

York College
The City University of New York
YECA – Department of Health Professions

ANTH 101: Introduction to Cultural Anthropology
Fall Term 2019
Instructor: Aysha Jawed, LCSW-C, MSW, MPH
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Email: ajawed@york.cuny.edu
Office Hours: By appointment
Section CCE: 3 credits, 3 hours

Meeting Time: Combination of in-person and online sessions (hybrid course)
There will be one section of this class: ECI1. During in-person sessions - Students will meet on Mondays and Fridays from 2:00 pm to 3:30 pm

In-Person Class Location: Room 1C03

A Note on Taking Web-Based Courses: Please note that this is a hybrid course with sessions that will occur both in-person and online. Most course materials, activities, and interactions will be through CUNY Blackboard with the exception of several in-person sessions. Since we will be interacting both in-person and online during the course, it is imperative that students are aware of the expectations with taking a hybrid course (e.g. logging onto the course site to participate and access class resources routinely as well as submitting assignments on time, etc.) and should have a working knowledge of educational technology (e.g. Blackboard, Microsoft Office, etc.). Poor or limited internet connectivity will not be accepted as a valid excuse for lack of participation or late submission of assignments. Students should seriously consider these skills, demands, and requirements before deciding to stay enrolled in this hybrid course.

Course Description/Purpose: This course is designed to introduce the novice learner to an overview of cultural anthropology and illustrative material drawn from ethnographic studies from cultural communities. The course will provide students with an opportunity to learn about past, present, and future central cultural anthropology concepts and to apply methods of ethnography and assessment to develop cultural sensitivity, competency, and appreciation across a wide range of diverse populations.

Course Objectives

By the end of this course, students will demonstrate ability to:

- 1) Describe features of cultural anthropology that transcend multiple cultures
- 2) Describe from a historical perspective the contributions of cultural anthropology
- 3) Access information from reliable internet sources as well as psychosocial and research databases that are used in cultural anthropology
- 4) Explain determinants of culture from a global perspective that include environmental, social, behavioral, and biological/physiological ones
- 5) Describe terms that help define the culture of different communities
- 6) Differentiate between cultural, ethical, legal, political, and psychosocial considerations in cultural anthropology
- 7) Discuss challenges facing the field of cultural anthropology and the nation in the 21st century

Methods of Instruction

Class lectures
Discussion board postings
Textbook

Required Textbook

Smith, S. & Young, P.D. (2012). Cultural Anthropology: Understanding a World in Transition (2nd Ed.). BVT Publishing, LLC: Redding, CA.

- Please treat class lectures, discussion board activities, and assigned readings from textbook and journal articles as separate sources of learning.
- The required text is referred to as "Smith & Young" in this syllabus
- Additional papers/articles will be posted on Blackboard for reading
- For students interested in renting texts vs. buying them for the semester: www.chegg.com
- Some publishers offer an electronic version of the text that is more affordable than a hard copy version. Please check directly with the publisher for this option (i.e. www.coursesmart.com)

Course Requirements

Reflection Papers (30%): Students will assess diverse cultures from class lectures and readings pertaining to concepts of cultural anthropology that involve psychosocial, ethical, economic, political, religious, and spiritual considerations. Please see schedule of classes for reflection paper topics and accompanying due dates. Each reflection paper is worth 15 points for a total of 30 points across both papers which ultimately comprise 30% of the overall weighted course grade.

1st Reflection Paper: Select a culture of interest to you. Reflect on how religious, spiritual, political, ethical, and social factors (at least 3) help define this culture. Length of paper will range from 1 to 2 pages. Please submit assignment through Blackboard by midnight on October 4th. Rubric to guide integration of essential elements in your paper is below:

Outstanding (9-10 points): This paper clearly identifies the culture that will be discussed in the paper and offers a general overview of the different factors that help define this culture. The paper demonstrates a comprehensive knowledge and understanding of the culture. Overall the paper demonstrates insight and critical thinking by reflecting and appreciating the diverse features that represent this culture.

Accomplished (6-8 points): This paper introduces the culture that will be the essence of this paper and provides a description of the culture. The paper presents 2-3 factors that help define this culture and demonstrates knowledge and understanding of the culture.

Emerging (under 6 points): This paper states the culture and reports 1-3 factors that help define this culture. The paper demonstrates a basic knowledge and understanding of the culture.

2nd Reflection Paper: Review the pertinent components that characterize a specific culture. Reflect on how 3 of these features can be used to address resource limitations in a community through a comprehensive understanding of the culture within the parameters of the community's government and

economy. Please submit assignment through Blackboard by midnight on November 11th. Rubric to guide integration of essential elements in your paper is below:

Outstanding (9-10 points): This paper clearly identifies and describes the primary components of a specific culture of a community. The paper outlines 3 essential features that are an integral part of the community's culture. The next part of the paper offers a critical reflection on how each identified feature could address resource limitations in a community through a comprehensive understanding of the culture within the parameters of the community's government and economy. The paper concludes with thoughtful consideration of resource limitations that could be identified in a community and recommendations to address these needs in the context of the community's government and economy.

Accomplished (6-8 points): This paper provides an overview of the primary components of a specific culture of a community. The paper states 1-3 essential features that are central to a community and demonstrates analysis of how each feature can be used to address resource limitations in the community. Part of the paper offers consideration for resource limitations within the community's government and economy and provides recommendations to address unmet needs.

Emerging (under 6 points): This paper states components of culture in a community and reports 1-3 essential features that are part of the culture. The paper demonstrates a basic understanding of how each feature can be applied to address resource limitations in the community. There is limited insight on how resource limitations can be addressed in the context of the community's government and economy.

Discussion board postings (20%): There will be one question posted to the class Discussion Board at the conclusion of each week after two sessions. Students have a week following both sessions until midnight before the next Friday session to post a response to the question and respond to at least four postings of their classmates. Discussion board is a platform to engage students in active dialogue with each other on an array of cultural anthropology concepts covered in lectures and readings by providing responses to questions posted and subsequently responding to posts of their classmates which can include asking follow-up questions, offering agreement and/or disagreement supported by analytical and organized commentary, and perspectives based on experiences, ideas, and outside relevant readings. These written exercises are interactive and will train students to begin developing a more global mindset on approaching modern, contemporary issues. Please review the comprehensive schedule of classes for specific topics covered during sessions and due dates for responses to discussion board questions.

Discussion board postings should range between 150 to 300 words. Postings for each week of classes will be worth collectively a total of 5 points (1 point for response to question and 4 points for responses to posts of classmates). Overall discussion board postings will be worth 70 points for the course and will represent 20% of the weighted course grade. To earn maximum credit, responses will reflect thoughtful consideration of implications for cultural anthropology and application of pertinent concepts from lectures and readings. Students will post responses only to the threads provided (primary questions followed by responses of their classmates). To post a response to each thread, click on "Reply" or "Quote," type your response, and then post/submit your message. Please do not begin a new thread. Discussion board postings do not require adhering to specific formatting specifications. However please make sure to proofread your work for grammar and syntax considerations that can make a difference in the articulation of your responses.

Summary of Grade Allocation

Please note that grades will be weighted for each component.

Reflection papers (30 points and represents 30% of final grade)

Discussion board postings (70 points and represents 20% of final grade)

Papers on contemporary issues (200 points and represents 30% of final grade)

Final paper (100 points and represents 20% of final grade)

Please Note:

1) Discussion board questions and subsequent threads will become unavailable after the submission deadline has passed). Students must post to current threads that will be posted at the conclusion of weekly sessions to earn full participation points.

2) Partial credit will not be awarded for individual posts that do not meet the word count requirement and/or do not reveal insight and reflection of course material.

Papers on contemporary issues (30%): Students will explore global topics that are present across multiple diverse communities and transcend at least three cultures across the world. Each paper is worth 100 points for a total of 200 points across both papers and collectively comprise 30% of overall weighted course grade.

Descriptions and Rubrics for Papers on Contemporary Public Health Issues

Assignment 1 – Students will select a global issue impacting at least 3 different communities (could be countries or different communities within the same country). Describe the culture in each community. Comment on the different psychosocial, economic, political, educational, religious, spiritual, and linguistic factors that shape each culture in the community. Identify cultural similarities that unify the communities. Discuss whether there are any unifying factors that could help address the global issue facing all three communities. Integrate literature from the textbook as well as from reliable psychosocial and research databases to synthesize information pertaining to cultural considerations for each community. Length of paper will range between 3 to 5 pages. Please include a reference page using MLA format citing literature from the past 5 years. Please submit assignment through Blackboard by midnight on October 18th. Rubric to guide integration of essential elements in your paper is below:

Outstanding (13-15 points): This paper integrates literature that is relevant to a specific global issue. The paper offers a clear description of each community. The next part of the paper clearly identifies and describes cultural dimensions that characterize each community. The paper then critically reflects on the implications of unifying dimensions that transcend all three communities on this global issue. Last part of the paper offers feasible recommendations for future efforts to address the issue.

Accomplished (10-14 points): This paper demonstrates selection of literature relevant to a specific global issue. The paper focuses on three communities and demonstrates understanding of the cultural dimensions for each community. Part of the paper offers analysis on cultural factors that transcend across the communities. Last part of the paper proposes recommendations on addressing this global issue.

Emerging (under 10 points): This paper includes literature related to a global issue. The paper states three specific communities and demonstrates a basic understanding of cultural dimensions in at least

one of the communities. There is little to no analysis on how any cultural dimensions could relate to the global issue. Recommendations on addressing the global issue are not clearly stated and relevant to the cultural context.

Assignment 2 – Students will explore challenges pertaining to a specific issue at both national and global levels. Choose a contemporary issue facing both the United States and another country. Describe at least three essential services that are currently in place to address this issue across both countries and discuss their strengths and limitations. Propose at least two recommendations on how to enhance access to these services in both countries in the context of current political and economic conditions. Length of paper will range between 3 to 4 pages. Please include reference page using MLA format citing literature from the past 5 years. Please submit assignment through Blackboard by midnight on November 22nd. Rubric to guide integration of essential elements in your paper is below:

Outstanding (13-15 points): This paper clearly identifies and describes a contemporary issue across the U.S. and another country. The paper outlines at least 3 essential services or initiatives currently offered in both countries and critically reflects on strengths and limitations of the provision and reach of each one. Last part of the paper offers specific recommendations to expand provision of each service or initiative with thoughtful consideration of resource limitations, political climate, and economic conditions in each country.

Accomplished (10-14 points): This paper describes a contemporary issue present in both the U.S. and another country. The paper states at least 2 essential services or initiatives offered across both countries and demonstrates analysis of strengths and limitations of each one. Last part of the paper demonstrates insight on resource limitations as well as political and economic conditions in each country and offers recommendations to expand provision of each service or initiative.

Emerging (under 10 points): This paper reports a contemporary issue present in the U.S. and another country. The paper mentions at least 1 essential service or initiative offered in both countries and demonstrates little to no analysis of the strengths and limitations of each one provided. There is limited insight for resource, political, and economic considerations in each country, and suggestions to expand provision of services are not clear and well-developed.

Final Paper (20%): Over the course of the semester, we will be exploring new concepts that are integral to becoming an insightful, culturally competent individual. Since it is essential to master acquisition of knowledge and skills that shape the foundations of cultural anthropology, a comprehensive paper based on a synthesis of course readings and lectures that reflect learning objectives will constitute the final exam for this class. The final paper is worth 100 points and will ultimately comprise 20% of the overall weighted course grade.

At the end of the semester, earned points for each component will be weighted in the determination of the final grade.

Weighted grade calculations for each component are as follows:

Reflection Papers	Total number of points from both papers X 30/100 (30% of final grade)
Discussion Board Postings	Total number of points from weekly posts X 20/100 (20% of final grade)
Papers on Contemporary Issues	Total number of points from both papers X 30/100 (30% of final grade)

Comprehensive Final Paper Total number of points from exam X 20/100 (20% of final grade)

Grades will range as outlined below:

97% - 100% constitutes a grade of A+
93% - 96.9% constitutes a grade of A
90.0% - 92.9% constitutes a grade of A-
87% - 89.9% constitutes a grade of B+
83% - 86.9% constitutes a grade of B
80.0% - 82.9% constitutes a grade of B-
77% - 79.9% constitutes a grade of C+
73% - 76.9% constitutes a grade of C
70.0%- 72.9% constitutes a grade of C-
67% - 69.9% constitutes a grade of D+
63% - 66.9% constitutes a grade of D
0% - 59% constitute assignment of F, FIN, WU, or Z

Please note the following:

- 1) All work must be uploaded to Blackboard. No major assignments will be accepted via email unless otherwise noted. By clicking on the specific assignment's folder in the "Assignments" section on Blackboard, students will be able to electronically submit their papers to the instructor directly. Any assignments submitted after the due date and time will be considered late. Please include your email address on all submitted assignments.
- 2) If Blackboard unexpectedly malfunctions, all assignments that are not submitted electronically must be submitted via the department office. These must be time-stamped by a member of the office staff and placed in the instructor's mailbox.
- 3) Keep a copy of all assignments (save work frequently and in different places). In the unlikely event that an assignment is lost, the burden of proof that you completed the assignment rests with you.
- 4) When emailing the instructor, it is imperative that the email includes a subject (highlighting the reason for the email), a body in which appropriate grammar and spelling are used, and your name. If you are including any work in the email, please enclose it as an attachment and not in the body of the email.
- 5) The evaluation of all coursework is within the discretion of the instructor.
- 6) It is required that all academic papers are typed in Microsoft Word: double-spaced (unless otherwise noted) on 8.5 X 11 inch paper, with 1 inch margins using a 12-point font. Be sure to follow the latest MLA format. An MLA Style Reference Guide can be found here: <http://owl.english.purdue.edu/owl/resourced/560/01/>.
- Note: Late submissions automatically lost 10% of credit. Given the sequencing of the course assignments, late submissions may only occur up to one week after the original due date.
- 7) A Writing Fellow who is assigned to the course is available as a resource throughout the semester. The fellow can be contacted by visiting the Writing Center in room AC-1C18.

8) Please be respectful and considerate of fellow students and instructor by not engaging in any disruptive behaviors that could impact learning and affect the flow of the class.

York College Resources

Computers with word processing software and internet access are available in the library and in computer labs.

1) York College Library: <http://york.cuny.edu/library>

2) York College Computer Labs

https://www.york.cuny.edu/academics/academic-affairs/ctlet/forfaculty/labs/copy_of_specialized-computer-facilities

3) York College for Teaching, Learning, and Educational Technologies (CTLET):

<https://www.york.cuny.edu/academics/academic-affairs/ctlet>

4) York College Collaborative Learning Center

<https://www.york.cuny.edu/academics/collaborative-learning-center>

Note: The Writing Center (located in the Academic Core 1C18) offers students with scheduled and walk-in tutoring sessions as well as trainings and workshops on crafting different kinds of writing assignments. For more information, stop by, call 718-262-2494 or visit the Writing Center website.

5) English as Second Language (ESL) Tutoring Center: offers tutoring for ESL students in Academic Core 3C08. Call 718-262-2831 for more information and to schedule tutoring sessions.

York College Policy on Incomplete (INC) Grades

This grade can ONLY be given by an instructor to a student who, because of extenuating circumstances, has not taken the final examination and/or completed the coursework, and has a passing average may, at the discretion of the instructor, receive an INC grade. The student, in consultation with the instructor, has up to 10 weeks in the subsequent semester to complete the work and have the grade resolved even if the student is not registered in the subsequent semester. Grade changes resolving INC grades must be received by the Office of the Registrar by the last day of the tenth week of classes of the subsequent semester. Example: an INC given to a student in the Fall semester must be resolved before the 10th week of the following spring semester (see Academic Calendar for exact due date). Grades received after the deadline will not be processed unless the student has obtained approval from the Committee on Academic Policy and Standards.

The grade of INC is not considered in computing the academic index. However, if a grade change is not received by the Office of the Registrar within the ten-week time frame, the grade of INC is changed to FIN (can only be changed by appealing through CAPS). This grade is considered an F grade when computing the academic index. When compiling the Dean's List, INC grades are calculated as F. Students who are up for graduation CANNOT graduate until the INC is resolved or converted into a FIN.

CUNY Policy on Academic Integrity

Academic dishonesty, including plagiarism, Internet plagiarism, obtaining an unfair advantage, and falsification of records and official documents is prohibited in the City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion as explained in the definitions and examples of academic dishonesty. Please review the University's full policy on Academic Integrity which can be found in the York College Bulletin.

York College Policy on Accommodations for Students with Disabilities

CUNY York College is committed to providing access to programs and services for qualified students with disabilities. If you are a student with a disability and require accommodations to participate and complete requirements for this class, contact the Center for Students with Disabilities (Academic Core Building (AC), Room 1G02, 718-262-2191) for verification of eligibility and determination of specific accommodations.

Schedule of Classes

August 26th – 30th Week One

- History and Overview of Cultural Anthropology

Reading

- Introduction in the Sheldon & Young text

September 2nd – 6th Week Two

- Methods to Explore Cultures

Reading

- Chapter 1 in the Sheldon & Young text

September 9th – 13th Week Three

- Biological/physiological framework and determinants of culture

Reading

- Chapter 2 in the Sheldon & Young text

Assignment

- Responses to discussion board question due by midnight on September 20th

September 16th – 20th Week Four

- Theoretical Frameworks of Anthropology

Reading

- Chapter 3 in the Sheldon & Young text

Assignment

- Responses to discussion board question due by midnight on September 27th

September 23rd – 27th Week Five

- Tribal Communities

Reading

- Chapter 4 in the Sheldon & Young text

Assignments

- Responses to discussion board question due by midnight on October 4th

- **1st Reflection Paper:** Select a culture of interest to you.

Reflect on how religious, spiritual, political, ethical, and social factors (at least 3) help define this culture. Length of paper will range from 1 to 2 pages. Please submit assignment through Blackboard by midnight on October 4th.

September 30th - October 4th Week Six

- Chiefdoms, States, and Empires

Reading

- Chapter 5 in the Sheldon & Young text

Assignment

- Responses to discussion board question due by midnight on October 11th

October 7th – 11th Week Seven

- The Modern World: Capitalism, World Systems, and Globalization

Reading

- Chapter 6 in the Sheldon & Young text

Assignments

- Responses to discussion board question due by midnight on October 18th
- Assignment 1 due by midnight on October 18th

October 14th – 18th Week Eight

- Overview of Ethnic and Social Factors in Culture

Reading

- Chapter 7 in the Sheldon & Young text

Assignment

- Responses to discussion board question due by midnight on October 25th

October 21st – 25th Week Nine

- Cultural Evolution of Africa

Reading

- Chapter 8 in the Sheldon & Young text

Assignment

- Responses to discussion board question due by midnight on November 1st

October 28th – November 1st Week Ten

- Cultural Overview of the Middle East

Reading

- Chapter 9 in the Sheldon & Young text

Assignment

- Responses to discussion board question due by midnight on November 8th

November 4th – 8th Week Eleven

- Cultural Dimensions and History of Asia

Reading

- Chapter 10 in the Sheldon & Young text

Assignments

- Responses to discussion board question due by midnight on November 15th

2nd Reflection Paper: Review the pertinent components that characterize a specific culture. Reflect on how 3 of these features can be used to address resource limitations in a community through a comprehensive understanding of the culture within the parameters of the community's government and economy. Please submit assignment through Blackboard by midnight on November 11th.

November 11th – 15th Week Twelve

- Cultural Overview of Latin America

Reading

- Chapter 11 in the Sheldon & Young text

Assignments

- Responses to discussion board question due by midnight on November 22nd- Assignment 2 due by midnight on November 22nd

November 18th – 22nd Week Thirteen

Contemporary Global Issues

Reading

- Chapter 12th in the Sheldon & Young text

Assignment

- Responses to discussion board question due by midnight on December 1st

November 25th – 29th (Thanksgiving) Week Fourteen

Research Methods in Cultural Anthropology

December 2nd – 6th Week Fifteen

Health determinants in Cultural Anthropology

Assignment

- Responses to discussion board question due by midnight on December 10th

December 9th – 13th (Last Week of Classes) Week Sixteen

- Biopsychosocial determinants in Cultural Anthropology

- Review for the final paper

Assignment

- Final paper due by midnight on December 19th