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### ANTY 220S.50 Culture and Society

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*University of Montana - Missoula*

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## ANTY 220S (X): Culture and Society Spring 2017

### Contact Information

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Office hours are 12:00 noon to 3 P.M. on Fridays, or by appointment. Appointments to meet at an office on campus should be set by email at least one day in advance. All students can arrange for phone conversations if needed (especially distance learners). The primary contact and communication for this course is by email.\*

### Course Information

This introductory course is a core requirement for the Anthropology Major and the Minor in the BA degree. The course also serves two requirements for general education, social sciences (group VII) and International and Cultural Diversity (Group X) for all undergraduates. *As a U course, ANTY 220S does not count for graduate credit towards a graduate degree.* There are no prerequisites.

The goals, or learning outcomes for this course are:

- To describe social and cultural aspects of diverse ways of life, past and present.
- To demonstrate a cross-cultural perspective on values, and behaviors across societies.
- To describe ethnographic methods: what ethnographers do, how they do it, and why.
- To engage in thoughtful, respectful debates with peers about cultural diversity.
- To contrast how and why sociocultural anthropology differs from other social sciences.

### Readings

Ethnographies for a Global Century Laue, C et al. (Eds) 2016. Cognella, Inc. This reader is available in digital and bound paper copies for sale online: <https://students.universityreaders.com/store/> Unbound copies are also available for purchase (nonrefundable) at the UC Bookstore.

Two desk copies are available on reserve at the Mansfield Library for in building use only (4 hour). Supplemental Reading: Additional supplemental readings are posted to Moodle each week. These are optional for undergraduates, and recommended/required for graduate students.

### Accessibility

This course has been designed with accessibility in mind. Any students who need further accommodations should notify the instructor the first week, and contact [Disability Student Services](#) directly with any questions about access and rights as a student. If any barriers to accessibility arise, or come to your attention during the semester, please notify the instructor immediately, and contact advisors at the DSS office.

Student Conduct Code Please review the Student Conduct Code and avoid plagiarism.

\*This syllabus outlines course requirements, assessment, and policies in compliance with the current Academic Catalog. Any revisions to the schedule, or content will be communicated by announcement throughout the term.

## Assessment

- 1) With the exception of the first week, students are expected to complete readings by Monday . A quiz on required readings will open 8 a.m.-10 p.m. beginning Jan. 29<sup>th</sup> through April 17<sup>th</sup>.
- 2) During the week, students are expected to view film(s), read lecture notes, and post comments, questions, or responses to small group discussion forums. Small group discussion forums are available to enhance learning and participation by students is voluntary.
- 3) One written commentary on the week's topic and sources is to be submitted by Friday by 10 p.m., Jan. 27<sup>th</sup> through March 17<sup>th</sup>. (The first week's submission is an introduction of one's self, background, goals and expectations for the course.) Subsequent weeks' commentaries will address a prompt on the weekly topic (readings, lecture notes, films, supplemental resources).
- 4) Submitting one weekly commentary on Fridays is required to pass the course.
- 5) Two midterm exams will consist of 50 questions. The first exam covers topics for weeks 1 to 5; the second midterm exam covers topics from weeks 6-10, and the final exam covers topics weeks 11-15.
- 6) The final writing assignment is a short essay of 1000 words, with citations from the course in which each student evaluates sociocultural anthropology as a social science of cultural diversity and comparative social organization. Topics can range across the 15 weeks and chapters of the reader. The final essay is due Monday May 8<sup>th</sup> at 5:00 p.m.
- 7) The Final Exam is due Friday, May 12<sup>th</sup> at 5:00 p.m.

## Evaluation and Grades

Quizzes, commentaries, and exams must be submitted by due date and time. In cases of illness or emergency that prevents a timely submission, notify the instructor and provide documentation (a doctor's note) if appropriate, and submit the assignment or exam late within a reasonable time to remain current with the course. **Scheduled athletic participation, religious observance, and other stated circumstances in the Academic catalog which may conflict with a submission time requires a student to plan to complete that assessment in advance of the due date and time.** Late and missing assignments without valid reasons will earn only partial credit toward the final grade.

Final grades are based on: consistent performance and participation in assessment, demonstration of an accurate grasp of course content, and satisfactory completion of the final essay assignment.

Grade points are converted to a letter grade: 90-100% = A, 80-89% = B, 70-79% = C, 60-69% = D, below 60% = F +/- is at the instructor's discretion.

200 points (the best 10 of 12 quiz scores)

600 points (two midterms and one final exam)

200 points (final essay assignment)

1000 possible points total

## Syllabus

Week One: Culture and Society Jan. 23-Jan. 27 Quiz 1 (Monday Jan. 30<sup>th</sup>)  
**Commentary (introduction of goals and expectations) due Jan. 27<sup>th</sup>**

Week Two: Past and Present Jan 30-Feb 3 Quiz 2 (Monday Jan. 30<sup>th</sup>)\*  
**Commentary on the Highlands Trilogy due Feb. 3<sup>rd</sup>**

Week Three: Place Feb. 6-Feb. 10 Quiz 3 Monday Feb. 6<sup>th</sup>  
**Commentary on indigenous people and place due Feb. 10<sup>th</sup>**

***Feb. 10<sup>th</sup> Deadline for dropping a course***

Week Four: Language and Expression Feb. 13-Feb. 17 Quiz 4 Monday Feb. 13<sup>th</sup>  
**Commentary on language as symbolic expression due Feb. 17<sup>th</sup>**

Week Five: Relatedness and Personhood Feb. 21-Feb.24 Quiz 5 Monday Feb. 21<sup>st</sup>  
**Commentary on personhood due Feb. 24<sup>th</sup>**

Week Six: Life Cycle Feb. 27-March 3 Quiz 6 Monday Feb. 27<sup>th</sup>  
**Commentary on life cycle due March 3<sup>rd</sup>**

**Midterm Exam 1 March 3<sup>rd</sup> (Weeks 1-5)**

Week Seven: Gender and Sexuality March 6-10 Quiz 7 March 6<sup>th</sup>  
**Commentary on gender due March 10<sup>th</sup>**

Week Eight: Family and Marriage March 13-17 Quiz 8 March 13<sup>th</sup>  
**Commentary on arranged marriage due March 17<sup>th</sup>**

**SPRING BREAK March 21-24**

Week Nine: Health and Healing March 27-31 Quiz 9 March 27<sup>th</sup>

Week Ten: Religion and Ritual April 3-7 Quiz 10 April 3<sup>rd</sup>

**Midterm Exam 2 April 7<sup>th</sup> (weeks 6-10)**

Week Eleven: Politics April 10-14 Quiz 11 April 10<sup>th</sup>

Week Twelve: Economy and Livelihood April 17-21 Quiz 12 April 17<sup>th</sup>

Week Thirteen: Animals and Ecology April 24-28

Week Fourteen: Technology and the Future of Anthropology May 1-5

**Final Essay Due Monday, May 8<sup>th</sup> 5:00 p.m. Final Exam due Friday May 12<sup>th</sup> 5:00 p.m.**

Information Literacy The following list of concepts and skills provide a framework for faculty to address during each of the indicated class levels.

100-level	200-level
<p>*The role of students as scholars; discourse communities inside and outside the university</p> <p>*Developing research questions and relevant keywords</p> <p>*Critical evaluation of information; value and distinctness of information resources (e.g., data sets, finding aids, Internet, library catalog, librarians, subscription databases, etc.)</p> <p>*Citing research sources of all types formats; academic honesty and plagiarism</p> <p>*Information production and organization; copyright and fair use</p> <p>*Ethical, legal, and social issues surrounding the use of information</p>	<p>*Choosing and stating a research topic; using research to refine topic</p> <p>*Keyword and subject searching; broadening and narrowing search terms</p> <p>*Value and distinctness of general and subject-specific information resources</p> <p>*Value and distinctness of information sources (e.g., popular, trade, and scholarly; primary and secondary; current and historical, etc.)</p> <p>*Tracing citation data back to original source</p> <p>*Interdisciplinary research</p> <p>*Critical evaluation of information</p> <p>*Citing research sources of all types formats; academic honesty and plagiarism</p> <p>*Information production and organization; copyright and fair use;</p> <p>*Ethical, legal, and social issues surrounding the use of information</p>

## 100-level

## 200-level

The following are the learning outcomes for the completion of courses at the indicated class levels.

\*Identify and explain discourse communities

\*Identify research questions; translate questions into keywords for searching

\*Recognize different information resources and explain the value and differences between them (e.g., finding aids, library catalog, subscription databases)

\*Construct in-text citations and a bibliography, inclusive of all source types and formats (e.g., articles, images, music; print, electronic)

\*Explain the importance of citing research sources and academic honesty

\*Describe how information is produced and organized, as well as the role of copyright and fair use

\*Recognize ethical, legal and social issues surrounding the use of information (e.g., academic freedom, right to privacy, free and fee-based information, intellectual property)

\*Assess the reliability, validity, accuracy, authority, timeliness, and point or view or bias of information sources

\*Identify and describe a research topic

\*Recognize that, based on research, an initial topic may need to be refined

\*Confer with instructors and librarians about appropriate research topics, information resources and search strategies

\*Execute both keyword and subject searches; execute revised searches to refine results

\*Explain why there is usually not “one” source that will meet all research needs

\*Recognize and explain the value and differences between general and subject-specific information resources

\*Recognize different information sources and explain the value and differences between them, including their scope, audience and intent (e.g., archival collections; government information; popular, trade, and scholarly publications)

\*Trace source citation to original material, regardless of citation style and source format

\*Categorize research topics by discipline; explain what constitutes an interdisciplinary topic

## GENERAL EDUCATION: Group VII and Group X

### Group VII: Social Sciences (S)

Social science courses describe and analyze human social organization and interaction, employing social data at a broad scale with statistical relevance, experimental data on individuals or groups, or qualitative data based on observation and discourse.

**(Learning outcomes)** Upon completion of a Social Sciences course, students will be able to:

1. Describe the nature, structure, and historical development of human behavior, organizations, social phenomena, and/or relationships;
2. use theory in explaining these individual, group, or social phenomena; and/or understand, assess, and evaluate how conclusions and generalizations are justified based on data

\*\*\*\*\*

### Group X: International and Cultural Diversity (formerly Indigenous and Global)

These courses foster an appreciation for diverse cultures, their histories and contemporary forms, and their positions in world spheres of power and change. This includes knowledge of diverse cultures in comparative and thematic frameworks. Knowledge gained through courses in the X perspective prepares students to cultivate ways of thinking that foster an understanding of the complexities of indigenous or international cultures and global issues, past and present.

**(Learning outcomes)** Upon completion of a course in this group, students will be able to:

- 1 Demonstrate an understanding of the diverse ways humans structure their social, political, and cultural lives;
- 2 Interpret human activities, ideas, and institutions with reference to diverse cultural, historical and geo-political perspectives and physical environments; and Recognize the complexities of inter-cultural and international communications and collaborative endeavors, and relate this to the complex challenges of the 21st century.