

Eastern Illinois University
ANT 2200G Introduction to Anthropology
Spring 2024

Section 001: TR 12:30-1:45 PM

Blair Hall 1165

Section 002: TR 2:00-3:15 PM

Blair Hall 1165

Catalog Description: A comparative and scientific study of world cultures. Includes origins and development of human culture and the study of contemporary societies and their ways of life. Credits: 3

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Student Hours: TR 11-11:30; W 12-3 & by appt



The purpose of anthropology is to make the world safe for human differences.

--Ruth Benedict

Anthropology demands the open-mindedness with which one must look and listen, record in astonishment and wonder that which one would not have been able to guess.

--Margaret Mead

Introduction

People sometimes think of anthropology as the study of exotic people who live in faraway places, and “culture”—one of anthropology’s key concepts—as something that dictates the actions of those “others.” This course will challenge both of these assumptions as we uncover what anthropology can teach us about being human. We will explore the diversity of cultural practices and beliefs in the world and learn how anthropologists develop an understanding of human cultures, through hands-on practice of ethnographic research techniques.

Learning Objectives

This course helps students achieve the goals of general education courses as follows:

1. Understanding humans from a holistic point of view, which combines biological, cultural, social and linguistic aspects of humanity. **(critical thinking)**
2. Understanding that the concept of race is a cultural construct rather than a biological reality. Learning to recognize the problems with the ways this term is often used in our society. **(critical thinking, citizenship)**
3. Learning about the diversity of human cultures and developing greater understanding of why differences exist and tolerance for the differences that do exist. **(critical thinking, global citizenship)**
4. Learning to appreciate the creativity and resourcefulness of humans throughout the world as they have adapted to their environments. **(global citizenship)**
5. Learning to respect other societies and their cultural systems to the point that the student will understand that other societies have much to teach us. **(citizenship)**
6. Learning to avoid ethnocentric ideas. Becoming aware of the results of imposing ideas from our cultural system on others. Learning to recognize such impositions by the U.S. and other modern nations. **(global citizenship)**
7. Understanding of human biological and cultural universals; understanding those features which create a common humanity **(critical thinking, citizenship)**
8. Learning to appreciate our place in nature. Learning about the interactions between culture and environment and how they affect one another. Learning to understand how we can live in better harmony with our environment. **(critical thinking, citizenship)**

9. Becoming aware that tensions between societies and ethnic groups may be the result of misunderstandings between groups with different cultural systems. (**citizenship**)
10. Becoming aware of the globalization of culture and learning about its effects on other nations and on tribal societies. (**critical thinking, global citizenship**)
11. Writing papers which discuss important issues in U. S. society and involve comparisons to other cultural systems (**writing ability, critical thinking, citizenship**)

| Assigned Readings | |
|--|--|
| <i>Students are responsible for obtaining print texts through the Textbook Rental Service.</i> | |
| Wesch, Michael. 2018. <i>The Art of Being Human</i> . Manhattan, KS: New Prairie Press. Free online text available at anth101.com, or download a PDF at newprairiepress.org. A paperback version is also available for those who prefer to purchase a print book (but not through Textbook Rental). Links to these options on D2L. | |
| Fadiman, Anne. 1998. <i>The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures</i> . New York: Farrar Straus & Giroux. [Set#07.847 at Textbook Rental] | |
| Abu-Lughod, Lila. 1999 [1986]. <i>Veiled Sentiments: Honor and Poetry in a Bedouin Society</i> . Updated Edition. Berkeley: University of California Press. [Set #07.843 at Textbook Rental] | |
| Additional assigned readings are located in our weekly course modules on D2L. You are responsible for viewing, downloading, or otherwise obtaining these. Contact me as soon as possible if you have any difficulties in accessing assigned course materials. | |

| Graded Requirements | Pts |
|--|------------|
| Quizzes: Quizzes will be administered for most (but not all) course modules, and automatically graded online through D2L. The quizzes focus on assigned readings and films. (10 @ 10 pts each; note that there are 11 quizzes but Quiz 1 is a bonus syllabus quiz) | 100 |
| Exercises: There will be five in-class exercises this semester, to illustrate class concepts or to allow you to practice skills needed for the Field Report project. These can be made up in the event of an absence, though some makeups will be in an alternative format. Exercises are listed in bold type on the the class schedule. (5 @ 10 pts each) | 50 |
| Exams: Exams draw on course readings, lectures, films, in-class exercises, and any other material covered in class, including discussions. Format includes multiple choice, true/false, matching, short answer, and essay. Exams are listed in bold type on the class schedule. You may use one double-sided 8.5" x 11" sheet of notes (handwritten, except in the case of disability accommodations) during the exam. (3 @ 50 pts each) | 150 |
| Field Report: In this project, you will use the ethnographic technique of <i>participant observation</i> , to describe and interpret a cultural "scene" drawn from your everyday life—something that that you personally experience during this academic term. Project has two components: a <u>proposal</u> (25 pts), and the <u>final field report</u> (75 pts). Additional instructions and preparation will be provided. | 100 |
| TOTAL | 400 |
| Grading Scale: A=100-90%, B=89-80%, C=79-70%, D=69-60%, F=below 60% (Note: I follow standard rounding procedure: 89.5 or above rounds to 90%, etc.) | |

Policies

You are responsible for reading and following the policies below.

Academic Integrity: I expect students to maintain principles of academic integrity and conduct as defined in I expect students to maintain principles of academic integrity and conduct as defined in EIU's Student Conduct Code: <http://www.eiu.edu/judicial/studentconductcode.php>. Any work you submit for this class must be your own original work. **I will not tolerate plagiarism or academic dishonesty.** This includes:

- misrepresenting another's work as your own (from the Internet, Wikipedia, or elsewhere);
- submitting work you already did for another class without prior express approval;
- quoting or closely paraphrasing a source without citing the source;
- use of an AI generator such as ChatGPT, Bard, iA Writer, DALL-E, etc. (the one exception is Grammarly, for checking grammar and writing style). Since your final field report is based on original research only, it is not appropriate to use any information generated from AI.

Any assignment that is found to have been plagiarized or to have used unauthorized AI tools may receive a zero and/or be reported for academic dishonesty. I'd much rather learn from your original work than put us through this process. *Please note:* Eastern Illinois University is committed to the learning process and academic integrity that is defined in the Student Conduct Code (1.1). To encourage original and authentic written work, any written assignment created in this course may be submitted for review to Turnitin.com (which includes an AI detection tool) and will become a searchable document with the Turnitin-protected and restricted use database.

Assignments: Written assignments should be submitted over D2L in the drop box for that assignment. Always save a backup copy of your work on a flash drive or cloud server.

I encourage you to use **EIU's Writing Center** located at 3110 Coleman Hall. This free service provides one-to-one conferences with consultants who can help you brainstorm, organize, develop support, document your papers, and fix your sentences (they don't proofread or edit). The Writing Center does in-person and online appointments: call 217.581.5929 or visit <http://castle.eiu.edu/writing/>.

Attendance: The university requires me to take attendance for record-keeping purposes. However, I do not assign points for attendance because this practice tends to harm students with disabilities as well as others. That said, there is no way to succeed in this class without regular attendance and participation in class. **I do not post lecture notes or slides to D2L. Only students with documented disability accommodations will receive lecture materials.** If you know you will miss a class in advance, please arrange to get notes from a classmate. Once you have the notes you missed, I will gladly meet with you to answer any additional questions.

Citation: Your main written assignment, the Field Report, is based on firsthand experience, so you should not be using any outside sources. The data from your own participant observation is considered primary source data.

Class Environment and Discussion Etiquette: As a learning community with diverse individual beliefs, backgrounds, and experiences, we have a responsibility to listen to and engage each other with respect and not to participate in or condone harassment or discrimination of any kind. Such actions disrupt the learning environment, and therefore violate the EIU Student Conduct Code, Standard 1d. The entire Student Conduct Code can be found at <http://www.eiu.edu/judicial/studentconductcode.php>.

Confidentiality of Information Shared by Learners: EIU does not guarantee the confidentiality of information shared by learners in the course environment. Students should not share any confidential information from employers unless explicitly released for public use.

Electronic Writing Portfolio (EWP): Class papers longer than 750 words (approx. 3 pages) are eligible for

EWP, so your final field report is perfect for this. For more information, visit <http://www.eiu.edu/assess/ewpmain.php>.

Facebook Group: If you are on Facebook, you can join the Anthropology@EIU Facebook Group! This group is for current and past students of anthropology at EIU, and we post relevant news items, discussion topics, and upcoming events there.

Forms of Address/Pronouns: Please address me as **Doctor** Glaros or **Professor** Glaros, **NOT** as Miss Angela, Miss or Ms. Glaros, or Mrs. Glaros. My pronouns are she/her/hers. Please let me know your pronouns, and whether I need to change or update your name as it is listed on my class list. I will make every effort to use your correct name and pronouns.

Late Work: My late policy is flexible but not without limits. You will notice that your assignments and quizzes on D2L have due dates to help you plan your work, but also an “end date” that is generally **two weeks** later, though this depends on the nature of the assignment. You can submit your assignment before that end date without losing any points. If you find yourself needing additional time, please contact me to make other arrangements.

Makeup Exams: If you know in advance that you will miss a scheduled exam, contact me **before** the exam to make alternate arrangements. If you miss an exam due to a documented emergency, contact me as soon as you can following the emergency to arrange for a makeup exam. Exams should be made up within a week of the original exam date whenever possible.

Response Time: I check my e-mail frequently from Monday at 8 AM to Friday at 12 PM. You can anticipate a 24 to 48-hour response time from me during this time. I will try to respond to all weekend (Friday afternoon through Sunday night) e-mails by the following Monday afternoon, if not earlier. Please keep this time frame in mind when asking questions about assignments. Make sure to read assignment instructions ahead of time so you can get your questions answered in time.

Sexual Harassment and Misconduct: Eastern Illinois University prohibits relationship violence, stalking, sexual assault, sexual harassment, and other forms of sexual misconduct in any of its employment situations or educational programs and activities (see <https://www.eiu.edu/mandatedinformation/assault.php>). It is the responsibility of faculty chairpersons, administrators, and supervisors to inform the appropriate offices about potential instances of sexual harassment. All other faculty and staff are expected to report these incidents as well. Employees who are not required to report include those who work in the Counseling Clinic and Medical Clinic. Students are encouraged to contact the confidential advisor, located in the Counseling Clinic, who is able to provide support and advocacy, and explore options.

Students who need to file a complaint have multiple options:

- The University Police Department (UPD) Phone: (217) 581-3212 (911 if an emergency). UPD office is open daily until 4:30 p.m.; officers are on duty 24 hours.
- The Office of Civil Rights and Diversity -Title IX Coordinator 1011 Old Main Phone: 581-5020 Hours: Open M-F from 8 a.m. to 4:30 p.m., and by appointment.
- The Office of Student Accountability and Support: University Union –Lower Level Phone: 581-3827 Hours: Open M-F from 8 a.m. to 4:30 p.m.
- SACIS (Sexual Assault Counseling and Information Services) is our community sexual assault services provider. Webpage: <https://www.sacis.org/> Phone hotline: 1-888-345-2846; office phone (217) 348-5033.
- Charleston City Police (for incidents occurring off campus): 614 6th Street Phone: [\(217\) 348-5221](tel:2173485221) (911 if an emergency).

The Interpersonal Violence Awareness Team’s website has more helpful resources and information: <https://www.eiu.edu/sexualassaultresources/>. EIU has an incident reporting form here: https://cm.maxient.com/reportingform.php?EasternIllinoisUniv&layout_id=5.

Student Hours (also known as Office Hours): My student hours are posted on the first page of this syllabus. If my posted hours do not work for you, you can also make an appointment (virtual or in-person) at another

mutually convenient time.

Students with Disabilities: Students with documented disabilities who need accommodations to participate fully in this class should contact the Office of Student Disability Services (OSDS) (www.eiu.edu/disability/). All accommodations must be approved through OSDS. To make an appointment, e-mail studentdisability@eiu.edu, call 217.581.6583, or visit the office at McAfee Gym, Room 1210.

Student Success Center: Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center conducts workshops and provides individualized consultations. To make an appointment, call 217.581.6696, visit the office at McAfee Gym, Room 1301, or consult the website at <https://www.eiu.edu/success/>.

Technical Assistance: If you need technical support for D2L, contact EIU User Services at 217.581.4357 or email support@eiu.edu. If you are experiencing technical difficulties that will affect your ability to complete class assignments, it is still your responsibility to complete assignments on time, using computers at Booth Library or other campus resources. Contact me as soon as possible if technical difficulties are interfering with your ability to do class work.



Fire Statement

In case of fire, activate the fire alarm and exit the building. When a fire alarm sounds, everyone must exit the building and cannot re-enter the building until allowed by the building coordinator or fire department official. Fire alarms are located at the north and south ends of the corridors just inside the fire doors. The closest exits for all classrooms in Blair are on the north and south ends of the building. Under no circumstance should the elevator be used. Group assembly areas for all classes in Blair are either on the patio area between Blair and Old Main or on the southeast corner of the North Quad. As you exit the building, continue moving well away from the exits so that you do not impede the progress of other students or the work of fire officials. Move a safe distance away from the building.

Medical Emergency Statement

For medical emergencies, go to the nearest phone and call 911. During normal business hours (8-12 & 1-4:30), the Sociology Office (Blair 3170) has a phone you can request to use. Be sure to state the floor and room number of the emergency to the 911 operator. If possible, someone should go to the central entrance of Blair Hall to direct EMS personnel to the medical emergency scene. If the medical emergency is on the second or third floor, someone else should hold the elevator on the first floor for EMS use.

Tornado Statement

In case of a tornado warning, proceed to the center of the hallway on the first floor, near the posted severe weather signs. Under no circumstances should you attempt to leave the building.

Class Schedule

(subject to change; check e-mail and D2L before class)

| Wk | Date | Lecture Topic/Film/Exercise | Assignments/Readings (to be read before class) |
|----|--------|--|--|
| 1 | Jan 9 | Introduction | |
| | Jan 11 | Race & Human Difference | <i>Art of Being Human</i> , Introduction & Lesson 3.1 |
| 2 | Jan 16 | Race & Human Difference | <i>Art of Being Human</i> , Lesson 6.2; AAA Statement on Race (D2L) Q1 |
| | Jan 18 | Culture | <i>Art of Being Human</i> , Lessons 1 & 2; Bohannon, "Shakespeare in the Bush" (D2L) |
| 3 | Jan 23 | Participant Observation Exercise | Q2 |
| | Jan 25 | Ethnography/Human Subjects/Research Ethics | Rosaldo, "Ethical vs. Cultural Relativism" (D2L) |
| 4 | Jan 30 | **No class** | |
| | Feb 1 | Language | <i>Art of Being Human</i> , Lesson 4 Q3 Field Report proposals due Feb 4 |
| 5 | Feb 6 | Film: <i>The Linguists</i> | |
| | Feb 8 | Food | Sutton, "When in Greece..." (D2L) Q4 |
| 6 | Feb 13 | Exam 1 | |
| | Feb 15 | Economic & Political Systems | <i>Art of Being Human</i> , Lessons 5.1 & 8/Begin <i>Spirit Catches You</i> Q5 |
| 7 | Feb 20 | Gift Economies/Cargo Cults Kula Ring Exercise | "In John They Trust" (D2L link) |
| | Feb 22 | Kinship Kinship Exercise | Q6 |
| 8 | Feb 27 | Marriage | <i>Art of Being Human</i> , Lesson 6.3 |
| | Feb 29 | Religion & Ritual | <i>Art of Being Human</i> , Lesson 7.3 (7.1 supplemental); Bowen, "Rituals of Transition" (D2L) |
| 9 | Mar 5 | Body | Q7 |
| | Mar 7 | Health & Healing | <i>Art of Being Human</i> , Lessons 3.2 & 10 |
| 10 | Mar 12 | Death | Metcalf, "Death Be Not Strange" (D2L) |
| | Mar 14 | Exam 2 | Finish <i>Spirit Catches You</i> before Exam 2 |
| | | **Mar 18-22 Spring Break** | |
| 11 | Mar 26 | Thick Description Exercise (bring field notes) | |
| | Mar 28 | Gender & Sexuality | <i>Art of Being Human</i> , Lesson 6.1/Begin <i>Veiled Sentiments</i> |
| 12 | Apr 2 | Film: <i>Guardians of the Flutes</i> | Q8 |
| | Apr 4 | Gender, Seclusion & "Separate Spheres" | |
| 13 | Apr 9 | Politics of the "Veil" | Abu-Lughod, "Do Muslim Women Need Saving?" (D2L) Q9 |
| | Apr 11 | Environment | "The Role of Indigenous Peoples in Combating Climate Change" (D2L) |
| 14 | Apr 16 | Film: <i>The Anthropologist</i> | |
| | Apr 18 | Music/Thick Listening Exercise | "Pygmies and Psycho" (D2L) Q10 Field report due Apr 21 (turn in earlier for feedback) |
| 15 | Apr 23 | Tourism/Film: <i>Framing the Other</i> | |
| | Apr 25 | The Future of Anthropology | <i>Art of Being Human</i> , Lessons 5.2 & 9; Cox, "Why Anthropology?" (D2L) Q11 |
| 16 | | Sec 001 Exam 3: Wed 5/1 8-10 AM Sec 002 Exam 3: Thurs 5/2 10:15 AM-12:15 PM | Finish <i>Veiled Sentiments</i> before Exam 3 EWP submissions due May 3 |

