then have a little over one week to make appropriate revisions to the paper before final submission for grading. First submissions will **not** be graded, but I do not accept incomplete papers. For

the first submission deadline, students **must submit a complete essay** that responds to the totality of the assignment prompt. This means it must be fully written (no bullet points or incomplete thoughts), and it must include all the key components required by the prompt.

IMPORTANT: I will not accept incomplete first submissions. In order to fulfill the course requirement of submitting 15 pages of revised work, you must first submit a COMPLETE draft.

All paper revisions must be recorded through the “track changes” function in Microsoft Word. I will use track changes in my evaluation of your revision/editing process.

You will also have some time at the end of the course to submit a second round of revisions on *one* of the papers you submitted (your choice) – see below schedule.

Finally, you are welcome to seek additional individualized tutoring either with me, during office hours, or through the University Writing Center – for more info, go to: writingcenter.uconn.edu.

PASS/FAIL components

1. Writing Assignment First Submissions: You must submit 1 complete first submission for each assignment, by the deadlines listed below, in order to pass this course)
2. Writing Workshop Attendance: (You must attend all 5 workshops – held during class time - in order to pass this course)
3. Writing Conferences: (You must attend the two mandatory writing conferences in order to pass this course)

IMPORTANT: If you do not complete any one of the above PASS/FAIL components, you will be in danger of failing the course.

Important Dates

Quizzes

- 9/21 Mon: Quiz 1, weeks 1-3 material
10/5 Mon: Quiz 2, weeks 4-5 material
10/21 Wed: Quiz 3, weeks 6-7 material
11/2 Mon: Quiz 4, weeks 8-9 material
11/18 Wed**: Quiz 5, weeks 10, 11, AND 12 material**

Weekly Memos

To be submitted every week. Due Sundays at 11:59 pm, weeks 2-14 (with one “freebie” week), through Husky CT.

Writing Workshops

- 9/2 Weds: Writing Workshop 1
9/14 Mon: Writing Workshop 2
9/28 Mon: Writing Workshop 3
10/26 Mon: Writing Workshop 4 (postponed from 10/12)
11/9 Mon: Writing Workshop 5 (rescheduled)

WA1

- 9/9 Wed: Assignment 1 handed out, explained.
9/18 Fri: Complete first submission due – submit through HCT.
9/23 Wed: No class, mandatory writing conferences with Jenny, feedback returned.
10/2 Fri: Final essay submission, *with track changes*, through HCT.

WA2

- 10/5 Mon: Assignment 2 handed out, explained.
10/16 Fri: Complete first submission due – submit through HCT.
10/21 Wed: No class, mandatory writing conferences with Jenny, feedback returned.
10/30 Fri: Final essay submission, *with track changes*, through HCT.

WA3

- 11/2 Mon: Assignment 3 handed out, explained.
11/13 Fri: Complete first submission due – submit through HCT.
11/18 Wed: Feedback return (we will have class – conferences optional).
12/4 Fri: Final essay submission, *with track changes*, through HCT.

Optional Final Revision

- 12/14 Mon: Optional final revisions of one of your essays (your choice), *with track changes*, due through HCT.

Detailed Course Schedule

(Items in this bold/italicized font are critical PASS/FAIL components)

Week 1: Aug 31-Sept 2, Anthropology in a Global Age

Writing Workshop #1: Weds 9/2

What is anthropology? What are some of the key benefits of an anthropological approach to global issues? How has anthropology been transformed by globalization?

- Chimamanda Ngozi Adichie, “The danger of a single story,” (Ted Talk)
http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en

Week 2: Sept 9, Culture (NO CLASS MONDAY)

Students receive Writing Assignment 1 Monday, 9/9

What is culture? How are culture and power related? How much of who you are is determined by culture and how much by biology? How is culture created/passed on? How is globalization transforming culture?

- Introduction, Part 1, CC
- Miner, “Body ritual among the Nacirema,” CC
- Spradley, “Ethnography and culture,” CC

Week 3: Sept 14-16, Fieldwork and Ethnography

Writing Workshop #2: Mon 9/14

Writing assignment 1 First Submission due Friday, 9/18, through Safe Assign

What is unique about ethnographic fieldwork, and why do anthropologists conduct this kind of research? How did the idea of fieldwork develop? How do anthropologists “do” and “write” ethnography? What moral and ethical concerns guide anthropologists in their research and writing? How are fieldwork strategies changing in response to globalization?

- Sterk, “Fieldwork on prostitution in the era of AIDS,” CC
- Lee, “Eating Christmas in the Kalahari,” CC
- Video - De Leon, “Decoding Stories of Border Crossing,” online:
<https://www.youtube.com/watch?v=vwhbWikqlkw>

Week 4: Sept 21-23*, Language and Communication

Quiz 1 Mon 9/21 (On Weeks 1-3 material)

Writing Conference 1 Weds 9/23 9-5, Mandatory meetings with Jenny during class period and office hours

Revisions returned to students Weds 9/23

What is language and where does it come from? Can language shape the way we think? What is the relationship between language and culture? How do systems of power intersect with language and communication? What are the effects of globalization on language?

- Introduction, Part 2, CC
- Bohannon, “Shakespeare in the bush,” CC
- Deutscher, “Whorf revisited: You are what you speak,” CC

Week 5: Sept 28-30, Kinship, Marriage, and Family

Writing Workshop #3: Mon 9/28

Final Submission writing assignment 1 due Friday, 10/2

How are we related to one another? Are biology and marriage the only basis for kinship? How is kinship changing around the world and in the United States?

- Introduction, Part 5, CC
- Goldstein, “When brothers take a wife,” CC
- Scheper-Hughes, “Mother’s Love: Death without weeping,” CC

Week 6: Oct 5-7, Gender and Sexuality

Quiz 2 Mon 10/5 (on Weeks 4-5 material)

Students receive Writing Assignment 2 Monday, 10/5

Are men and women born or made? Are there more than two sexes? How do anthropologists explore the relationship between gender and power? How is globalization transforming gender around the world? What is the relationship between gender and sexuality?

- Nanda, “The Hijras: An alternative gender in India,” HCT
- Simmons, “Where fat is a mark of beauty,” HCT
- Miss Navajo film – approx. 1 hour long (include in your memo, and take some notes in preparation for writing assignment 2) - http://www.snagfilms.com/films/title/miss_navajo

Week 7: Oct 12-14, Religion and worldview

Writing Assignment 2 First Submission due Friday, 10/16

What is religion, and what is its role in human society? What tools do anthropologists use to understand how religion works? In what ways is religion both a system of meaning and a system of power? How is globalization changing religion?

- Introduction, Part 8, CC
- Gmelch, “Baseball magic,” CC
- Abu-Lughod, “Do Muslim women really need saving?” CC

Week 8: Oct 19-21*, Making a living: Subsistence strategies and economic systems

Quiz 3 Wed 10/21 (on Weeks 6-7 material)

Writing Conference 2– Mandatory meetings with Jenny this week. No class Monday.

Revision comments returned to students this week.

How have anthropologists viewed the origins of human modes of subsistence? What are the different forms of subsistence and exchange present in human societies today? How does a society's mode of subsistence intersect with other elements of a society (ie. political structure, worldview, gender stratification)?

- Introduction, Part 3, CC
- Introduction, Part 4, CC
- Reed, "Forest Development the Indian Way," CC
- Lee, "The Hunters," CC

Week 9: Oct 26-26, Political Systems and Power

Writing Workshop #4: Mon 10/26 (RESCHEDULED)

Final Submission writing assignment 2 due Friday, 10/30

How have anthropologists viewed the origins of human political history? What is the state? How is globalization affecting the state? What is the relationship among politics, the state, violence, and war? How do people mobilize power outside the state's control?

- Harris, "Life without chiefs," CC
- Weatherford, "The founding Indian fathers," CC

Week 10: Nov 2-4, Class, Inequality, Poverty

Quiz 4 Mon 11/4 (On Weeks 8-9 material)

Students receive Writing Assignment 3 Monday, 11/2

Is inequality a natural part of human culture? How do anthropologists analyze class and inequality? How are class and inequality constructed in the United States and around the world? What are the roots of poverty? What are the effects of global inequality?

- Introduction, Part 6, CC
- Rogers, "The Evolution of Inequality," HCT
- Bourgois, "Poverty at work," CC
- Goffman, "How we're priming some kids for college – and others for prison" (Ted Talk)
http://www.ted.com/talks/alice_goffman_college_or_prison_two_destinies_one_blatant_injustice?language=en

Week 11: Nov 9-11, Race and Racism

Writing Workshop #5 Mon 11/9 (RESCHEDULED)

Writing Assignment 3 First Submission due Friday, 11/13

Do biologically separate races exist? How is race constructed around the world and in the United States? What is racism?

- Fish, "Mixed blood"
- Doherty, "Can racism be stopped in the third grade?"
<http://nymag.com/scienceofus/2015/05/can-fieldston-un-teach-racism.html>

Week 12: Nov 16-18, Ethnicity and Nationalism

*Quiz 5 Wed 11/18 (On Weeks 10, 11, AND 12*** material)*

Writing assignment 3 revisions returned to students Wednesday, 11/18

What does ethnicity mean to anthropologists? How is ethnicity created and put into motion? What is the relationship of ethnicity to the nation? What is nationalism?

- Grool, "From the Melting Pot to the Tossed Salad Metaphor," HCT
- Photographic exhibit: What America's immigrants looked like when they arrived on Ellis Island, http://www.washingtonpost.com/news/wonkblog/wp/2015/10/24/what-americas-immigrants-looked-like-when-they-arrived-on-ellis-island/?tid=sm_fb
- Davila, "Culture in the Ad World: Producing the Latin Look," HCT
- Habyarimana et. al, "Is ethnic conflict inevitable?" (Read the beginning first – if you have time, read Muller's reply) <https://www.foreignaffairs.com/articles/europe/2008-06-01/ethnic-conflict-inevitable>

THANKSGIVING BREAK: Nov 22-28

Week 13: Nov 30- Dec 2, Colonialism, Development, and the World System

Final Submission writing assignment 3 due Friday, 12/4

What role has colonialism played in forming the modern world system? What is the relationship between the nation-state and the corporation in the global economy? What are the dominant organizing principles of the modern world economic system?

- Lappe and Collins, "Why can't people feed themselves?" HCT (AE)
- Bodley, "The price of progress" HCT (AE)
- Patten, "Malawi vs. the World Bank," CC

Week 14: Dec 7-9, Global interconnections: People and things

How are people and things becoming increasingly interconnected around the world, across vast geographical and cultural distances? What is the future of anthropological research on "the global world"?

- Introduction, Part 9, CC
- Ehrenreich and Hochschild, "Global Women in the New Economy," CC
- YOUR PICK, 1-2 ARTICLES: do some quick internet research on the global supply chain of either coffee or chocolate (your choice) – find and pick 1-2 online article or videos (news reports are fine) to read/watch and include in your memo. (Given the focus of our class, please focus on the HUMAN element in these supply chains). We will discuss your findings in class.

EXAM WEEK: Dec 14-20

Additional revisions to one assignment due Monday, 12/14

COURSE AND UNIVERSITY POLICIES

Attendance

In order to pass this class, you are required to attend each of the 5 class periods which are designated as “mandatory writing workshops” (see course schedule, below). If you have a legitimate reason for missing one of these class periods (ie. severe illness, family emergency), you *must* let me know in advance (before the day of the workshop) so that we can schedule a make-up meeting during office hours.

Although these are the only times when attendance is “mandatory,” it is highly recommended that you attend every class period in this course. Your ability to score well on the quizzes will depend on your presence and active participation in class each week, as will your ability to respond appropriately to the writing assignment prompts.

Finally, there are two mandatory writing conferences, on Wednesday 9/23 and Wednesday 10/21. Class will be cancelled on these two days – instead, students will sign up for time slots to meet with me in my office, Beach Hall Rm. 407.

Extra Credit

There is no extra credit in this course. If you are concerned about your performance on a particular assignment, please come see me immediately – I am happy to counsel you in how to improve your grade on the next assignment.

Grading Philosophy

In my course, I do not **give** grades. You **earn** grades. I will not entertain any requests to alter your grades, neither during the semester nor after the course has ended. If I have made a legitimate mathematical or clerical error, on the other hand, please let me know as soon as possible so this can be corrected.

Late Work

Late assignments will receive a 1/3 letter grade deduction for each day they are late.

Academic Integrity

In this course we aim to conduct ourselves as a community of scholars, recognizing that academic study is both an intellectual and ethical enterprise. You are encouraged to build on the ideas and texts of others; that is a vital part of academic life. You are also obligated to document every occasion when you use another’s ideas, language, or syntax. You are encouraged to study together, discuss readings outside of class, share your drafts during peer review and outside of class, and go to the Writing Center with your drafts. In this course, those activities are well within the bounds of academic honesty. However, when you use another’s ideas or language—whether through direct quotation, summary, or paraphrase—you must formally acknowledge that debt by signaling it with a standard form of academic citation. Even one occasion of academic dishonesty, large or small, on any assignment, large or small, will result in failure for the entire course and referral to Student Judicial Affairs. For University policies on academic honesty, please see UConn’s Responsibilities of Community Life: The Student Code and the Office of Community Standards: <http://www.community.uconn.edu>

Students With Disabilities

Students who think that they may need accommodations because of a disability are encouraged to meet with me privately early in the semester. Students should also contact the Center for Students with Disabilities as soon as possible to verify their eligibility for reasonable accommodations. For more information, please go to <http://www.csd.uconn.edu/>.

Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships:

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory

harassment. In addition, inappropriate romantic relationships can undermine the University's mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. More information is available at <http://policy.uconn.edu/?p=2884>.

Sexual Assault Reporting Policy:

To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the Office of Diversity & Equity under the Sexual Assault Response Policy. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. More information is available at <http://sexualviolence.uconn.edu/>.