



## INTRODUCTION TO CULTURAL ANTHROPOLOGY **ANTH 1301**

Anthropology—Fall 2021  
Sul Ross State University  
**Lecture: MWF 9:00 a.m. – 9:50 a.m.**  
Room: (Lawrence Hall) LH 303



**Course Instructor:** Dr. Bryon Schroeder  
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Office Hours: W 2-3:00 p.m.

### **Course Description:**

Anthropologists study everything from million-year-old fossilized remains of our earliest human ancestors in Africa to 20th-century buildings in present-day New York City. In this broad field of study, cultural anthropology unites the discipline and focuses it on the wide biological and cultural diversity of humans. This course introduces students to the scientific study of human cultural and biological variation across the globe.

### **Student Learning Outcomes (SLOs)**

- 1.) The students will be able to describe and understand the basic objectives of cultural anthropology.
- 2.) The students will acquire a basic vocabulary for discussing important issues within cultural anthropology and neighboring social sciences like race, gender, sexuality, kinship, inequality, material culture, religion, and ritual.
- 3.) The students will be able to demonstrate knowledge of basic methods used by cultural anthropologists.

### **Goals and Objectives:**

This course aims to familiarize students with the historical development, methods, associated terms, and current objectives of cultural anthropology. This approach provides a foundation for students planning on pursuing anthropology or its subdisciplines but is taught with the non-specialist in mind. Anthropology is the only discipline that holistically studies humans in every time and place, and understanding the basic concepts is critical for today's multicultural global world.

### **Required Text:**

2017 Peoples, James and Garrick Bailey. *Humanity* Eleventh Edition. Cengage Learning, Boston (scanned and accessible on Blackboard).

2019 King, Charles. *Gods of the Upper Air: how a circle of renegade anthropologists reinvented race, sex, and gender in the twentieth century.* Anchor Books, New York.

2016 Kelly, Robert L. *The Fifth Beginning: what six million years of human history can tell us about our future.* University of California Press, Oakland.

**Any additional readings will be assigned on the Blackboard webpage for this class, and students will be instructed on how to access this material.**

## Grades:

Percentage	Points	Letter Grade	GPA Value
100 – 90	650 - 585	A	4.0
89 – 80	584 - 520	B	3.0
79 – 70	519 - 455	C	2.0
69 – 60	454 - 390	D	1.0
59 and below	389 and below	F	0.0

Assignments	Date	Points	% of Grade
Paper 1	September 15 <sup>th</sup>	100	
Paper 2	October 15 <sup>th</sup>	100	46.2 %
Paper 3	November 12 <sup>th</sup>	100	
In Class Reading discussions	Week 13 - 16	(15 points) 150	23.1 %
Final Paper	Dec 8 <sup>th</sup> by Midnight	200	30.7 %
<b>650 total points</b>			<b>100.00</b>

## Assignments:

**Papers:** Your writing will be used to gauge your understanding of anthropological subject matter. Instead of tests, you will write 4 total 5 page papers on each of the subjects outlined in the table below.

Paper 1 (due 9/17)	Paper 2 (due 10/15)	Paper 3 (due 11/12)	Final Paper (due 12/8)
What is culture, where do we get it, why are there different cultures? How do we acquire culture?	What is race? Argue the reality of the social construct model Vs. the inherited model.	How does a group's economic purist affect their culture?	Focus on one of the anthropologists in King's book. How did they advance the discipline? How does their work impact the modern world?
<i>**Individual rubrics will be handed out/posted to blackboard a month before each paper before is due.</i>			

**In-class Discussion (Weeks 13-16):** Your views on the reading is important as is your understanding of the material. There will be In-class discussions on both of the assigned books. These books tackle complicated topics in anthropology that should easily stimulate discussions.

## CLASS POLICIES

**The Bryan Wildenthal Memorial Library:** Offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, [library.sulross.edu](http://library.sulross.edu). Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or phone (432-837-8123).

**Technology Policy: Cell phones must be silenced and put away during class.** You can take notes using whatever method suits you. If you plan to use a laptop or tablet to take notes or access class material, you must turn off the wi-fi function; you cannot surf the web: please read this article <https://www.nytimes.com/2017/11/22/business/laptops-not-during-lecture-or-meeting.html>. Please do not let your use of technology become a distraction to other students.

**Academic Integrity:** Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Sul Ross State University academic dishonesty policy is addressed at length in the student conduct and discipline chapter of the student handbook (<http://www.sulross.edu/page/2454/student-handbook>). I will not tolerate academic dishonesty in this class.

**Grievances:** If a student has a grade dispute or dislikes a topic covered in class, please come to assigned office hours and discuss the issue with me. The procedures for student grievances outside of course content or grades are outlined in the student grievance procedure. ([http://www.sulross.edu/sites/default/files/sites/default/files/users/docs/president/chapter\\_4.07\\_student\\_grievance.pdf](http://www.sulross.edu/sites/default/files/sites/default/files/users/docs/president/chapter_4.07_student_grievance.pdf))

**Absences:** Three absences will be allowed; absent students will need to obtain lecture and class discussion notes from a fellow student. It is your responsibility to let me know ahead of time when you will be absent. Any absence beyond that will deduct half a letter grade for each absence beyond the allowance. If six or more classes are missed, you will be dropped and receive an F for the course. Regular attendance and punctuality are expected. Absence policies are outlined on page 2 <http://www.sulross.edu/sites/default/files/sites/default/files/users/docs/stulife/academic.pdf>

**ADA Compliance:** The university is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartze-Grisham, M. Ed., L.P.C., in Counseling and Accessibility Services, Ferguson Hall, Room 112. The phone number is: 432-837-8203; Email: [mschwartz@sulross.edu](mailto:mschwartz@sulross.edu).

**Classroom Climate of Respect:** Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

**Diversity Statement:** "I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you."

## Tentative Class Schedule Fall 2021

<b>Week 1</b>	8/23	<b>Class 1: <u>Introduction to Class</u></b> <i>Introduction and review of the syllabus</i>	<b>Reading</b> Chapter 1 - <i>Humanity</i>
	8/25	<b>Class 2: <u>The Study of Humanity</u></b> <i>Introduction to anthropology</i>	
	8/27	<b>Class 3: <u>What is Culture?</u></b> <i>Definition of culture</i>	
<b>Week 2</b>	8/30	<b>Class 4: <u>Cultural Knowledge</u></b> <i>Norms, values, symbols</i>	<b>Reading</b> Chapter 2 - <i>Humanity</i>
	9/1	<b>Class 5: <u>Biology and Culture.</u></b> <i>Behavior and cultural differences</i>	
	9/3	<b>Class 6: <u>Language and Culture</u></b> <i>Behavior and cultural differences</i>	
<b>Week 3</b>	9/6	<b>NO CLASS: Labor Day</b>	<b>Reading</b> Chapter 3 - <i>Humanity</i>
	9/8	<b>Class 7: <u>Language as a Reflection of Culture</u></b> <i>Behavior and cultural differences</i>	
	9/10	<b>Class 8: <u>Cultural Diversity</u></b> <i>Behavior and cultural differences</i>	
<b>Week 4</b>	9/13	<b>Class 9: <u>Globalization</u></b> <i>Behavior and cultural differences</i>	<b>Reading</b> Chapter 4 - <i>Humanity</i>
	9/15	<b>Class 10: <u>Effects of European Expansion</u></b> <i>Behavior and cultural differences</i>	
	9/17	<b>Class 11: <u>In Class Discussion</u></b> <i>1<sup>st</sup> Paper due by midnight.</i>	
<b>Week 5</b>	9/20	<b>Class 12: <u>Development of Anthropological Thought</u></b> <i>19<sup>th</sup> century thought</i>	<b>Reading</b> Chapter 5 - <i>Humanity</i>
	9/22	<b>Class 13: <u>Development of Anthropological Thought</u></b> <i>20<sup>th</sup> century thought</i>	
	9/24	<b>Class 14: <u>What is Race?</u></b> <i>Anthropological thought in the 21<sup>st</sup> century</i>	
<b>Week 6</b>	9/27	<b>Class 15: <u>A Brief Foray into Human Evolution</u></b>	<b>Reading</b> Chapter 6 - <i>Humanity</i>
	9/29	<b>Class 16: <u>The Emergence of Human Cognition</u></b>	
	10/1	<b>Class 17: <u>Ethnographic methods</u></b> <i>Fieldwork</i>	
<b>Week 7</b>	10/4	<b>Class 18: <u>Ethnographic Examples:</u></b> <i>Dobe Ju/'Hoansi</i>	<b>Reading</b> Chapter 9 - <i>Humanity</i>
	10/6	<b>Class 19: <u>Ethnographic Examples:</u></b> <i>The Nacirema</i>	
	10/8	<b>Class 20: <u>Marriage and Families</u></b> <i>Postmarital residence patterns</i>	
<b>Week 8</b>	10/11	<b>Class 21: <u>Economic Systems</u></b> <i>Introduction to economic systems</i>	<b>Reading</b> Chapter 8 - <i>Humanity</i>
	10/13	<b>Class 22: <u>Reciprocity and Economic Markets</u></b> <i>Foundation</i>	
	10/15	<b>Class 23: <u>In Class Discussion</u></b> <i>2<sup>nd</sup> Paper due by midnight</i>	

<b>Week 9</b>	10/18	<b>Class 24: Kinship and Descent</b> <i>Postmarital Residence Patterns</i>	<b>Reading</b> Chapter 10 and 11 - <i>Humanity</i>
	10/20	<b>Class 25: The Construction of Kinship</b>	
	10/22	<b>Class 26: Gender Perspectives</b>	
<b>Week 10</b>	10/25	<b>Class 27: Political Organization</b> <i>Bands → States</i>	<b>Reading</b> Chapter 12 - <i>Humanity</i>
	10/27	<b>Class 28: Power Vs. Prestige</b> <i>Where does Authority come from?</i>	
	10/29	<b>Class 29: Social Inequality</b> <i>Egalitarian → Stratified Society</i>	
<b>Week 11</b>	11/1	<b>Class 30: Class Systems</b> <i>The Emergence of Class Systems</i>	<b>Reading</b> Chapter 14 - <i>Humanity</i>
	11/3	<b>Class 31: Theories of Inequality</b> <i>Where does Inequality come from?</i>	
	11/5	<b>Class 32: Religion and Worldview</b> <i>Defining Religion</i>	
<b>Week 12</b>	11/8	<b>Class 33: The Mexica Movement</b>	<b>Reading</b> Kelly: <i>The Fifth Beginning</i>
	11/10	<b>Class 34: Chapters 1 and 2</b>	
	11/12	<b>Class 35: In Class Discussion:</b> <i>3<sup>rd</sup> paper due</i>	
<b>Week 13</b>	11/15	<b>Class 36: Chapters 3 and 4</b>	<b>Reading</b> Kelly: <i>The Fifth Beginning</i>
	11/17	<b>Class 37: Chapters 5, 6, and 7</b>	
	11/19	<b>Class 38: Chapters 1 and 2</b>	
<b>Week 14</b>	11/22	<b>Class 39: Chapters 2 and 3</b>	<b>Reading</b> King: <i>Gods of the Upper Air</i>
	11/24	<b>NO Class: Thanksgiving Break</b>	
	11/26	<b>NO Class: Thanksgiving Break</b>	
<b>Week 15</b>	11/29	<b>Class 40: Chapters 4 and 5</b>	<b>Reading</b> King: <i>Gods of the Upper Air</i>
	12/1	<b>Class 41: Chapters 6, 7, and 8</b>	
	12/3	<b>Class 42: Chapters 9, 10, and 11</b>	
<b>Week 16</b>	12/6	<b>Class 43: Chapters 12, 13, and 14</b>	<b>Reading</b> King: <i>Gods of the Upper Air</i>
	12/8	<b>FINAL EXAM: Final Paper Due</b>	