



Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Spring

Course Prefix: ANTH

Course Title: Social Cultural Anthropology

Year: 2025

Course and Section #: ANTH 101G-005

Credits: 3

Course Description

Introduces students to the variability of human behavior cross-culturally and provides an understanding of the holistic approach to human behavior. Explores interrelationships, in a variety of cultural contexts, between beliefs, economic structures, sexuality, eating habits, ecology, politics, living arrangements, psychology, symbolism, and kinship.

Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Daniel Hernandez

Student Learning Outcomes

Demonstrate knowledge and recognition of complexities inherent in global and/or intercultural issues.
Interrelate knowledgeably, reflectively, responsibly, and respectfully with a society of increasing intercultural connections.
Apply an understanding of class and contemporary models in anthropology.
Exhibit knowledge of the application of theoretical perspectives to current real-life issues.
Show a familiarity with the methods and models currently used in anthropology.
Give evidence of a thorough understanding of cultural analysis and critique.
Analyze research and write and in-depth, thorough, anthropological analysis comprising a variety of theoretical perspectives.

This Course meets the Global Intercultural Requirement

The Global/Intercultural Requirement seeks to develop student learning through the following objectives and traits:

Learning Objectives:

- To analyze global or intercultural issues.
- To discuss stereotypical cultural conceptions and recognize the complexity and variety of different cultural groups.
- To evaluate how one's own cultural values compare with those from different backgrounds.

Trait:

- To interrelate respectfully with individuals representing cultures and perspectives other than one's own.

Course Materials and Texts

Text in this course includes written literature as well as audio and visual media. All materials will be available on Canvas through the library and public sources. These materials include chapters from books, academic articles, podcast episodes and interviews, and filmed interviews as well as documentaries.

Course Requirements

Course Assignments, Assessments, and Grading Policy

Course Assignments and Grading

This class has five assignment groups detailed below. Your grade on each individual assignment will contribute to your grade for its designated assignment group.

For example, your grade on weekly participation will contribute to your overall participation score, which is 25% of your total grade. So, if you score 50% on average on participation, your overall participation grade will be 12.5, and this will reduce your overall grade by 12.5 percentage points.

Your gradebook and assignment tabs in *Canvas* will help you keep track of your grade in each assignment group.

See below for an explanation of each assignment group.

Participation Activities: 20%

This class is organized around in-person instruction and participation. Students are expected to attend in person. I will record your in-class participation via online submissions from in-class questions combined with the required course materials from the week. You are required to

submit 10 out of 13 participation activities. Participation submissions do not have to be formally organized as a paragraph and can take the form of notes or bullet points from lecture and course materials. The grace of 3 is for unforeseen circumstances, absence due to illness, etc. If you completed the first 10 of the participation activities and would like to increase your overall score by completing additional activities you are also welcome to do so. You will submit your completed in-class activity via Canvas on the same day of the first class of each week in the semester.

Reflection Posts: 40%

You are required to do 10 out of 13 reflection posts based on the weekly course materials. We have 13 weeks aside from our introduction and presentations weeks where there are weekly course materials. You will be required to make a reflection post on Canvas for 10 of the weeks with a *maximum* of 250 words. These must be clearly written with minimal to no grammatical errors that clearly demonstrate thoughtful engagement with lectures, discussion and reading, listening, and/or watching course materials. You do not have to fully comprehend all the content, but you have to make a serious engagement with it. You can ask questions about ideas or materials or provide insights on the main ideas and approaches. Prompts you can consider in your reflection posts are: What are the key ideas? What is the context (time, place, social position)? How does this relate to better understanding people and behavior? Reflection posts will generally be due by the end of day of our second class in the week. We will often have time to think on these and work on them during our second class in the week.

Anthropology Topic Review: 10%

This review is based on researching a topic after selecting an item (e.g., episode, article, publication) that explores a social-cultural issue or study of your choice from one of the following public anthropological forums:

Sapiens; Anthropology News; Commoning Ethnography; Anthrodendum; Zora's daughters; AnthroPod; Cultural Survival.

This assignment can take the form of either a 500-word maximum written review, a power point draft, or an outline of the topic you reviewed. In whichever format you use, you will need to demonstrate understanding and context of the topic based on the item you selected, which you will later use as a basis for your presentation assignment. You must identify the medium (e.g., article, podcast, blog post, etc.), topic (e.g., title of the item you selected), author(s) (e.g., who wrote, produced the item, etc.), method (e.g., what kind of research was conducted, or what research perspective does it take, such as ethnography, archaeology, etc.), and relevancy (e.g., why and how is this topic relevant to the researcher, to communities, to the world, etc.). This assignment is an opportunity to get feedback prior to presenting on this topic. Some topics will have more information than others so it is worth exploring a few to make sure you select something you can present on comfortably. You will also be expected to demonstrate thoughtful self-reflection on your own social position and culture(s) in relation to the topic you pick to give a cross-cultural analysis (e.g., what interested you in this topic, how does it relate to other cultural examples from the class).

*You must select an item that is not already part of course materials, however you can relate it to and mention course materials.

Final - Presentation: 25%

You will submit a pre-recorded 2-3 min presentation (maximum) on your research of an anthropological topic that you reviewed already. We will listen to and/or watch these during the week designated for presentations. You cannot go over 3 minutes. Recordings take time so you must plan ahead and be organized. You must share what you learned in your review and respond to and incorporate any feedback given on that assignment. You can use a powerpoint, canva or similar type of presentation, a YouTube style reaction or review video, or an audio only podcast-like recording. Presentations are not just about conveying information, but making connections, demonstrating intercultural and cross-cultural analysis, and engaging an audience. The presentation style and effectiveness will be included in grading criteria. You will be required to give an analysis that contrasts the topic you picked to review earlier in the semester with one of the cultural topics/sections/weeks in this course (unless the topic you picked already includes a cross-cultural analysis). You will possibly not be able to cover everything you have learned and/or researched, so you will have to be selective and give enough background, an example, and analysis that clearly shares the topic you present on in a manner that can be broadly understood.

*Pre-recorded presentations are due April 11th before midnight. We will watch them together as a class on April 15th and 17th.

Rubric:

5 - Grammar and organization is precise. This includes any spelling, clear communication, a well-rounded presentation, and maintaining the time limit.

10 - Clear understanding of topic and its relevance to the course and anthropology more generally. This includes having a cross-cultural/inter-cultural element in your analysis. This will depend on your topic and the feedback given, but could include relation to your social positionality, other course materials, or may already include this in the topic (article, podcast) you reviewed.

10 - Presentation style is clear, relatable and accessible. This includes timing and volume (tone, pace, clarity) of your presentation and having clear takeaways by the audience.

Presentation Peer Comments: 5%

Make sure you are prepared to take notes on your peers' presentations. You will be required to make a Canvas discussion post that responds and comments to at least three other presentations other than your own. Think about how you can make connections to course materials and topics, ask additional questions, or share what you appreciate about your peer's presentations (300 words maximum).

*****GRADE
SCALE:

93- 100% = A
90 – 92% = A-
87 – 89% = B+
84 – 86% = B
80 – 83 = B-
77 – 79 = C+
74 – 76% = C
70 – 73% = C-
67 – 69% = D+
64 – 66% = D
60 – 63% = D-
Below 60% = E

Required or Recommended Reading Assignments

Required Material: Intro

Read Course Outline – Syllabus

Further Resources:

How Languages Shape the Way We Think – Lera Boroditsky

Required Material: Culture

Season of the Brown Hyena by Wade Davis (Chapter)

Dreams of Endangered Cultures by Wade Davis

Further Resource:

Human Documentary

Required Material: Knowledge

Henry Giroux – Education for the Future

Sir Ken Robinson - Do Schools Kill Creativity?

Te Kawehau Hoskins & Alison Jones – Indigenising the academy

Further Resources:

An Anthropology of Knowledge by
Fredrik Barth

Required Material: Race Part I

What Race Is, and What it is Not by
Agustin Fuentes (Lecture)

How America Invented Race

Further Resource:

The House We Live In Documentary

The origin of race in the USA

Required Material: Race Part II

13th Documentary Film

White Like Me Documentary Film

Further Resource:

Eminem's "My Name Is": Signifying
Whiteness, Rearticulating Race by
Loren Kajikawa (Article, available at
Fulton library)

Beyond Diversity Lecture by Tim Wise

Required Material: Kinship and
Gender

Feminist Anthropology Episode – Stuff
Mom Never Told You Podcast

Agustin Fuentes – Busting Myths
About Sex and Gender

Further Resource:

The Mask You Live In Documentary

Kim Tallbear on reviving kinship
Podcast episode

Required Material: Economics

Economics of Happiness Documentary

Further Resource:

Neoliberalism documentary part 1

Required Material: Music

Ethnomusicology with Dr. Kirsten Zemke Podcast Episode

Further Resource:

Korean Music and Community Wellbeing with Sunhee Koo - Online Lecture

Required Material: Health

The Healer and the Psychiatrist by Mike Poltorak Documentary Film

Sione Vaka – Tonga and Mental Health, Radio New Zealand

Further Resource:

When a Māori Person goes to hospital by Marama Muru-Lanning

Healing the Warrior's Heart Documentary

Required Material: Religion

Reza Aslan – A Human History of God

Further Resource:

Christian Nationalism – Data over Dogma Podcast

The Construction of Religion as an Anthropological Category by Talal Asad

Required Material: Nation-State's

Imagined Communities – TeleSUR
Documentary

Crash Course History - Nationalism

Further Resource:

Memory is not about the past
(ethnographic documentary)

Imagined Communities by Benedict
Anderson (introduction chapter)

Required Material: Diaspora

Crash Course Episode #24

Crash Course Episode #29

Crash Course Episode #32

Crash Course Episode #39

Further Resource:

Reggae Rhythms in Dignity's Diaspora
by Luis Alvarez

Towards a New Consciousness by
Gloria Anzaldúa

Required Material: Indigeneity

PBS – What does it mean to be a
federally recognized tribe? Video

SBS Dateline – The Sámi Fight for the
Right to their Land and Tradition
Video

Living the Language – Bolivia: The
Aymara Documentary

Further Resource:

Unsettling Ethnography by Ty Kāwika Tengan

Genealogies: Articulating Indigenous Anthropology in/of Oceania by Ty Kāwika Tengan, Tēvita O. Ka'ili and Rochelle Tuitagava'a Fonoti

Required Material: Food

Kava Rootz Documentary

Further Resource:

Food Inc, 2. Documentary

Gather Documentary

General Description of the Subject Matter of Each Lecture or Discussion

Intro: Social cultural and general anthropological introductory analyses of social and cultural phenomenon on various anthropological topics including:

Culture and Society: – Anthropology and conceptualization of people, human beings, social organizations, society, culture, and various terms and concepts from a range of anthropological methods and approaches. Emphasis on the diversity of culture and language at local and global levels with social and linguistic anthropological analysis.

Knowledge – A social and educational anthropology analysis of learning cross-culturally, school systems across societies, and institutions of learning cross-culturally.

Race Part I and II – Beginning with biological anthropological legacies and contemporary analyses of human behavior, approaching race as a socially invented category that historically does not align with genetic and skeletal variation among human beings. The societal and legal histories of defining and categorizing populations on the basis of race and expressive cultures that respond to such contexts with social and ethnomusicological method analysis.

Kinship and Gender – Cultural anthropological approach to kinship and family organizations throughout time and space and the variation of gender expressions across cultures linguistically and roles within kinship groups.

Religion – Cultural anthropological approach with ethnomusicological compliments to understanding religious phenomena and socially organized concepts of belief throughout time and space.

Economy – Social anthropological analysis of global political economy and diverse economic variations throughout time and space including gifting, tribute, and caloric economies.

Health – Social anthropological analysis of conceptions of health with a focus on mental health and combat veterans from ancient Athens to contemporary Turtle Island and Moana-Oceania.

Nation State's – Social and cultural anthropological theoretical approach to understanding the political formations of modern nation-states and national cultures as well as trans-national movement.

Diaspora – Social anthropological analysis of national cultural identities in movement through displacement or voluntary mobility across the globe and their inter-cultural encounters.

Food – A cultural anthropological approach to understanding food systems, food ways, and issues like food insecurity and ancestral food traditions cross-culturally examined with contemporary ones.

Music – An introduction to ethnomusicology as a social anthropological analysis of society, economics, and cultural identity and expression through sound cultures across time and space.

Indigeneity – An introduction to Indigenous anthropology and diverse local and global Indigenous cultures and languages as well as international issues with the United Nations declaration for the rights of Indigenous peoples.

Required Course Syllabus Statements

Generative AI

STATEMENT ON AI

AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts that you must develop over time to develop your own individual voice. I am interested in your thoughts and learning not the generated results of a culturally biased algorithm design.

The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is permitted if it is necessary for a student in this course only for the following activities:

- Brainstorming and refining your ideas;
- Finding information on your topic;
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you or content that you put into a Teams/Canvas chat.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty.

Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work.

Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and

writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.