



PimaCommunityCollege

ANT 112 / Exploring Non-Western Cultures

Credit Hours: 3.00

21973/Spring 2019

Instructor Information

Instructor Name: Luminița-Anda Mandache

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Office Location/Hours: By appointment (email me; I can easily meet with students shortly before or after class)

Department Chair or Dean Phone: 206-7410

Course Information

Course Description: Anthropological survey of non-Western cultures. Includes major terms and concepts used in sociocultural anthropology, research methods, and relevant theories of the field. Also includes major cultural characteristics of pre-colonial, non-Western, subsistence cultures; cross-cultural comparisons and contrasts with the post-colonial era; and considering a global context.

Prerequisite(s): WRT 101.

Information: Students will have writing assignments that require college level skills, and writing quality will be graded.

Expectation of coursework hours: Because this is a 3-credit course/14 week semester course, you should expect this class to require 45 hours of instruction and 90 hours out of class work.

Course Meeting Days/Time: TU TH 2:15pm- 3:40 pm, Tucson Building H210, West Campus

Course Delivery/Modality: Traditional classroom

Required Textbook: Jack David Eller. Cultural Anthropology: Global Forces, Local Lives. 3rd edition. New York, NY: Routledge, 2016. ISBN: 978-1-138-914438

Other Required Materials: articles and videos available on D2L or via Kanopy (through Pima Community College Library resources)

Optional/Recommended Materials: on request, based on your interests

Student Learning Outcomes

Course Learning Outcomes:

Upon successful completion of the course, the student will be able to:

1. Recognize major terms and concepts in socio-cultural anthropology.
2. Explain relevant methods and theories of the discipline.
3. Identify major cultural characteristics of pre-colonial, non-Western, and subsistence cultures.
4. Compare and contrast non-Western cultures in a post-colonial, global context.

Grade and Instructor Policies

Assignments/Requirements	Points	Deadline
Participation	4 points	Throughout
In class group presentations (in groups of 2-3)	20 points	Throughout
In class written reflection x 2 (750 words each)	30 points (15 x 2)	March 14 April 18
Quiz x 13	26 points (2 points/ quiz x 13)	Every Monday by 11:59 PM (see below)
Ethnographic Film Analysis (1,500 words)	Draft: 10 points Final: 10 points	Draft DL: March 28 Final DL: May 2

Grade Determination and Grading Policies:

Final grades are given on a 100-point scale. Grades are not rounded (i.e. 89.9 is a B).

- 90-100 = A
- 80-89.9 = B
- 70-79.9 = C

60-69.9 = D

0-59.9 = E

Participation: The success of this class—both for you and for me—is measured in how much we manage to learn from each other during these 14 weeks. Therefore, the course relies on everybody's participation in group discussions and class activities.

In class group presentations: Each week a group of two students will "teach" the rest of the class a few of the concepts of the assigned book chapter. The presentation is not a summary of the book chapter with quotations but rather a condensed overview of the chapter's content with examples. Make sure to include videos and audio materials that help define and illustrate theories and ideas. Read the instruction and rubric document.

In class written reflection: These two reflections are essays where you will be asked to analyze portions of videos or news using concepts learned in this class. The goal of the essays is to demonstrate that you understood certain anthropological concepts, you are able to apply them to understand immediate events/realities and so, enrich or stretch their original meaning. Read the instruction and rubric document.

Quiz: The quizzes (multiple choice) will have no more than ten questions related to the content of week. They will all be due on D2L.

Ethnographic film analysis: The objective of this assignment is to extract the main point from a visual text (an ethnographic film that you will have to choose from the *List of Movies* below) and develop your point of view in relation to this topic. Most fiction or documentary movies can be read and interpreted just like written texts. Directors (or authors in the case of written texts) develop, throughout the duration of the movie, a main thesis. Your task is to first critically examine the movie and understand what the main idea of the movie is. Second, using evidence and the concepts used in this class, but also your own personal experience, you will have to argue in favor or against the main idea of the presented movie. For example, one of the movies that we will watch in class ("People like us") argues that the class structure in America is rigid. In your paper, you will have to 1) bring evidence used by the film director that the class structure in America is indeed rigid; and, 2) position yourself with regards to this statement: do you agree or not? Keep in mind that you will have to bring evidence to support your point of view. Read the instruction and rubric document.

List of movies (all movies are available on Kanopy, through Pima Community College Library):

1. "I'm not your Negro" (2016, Raoul Peck)
2. People like us. Social class in America (1999, Andrew Kolker and Louis Alvarez)
3. Little White Lie (2014, Lacey Schwartz and Mehret Mandefro)
4. "Whose streets?" An unflinching look at the Ferguson uprising (2017, Damon Davis and Sabaah Folayan)
5. Fear and Learning at Hoover Elementary (1997, Laura Simon)
6. Some kind of Funny Porto-Rican? (2006, Claire Andrade-Watkins)

On March 28 you will submit a draft of this paper (on D2L but also on paper in class).

Two weeks later, you will receive your paper back with comments and suggestions about how to improve your paper. You will have three weeks to work on improving this paper and on May 2 you will submit the final version (also on D2L and on paper in class) stapled to the Draft paper. It is important to submit the final paper together with the draft so I can see if and how you incorporated the comments I have made on your draft paper.

Course Schedule:

Week 1 (January 31): **Introduction** to ANTH112

Thursday, January 31: Introduction to ANTH112

Week 2 (3-9 Feb): **Anthropology?**

Tuesday, Feb 5:

Reading:

Ch. 1: Understanding Anthropology

Quiz # 1 together in class (on Ch 1 and Miner). Bring your laptop to class!

Thursday, Feb 7:

Reading:

Miner, H. (1956). Body Ritual among the Nacirema. *American Anthropologist*, 58(3)

Week 3 (10-16 Feb): **Defining culture**

Monday: **Quiz # 2 on D2L by 11: 59 PM (on Ch 2, Ch 3 and "Does the West have a monopoly on romantic love?").**

Tuesday, Feb 12:

Reading :

Ch. 2: Understanding and studying culture

In class discussion: Yanomami Mami (NPR, This American Life)

<https://www.npr.org/2014/10/31/360358350/yanomami-mami>

Thursday, Feb 14:

Reading:

Ch.3 : The origins of cultural anthropology

"Does the West have a monopoly on romantic love?" (PRI

<https://www.pri.org/stories/2014-02-12/does-west-have-monopoly-romantic-love>)

Week 4 (17-23 Feb): **Language and Social Relations**

Monday: **Quiz # 3 on D2L by 11: 59 PM (on Ch 4 and "From Upspeak to Vocal Fry").**

Tuesday, Feb 19:

Reading:

"From Upspeak to Vocal Fry: Are we "Policing" Young Women's voices"

<https://www.npr.org/2015/07/23/425608745/from-uptspeak-to-vocal-fry-are-we-policing-young-womens-voices>

Ch. 4: Language and Social Relations

Thursday, Feb 21:

NO CLASS: RODEO DAYS

Week 5 (24 Feb- 2 March): **Personality and Gender**

Monday: **Quiz # 4 on D2L by 11: 59 PM (on "Learning Life Lessons in Tee Ball" and Ch.5).**

Tuesday, Feb 26:

Reading:

"Leaning Life Lessons in Tee Ball" by Landers and Fine

Thursday, Feb 28:

Reading and Class presentation #1: Ch. 5: Cultural Constructions of Persons: Personality and Gender

Week 6 (3-9 March): **Race and Ethnicity**

Monday: **Quiz # 5 on D2L by 11: 59 PM (on "Complexion" and Ch.6).**

Tuesday, March 5:

Reading:

"Complexion" by Richard Rodriguez

Thursday, March 7:

Reading and Class presentation #2: Ch. 6: Race and Identity

Week 7 (10-16 March): **Economics: human, nature and social organization**

Monday: **Quiz # 6 on D2L by 11: 59 PM (on "Too Many Bananas" and Ch. 7)**

Tuesday, March 12:

Reading:

"Too many bananas" by Philip de Vita

Thursday, March 14:

Reading and Class presentation #3 : Ch. 7; Course evaluation (this is when you "grade" me);

In class written reflection # 1

Week 8 (17-23 March): SPRING BREAK (NO CLASSES)

Week 9 (24 - 30 March): **Kinship**

Monday: **Quiz # 7 on D2L by 11: 59 PM (on "Switched at Birth" and Ch. 8)**

Tuesday, March 26:

In class discussion: Switched at Birth (NPR, This American Life)

<https://www.thisamericanlife.org/360/switched-at-birth>

Thursday, March 28:

Reading and Class presentation #4: Ch. 8: Kinship and non-kin organization

Ethnographic film analysis - Draft Due (on D2L and printed copy in class)

Week 10 (31 March -6 April): **Politics: social order and social control**

Monday: **Quiz # 7 on D2L by 11: 59 PM (on Nickel and Dimed and Ch. 9)**

Tuesday, April 2:

Reading:

"Nickel and Dimed: On (Not) Getting By in America" by Barbara Ehrenreich

In class discussion: "People like us" (fragments)
Thursday, April 4:
Reading and Class presentation #5: Ch. 9: Social order and social control

Week 11 (7 -13 April): **Religion**

Monday: **Quiz # 8 on D2L by 11: 59 PM (on "Baseball Magic" and Ch. 10)**

Tuesday, April 9:

Reading:

"Baseball Magic" by G. Gmelch G.York

Thursday, April 11:

Reading and Class presentation #6: Ch. 10: Religion: interacting with the non-human world

You will receive the Ethnographic film analysis - Drafts with comments

Week 12 (14 -20 April): **Colonialism and the origin of Globalization**

Monday: **Quiz # 9 on D2L by 11: 59 PM (on "Africa: States of Independence " and Ch. 12)**

Tuesday, April 16:

In class discussion "Africa: States of Independence- The Scramble for Africa" <https://www.youtube.com/watch?v=CgzSnZidGuU&t=1756s>

Thursday, April 18:

Reading and Class presentation #7: Ch. 13: Colonialism and the origin of Globalization

In class written reflection # 2

Week 13 (21 -27 April): **Politics in the Postcolonial world: nation building, conflict, and borderlands**

Monday: **Quiz # 10 on D2L by 11: 59 PM (on "Who is Dayani Cristal " and Ch. 13)**

Tuesday, April 23 : In class discussion: "Who is Dayani Cristal?":

<https://vimeo.com/136622440>

Thursday, April 25:

Reading and Class presentation #8: Ch. 13: Politics in the Postcolonial World

Week 14 (April 28 -4 May): **Economics in the Postcolonial World: Development, Modernization and Globalization**

Monday: **Quiz # 11 on D2L by 11: 59 PM (on " The Illusionists-The Globalization of Beauty" and Ch. 14)**

Tuesday, April 30 : In class discussion "The Illusionists- The Globalization of Beauty" (on Kanopy: <https://pima.kanopy.com/video/illusionists>; to access the movie make sure to log in using your Pima credentials)

Thursday, May 2:

Reading and Class presentation #9: Ch. 14: Economics in the Postcolonial World

Ethnographic film analysis Final Due (on D2L and printed copy in class)

Week 15 (5- 11 May): **Health, Illness, Body and Culture**

Monday: **Quiz # 12 on D2L by 11: 59 PM (on " On Suffering and Structural**

Violence " and Ch. 16)

Tuesday, May 7 :

Reading:

"On suffering and structural violence" by Paul Farmer

Thursday, May 9:

Reading and Class presentation #10: Ch. 16: Health, Illness, Body and Culture

Week 16 (12-18 May): **Cultural Dynamics: Tradition and Change**

Monday: **Quiz # 13 on D2L by 11: 59 PM (on Ch. 11)**

Tuesday, May 14 :

Reading:

Ch. 12: Cultural Dynamics: Tradition and Change

Thursday, May 16: Last day of class: Course evaluation; (yes, attendance is required)

Instructor Policies: To foster a positive learning environment, students may not text, chat, make phone calls, play games, read the newspaper or surf the internet during class time. Students must refrain from disruptive conversations with people sitting around them during lecture. Students observed engaging in disruptive activity will be asked to cease this behavior. Students who continue to disrupt the class will be asked to leave.

Late Submission Policy: I accept late work with the mention that I will subtract 10% of the grade per day for each day after the deadline. For example, if an assignment is worth 10 points, and the student submits it three days after the deadline, the maximum she can receive for this assignment is 7.

Other Policies Concerning Withdraw, Audit, Incompletes: Students can withdraw themselves from the class up until the Official Withdrawal Deadline. Withdrawals 'W' grades will not be given after that deadline. Incomplete 'I' grades will not be offered in this class.

Attendance Requirements/Active Participation

A failure to participate as required may result in loss of financial aid and failure in the class. For every credit hour of your classes you should plan to spend approximately two to three hours outside of class studying each week. [Attendance requirements \(https://www.pima.edu/programs-courses/credit-programs-degrees/attendance.html\)](https://www.pima.edu/programs-courses/credit-programs-degrees/attendance.html)

Course-specific attendance and participation: Arriving late to class is disruptive and disrespectful to me and to your peers..

Key Dates

For class add, drop, and withdrawal dates, go to the "My Schedule" section of MyPima,

found on the Students > Academics MyPima page. Additional semester [Key Dates and Deadlines](https://www.pima.edu/calendars/key-dates-and-deadlines/index.html) (<https://www.pima.edu/calendars/key-dates-and-deadlines/index.html>) are on the Calendar link at the top of PCC webpages.

Student Resources and Policies

Student resources: tutoring, libraries, computer commons, advising, code of conduct, complaint process. [Student resources](https://www.pima.edu/current-students/index.html) (<https://www.pima.edu/current-students/index.html>)

Student policies: plagiarism, use of copyright materials, financial aid benefits, ADA information, FERPA, and mandatory reporting laws at: [Policies](http://www.pima.edu/syllabusresources)
www.pima.edu/syllabusresources

Access and Disability Resources (ADR)

Access and Disability Resources (ADR) can provide accommodations to students with qualifying medical/psychological conditions, disabilities, and pregnancy. For more information: <https://www.pima.edu/current-students/disabled-student-resources/requesting-services/index.html>