

LIBERAL STUDIES SYLLABUS COVER SHEET

COURSE PREFIX/NUMBER ANT 211 _____ DEPARTMENT ANTHROPOLOGY _____

CONTACT NAME AND INFORMATION: REED RINER, DEPT CURRIC CHR _____

COURSE TITLE: THE ANTHROPOLOGY OF EVERYDAY LIFE _____

THIS COURSE IS: *New* *Existing*

THIS COURSE IS : *Single Section* *Multi-Section*

LIST NAMES OF FACULTY WHO MAY TEACH THIS COURSE: Cathy Small, Jill Dubisch _____

SEMESTER THIS COURSE WILL FIRST BE OFFERED: *S 05* *F 01* *Later*

SECTION ENROLLMENT CAP: 25 _____

MODE OF DELIVERY: *Classroom* *IITV* *Internet*

This information is for tracking purposes only. The mode of delivery will not be considered in the Council's review of the course.

DISTRIBUTION BLOCK (circle one)

- Lab Science
- Science/Applied Science
- Social and Political Worlds
- Aesthetic and Humanistic Inquiry
- Cultural Understanding**

THEMATIC FOCUS (circle all that apply)

- Environmental Consciousness
- Technology and Its Impact
- Valuing the Diversity of Human Experience**

ESSENTIAL SKILLS ADDRESSED (check all that apply)

- | | |
|-------------------------------------|------------------------------------|
| _____ Creative Thinking | _____ Critical Reading |
| X _____ Critical Thinking | _____ Effective Oral Communication |
| _____ Effective Writing | _____ Ethical Reasoning |
| _____ Quantitative/Spatial Analysis | X _____ Scientific Inquiry |
| _____ Use of Technology | |

Department/College: Anthropology/ College of Social & Behavioral Sciences and Communication

Course: ANT 211: The Anthropology of Everyday Life

Semester course will be offered: Spring ('05, first time)

Credit Hours: 03

Office Location: Anthropology at "Emerald City" (68D) Rm. 109A

Course prerequisites: None

Course Description:

Distribution Block: cultural understanding
Essential Skills: critical thinking, scientific inquiry
Thematic: valuing the diversity of human experience.

In this course, you will use anthropological concept and methods, as well as insights gleaned from cross-cultural sources, to take a fresh look at your own world, including the culture of "college." Using the qualitative scientific methods and perspectives of cultural anthropology, we will first learn to observe and report more clearly, by noticing and then quieting our own personal and cultural judgments. You will then apply these new observing skills to an investigation of everyday life, by critically analyzing the scripts, rituals, unconscious norms that we take into the dorms and classrooms and the worldviews that define our sense of self and relationships. Cross-cultural readings, films, and lectures will help us to discern the shape of our own culture, locating it more clearly within the diversity of human experience. You will read, view, and discuss assigned reading and video material as well as conduct interviews and guided observations on campus and report your findings to the class. We will use class findings and analyses to uncover the "lens" of our own culture, and how that lens filters our everyday perceptions and understandings. You will leave this course with "expanded powers" that you can take anywhere in your life and studies.

Student Learning Outcomes

By the end of this course, you will strengthen your skills and abilities:

- 1) To notice and identify the workings of culture in daily life. Specifically, students will be able to understand basic cross-cultural expressions of ritual, folklore, economic exchange, expressive art, love & friendship, and examine comparatively how these same concepts exist in the culture of everyday U.S. life.
- 2) to apply qualitative research methods to the analysis of everyday life, specifically by:
 - a) critically and reflexively examining the assumptions behind our own attitudes and structures, using cross-cultural perspectives as guides.
 - b) identifying how our own cultural background colors our perceptions and understanding of others, relationships and self.
- 3) to describe experiences descriptively, clearly and non-judgmentally, in both written and spoken forms.
- 4) to hear, see and ask with more clarity and compassion when dealing with "others," especially those who you consider different from yourself.
- 5) to understand how anthropological methods and concepts can enhance understanding of diverse social structures and situations.

Course Structure/Approach

This course has an interactive seminar approach where informed discussion is central to course success. Each week, the instructor will provide input for our discussions in the form of in-class exercises, videos, and lecture material but the most important fodder for class interaction will come from student research, analysis, and reflection. This includes students' syntheses of assigned readings, results from assigned weekly outside observations and biweekly reflection exercises.

Textbook and required materials

READING LIST (on electronic reserve)

BOOK

Nathan, Rebekah. 2005 (anticipated) AnyU: Undergraduate Culture in a Public University. Ithaca: Cornell University Press.

Readings Packet Articles (listed in order of reading, by title)

"Individual Autonomy & Social Structure" IN Dorothy Lee, Freedom and Culture. (1996) Prospect Heights, Ill: Waveland.

"Individualism as an American Cultural Value" Natadecha-Sponsel, IN DeVita and Armstrong, Distant Mirrors: America as a Foreign Culture. (1993) Belmont, CA: Wadsworth.

"Stepping In/Stepping Out" IN Strater and Sunstein, Fieldworking. (1997, 1st edition) Chapt 1, p.1-16 (includes Nacirema by Horace Mann) Boston: St. Martin's Press.

"Considering Detail" includes "Look at Your Fish" : In Sunstein and Chiserl-Strater. Fieldworking (2002, 2nd Edition), p. 85-94

Considering Analysis : In Sunstein and Chiserl-Strater. Fieldworking (2002, 2nd Edition), p. 95-98.

Forms of Address: How Their Social Functions May Vary, Mufwene, Salikoko S. IN Talking About People. (1996) p. 46-48, Mountain View, CA: Mayfield.

"You Are What You Eat," Dubisch, Jill. Reprint from Montague and Arens.(1981) The American Dimension: Culture Myths and Social Realities, Palo Alto: Mayfield.

"Who Needs Love! In Japan, Many Couple Don't," Kristof) In Angeloni (ed.) , Annual Editions in Anthropology

"Arranging a Marriage in India," Serena Nanda In Angeloni (ed.) , p. 122-125 Annual Editions in Anthropology.

"Too Many Bananas, Not Enough Pineapples, and No Watermelon at All," p. 87-90. In Anthropology Annual Editions. Guilford, CN: Dushkin.

"Gathering family stories," _In Sunstein and Chiserl-Strater. Fieldworking (2002, 2nd Edition) Boston: Bedford/St. Martin's Press. p. 345-349 and p, 359-361.

"Researching Verbal Performance: Urban Legend," In Sunstein and Chiserl-Strater. Fieldworking (2002, 2nd Edition), p. 315-324 .

"_The Interview: Learning to Ask & Listen"._ In Sunstein and Chiserl-Strater. Fieldworking (2002,2nd Edition), p. 374-376.

"Why Don't You Say What you Mean?" Deborah Tannen) In Angeloni (ed.) , p, 43-46, Annual Editions in Anthropology.

"Bi-Cultural Conflict", Betty Lee Sung) In Angeloni (ed.) , p. 220-227, Annual Editions in Anthropology.

"Biography and the Structure of Lives",. In Langness and Frank, Lives: An Anthropological Approach to Biography. excerpt pgs. 101-116 Novato, CA: Chandler & Sharp.

“Japanese Life Histories”, In Takie Lebra, *Japanese Women*. excerpt p. 284-300 Honolulu: University of Hawai’i Press.

”Initiation of a Masai Warrior”, Tepilit Ole Saitoti. In Angeloni (ed.), p. 158-162, *Annual Editions in Anthropology*.

Recommended optional materials/references (attach reading list)

COURSE OUTLINE			
<u>Specific instructions as to which day in the week assignments and readings are due will be given in class.</u>			
DATES	CLASSES	<u>READINGS, due this week</u>	<u>ASSIGNMENTS, due this week</u>
<i>PART I</i>	<i>I: CULTIVATING THE BASIC TOOLS</i>	<u>(Thursday, unless specified</u>	<u>(Tuesday, unless specified</u>
Week Aug 31/Sep 2	Intro MAKING THE ORDINARY EXTRAORDINARY Pre-School in 3 cultures		<u>Who Am I?</u> <u>(Due Thursday)</u>
Week Sep 7/ 9	<ul style="list-style-type: none"> •An exercise with clothing •<u>Discussion:</u> individualism and conformity 	<i>Individual Autonomy & Social Structure</i> <i>Individualism as an American Value</i>	<u>Reflection 1</u> <u>(due Thursday)</u>
Week Sep 14/ 16	LEARNING TO SEE & DESCRIBE/ AND TAMING JUDGMENT <u>Bafa Bafa</u>	<i>Stepping In/Stepping Out –Chapt 1- 1-16 (includes Nacirema)</i> <i>Considering Detail (Includes Look at your Fish)</i>	
Week Sept 21/23	<u>Describing Culture</u> <ul style="list-style-type: none"> •The Language of description •Raisins! 	<i>Ch 1, 2 -Nathan</i>	<i>Reflection 2</i>
<i>PART II</i>	<i>NOTICING CULTURAL SCRIPTS. SYMBOLS, SPACES & STRUCTURES</i>		
Week Sep 28/30	CULTURE OF THE CLASSROOM/DORM <ul style="list-style-type: none"> •Is a dorm door just a dorm door? •Tacit knowledge: Who really inhabits the dorms? 	<i>Nathan, Chapt., 3</i> <i>Considering Analysis</i>	<u>Lounge Space</u>

Week Oct 5/7	The Norms of Classroom Behavior <u>Discussion:</u> The Culture of School	<i>Nathan 5,6,7</i>	<u>Gender and Dorm doors</u>
Week Oct 12/14	EVERYDAY THINGS <u>Greetings, Food and other things.</u> -	<i>You are What you Eat</i> <u>Forms of Address</u>	<i>Reflection:</i> <i>Classroom norms</i>
Week Oct 19/21	<u>Relationships: Love & Reciprocity</u> •Writing a personal ad	<i>Who Needs Love?</i> <i>Arranging a Marriage in India</i> <i>Too Many Bananas... _</i>	<u>Reciprocity:</u>
Week Oct 26/28	<u>Legends and Stories</u> •Urban legends in the dorm) •The family story and you	<i>Gathering family stories</i> <i>(Researching Verbal Performance): Urban Legends</i>	<i>Reflection:</i> <u>Open</u>
Part III	<i>INTERPRETING SELF, OTHERS & CULTURE</i>		
Week Nov 2/4	<u>Learning to listen & ask</u> •Mock Interviews	<i>The Interview: Learning to Ask & Listen</i> <i>Why Don't You Say What you Mean?</i>	<u>Family Story</u>
Week Nov 9/11	<u>Dealing with diversity/difference</u> •video: World of Diversity, pt. 2	<i>Bi-cultural Conflict</i> <i>Nathan 4.</i>	<u>IRB + Interviews</u>
Week Nov 16/18	<u>Interpreting our own lives</u> •Culture and Autobiography	<i>Biography & the Structure of Lives 101-116</i> <i>Japanese Life Histories</i>	
Week Nov 23/Thanksgiving	RITUAL IN EVERYDAY LIFE	<u>Have a good holiday!</u>	<i>Reflection: Who Am I?</i>
Week Nov30/Dec 2	<u>Coming of Age</u> • video-Becoming a Woman in Okrika	<i>Initiation of a Masai Warrior</i> <i>The Functions of Ritual-handout</i>	<u>Family or College ritual</u>
Week Dec 7/Dec 9	REFLECTION		<i>*Reflection: Milestones</i>
FINALS WEEK	No Final!!		

Assessment of Student Learning Outcomes

Four methods of assessment will be used to assess the learning outcomes:

1) Short paper “slice of life” data analyses. Students will be expected to carry out several selected observations of “slices of college life,” that focus on phenomena (which may change from year to year) related to expressive art, social space, ritual, folklore, relationships, and economic exchange. They will demonstrate their abilities to “see” and describe culture and to analyze it with reference to cross-cultural material.

2) Written reflections, based on guiding questions, that describe thoughtfully and intelligently the insights about culture gleaned from readings, in-class exercises, and out of class learning experiences. Reflection questions call on students to

to identify the cultural assumptions or patterns behind their perceptions. The final reflection assignment, after conducting a life history with an international student, will be an analyses of one’s own autobiographical statement.

3) Life history Interviews, based on IRB format, that students will conduct with a student from a different culture than their own. Students Complete two consecutive ethnographic interviews with an international student, taking into account the ethical and personal obligations of your research.

4) Discussion contribution and leadership. Students will be expected to regularly contribute comments and questions to weekly class discussions in a way that shows understanding of the reading and synthesis of course material. Once per term, a student will be responsible for leading the weekly reading discussion, with the instructor’s help.

- **Timeline for Assessment.**

Assessment is cumulative and ongoing, beginning with the first graded assignment in week 2 and the last in the final week of class. There are 11 written assignments (one may be dropped), and weekly assessments of participation based on attendance and presence in class discussions.

Grading System

Grades will be computed according to the percentages represented below:

Participation/Preparation: 15 points

Mini analyses (5) : 50 points, 10 points each. Examples below:

Proxemics: Space and the community lounge
“Artistic Expression”: Dorm doors & Gender
Relationships: College Reciprocity
Values: Family story
Ritual: A Local Ritual

Life History Interviews: 20 pts.

Reflections: (5) 25 pts. 5 pts each

TOTAL: 110

The grading policy is 90% of total points and above =A, 80% and above = B, 70% and above = C, 60% and above = D, below 60% = F

Course policies

Late Work: Whether you are in class or not, if work is not handed in by the due date, it is late. Late work within a week of the due date will be automatically accepted but your grade will be lowered by one letter grade. Late work submitted after a week of the due date will not be accepted. The instructor reserves the right to modify these policies and grant full credit in extenuating circumstances, as determined by the instructor.

Attendance and Participation/Preparation: Because this is a seminar that relies heavily on in-class activities, discussions and interactions, it is important that you come to class and that you come to class prepared. Class absences can affect your grade significantly. Attendance will be counted as part of your Participation/Preparation point total. Students will begin the year with full attendance and participation points. Attendance will be taken each class, and students not in attendance or not prepared for class will lose participation points accordingly. (If readings quizzes become necessary for encouraging preparation, this will serve as evidence of preparation). Students with five or more absences will receive no participation points

Statement on plagiarism and cheating: *Talking over insights and assignments with other students is encouraged in this course. Your written work, however, should represent your own thoughts and writing. It is considered cheating to have another write (or dictate) all or a portion of work that you have handed in. Plagiarism, the intentional or unintentional representation of someone else's work as your own, is not tolerated; Take care to NOT copy published work without putting verbatim text in quotation marks and providing citations (the author, source, and year) of work that you quote or paraphrase and ideas that you borrow.*

University policies: *Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity policy statements will be attached to the end of the syllabus.*