Ang 6930 Syllabus

Ang 6930 Seminar in Cultural Anthropology
Thursdays 6 - 9 4th Floor Conference Room
Vance Geiger, PhD
Office: Philipps Hall 311C
Office Hours: Mondays, Wednesdays 12 – 2, Thursdays 4 – 6
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Grading
Two class presentations (50 points each = 100
One take Home exam (100 points) = 100
One 5 page paper (50 points) = 50
Ethnography discussion = 50
Total = 300
90 – 100 = A, 80 – 89 = B, 70 – 79 = C, etc.....
2 presentations
Teaching Culture
Presenting your own research and culture

Prerequisite(s): Admission to Anthropology MA, Maya Studies GC, or C.I.

Catalogue description: Theoretical foundations and contemporary issues in the study of living cultures.

Course Description: Introduction to the concept of culture and theories applying different concepts of culture to research at the graduate level.
Course objectives:
Comprehend different cultural approaches that can be applied in graduate research.
Practice teaching a concept of culture to provide students the experience of presenting one of the basic concepts in anthropology to undergraduates.
Integrate culture into their graduate research and explain how they will apply the conception their own research.
Teaching presentation: One of the best ways to demonstrate you have thought out a concept and how to convey that concept is to have to teach it to students. There is an online discussion from your instructor that explains this.
Take Home Exam: One of the things you must do to complete your graduate program is to take what we call “comprehensive”” exams. These exams are a take home list of questions from members of your committee to assess if you have acquired the requisite knowledge in the discipline to be certified and graduate. Comprehensive exams do more than assess your content knowledge of the discipline, but your analytical ability as well. That will be the purpose here as well.
Ethnography discussion: We are reading two ethnographies in this class.

Ethnographies are the primary means that cultural anthropologists use to disseminate their findings. Ethnographies describe how the ethnographer collected data (primarily

participant observation but other methods as well), they provide background on the place and people studied, and they describe their encounters with the subject of the ethnography. From this they also present conclusions about the culture of the people they study. All of these will be important to focus on when you participate in the discussion of the ethnography you are a discussant for.

Five page paper and research presentation: these two are discussed together because they cover the same thing. You will do an in class presentation on your own research and how culture informs your research question, selection of methods and data and conclusions. In addition to an in-class presentation you will write a brief (5 page) paper on the same topic. Ideally, the impetus to complete this assignment will be something you can incorporate into your final the final research document you present to acquire your degree.

Academic Honesty

Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the

Office of Student ConductLinks to an external site. for further action. See the UCF

Golden RuleLinks to an external site. for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also 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 will not apply to everyone.

Accessibility Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with Links to an external site. Links to an external site. Links to an external site.

the professor to request accommodations. Students who need accommodations must connect with
Student Accessibility ServicesLinks to an external site., Ferrell Commons,
7F, Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

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.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.
Links to an external site.

- 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.htmlLinks
to an external site..
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Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)

- 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/AEDlocations-UCFLinks to an external site.(click on link from menu on left). (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to ucf.eduLinks to an external site.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.”
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (You CAN Survive an Active Shooter(Links to an external site.) (Links to an external site.)) about how to manage an active shooter situation on campus or elsewhere.

Deployed Active Duty Military Students

Links to an external site. Links to an external site. Links to an external site. Links to an external site. Links to an external site. (Links to an external site.)

(Links to an external site.) (Links to an external site.)

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.

Syllabus

Week 1:1/9: Organizational Meeting

Begin reading online articles: Watson, Bohannon, White

Week 2:1/16: Culture Discussion

Reading: Bruman, Sahlins, Steigerwald

Week 3:1/23: Teaching Presentations

Week 4:1/30: Teaching Presentations

Week 5: 2/6: Deterministic versus Contingent theories of culture

Reading:

Friend by Day, Enemy by Night – Chapter 1

The Pithouses of Keatley Creek – chapters 1,2 and 8

Settler Colonialism and the elimination of the native by Patrick Wolf

Boas – The Methods of Ethnography

Week 6: 2/13: Modern determinism: Creating a culture of.....

Organizational culture readings

Me talk Mushy...

Anthony F. C. Wallace - Revitalization

Week 7: 2/20: Ideational versus Materialistic theories of culture

Harris – Cultural Materialsm

A Sabotaged Aquaduct

Neil Jamieson chapter 1 Understanding Vietnam

James Scott – Seeing Like A State chapter 1

You Are What You Eat

Week 8: 2/27: Nature versus Nurture

Evolutionary Psychology Principles – Cosmidies and Tooby

Boehm – Reverse Hierarchies

Week 9: 3/5: Representing culture – ethnography

The Severed Snake chapters 1-5

Week 10: Spring Break 3/9 – 3/14

Week 11: 3/19: Representing culture – ethnography

The Severed snake chapters 6 – 9

Week 12: 3/26: Cultures in crisis – Wars, disasters, violence, dislocate, displaced people and refugees.

Week 13: 4/2: Ethnography of refugees

Making refuge chapters 1 - 4

Week 14 4/2: Ethnography of refugees

Making refuge chapter 5 - 9
Week 15: 4/9: Research presentations
Week 16: 4/16: Research presentations
Class ends 4/20