

224.11 ANTHROPOLOGY 2: CULTURAL (3 cr.)  
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Providence College  
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### Special Note to Students

It is your responsibility to retain course outlines for possible future use to support applications for transfer of credit to other educational institutions.

### A. COURSE DESCRIPTION

This course will familiarize students with the study of culture within the science of anthropology and with some of the presuppositions of the science. Various unique ways that anthropology approaches the study of culture will be examined. Anthropological insights relating cross-cultural communication to the humanitarian outreach of various organizations will also be discussed.

### B. COURSE OBJECTIVES

Students will:

- a: learn the outlines of the science of anthropology, as a basis for possible further study.
- b: learn specific techniques for observing and understanding people and their culture
- c: learn to better understand their own and other cultures and how to creatively communicate cross-culturally

### C. TEXTS REQUIRED

Richley H. Crapo. Cultural Anthropology: Understanding Ourselves and Others. New York: McGraw Hill, 2000.

### D. FOR COMPARISON- on reserve in the library

Bonvillain, Nancy and Brian Schwimmer. 2009. Cultural Anthropology (Canadian Edition). Toronto: Pearson.

Stephen A. Grunlan and Marvin K. Mayers. Cultural Anthropology. Grand Rapids: Academic Books. 1988.

Paul G. Hiebert. Cultural Anthropology. Grand Rapids: Baker, 1983.

Charles H. Kraft. Anthropology for Christian Witness. New York: Orbis, 1996.

Miller and Van Esterik. Cultural Anthropology. Toronto: York U. 2000.

### E. TEXTS OF INTEREST

Daniel G. Bates. Cultural Anthropology. Toronto: Allyn & Bacon, 1999.

Carol R. Ember and Melvin Ember. Cultural Anthropology. Upper Saddle River, N.J.: Prentice Hall, 1999.

### F. COURSE REQUIREMENTS

Each of you should read the required material before each class and be prepared to discuss it. Every one of you is expected to write two papers individually and one in a group for this course.

In each of the two individually written papers you are to compare a chapter of the Crapo text with parallel chapters from two (2) different TEXTS FOR COMPARISON. One paper should be on a topic from the first part of the course (**one of the following six**: What is Culture: History and Background of Anthropology: Anthropological Technique: Life Cycle: Social Organization: Adapting to the Environment), the other on a topic of your choice from second half of the course (**one of the following six**: Economics and Culture: Marriage and Family: Kinship and Descent: Politics and Culture: Religion and Culture: Culture and Personality). In the beginning of each paper you should state what it is that you will be comparing and why you chose the topic. Comment on the text's usefulness to you, ease of access to information, the different points of view and agendas of the authors, the advantages and liabilities of

the each author, and whatever other criteria you find important for comparison and discussion. Give examples from the texts to illustrate your points. These papers can be of whatever length you choose (but not less than 1000 words). Express your thoughts clearly. Each of these papers 15% of your final mark, total 30%. Due in class Feb. 11 & March 18. Be sure to include title page and bibliography for these two papers and for your major group paper.

For the group paper you will be divided into several teams (of not more than 4 people per team) according to interest. Each team will research a specific ethnic group, either local (by personal contact), or international (through the literature). In your report I expect you, after carefully describing the culture, to make comparisons to your own culture and remarks on the ease or difficulty of communication between your own culture and the one you study. Each team will also be given class time to make a presentation. This paper will make up 20% of your final mark, and the class presentation a further 10%. This paper should be at least 3000 words, with each of your contributions carefully edited into one paper. In addition to the above minimum, include an appendix with one page journal from each group member detailing how that member has contributed to the paper. **Due in class April 1.**

For the oral classroom presentation you need to either share the presentation responsibilities equally, so that all members have an equal chance for a good mark, or explain to me by note why one or the other of the group is not making as much visible contribution. The presentations are marked by what is visible and audible during the actual class. Presentations should focus on being an interesting visual presentation for the audience and not be merely a reading of the group paper.

A **mid-term, Feb. 25**, will contribute an additional 20% of the final mark. The remainder of your mark will be 20% from a final exam. The mid-term and most of the final exam will be based on readings. Some questions on the final may test your understanding of the classroom group presentations.

Summary of due dates. Feb. 11, paper; Feb. 25, mid term; March 18, paper; Apr. 1, group paper. Class presentation with group and final exam still to be scheduled . All assignments and quizzes will be completed by Apr. 1 at which point class presentations (if any) and the final exam will be all that remain.

## F. COURSE POLICIES

a: Class Attendance Students are expected to be in class in order to benefit from lectures and discussion. You are the loser if you miss classes, and you will be at a disadvantage come exam time because the mid term and final are based on the class lectures.

b: Manuscript Preparation Please use a computer (or typewriter) and double space your text, using one inch margins and a standard sized font. You can use either the APA system or Turabian's A Manual for Writers of Term Papers, Theses, and Dissertations. Be consistent.

c: Research Integrity I expect you to do research honestly. That means, among other things, to not steal other's ideas. Of course we all learn from one another, and I want to encourage cooperation rather than competition, but to use someone else's ideas without properly giving credit is intellectual theft. If you use another's ideas give appropriate credit for them. And, please, also try to have some ideas of your own. But if you steal another's ideas and present them as your own, you risk getting 0% for your paper. In your writing you may have to criticize another. People do not always agree, and sometimes must disagree strongly to defend what we consider a vital matter of fact or point of truth. If you disagree, avoid the temptation to misrepresent your opponent. Try to so faithfully represent his or her position that if they read your criticism they would see their ideas properly presented, not twisted out of shape. Please do not pad your papers with unnecessary verbiage. I value clarity of thought and brevity over volume.

For further information check the academic policy statement in the student handbook.

d: ICTs in Class. Student use of information and communication technologies for purposes other than class note-taking is not allowed in the classroom, as students are expected to give their total attention to class activities. Use of cell-phones or ipods is never appropriate in the classroom, and use of laptop computers to play games, chat with others, browse the internet, or engage material not related to the class is always distracting to classmates and disrespectful to the instructor. Unlike some other post-secondary institutions, Providence has not yet found it necessary to ban laptops from the classroom, or prevent wireless internet access in classrooms. Only judicious use of them will keep it that way.

e: Late Assignments Unless there are unusual and convincing reasons, backed by a written document from your doctor or residence director, late assignments will be penalized at 3 % per day up to a maximum of 7 days. After one week no late assignments will be accepted.

f. <u>Grading</u>	Excellent	A+	4.0	93-100
		A		85-92
		A-		80-84
	Very Good	B+	3.5	77-79
	Good	B	3.0	73-76
		B-		70-72
	Satisfactory	C+	2.5	67-69
	Adequate	C	2.0	63-66
		C-		60-62
	Marginal	D+	1.0	57-59
		D		53-56
		D-		50-52
	Failure	F	0.0	<50

I will evaluate both what you write (content) and how you write it (style).

f. Proposed Class Schedule

First week – Jan. 11, 14

- Introductions to one another and to the course
- Culture - What is it? Crapo ch. 2 [2]

Second week – Jan. 18, 21- Anthropology - overview Crapo ch. 1 [1]

- Anthropology - background, techniques Crapo ch.1 [1]

Third week – Jan. 25, 28

- Life cycle and social organization Crapo chs.8a(262-75).& 9 [3 & 4]
- (Discussion and presentations)

Fourth week – Feb. 1

- Adapting to the environment Crapo ch. 13 [6]
- Economics Crapo ch. 12 [8]

Fifth week – Feb. 8, 11 - Marriage and the family Crapo ch. 10 [9]

- **first assignment due Feb. 11.**

Sixth week – Feb.18

- Kinship and descent Crapo ch. 8b(275-95) [10]

Seventh week – Feb. 22, 25

- Politics and culture Crapo ch. 11 [11]
- Mid term Feb. 25.**

Eighth week – Mar. 8, 11 - possibility of a workshop

- Religion and culture Crapo ch. 6 [13]
- Culture, personality Crapo ch. 4 [14]

Ninth week – Mar. 15, 18 – Culture and Emotion

- second assignment due Mar. 18.**

Tenth week – Mar. 22, 25 – Culture and Power

Eleventh week - Mar. 29, Apr. 1 – Presentations (and/or discussion of outstanding issues)

- group papers due Apr. 1.**

Twelfth week – Apr. 5, 8 – Presentations (and/or discussion of outstanding issues)

Thirteenth week- Apr. 6, 9- Presentations (and/or discussion of outstanding issues)