

**REVISIONS TO GENERAL EDUCATION PROPOSAL FOR  
ANTH135 INTRODUCTION TO CULTURAL ANTHROPOLOGY  
SOCIAL SCIENCES CATEGORY**

The General Education Vetting Committee responded to this proposal with the following comments.

"Dear Jay,

Thank you for revising ANTH 135 Introduction to Cultural Anthropology for inclusion in the Social Science and Global Awareness categories of the new General Education program. The committee appreciated the use of bold text to help us to identify the revisions and considered the additions to Methods of Evaluation very helpful. Before approving the course for either, we have two further questions, both occasioned by the revisions to the outcomes:

1. \*Outcome 5\*. In response to our question about how the course addressed this outcome, you responded that students would use social science methods to interpret and analyze United Nations public reports and statistical data, taking the latter as the 'reports in the media.' This is not the sort of media intended by the outcome, which addresses popular media such as magazine, newspapers, and television programs. Secondly, there seems to be circularity here: the /media/ (as described above) are being used to analyze and interpret the /media/ (as described above). They are not being used as proper data to critique popular media, for example.

2. The other issue arises from the revisions to Outcomes 5 and 6. Both say that students will be required to make statistical correlations and view patterns in data. This is fairly sophisticated and, since there are no prerequisites to this course, we must assume that these methods are taught in the course itself. However, we do not find any mention in the syllabus or elsewhere of where students are learning quantitative methods.

If you could address these two issues, we can approve the course for both categories.  
Thank you for your thorough revisions.

Sincerely,

Margaret Crouch  
Chair, Vetting Committee"

Although unspecified by the vetting committee, both concerns *appear* to refer to the Social Science proposal. The Anthropology Curriculum Committee addresses these two concerns in this revised proposal on pages 4-5 and 9 **in bold text**. A minor change in wording was made to the sentence **in bold text** on page 2 of the syllabus (under "Assignments"). In response to the first concern, that the UN reports and data are not the kind of media sought for Outcome 5 and are not being used to critique popular media, the UN assignment has been modified. In this revised proposal the assignment asks students to use popular media to form hypotheses and to evaluate those hypotheses with the UN data. At the same time, the students are no longer required to make statistical correlations, thus avoiding the general education committee's second concern over sophisticated methods to address Outcome 6. So that the General Education Committee can see that the UN assignment is not the only assignment addressing Outcome 6 we added reference to an additional example of an existing assignment for that outcome.

None of these changes will impact the course's ability to address the outcomes for the Global Awareness category. However, we are also resubmitting the Global Awareness proposal in case the Vetting Committee's second concern involved Outcome 5 in that category.

Sincerely,

Bradley E. Ensor

EASTERN MICHIGAN UNIVERSITY  
DIVISION OF ACADEMIC AFFAIRS

**REQUEST FOR INCLUSION OF A COURSE IN THE  
GENERAL EDUCATION PROGRAM:  
EDUCATION FOR PARTICIPATION IN THE GLOBAL COMMUNITY**

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DEPARTMENT/SCHOOL: \_\_\_\_\_ SAC \_\_\_\_\_ COLLEGE: \_\_\_\_\_ CAS \_\_\_\_\_  
DEPARTMENT CONTACT: \_\_\_\_\_ JAY WEINSTEIN \_\_\_\_\_ CONTACT PHONE: \_\_\_\_\_ 7-0012 \_\_\_\_\_  
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1. Subject Code, Number, and Title: ANTH 135 Introduction to Cultural Anthropology (and honors section)

2. Credit Hours 3

3. Course Description

The study of human adaptations to natural and cultural environments focusing upon a variety of societies. The basic institutions of human society such as kinship, religion, law, politics, and economics will be examined.

4. This course is (check one):

- an existing course with no revisions (need not go through the input system)
- an existing course with revisions (attach this form to Request for Course Revision form)
- a new course (attach this form to Request for New Course form)

5. Check the General Education requirement this course is intended to meet. If the course is to be proposed for more than one requirement, submit a separate form for each one.

- Effective Communication**
- Quantitative Reasoning (*QR designation*)**
- Writing Intensive (*WI designation*)**
- Perspectives on a Diverse World**
  - Global Awareness
  - U.S. Diversity
- Knowledge of the Disciplines**
  - Arts
  - Humanities
  - Science
  - Social Science
- Learning Beyond the Classroom (*LBC designation*)**
  - Self and Well Being
  - Community Service, Citizenship, and Leadership
  - Cultural and Academic Activities and Events
  - Career and Professional Development
  - International and Multicultural Experience
  - Undergraduate Research

6. Rationale. Provide a concise, clear, jargon-free explanation of why this is a General Education course and how it fits into this specific area of the program. (The rationale should explain to students why they are taking the course. It should address both why it is part of the General Education program and why it fits into the particular category.) This rationale should appear on the general course syllabus provided here and should be included in specific course syllabi given to students.

The course is designed as an introduction to the discipline of cultural anthropology. In addition to general social science methods, the student will learn about ethnographic techniques and the kinds of data these produce, cross-cultural analyses, and anthropological theory, all of which contribute to an understanding of cultural diversity, often involving topics that are difficult to understand from a purely western perspective. The course covers a broad range of topics traditionally approached by anthropologists, and methods, which address all of the outcomes for the Social Science requirement. Students learn to appreciate how social sciences, in general, and anthropology, specifically, can produce knowledge and provide perspectives on global diversity in development, ethnicity, language, subsistence, modes of production, exchange and distribution, social and political organization, gender, kinship, sexuality, religion, forced and voluntary migration, and how contemporary globalization is influencing each of these topics.

7. Clearly and concisely explain how this course meets each of the General Education outcomes for the requirement checked in number five (all outcomes should be addressed). To do this, (a) list the General Education outcomes for the requirement and explain how the course meets each outcome; and (b) explain, in general terms, the method(s) of evaluation to be used in the course and how these methods assess the degree to which students have met the General Education outcomes for this requirement.

### 7A

#### List the General Education outcomes for the requirement and explain how the course meets each outcome

- Students will acquire introductory knowledge about the discipline.  
This course traces the historical emergence of cultural anthropology as a field of inquiry and practice, illustrates different approaches to anthropological research, and demonstrates the theoretical and applied contributions of the discipline to the resolution of modern day problems. The course also distinguishes cultural anthropology from the other three subdisciplines of anthropology (archaeology, physical anthropology, and linguistic anthropology), presents their interrelatedness, and describes how cultural anthropology forms the core of anthropology.
- Students will develop questions for inquiry that reflect an understanding of the discipline in which they are asked. Students learn how major social issues can be researched using anthropological frameworks to address questions on contemporary issues. The cross-cultural comparative approach allows one to develop questions on human behavior without assuming universality, which often occurs when approaching a question from the observations of one's own culture and leads to ethnocentrism. For example, when researching gender equality/inequality in one assignment, students learn to analyze multiple cultures to identify the cross-cultural factors resulting in gender equality and the factors resulting in gender inequality.
- Students will learn how knowledge is developed and disseminated in particular disciplines.  
Students are introduced to ethnography and how anthropologists develop research questions, take steps in obtaining permits and proposals, gain entrée to communities, and disseminate their results in reports, conferences, peer-reviewed article publications, and books. Students also must learn the different ethnographic techniques (observation, participant observation, interviews, genealogies, life histories, longitudinal studies, team ethnographies, and rapid appraisal) and the types of data each provides: e.g., from the observer's perspective, from the culture's multiple perspectives, qualitative, and quantitative
- Students will acquire an understanding of social science methods and of how they are used to engage in the systematic study of society and culture.  
The course introduces anthropological field methods (ethnography) and the advantages in a systematic cross-cultural approach to social issues and cultural phenomenon. Throughout the remainder of the course, examples are drawn from ethnographies and cross-cultural analyses to address each major anthropological theme presented (see syllabus).

- Students will understand and compare formal and informal social and political structures, organizations, and institutions.

The different forms of social and political organization (band, tribe, chiefdom, and varying states) are presented along with their correlated institutions of kinship, families, subsistence, modes of production, distribution, and other themes. The course also examines the relationships among peoples operating in those different formal and informal structures, be they relationships connecting different societies in global capitalism or relationships among people in different organizational forms within the same societies. The variation in social and political structures, organizations, and institutions further allows effective examples for using the cross-cultural comparative method.

- Students will explore and understand power relationships and the impact of social change on different groups and on society in general.

Power relations form a major component in nearly all major themes, and particularly when presenting the origin of the "race" concept, ethnicity, kinship systems, social classes, gender, sexuality, political and economic systems, and issues relating to globalization and development. Globalization and development is related back to differential changes/impacts on each of the main themes: e.g., how colonialism and modern structural adjustment programs create and perpetuate global inequalities, how globalization influences changes in the structure or views of ethnicity, how globalization alters kinship systems and family organization, how globalization increases or creates class differences, how globalization and development influence changes in gender and men's and women's conditions, how globalization influences attitudes and behaviors concerning sexuality, how globalization alters noncapitalist forms of political and economic systems, and how globalization impacts cultural survival.

- Students will develop an appreciation of different interpretations of contemporary issues, institutions, or structures. Ethnographic data and the cross-cultural approach allow for comparison of different cultural interpretations of contemporary issues (e.g., different practices and understandings of: globalization and development, "race" classifications, ethnicity, sexuality, sex and gender, gender equality-inequality, population growth, deforestation, forced migration, and disasters), institutions (e.g., different practices and understandings of: language variants, subsistence approaches, ecologies, production and distribution systems, and religious systems), and structures (e.g., different practices and understandings of formal and informal social and political organizations). The course makes explicit how different perspectives are culturally derived and rational within the context of specific cultures. In doing so, the course is highly successful at exposing ethnocentrism - the tendency to view one's own culture as best and to judge other cultures from one's own culture's standards.

- Students will use social science methods and content to interpret and analyze data and reports in the media and to make informed decisions regarding local, national, and international issues.

Throughout the course, ethnographic methods are presented - observation, participant observation, interviews, genealogies, life histories, longitudinal studies, team ethnographies, and rapid appraisal - and associated with the types of information (from the researcher's perspective and the subjects' differential perspectives) gained from each. The cross-cultural approach emphasized in the course provides the rationales behind variable understandings of local, national, and international issues such as globalization and development, underdevelopment and extreme poverty, gender equality-inequality, population growth, deforestation, forced migration, and disasters. **In the modified U.N. assignment example, students must find media articles on national and international issues with which to form hypotheses and scientifically test those hypotheses using statistical data available on the U.N. website.**

- Students will use basic social scientific research techniques to examine and present information in a clear and concise manner.

Students learn basic social science standards for research and how knowledge is produced in the social sciences, sometimes comparing these approaches with non-scientific approaches to knowledge. Students read published anthropological ethnographies and cross-cultural analyses on inequality (class and gender), underdevelopment, and cultural survival. They use that published literature to address questions related to those issues in four writing assignments. Students also are asked to identify correlations, causes, and generalizations. **For example, in one existing assignment, they are presented with information on gender roles and gender status in five societies. They are asked to identify how the control and distribution of resources outside the home influences gender equality/inequality and to identify which of the five example societies they believe would provide the best model for creating gender equality in the U.S. The modified UN assignment (see Outcome 5, above) also**

**addresses this outcome: i.e., students form hypotheses and critically evaluate those hypotheses with the UN data. No sophisticated statistical correlations or pattern recognition in data is required for this assignment (please see example of instructions attached to the end of this proposal). In both examples, students *themselves* must use those data to make their own informed decisions regarding these important national and international issues. All assignments must be presented and described in a clear and concise manner.**

- Students will understand the relation between qualitative and quantitative research.  
The course distinguishes between qualitative (from specific ethnographic techniques) and quantitative research (from specific ethnographic techniques and reliable global statistical information on contemporary issues). The more qualitative information gathered in ethnographies is shown to complement quantitative observations by adding detailed social dimensions to contemporary issues. The qualitative research methods are also shown to reveal dimensions of human experience that are not readily amenable to quantitative analyses or may confirm quantitative results.

### 7B

Explain, in general terms, the method(s) of evaluation to be used in the course and how these methods assess the degree to which students have met the General Education outcomes for this requirement

The methods of evaluation include three exams, four writing assignments, and other assignments, all of which include or emphasize course materials (lectures, readings, and videos) that address the outcomes of the Social Sciences requirement. Given the great extent to which the exams and assignments incorporate the outcome themes, the degree to which students meet the outcomes can be observed through the exam grades, assignment grades, and final course grades. Students who do not demonstrate an understanding of the issues receive lower grades and students who do demonstrate an understanding of the issues receive higher grades.

The exam format includes multiple choice questions and questions that require short-paragraph answers. Among the multiple choice questions are many that address outcomes 1, 2, 3, 4 and 7 for the Social Sciences requirement. The following are examples from recent exams (each exam has 35-40 multiple choice questions). Some involve sequences of questions to better illustrate how they address the outcomes.

#### Outcome 1:

12. Which of the following best describes ethnographic fieldwork in cultural anthropology?

- A. The use of national statistics to view social trends in a nation.
- B. Speculation on cultures based on traveller's writings.
- C. Staying with the people of a culture to directly experience, observe, and record their customs and behaviors, and to let them describe their beliefs.

13. Which of the following ethnographic technique can only record etic behavior?

- A. Participant observation
- B. Observation
- C. Interviews
- D. Life Histories

14. Which of the following ethnographic technique can reveal emic information?

- A. Participant observation
- B. Interviews
- C. Life Histories
- D. All are correct.

15. In which of the following techniques is the ethnographer like a child being taught to function in a culture?

- A. Participant observation
- B. Observation
- C. Interviews
- D. Life Histories

16. In which of the following techniques are open questions asked to individuals so that they may express their beliefs from their own personal perspective?

- A. Participant observation
- B. Observation
- C. Interviews
- D. Life Histories

18. A 1948 anthropological study in Australia documented that Aboriginal people work less than 6 hours a day to get more than what they need. Numerous subsequent studies on foraging cultures from around the world documented the same pattern. Together, these data allowed anthropologists to make the generalization that to satisfy their basic needs people in foraging societies do not have to work nearly as much as their counterparts in industrialized societies. This is an example of which of the following:

- A. Anthropology's comparative method
- B. Anthropological longitudinal studies
- C. Anthropological sociolinguistics
- D. All of these are correct.

Outcome 2:

10. In which of the following modes of production do all members of a descent group collectively have rights to the descent group's resources, contribute labor, and own what they produce?

- A. The collective mode
- B. The tributary mode
- C. The capitalist mode
- D. The kinship mode

11. In which of the following modes of production does one class of people invest in resources and technology and own the resulting products, but hire (for a portion of the value of those products) another class of people for the labor?

- A. The tributary mode
- B. The kinship mode
- C. The capitalist mode
- D. The redistribution mode

12. In which of the following modes of production are a class of nobility the owners of all resources and the laborers, who produce everything, must produce a surplus demanded and enforced by the nobility?

- A. The tributary mode
- B. The kinship mode
- C. The capitalist mode
- D. The redistribution mode

14. Which of the following characterizes an exchange whereby something is given without expecting an immediate return and value is not a concern?

- A. Generalized reciprocity
- B. Balanced reciprocity
- C. Redistribution
- D. Negative reciprocity

15. Which of the following characterizes an exchange whereby something is given with the expectation of an immediate and equal return?

- A. Generalized reciprocity
- B. Balanced reciprocity
- C. Redistribution
- D. Negative reciprocity

16. Which of the following characterizes an exchange whereby something is given as a means to get a greater value in return or to place someone in debt?

- A. Generalized reciprocity
- B. Balanced reciprocity
- C. Redistribution
- D. Negative reciprocity

17. Which of the following characterizes the pooling of surplus for social security or to exchange for non-local materials, which are given to those who originally produced the surplus?

- A. Generalized reciprocity
- B. Balanced reciprocity
- C. Redistribution
- D. Negative reciprocity

18. Which of the following involves "fighting with property" among Northwest Coast Native Americans whereby one kin group tries to give a second group more than the second group can give back, or whereby great amounts of property are destroyed to demonstrate wealth?

- A. Potlaching
- B. Reciprocity
- C. Bartering
- D. Coexistence of Exchange

19. The Mbuti of the Congo Forest region have been known to leave meat for neighboring horticulturalists to find and replace with crops, which often takes advantage of the horticulturalists' needs for meat. Which type of exchange is this?

- A. Generalized reciprocity
- B. Balanced reciprocity
- C. Redistribution
- D. Negative reciprocity

20. Which of the following includes specific locations where people go to exchange commodities, value is determined by the average labor time to produce those commodities (plus a profit margin), and often involves money as a medium of exchange?

- A. Reciprocity
- B. Markets
- C. Redistribution
- D. Potlaching

21. Which of the following types of social organization is characterized by small groups of closely related kin (e.g., a small extended family), is common among foragers, and is the closest to egalitarianism?

- A. Bands
- B. States
- C. Chiefdoms
- D. Tribes

22. Which of the following types of social organization is characterized by descent groups, is common among horticulturalists, and can include “village heads,” “big men,” or councils who influence through prestige?

- A. Bands
- B. States
- C. Chiefdoms
- D. Tribes

23. Which of the following types of social organization is characterized by descent groups that permanently regulate territories, leadership within the descent groups is inherited, leaders have power and authority but are related to everyone in their descent groups, and is often associated with redistribution?

- A. Bands
- B. States
- C. Chiefdoms
- D. Tribes

24. Which of the following types of social organization is characterized by social stratification whereby members of different social classes are not related, the social classes have different access to power and wealth, and there is a government bureaucracy and formal legal system established to regulate/control society.

- A. Bands
- B. States
- C. Chiefdoms
- D. Tribes

Outcome 3:

28. Although leading to higher productivity and greater profits for elites, IMF and WTO Structural Adjustment programs are also responsible for which of the following?

- A. Increasing privatization of industry and wealth
- B. Decreasing organized labor and social services
- C. Impoverishing the majority, who are also taxed to repay the loan
- D. All of these are correct

38. Which of the following is the most common form of cultural imperialism?

- A. Indigenous rights movements
- B. The global expansion of U.S. consumer culture.
- C. Revitalization movements in the 19<sup>th</sup> century.
- D. All of these are correct.

33. Which of the following are “Internally Displaced Persons?”

- A. People who are forced to leave their homes due to disasters.
- B. People who are forced to leave their homes due to development projects.
- C. People who are forced to leave their homes due to wars.
- D. Forced migrants who do not cross international borders - they remain within their nation.
- E. All of these describe Internally Displaced Persons.

41. The Minangkabau of Sumatra, Indonesia prefer which kind of gender stratification as a response to the national and international forces?

- A. Patriarchal whereby men have higher status and power than women.
- B. Matriarchal whereby women have higher status and power than women
- C. A balance in status and power among men and women (no gender hierarchy).

43. The feminization of poverty refers to which of the following?

- A. The observation that the poor emphasize feminine traits in their appearance, attitudes, and behaviors when masculine traits are more often expected for men and women in high paying jobs.
- B. The observation that single-parent households headed by women are more likely to become impoverished because there is only one source of income for the family, often from lower income jobs, and because of employment discrimination or unequal access to higher education.

45. Which of the following is the most common form of Language Death?
- A. Sudden: when all speakers rapidly die off.
  - B. Radical: when people stop speaking their language to survive genocide.
  - C. Bottom-to-top: when a language becomes used only in ceremonial contexts.
  - D. Gradual: when a dominant language gradually becomes essential for opportunities in a developing industrial job market and the subordinate language is stigmatized as “backward.”

28. Which of the following describes the concept of social races?

- A. A socially and historically defined categories of people to create different groups with different roles and privileges in society.
- B. Biological categories of people, each with corresponding behaviors that are inherited genetically. The categories are the same in every culture.

Outcome 4:

25. Max Weber’s perspective on social classes (upper, middle, and lower classes) is based on which of the following?

- A. Amount of income a family or individual receives.
- B. Social relationships between the different classes.
- C. The brands of clothing and accessories that people wear.
- D. All of these are correct.

26. Karl Marx’s perspective on social classes (e.g., bourgeoisie and proletariat in capitalism) is based on which of the following?

- A. Amount of income a family or individual receives.
- B. Social relationships between the different classes.
- C. The brands of clothing and accessories that people wear.
- D. All of these are correct.

25. According to Wallerstein’s “*World Systems Theory*,” which of the following characterizes nations of the core?

- A. Underdeveloped nations where much of the developed nations’ profits are made by keeping wages and resources cheap and in the hands of corporations from the developed nations.
- B. Developed nations where capitalism is most advanced and whose corporations benefit by keeping and using cheap wages and resources from the underdeveloped nations.
- C. Underdeveloped nations that also have many aspects of the most developed nations (e.g., Mexico).

26. According to Wallerstein’s “*World Systems Theory*,” which of the following characterizes nations of the periphery?

- A. Underdeveloped nations where much of the developed nations’ profits are made by keeping wages and resources cheap and in the hands of corporations from the developed nations.
- B. Developed nations where capitalism is most advanced and whose corporations benefit by keeping and using cheap wages and resources from the underdeveloped nations.
- C. Underdeveloped nations that also have many aspects of the most developed nations (e.g., Mexico).

Outcome 7:

15. Which of the following are examples of qualitative data?

- A. "Nominal Data" - e.g., placing men and women into two different categories, which can be labeled with numbers or letters.
- B. Mathematically measureable phenomenon, such as income, age, hours worked, or calories spent.
- C. "Ordinal Data" - e.g., making "more" or "less" categories for individuals' levels of acculturation.
- D. A statistical analysis to find the percentage of land owned by a class of people in a community.
- E. A and C, only
- F. B and D, only
- G. None of these are correct.

17. Which of the following are examples of quantitative data?

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- B. Mathematically measureable phenomenon, such as income, age, hours worked, or calories spent.
- C. "Ordinal Data" - e.g., making "more" or "less" categories for individuals' levels of acculturation.

- D. A statistical analysis to find the percentage of land owned by a class of people in a community.
- E. A and C, only
- F. B and D, only
- G. None of these are correct.

The short paragraph answer questions are more heavily weighted and address outcomes 1-4 for the Social Sciences requirement. The following are examples of short paragraph questions on exams that address the social and political structures, power relations and social change, interpretations of contemporary issues, and methods and analyses for interpreting issues outcomes. "Describe the main categories of sociopolitical organization among different cultures" (meets outcomes 2 [different structures, organizations, and institutions] and 4 [comparative rationales are involved in each]). "Explain why biological races do not exist." (meets outcomes 1 [unscientific taxonomic classification of a continuum], 3 [social and political tool], and 4 [different cultures have vastly different taxonomic systems]). "What causes underdevelopment?" (meets outcome 1 [measurements of development], 2 [places structures in context], 3 [global historical power relations], and 4 [contrasts neoliberal definitions of development and underdevelopment theory]). "How did the applied team improve nutrition in Malawi?" (meets outcomes 1 [methods in applied anthropology], 2 [involves application to village political and gender institutions], 3 [gender status was an issue], and 4 [contrasts beliefs on successful strategies]). "What gender changes occurred among the Ju/'hoansi who had become sedentary?" (meets outcome 3 [reduction in women's status with development] and 4 [contrasts beliefs on successful development]).

The assignments involve readings on cultural topics, the ethnographic (or other) methods used in research, the cross-cultural comparative method, and use of media data and report to use social science methods to analyze and present data in a clear and concise manner. The assignments address all seven of the outcomes. The instructor provides questions for students, based on the readings and the media data and reports. The following are examples of assignment questions. "Summarize the ethnographic techniques and major difficulties in Chagnon's and Sterk's fieldwork" (meets outcomes 1 [techniques], 2 [understanding of techniques in different structures, organizations, and institutions], and 4 [understanding of techniques and different interpretations]). "Describe the political systems among foraging societies, village societies with "headmen" and "big men," chiefdoms, and states. Is social hierarchy and inequality "natural" to humans?" (meets outcomes 1 [systematic comparisons], 2 [understand and compare political structures, organizations, and institutions], 3 [comparison of different power relationships], 4 [allows different interpretations of institution or structures], and 6 [systematic comparisons as techniques and presentation in clear and concise manner]). **"How does the cross-cultural comparative method in anthropology contribute to this understanding of gender and status?" (meets outcomes 1 [systematic comparisons], 2 [understand and compare gender among political structures, organizations, and institutions], 3 [comparison of different engendered power relationships], 4 [allows different interpretations of gender structures], and 6 [systematic comparisons as techniques and presentation in clear and concise manner]).** "How has development and environmental destruction associated with European and North American demands for soy, beef, and other products impacted the Guaraní Indians of Paraguay? How are applied anthropologists and the Guaraní now working together to promote sustainable and equitable development practices?" (meets outcomes 2 [understand and compare political structures, organizations, and institutions], 3 [comparison of different power relationships under cultural change], and 4 [allows different interpretations of contemporary issues]). **The UN assignment (please see attached at end of syllabus), which does not provide answers to the student, requires that students use media reports with which to form hypotheses on national and international issues and critically evaluate those hypotheses by testing them with data from the UN website (meets outcomes 5 [use basic social science methods and content to interpret/analyze media reports on national and international issues] and 6 [social science research techniques and present information in a clear and concise manner]).** The UN assignment also includes describing the eight UN Mellenium Development Goals and data on regional/national challenges. The quantitative data are complemented in readings and lectures by qualitative knowledge on globalization at international and national scales, and ethnographic knowledge on how underdevelopment impacts societies at local scales.

8. Attach a syllabus (1-inch margins and 10-12 pt. font). The syllabus must include the rationale from #6 above and clearly reflect the outcomes and methods of evaluation detailed in #7 above.

Please submit all materials in electronic form.

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### Action of the Department/College

#### 1. Department

Vote of department faculty: For 14 Against 0 Abstentions 0

\_\_\_\_\_  
Department Head

\_\_\_\_\_  
Date

#### 2. College

\_\_\_\_\_  
College Dean

\_\_\_\_\_  
Date

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### Action of General Education Advisory Committee

Vote of General Education Committee: For \_\_\_\_\_ Against \_\_\_\_\_ Abstentions \_\_\_\_\_

\_\_\_\_\_  
Chairperson, General Education Advisory Committee

\_\_\_\_\_  
Date

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### Approval

\_\_\_\_\_  
Associate Vice-President for Undergraduate Studies and Curriculum

\_\_\_\_\_  
Date

## ANTH 135 Introduction to Cultural Anthropology

Instructor:  
Office:  
Office hours:  
Telephone:  
Email:

Days:  
Time:  
Classroom:

***This course satisfies a General Education requirement in Global Awareness:*** Anthropology is the global comparative study of human societies, both in terms of their development and in terms of their culture-specific expressions. Students learn how an anthropological cross-cultural perspective can improve understandings of cultural diversity, especially when addressing topics and perspectives that are difficult to understand from a purely western perspective. The course covers a broad range of topics traditionally approached by anthropologists, which address each of the outcomes for the Global Awareness requirement. By better understanding the factors contributing to cross-cultural similarities, differences, and interconnections, students learn to appreciate global diversity in development, ethnicity, language, subsistence, modes of production, exchange and distribution, social and political organization, gender, kinship, sexuality, religion, forced and voluntary migration, and how contemporary globalization is influencing each of these topics.

***This course satisfies a General Education requirement in Social Science:*** The course is designed as an introduction to the discipline of cultural anthropology. In addition to general social science methods, the student will learn about ethnographic techniques and the kinds of data these produce, cross-cultural analyses, and anthropological theory, all of which contribute to an understanding of cultural diversity, often involving topics that are difficult to understand from a purely western perspective. The course covers a broad range of topics traditionally approached by anthropologists, and methods, which address all of the outcomes for the Social Science requirement. Students learn to appreciate how social sciences, in general, and anthropology, specifically, can produce knowledge and provide perspectives on global diversity in development, ethnicity, language, subsistence, modes of production, exchange and distribution, social and political organization, gender, kinship, sexuality, religion, forced and voluntary migration, and how contemporary globalization is influencing each of these topics.

**Note:** Students may use this course to satisfy only one of these General Education requirements.

### ***Course Description***

This course is designed as an introduction to the discipline of cultural anthropology. The student will learn how anthropologists and anthropological theory can contribute to an understanding of cultural diversity, often involving topics that are difficult to understand from a purely western perspective. The course will cover a broad range of topics traditionally approached by anthropologists in addition to more recent applied fields. Lectures and assigned readings provide the bulk of the course material, with occasional videos.

### ***Required Texts***

Kottak, Conrad  
2004 *Cultural Anthropology*, 10<sup>th</sup> ed. Boston: McGraw-Hill.

*Additional readings on Halle Library eReserve.* See References and instructions on pg. 4 of syllabus.

**\*\* Students are expected to do the assigned readings prior to the day listed on the course schedule \*\***

### ***Course Objectives***

1. To sample the global diversity in cultural beliefs and behaviors, offer insights on why cultures vary around the world, to allow students to better understand their own culture's beliefs and behaviors within a cross-cultural context, and to illustrate students' global interrelations with other cultures.
2. To describe the development of anthropological theory, familiarize students with major topics researched by anthropologists, and to describe ethnographic field methods and their resulting kinds of data.
3. To critically examine historical theories on the relationship between human biology and culture and to describe anthropological perspectives on "race," ethnicity, gender, and social class, both within cultures and cross-culturally.
4. To describe the cross-cultural variability in language use, subsistence strategies, production and exchange systems, social and political organization, kinship systems and family organizations, sexuality, and religion.
5. To demonstrate how anthropological cross-cultural analyses can be used to better understand social issues, causation, and solutions, and how this approach can avoid the pitfalls of arguments based purely on observations from only one cultural system.

- 6. To evaluate different theories on the history of globalization, development strategies, and resulting internal and international conflicts, and to explain interrelations in the modern global political economy and cultural change/survival.
- 7. To describe how anthropology can be applied to solve problems in both the developed and less developed nations and how nonanthropologists may benefit from anthropological perspectives in their daily lives.

### ***Student Responsibilities***

**Attendance:** Lectures provide additional material not found in the readings. Additionally, lectures include discussions of materials on exams and important handouts and assignments, as well as emphasizing the most important points in the readings. For these reasons, students who do not regularly attend the lectures are not likely to do well on the exams and will miss important information that will also influence their grades.

Be considerate to other students. Students are expected to turn off cell phones and should not participate in “private” conversations during the lectures to avoid distracting other students.

**Exams:** There will be three exams (including the final exam), each worth 100 points. Exam material will be derived from the lectures, readings, and videos. The questions on the exams will be in the form of multiple choice, true-false, matching or identification, and questions requiring short paragraph answers (3-4 sentences). Study guides will be provided by the instructor and posted on the Halle Library electronic reserve (see instructions on page 4 of syllabus).

No makeup exams will be given without a documented legal and/or medical reason presented to the instructor. If the makeup exam is to be taken after returning graded exams to the other students, the student taking the makeup exam will be given a different (and more difficult) exam.

**Assignments:** Five take-home writing assignment instructions will be given during lectures, each worth 20 points for a total of 100 points. The instructions will also be posted on the Halle Library electronic reserve (see instructions on page 4 of syllabus). Each assignment will consist of questions requiring 2 written pages of typed answers. Four assignments will be based on articles on electronic reserve. **In one assignment, students use media reports to form hypotheses with which to test with UN data and provide a description of the UN Millenium Goals.** All assignments must be formatted with 1-inch margins, double-spacing, and text in font-size 12. Turn in the assignments on time. Assignments turned in within the first week after the deadline will only be eligible for a maximum of 15 points. No assignments more than a week late will be accepted without a documented legal and/or medical reason presented to the instructor. Additional assignment is an in-class map quiz.

**Withdrawals:** Protect your GPA! If deciding to withdraw from the course, it is the responsibility of the student to be certain he or she is officially withdrawn through the Registrar. Failure to officially withdraw typically results in a failing grade due to zero scores on exams and other graded assignments.

### **Academic**

**Honesty:** Protect your academic goals. Even if you feel you are doing poorly in this course, it is better to do poorly with honesty than to risk serious academic sanctions. Academic dishonesty is representing another's work as one's own, active complicity in such falsification, or violating test conditions. Plagiarism is stealing and passing off the ideas and words of another as one's own, or using the work of another without crediting the source. The sanctions for these offenses on exams or written work are serious and can result in a zero score for the assignment or final grade and have resulted in the removal of students from academic institutions.

### ***Grading Standards***

**Final Grade:** The final course score will be averaged from the three exams and the cumulative score on the assignments. Letter grades for the final course grade are as follows:

	<b>B+</b> : 86-89 pts	<b>C+</b> : 76-79 pts	<b>D+</b> : 66-69 pts	<b>E</b> : 0-59 points
<b>A</b> : 95-100 pts	<b>B</b> : 83-85 pts	<b>C</b> : 73-75 pts	<b>D</b> : 63-65 pts	
<b>A-</b> : 90-94 pts	<b>B-</b> : 80-82 pts	<b>C-</b> : 70-72 pts	<b>D-</b> : 60-62 pts	

**Incompletes:** Incompletes will not be given without a documented legal and/or medical reason presented to the instructor. Additionally, the student must have been making a C average on assignments and exams to obtain an incomplete.

<i>Course Schedule and Outline</i>		Readings	
Date	Topic	Kottack chs.	eReserve
Week 1	Introduction to course and overview, Anthropology's Four Subfields, cross-cultural comparative method & Applied Anthropology		
Week 2	Social scientific inquiry; anthropological ethnography & ethnographic methods and data; Characteristics of Culture, culture change, and cultural relativism <b><u>MAP QUIZ</u></b>	1 3	Chagnon
Week 3	Human Evolution and Culture Human Biological Variation and the fallacy of the "Race" Concept	4 5	Sterk Gmelch
Week 4	Ethnicity: markers, formation, creation of factions, & conflicts Language and Culture <b><u>1<sup>st</sup> ASSIGNMENT DUE</u></b>	6 7	
Week 5	Sociolinguistics: Linguistic relativity & Speech variants <b><u>**EXAM I**</u></b>		
Week 6	Subsistence: Foraging (hunting and gathering) and Fishing Subsistence: Horticulture, Agriculture, and Pastoralism	8: pgs 189-202	
Week 7	Modes of Production: Kin, Tributary, & Capitalist modes Exchange and distribution systems: Reciprocity, Redistribution & Markets	8	Harris
Week 8	Social & Political Organization: Bands and Tribes Social & Political Organization: Chiefdoms & States <b><u>2<sup>nd</sup> ASSIGNMENT DUE</u></b>	9	
Week 9	Kinship: Patrifocal & Matrifocal systems and family organizations Kinship: Bilateral & Cognatic systems and family organizations	12	
Week 10	<b><u>**EXAM II**</u></b> Culture and Gender: socialization and gender construction	10	Freidl
Week 11	Gender roles & gender status Sexuality and Culture: Attitudes, customs, power, & beauty concepts	11	
Week 12	Religious systems Religion and revitalization movements, Impacts of proselytizing <b><u>3<sup>rd</sup> ASSIGNMENT DUE</u></b>		
Week 13	Globalization Challenges to development: cash crops replacing subsistence, structural adjustment policies and local community development <b><u>UN ASSIGNMENT DUE</u></b>	13 15	Lappé and Collins
Week 14	Globalization, successful development, and cultural survival Voluntary and forced migration (refugees, IDPs, & modern slavery), and Disasters	16-17	Reed
Week 15	Survey of Applied Anthropology <b><u>4<sup>th</sup> ASSIGNMENT DUE</u></b>	2	Patten
Final Exam			

**eReserve References**

- Chagnon, Napoleon A.  
1992 Doing Fieldwork among the Yanomamo. In *The Yanomamo*, 4<sup>th</sup> Edition. Wadsworth, Belmont
- Friedl, Ernestine  
2004 Society and Sex Roles. In *Classic Readings in Cultural Anthropology*, edited by Gary Ferraro, pp. 48-54. Wadsworth, Belmont.
- Gmelch, George  
2003 Lessons from the Field. In *Conformity and Conflict: Readings in Cultural Anthropology*, edited by James Spradley and David McCurdy, pp. 46-57. Allyn and Bacon, New York.
- Harris, Marvin  
2003 Life Without Chiefs. In *Conformity and Conflict: Readings in Cultural Anthropology*, edited by James Spradley and David McCurdy, pp. 327-335. Allyn and Bacon, New York.
- Moore Lappé, Francis and Joseph Collins  
1977 Why Can't People Feed Themselves. In *Food First: Beyond the Myth of Scarcity*. Institute for Food & Development.
- Patton, Sonia  
2001 Medical Anthropology: Improving Nutrition in Malawi: In *Conformity and Conflict: Readings in Cultural Anthropology*, edited by James Spradley and David McCurdy, pp. 405-414. Allyn and Bacon, New York.
- Reed, Richard K.  
2003 Cultivating the Tropical Forest. In *Conformity and Conflict: Readings in Cultural Anthropology*, edited by James Spradley and David McCurdy, pp. 134-143. Allyn and Bacon, New York.
- Sterk, Claire E.  
2003 Fieldwork on Prostitution in the Era of AIDS. In *Conformity and Conflict: Readings in Cultural Anthropology*, edited by James Spradley and David McCurdy, pp. 33-45. Allyn and Bacon, New York.

**Instructions for Halle Library eReserve**

- 1) Go to <http://reserves.emich.edu/> , then click on "Electronic Reserves and Reserve Pages"
- 2) Select Instructor's name and click on "Go"
- 3) Enter password\* and click "Accept" after reading copyright agreement Password: \_\_\_\_\_
- 4) Select this course
- 5) Select folders (readings are listed by authors' last names as on page 3 of syllabus)

**Writing Assignment Instructions**

**1<sup>st</sup> Writing Assignment - Ethnography**

Summarize the ethnographic techniques and major difficulties in Chagnon's and Sterk's fieldwork.  
How did fieldwork change the views of Gmelch's students?

**2<sup>nd</sup> Writing Assignment - Political systems** *Base your answers on the Harris reading.*

1. Describe the political systems among foraging societies, village societies with "headmen" and "big men," chiefdoms, and states.
2. Is social hierarchy and inequality "natural" to humans?

**3<sup>rd</sup> Writing Assignment - Gender Status** *Base your answers on Friedl's "Society and Sex Roles"*

1. Describe the gender roles and gender status among: The San, the Hadza, the Washo, the Tiwi, and the Eskimo
2. How does the control and distribution of valuable resources outside the family/household influence gender status?
3. How does the cross-cultural comparative method in anthropology contribute to this understanding of gender and status?
4. Which of the five societies do you think would provide the best model for creating gender equality in the U.S.? Why?

**4<sup>th</sup> Writing Assignment - Underdevelopment** *Base your answers on the Lappé and Collins and the Reed articles.*

1. What prevents many people in underdeveloped nations from feeding themselves?
2. How has development and environmental destruction associated with European and North American demands for soy, beef, and other products impacted the Guaraní Indians of Paraguay?
3. How are applied anthropologists and the Guaraní now working together to promote sustainable and equitable development practices?

**UN Assignment** (See attached instructions)

# United Nations Assignment Instructions

## **PART 1.** Choose one of the following three options

1. Find and copy one U.S. magazine or newspaper article that states how women's economic activity outside the home in the U.S. compares with women's economic activity outside the home internationally. Using that article, form a hypothesis stating what you would expect international data to indicate if the article's statements or assumptions in the article are correct. Use the data available from the UN Social Indicators of Development on "Income and Economic Activity" to evaluate your hypothesis. Attach the article to your report.

2. Find and copy one U.S. magazine or newspaper article that states how health in the U.S. compares with health internationally. Using that article, form a hypothesis stating what you would expect international data to indicate if the article's statements or assumptions in the article are correct. Use the data available from the UN Social Indicators of Development on "Health" to evaluate your hypothesis. Attach the article to your report.

3. Find and copy one U.S. magazine or newspaper article that states how adolescent fertility in the U.S. compares with adolescent fertility internationally. Using that article, form a hypothesis stating what you would expect international data to indicate if the article's statements or assumptions in the article are correct. Use the data available from the UN Social Indicators of Development on "Child-Bearing" to evaluate your hypothesis. Attach the article to your report.

### **Use the UN Website to locate the international data:**

1. Go to <http://www.un.org/>
2. Select language, then select "Publications, Stamps, and Databases" (at upper right)
3. Select "Go" (upper right) to access databases.
4. Select "Social Indicators" at upper right
5. Depending on your choice from the above options, select "Child-Bearing," "Health," or "Income and Economic Activity" to view the international data.

## **PART 2.**

### **Use the UN Website to locate the UN Millennium Development Goals Report**

1. Go to <http://www.un.org/>
2. Select UN Millennium Development Goals
3. Open the Millennium Development Goals Report for 2005 (on right side of screen)

Describe the Eight Millennium Development Goals and list the regions (e.g., "Eastern Asia," "Southern Asia," etc.) or categories of nations (e.g., "least developed," "middle-income," etc.) that have the greatest challenges in meeting each goal.