U69 160 Online Seminar
Introduction to Cultural Anthropology
Fall 2016

Instructor Information
Natalie Mueller
ngmueller@gmail.com
McMillan 344
Office Hours: By appointment

Contact details
You can correspond with me either via email, in your Journal entries, or in the Q&A Discussion Board (see below). If the matter is urgent, use email. I will respond to all emails within 24 hours.

Description
Cultural anthropology is an academic discipline dedicated to understanding the diversity of human societies. Traditionally, cultural anthropology has been associated with scholar-adventurers traveling to remote locales to immerse themselves in unfamiliar cultures. Today, many cultural anthropologists study the complex interconnections between cultures in a globalized world. This course is an introduction to the most important concepts, theories, and methods of cultural anthropology. It is also a requirement for all anthropology majors, and will help students build a core conceptual framework necessary for more advanced anthropology courses. There are no prerequisites.

This is an asynchronous online course. Students may download and listen to brief lectures, access readings, participate in discussion boards, and complete other assignments at their convenience within the specified bi-weekly schedule outlined below.

Objectives
This course focuses on applied anthropology: How can we use what we learn from cultural anthropology to create more effective and humane political, social, and economic institutions? Unlike most introductory courses this course is seminar style, which means you will have the opportunity to discuss and react to readings and lectures on a bi-weekly basis and will complete a mentored research project rather than taking multiple choice tests. At the end of this course, you will have an understanding of the core concepts of anthropology. Through independent research projects, you will draw on anthropological research to devise solutions to social, political, or economic problems that interest you.

Assessment (see descriptions of each component under Course Structure)
Participation: 50%
  Accessing lectures, readings, videos, and other course content: 5%
  Journals: 15%
  Discussion leader assignment: 15%
  Weekly participation in discussion board: 15%
Project: 50%
  Book Review: 15%
  Video presentation + feedback on classmates’ presentations: 15%
  White paper: 20%

Course Structure
This course is divided into 7 two-week Units. Each unit begins on a Monday at 5pm, when the Unit folder is made available on Blackboard. The Unit folder will include all lectures, videos, and readings (other than text book readings) for the unit. Here is the schematic outline of a Unit:

<table>
<thead>
<tr>
<th>Monday 5pm</th>
<th>Tuesday</th>
<th>W</th>
<th>Th</th>
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</thead>
<tbody>
<tr>
<td>Unit folder posted</td>
<td>Tuesday 10pm</td>
<td>Deadline for discussion leader summary and questions</td>
<td></td>
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</table>

**Lectures**

Lectures will be uploaded to Blackboard in the form of audio narratives similar to podcasts, sometimes accompanied by visuals (animated Power Point Presentations) or short videos. **Each week, these materials will be made available by Monday at 5pm.** Lectures may be split up into several episodes according to the topic. You can listen to lectures and review visuals and videos at your convenience throughout the week. Powerpoints will also be posted in the form of PDFs so that you can review them after or while listening to the lecture. **Blackboard tracks when you access these materials, and your viewing of them is a small percentage of your participation grade.**

**Readings and Journals**

Readings will be assigned on a weekly basis. Readings will be chapters from your text books and outside readings, which will be posted in the Unit folder. Readings can be completed either before or after listening to the lecture(s) for that week. As often as you wish, but **at least once per unit, you will respond to the readings and lectures in Journals.** Journal entries are opportunities to tell me what interests or confuses you about the week’s topics, or to request more information privately. Unlike Discussion Board contributions, only I can read your Journal entries. Journals fill the role of informal question-and-answer sessions in office hours or before and after class in a traditional classroom, and need not exceed a few paragraphs per week. Journals are part of your participation grade.

**Class Discussion Boards**

1) **Q&A Board:** A place to post questions about course material or assignments. You can also respond to your classmates questions. You are not graded on your participation in the Q&A board.

2) **Unit Board**

   a. At the beginning of the semester, each student will be assigned one or more Unit to be discussion leader (depending on class size). For the Unit(s) that you are discussion leader, you will be responsible for posting 2-3 page double-spaced document or 5 minute video reviewing the lectures and readings for that unit. At the end of your review, you will pose 2-3 discussion questions to the class. Your post will be due **no later than Friday at 10pm on the FIRST week of the Unit.**

   b. The rest of the class will have the second half of the unit to post responses on the course discussion board. These should consist of a) an initial brief 2-3 paragraph response to the discussion questions by **10pm on the second Tuesday of the Unit, and at least 3 responses to classmate’s posts by 10pm on the second Friday of the Unit.** Bear in mind that the Discussion Leader’s summary is not meant to relieve you of your responsibility to do the reading. Your contributions must include information not included in your classmate’s summary in order to receive full points.

**Project: Applied Anthropology White Papers**
This project is designed to get you acquainted with anthropological research and its applications while exploring a topic that is of particular interest to you. The final product will be a white paper. This is a type of document created in government or business to provide background on a particular problem or issue and then propose changes to existing practice that could improve outcomes. You will primarily base your recommendations on the ethnography that you choose to read and review at the beginning of the semester, but you are encouraged to also reference class readings and do outside research.

Part I: Choose an ethnography
An ethnography is the primary product of cultural anthropological research. It is a systematic study of a culture or a particular aspect of a culture. During the Unit I, you will be asked to view a list of ethnographies and write a journal entry about one (or more) that interest you. You are not limited to those listed, so feel free to seek out other ethnographies if you don’t see any that interest you. In consultation with me, you will choose an ethnography that explores a topic of interest to you by the end of Unit 2.

Part II: Book Review
During Unit 3, read your chosen ethnography and write a brief book review (2-3 pages double-spaced). Detailed instructions for writing your book review will be posted in the Unit 2 folder.

Part III: Presentation
During Units 4 and 5, consult with me via email or Journals about the topic of your presentation and white paper. You will address some problem that is highlighted in the ethnography you chose. In a 15 minute video presentation, you will explain the problem, the argument(s) made by the ethnography you read, and propose an improvement to the current situation. Post your presentation on the first Monday of Unit 6. During Unit 6, watch your classmates’ presentations and provide feedback on how to improve the argumentation or evidence for the final paper. Detailed instructions will be posted in the Unit 4 folder.

Part III: White Paper
On the last day of the semester (Friday, Dec. 9), turn in a 10-12 page double-spaced (including citations) white paper to me via email. This document should review the anthropological sources that you have read, explain some social, economic, or political problem that they explore, and propose solutions. You may turn in drafts for review up until 5 pm on Friday, Dec. 2. Detailed instructions will be posted in the Unit 6 folder.

Required texts


Schedule
<table>
<thead>
<tr>
<th>Unit (Dates)</th>
<th>Topic</th>
<th>Readings</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>1 (Aug 29-Sep12)</td>
<td>Introduction to Anthropology</td>
<td>Kottak 1-2</td>
<td>See Orientation Module</td>
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<tr>
<td>Week</td>
<td>Topic</td>
<td>Instructor</td>
<td>Dates</td>
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<td>2</td>
<td>Fieldwork and Communication</td>
<td>Kottack 3-4</td>
<td>Sep 13-Sep 26</td>
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<tr>
<td>3</td>
<td>Political economy</td>
<td>Kottack 5-6</td>
<td>Sep 27-Oct 10</td>
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<td>4</td>
<td>Kinship, religion, and gender</td>
<td>Kottak 7-9</td>
<td>Oct 11-Oct 24</td>
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<td>5</td>
<td>Colonialism and world systems theory, Race</td>
<td>Kottak 10-11</td>
<td>Oct 25-Nov 7</td>
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</table>
| 6    | Environmental and Medical Anthropology | Townsend 1-9 | Nov 8- Nov 21 | Presentation: 11/8 /
|      |                   |                |               | Comments on presentations: 11/21 |
| 7    | Applied Anthropology | Townsend 10-13 | Nov 22-Dec 5 | Drafts of white paper (optional): 12/2 |
| 8    | Wrap-up | None | Dec 6- Dec 9 | White paper: 12/9 |

** Additional short readings will usually be posted in Unit Folders.

**Technology

Your virtual classroom can be accessed at bb.wustl.edu. Blackboard works best in Mozilla Firefox. Be aware that some Blackboard features may not work properly in Chrome or Internet Explorer. Be sure to download the most recent version of Java at www.java.com. This is free software. Keep it updated throughout the semester.

This course is fully online. Plan on having technical issues occasionally: it is best no to rely on turning things in at the last minute. Feel free to contact me or blackboardhelp@wustl.edu if you encounter issues or have questions about how to use Blackboard.

**Academic Support

You are encouraged to take advantage of student support services available on campus:

1) Cornerstone (cornerstone.wustl.edu) provides students with assistance on study and test-taking skills as well as disability support.
2) The Writing Center (writingcenter.wustl.edu) offers one-on-one assistance in writing and editing.
3) Arts and Sciences Computer Labs (computing.artsci.wustl.edu/labs) There are two computer labs available to students, should you ever experience a personal computer failure or need access to software that you don’t have or can’t install on your own computer.
4) The Library (library.wustl.edu) also has computers available to students. You will need to use the library (at least remotely) for your research project. Librarians love to help students do research, so ask them questions (especially if this is your first time doing academic research!). The subject librarian for Anthropology is Jennifer Moore (j.moore@wustl.edu).

**Disability Accommodations

Washington University is committed to providing equal opportunity to students with disabilities. The Disability Resource Center (DRC) is happy to assist students with disabilities. If you wish to request services you must register and provide documentation to the DRC at cornerstone.wustl.edu. This online course has also been designed with accessibility in mind. Please explore Blackboard’s accessibility statement at http://www.blackboard.com/accessibility.aspx.

**Academic Integrity

Students are bound by the University College policy on academic integrity. All references to ideas and texts other than your own should be indicated via citations. See http://ucollege.wustl.edu/faculty/academic_integrity
Netiquette
If you wouldn’t say it in a face-to-face conversation, don’t say it on a discussion board or in an email. Write in complete sentences and use proper style in all communications with me and your classmates—the quality of your writing is part of your grade. Do not type in all caps; this is considered shouting. Do not use profanity. Remember that when you communicate via written electronic communications, you are creating a permanent record—so be courteous.

Discussion Forum Participation Rules
These will become clearer to you once you post your first threads and comments and get a feel for how the discussion board works, so keep these rules handy as you work your way through the Orientation Module and Unit 1.
1) Do the reading and access other unit materials (lectures, videos, etc.) before participating in the discussion.
2) When you post your initial response in any forum, post it as a new thread with your name as the subject, NOT as a comment on the initial post. If everyone adheres to this format, we can keep the discussions organized.
3) When you comment on a thread, use “@name of person you are addressing” as the subject line.
4) Don’t wait until the deadline every week. If everyone logs on 10 minutes before the deadline and responds at once, the discussion will likely be very shallow.
5) Use proper English. Employ correct punctuation, grammar, spelling, etc.
6) Emoticons are allowed (even encouraged 😊) on discussion boards. They can help us express tone in writing.
7) If you reference readings or other sources, informally cite them like this. “According to the course syllabus, it is important to cite sources even on discussion boards.” Or even better, “Natalie Mueller, in her 2016 “Course Syllabus,” suggested that it is important to cite sources even on discussion board.”

Tips for Success in an Online Classroom
1) Get started right away. If you’ve gotten this far, you’ve already read most of the syllabus, so you know basically what will be expected of you for the rest of the semester. The next step is to familiarize yourself with the structure of the classroom and make sure you have all of the software and skills you need to complete and submit assignments. The Orientation Module is designed to help you do that, so get started on it as soon as possible!
2) Integrate the course schedule with your personal/work schedule right away. Take a few minutes right now to add the due dates from this syllabus to whatever calendar you normally use to organize your life. If there are weeks that look like they’re going to be rough, email me. I am willing to grant extensions or make exceptions on participation requirements, within reason and with prior notification.
3) Do the reading. You won’t get a good grade in this class if you don’t do the reading. You need to read in order to…
4) Participate. Did you notice that half of your grade is based on ongoing participation assignments?
5) Ask me! Don’t be afraid to email me anytime you have a question or difficulty. That’s what I’m here for.