ANT 2410: Cultural Anthropology
Section 0001 – Spring 2020

Instructor Information

Instructor: Edward Gonzalez-Tennant, PhD
Email: Use WebCourses Email
Office: Main Campus, Phillips Hall, 311C
F2F Office Hours: TuTh 1:30pm – 2:30pm
I will not hold office hours on days that class does not meet, such as holidays.

Graduate Teaching Assistant (GTA): Suzanne Draper
Office: Main Campus, Phillips Hall, 311
Email: Use WebCourses Email
Office Hours: TBD

Catalog Description

An introduction to human diversity as exemplified among various cultures and ethnic groups. Prerequisite(s)/Corequisite(s): None.

Required Course Materials/Resources

Lavenda, Robert H. and Emily A. Schultz. 2019. *Core Concepts in Cultural Anthropology*. Oxford Univresity Press.

Barrios, Roberto E. 2017. *Governing Affect: Neoliberalism and Disaster Reconstruction*. University of Nebraska Press.

1 pack of 3x5 inch ruled note cards for in-class activities.

Course Description

Cultural anthropology is one of the four traditional sub-disciplines of anthropology. Anthropology is the academic discipline studying humanity in all of its complexity across time and space. Cultural anthropology focuses on the anthropological engagement with living cultures as revealed through field-based, participatory work referred to as ethnography. Like other anthropologists, cultural anthropologists consider what it means to be human at various scales and particularly in regards to the relationship between the individual and collective. Cultural

anthropologists are particularly interested in understanding how humans live within structures of symbolism, belief, and power. These structures become visible to us through critical analyses of religion, art, gender, war, ecosystems, race relations, kinship, colonialism, language, nations and states, mass media, suffering and pleasure. In a word, culture. The central challenge for cultural anthropology revolves around understanding, respecting, and comparing the wide diversity of human cultures. The ultimate goal of this course is to provide students with an applicable understanding of the discipline's theories and methods in a way which complements their individual academic interests. Through this course, you will learn to approach current issues and human behavior holistically, like an anthropologist.

Course Objectives

Upon successful completion of this course, each student will:

- Understand the holistic nature of the study of living human culture(s);
- Develop an anthropological perspective regarding human cultures and society;
- Understand how the anthropological perspective is useful in many academic disciplines;
- Appreciate the importance of religion, worldview, and art in regards to human diversity;
- Understand the dimensions of social organization including the intersection of race, ethnicity, gender, class, and sexuality in analyzing culture;
- Be able to apply the core methodologies of cultural anthropology to issues around them in the modern world – with particular emphasis on politics, economics, and globalization;
- Comprehend the central role of social theory in anthropology and the discipline's relationship to other topics in the physical sciences, social sciences, and humanities.

Grading

Grades will be determined from in-class exercises, four exams, and a final visual anthropology project. Students are expected to complete assigned readings prior to attending class. Your grades will come from the following:

In-Class Exercises	30 possible points
Four Exams	240 possible points
Visual Anthropology Project	30 possible points

Breakdown of Grading

In-Class Exercises: Students will respond to questions and submit answers during class using 3x5 inch ruled notecards. See syllabus and assignments for more details on due dates.
[Total Points: 30]

Four Exams: Exams will consist of multiple choice, true/false, and short answer questions. Each exam is worth 60 points. Students will have 90 minutes to complete the exam. Exams are administered via WebCourses@UCF and will be availalbe for 24 hours (pay attention to these dates!). To combat cheating, exams are timed and questions randomized so no two exams are the same. Questions are drawn from lectures, readings, and videos. All PowerPoints are posted on WebCourses (see Modules section). There are NO cumulative exams in this class.
[Total Points: 240]

Video Anthropology Project: Visual anthropology represents one of cultural anthropology's sub-disciplines, and corresponds to the instructor's own area of expertise within cultural anthropology. The project will be supported by readings (available as PDFs via WebCourses) and classroom lecture. Students will work in groups of 2-4 (no more, no less) to complete the project. The videos will be shared with the entire class via WebCourses. Each student will submit evaluations of their partners. In addition, students will have another 10 videos randomly assigned to them via WebCourses, and will submit evaluations of those videos as well. These evaluations will be taken into account by the instructor and/or GTA for grading purposes. Detailed instructions and rubrics will be provided during the semester.
[Total Points: 30]

Total Possible Points: 300

Course Grading Scale

Students will have access to the WebCourses Gradebook. However, this may miscalculate grades that are weighted (e.g., extra credit). As such, students are responsible for keeping up with their own grades. To determine your current grade, divide the points earned (your grades) by the total available points and multiply the result by 100. This provides your percentage grade. For instance, if you have earned 90 out of 100 possible points, 90/100 = .9 x 100 = 90%. Extra credit grades will be added to the final total (partly why the WebCourses Gradebook malfunctions). I DO NOT assign C- or D- grades. I DO assign A- and B- grades.

A = 94-100 A- = 90-93.9
B+ = 87-89.9 B = 84-86.9 B- = 80-83.9
C+ = 77-79.9 C = 74-76.9

D+ = 67-69.9 D = 64-66.9
F = 59.9 and below

Extra Credit Opportunities

I offer one extra credit opportunity during the semester. This is a syllabus quiz and serves as the confirmation of academic activity. In other words, it allows you to receive financial aid. It is available beginning the first day of class. It is a short quiz that acknowledges your acceptance and understanding of the material in this syllabus. You can take it an unlimited number of times.

Attendance and Make-Up Policies

I do not take attendance in this class. Students are expected to arrive prepared and on time. Classroom participation will assess student knowledge and may occur at any point. Per university policy, students can submit make-up work for authorized university-sponsored activities, religious observances, and/or legal obligations. Refer to the following for each assignment type.

Late In-Class Exercise & Lab Policy

In-class exercises cannot be made up as they occur during class. Students who fail to participate are allowed to turn in a 2-page essay discussing the assignment's topic. Students will have 1 week to complete this, which must be accompanied by appropriate documentation.

Appropriate documentation includes official UCF correspondence, doctor's notes, or similar information. Photographs of wrecked cars, hospital interiors, work schedules, and so forth are not appropriate documentation. DO NOT send them, I WILL NOT look at them.

Online Exam Policy

Exams are administered via WebCourses. It is the responsibility of students to make sure they have adequate internet connectivity and computer resources to complete online assignments. If you lose connectivity or power, you must either (1) return to the exam as soon as connectivity is restored and complete the exam, or (2) reach out to WebCourses and have them document your version of events. Failure to do one of these will prohibit students from receiving credit. It is not fair to provide a second attempt to some students and not everyone.

If a student fails to contact the instructor before a due date or provide documentation, they have 1 week to make-up exams. This is automatically set up in WebCourses. The late penalty for exams is -2% per day. To avoid this either turn in work on time, contact the instructor ahead of time, or

have appropriate documentation excusing the original absence. The only exception is the last exam (during finals week), there are no make-ups/late exams during finals.

Appropriate documentation includes official UCF correspondence, doctor's notes, or similar information. Photographs of wrecked cars, hospital interiors, work schedules, and so forth are not appropriate documentation. DO NOT send them, I WILL NOT look at them.

The above policies are non-negotiable.

Contacting the Instructor

Students should use WebCourses for all course-related communications with the instructor. This is often referred to as course mail and is accessed via the "Inbox" icon on the left side of WebCourses pages. Allow up to two days (48 hours) for a response, especially on the weekends. I strongly encourage students carefully compose their messages. It only takes a few seconds and demonstrates that you care about the course.

Contacting the Instructor Concerning Your Grade(s)

Students are encouraged to *wait at least 24 hours before contacting me about individual grades*. Why? If you are unhappy with a grade, waiting 24 hours will allow you to calmly discuss your concerns. DO NOT contact me to ask for extra credit, free points, or to round your grade up. If you fail to take note of your grade during the semester, I am not going to let you slide into a higher grade the last week of class, or later.

Addressing Me

I prefer to be addressed as Dr. GT, Dr. Gonzalez-Tennant, Professor GT, or Professor Gonzalez-Tennant. Why? It is easier for you to say. If you insist on incorrectly addressing me (Mr. Gonzalez, Dr. Tennant, etc.), I may deduct points. Would you forget your boss' or co-worker's names? Take this as a real-world lesson.

Respect for Diversity

This class will be conducted in a way that respects all aspects of diversity. Everyone will show respect for one another and the diverse issues and topics that will be covered. Failure to respect one another is not the same as not engaging. If you have a controversial opinion, or are nervous to raise it publicly, please reach out to me. I want this type of engagement and we can discuss the best way to approach it. Often times, you are not the only one wondering about something. My own views may surprise you, do not expect the classic 'liberal' academic mindset. I am a first-

generation college student, entered college in my mid-20s, have held several non-academic jobs, and am attracted to critical and radical perspectives.

Course Schedule

Week 1: Jan 6 – Jan 10
Topic: Course Introduction
Readings: Lavenda and Schultz, Chapter 1
Assignments: Syllabus Quiz

Week 2: Jan 13 – Jan 17
Topic: Culture
Readings: Lavenda and Schultz, Chapter 2
Assignments: In-Class Exercise 1: Anthropological Fieldwork

Week 3: Jan 20 – Jan 24
Topic: Meaning-Making and Language
Readings: Lavenda and Schultz, Chapter 3
Assignments: In-Class Exercise 2: Cyborg Anthropology

Week 4: Jan 27 – Jan 31
Topic: Worldview and Religion
Readings: Lavenda and Schultz, Chapter 4

Exam 1: Weeks 1-4, available 12am to 11:59pm January 30

Week 5: Feb 3 – Feb 7
Topic: Social Organization & Introduction to Visual Anthropology
Readings: Lavenda and Schultz, Chapter 5

Week 6: Feb 10 – Feb 14
Topic: Sex, Gender, and Sexuality
Readings: Lavenda and Schultz, Chapter 6& PDFs on WebCourses
Assignments: In-Class Exercise 3: Visual Anthropology Project Ideas

Week 7: Feb 17 – Feb 21
Topic: Relatedness
Readings: Lavenda and Schultz, Chapter 7

Week 8: Feb 24 – Feb 28
Topic: Political Anthropology
Readings: Lavenda and Schultz, Chapter 8

Exam 2: Weeks 5-8, available 12am to 11:59pm February 27

Week 9: Mar 2 – 6
Topic: Economic Anthropology
Readings: Lavenda and Schultz, Chapter 9

Spring Break: Mar 9 – Mar 13 (No Class)

Week 10: Mar 16 – Mar 20
Topic: Globalization
Readings: Lavenda and Schultz, Chapter 10
Assignments: In-Class Exercise 4: Everyday Globalization

Week 11: Mar 23 – Mar 27
Topic: Anthropology of Science, Technology, and Medicine
Readings: Lavenda and Schultz, Chapter 11

Exam 3: Weeks 9-11, available 12am to 11:59pm March 26

Week 12: Mar 30 – Apr 3
Topic: Theory in Cultural Anthropology
Readings: Lavenda and Schultz, Chapter 12
Assignments: In-Class Exercise 5: Visual Anthropology Project Assignments

Week 13: Apr 6 – Apr 10
Topic: Ethnographic Case Study: Disaster Anthropology
Readings: Lavenda and Schultz, Appendix & Barrios, Introduction & Chapters 1-4
Assignments: Visual Anthropology Project Due (Videos Uploaded)

Week 14: Apr 13 – Apr 17
Topic: Ethnographic Case Study: Disaster Anthropology
Readings: Barrios, Chapters 5-10
Assignments: In-Class Exercise 6: Disaster Anthropology in Your Life

Week 15: April 20 (Final Exam Week)
Topic: None (Classes End on Monday)

Exam 4: Weeks 12-15, available 12am April 22 to 11:59pm April 23

Important UCF Dates for Spring 2020

January 9, 2020 - Last Day to Drop and Request Full Refund
January 9, 2020 - Drop/Swap Deadline
January 10, 2020 - Add Deadline
March 20, 2020 - Withdrawal Deadline

Academic Services and Resources

A list of available academic support and learning services is available at UCF Student Services. Click on "Academic Support and Learning Services" on the right-hand side to filter.

UCF Cares

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFCares.com if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

Non-Academic Services and Resources

A list of non-academic support and services is also available at UCF Student Services. Click on "Support" on the right-hand side to filter. If you are a UCF Online student, please consult the UCF Online Student Guidelines for more information about your access to non-academic services.

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.

- *Communication to another through written, visual, electronic, or oral means*: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.

- *Commercial Use of Academic Material*: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

- *Falsifying or misrepresenting* the student's own academic work.

- *Plagiarism*: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.

- *Multiple Submissions*: Submitting the same academic work for credit more than once without the express written permission of the instructor.

- *Helping another violate* academic behavior standards.

For more information about Academic Integrity, students may consult The Center for Academic Integrity. For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices".

Responses to Academic Dishonesty, Plagiarism, or Cheating

I adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that do not apply to everyone. Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (Ferrell Commons 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, everyone needs to work together. Students should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.

- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.

- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.

- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/workplacesafety.html (click on link from menu on left).

- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."

- Students with special needs related to emergency situations should speak with their instructors outside of class.

- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video. You CAN Survive an Active Shooter

Deployed Active Duty Military Students

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.