

ANTH101GX-002

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

Semester: Spring

Year: 2025

Course Prefix: ANTH

Course and Section #: 101GX-02

Course Title: Introduction to Anthropology

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: Dr. Mel Gurr

Student Learning Outcomes

Upon successful completion, students should be able to:

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

Course Materials and Texts

All materials have been uploaded to Canvas

Course Requirements

Course Assignments, Assessments, and Grading Policy

Reading Quizzes - 13 x ~30 points each = 390 possible points

- After you finish your assigned readings, take the reading quiz (~60 minutes). These quizzes are timed, randomized, and shuffled to reduce temptations to cheat. As you are timed, please do the reading before taking the quiz and consult your notes to ensure you can complete in allotted time.
- Questions are a mixture of multiple choice, matching, true and false, and some short answer (essay questions). To perform most strongly on the essay questions, please refer to course materials in your answers, and if possible, apply a concept to your own life and experience.

5 Challenges

- Throughout the semester, you will have the chance to experiment with anthropological methods, and demonstrate your ability to respectfully interact across differences.
- Complete instructions are located on Canvas.

Discussions/Films/Response Papers

- To reinforce your reading materials, I have selected a series of films, discussion prompts, and exercises. Please upload your responses on Canvas.
- You may be asked to comment on your peers' posts. Please do so in a respectful and supportive way!
- Most films have been uploaded and embedded, or are available at Fulton Library or on Youtube. (You may have to rent 1 film at the beginning of the semester via Amazon Prime).

2 - Extra Credit

- You will have at least 2 opportunities to earn extra credit. Please check announcements over the semester.

Required or Recommended Reading Assignments

Michael Wesch. 2018. *The Art of Being Human*.

General Description of the Subject Matter of Each Lecture or Discussion

Jan 6-11

Introducing the Course

Assignments & Activities:

- Read Syllabus
- Upload Introductory Video
- Familiarize yourself with orientation of course and policies
- Submit documentation for accommodations, if needed

Jan 13-18

I. Fieldwork, Ethnocentrism, & Cultural Relativism

Assignments & Activities:

- See “Overview” for introductory lecture with Dr. Gurr
- Read: Lesson 1: Fieldwork; & Jeremy Narby. 2019. “Confessions of a White Vampire.”
- Reading Quiz 1
- Watch 30 minutes of the film, *Babies*, (via Fulton Library, or Amazon Prime)
- Submit “check your ethnocentrism” discussion post on Canvas

- Challenge 1: Talking with Strangers

Jan 20-25

II. Culture

Assignments & Activities:

- See “Overview” for introductory lecture with Dr. Gurr
- Read: Lesson 2, Culture; Body Ritual Among the Nacirema; and Rebecca Popenoe. 2009. “Ideal,” in *Fat: Anthropology of an Obsession*.
- Complete Reading Quiz 2
- Submit Discussion Post on Beauty and Body Ideals

Jan 27- Feb 1

III. Humans in a Biocultural Perspective

Assignments & Activities:

- See “Overview” for introductory lecture with Dr. Gurr
- Read: Lesson 3: Human Origins;
- Read Lesson 3.1 Unmaking the Human Body
- Complete Reading Quiz
- Submit your Plan/Discussion Post for “The Four Week Challenge”
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Feb 3 - 8

IV. Tools and Technology

Assignments & Activities:

- See “Overview” for introductory lecture with Dr. Gurr
- Read: Lesson 5: Tools and Technology; 5.2 Mediated Worlds
- Complete Reading Quiz
- Watch film, *Cannibal Tours*, and submit reaction video to Canvas. *CONTENT WARNING: This is a terrible, cringe inducing film. Why did you think it went well with your readings?*

Feb 10-15

V. Cultural Ecology

Assignments & Activities:

- See “Overview” for introductory lecture with Dr. Gurr
- Read: Conformity and Conflict, Ecology and Subsistence (San, Eskimo Science), “Forest Development.”
- Complete Reading Quiz
- Watch film: “The Dark Side of Green” & submit discussion post on unsustainable development in Brazil
CONTENT WARNING: Images and depictions of violence, land conflicts, and contemporary enslavement, discussions of suicide.**
- Extra Credit Opportunity #1: Supporting Indigenous People in Brazil

Feb 17-22

VI. Language

Assignments & Activities:

- See “Overview” for introductory lecture with Dr. Gurr
- Read: Lesson 4: Language, Wesch;
- Read: Cultural Survival. “Otyken: Putting Siberian Indigenous Languages on the Map.”
- Complete Reading Quiz
- Watch the film, *The Grammar of Happiness*, & submit reaction video/discussion post

Feb 24-Mar 1

VII. Sociolinguistics: Language and Power

Assignments & Activities:

- See “Overview” for introductory lecture with Dr. Gurr
- Read: Linguistic Anthropology & Sociolinguistics
- Complete Reading Quiz
- Report back on Challenge #2: Changing a Habit
- Activity & Discussion: Breaking Rules and Exploring Sociolinguistics

Mar 3- 8

VIII. Social Constructionism – Disability and Gender

Assignments & Activities:

- See “Overview” for introductory lecture with Dr. Gurr
- Read: Lesson 6: Social Constructionism, part 1 –Wesch;
- Read: Perspectives on Gender & Sexuality
- Complete Reading Quiz
- Film Review/Discussion: *The Mask You Live In*, via Fulton Library Website; upload discussion post to Canvas

Mar 17-22

IX. Social Constructionism – Race and Ethnicity

Assignments & Activities:

- See “Overview” for introductory lecture with Dr. Gurr
- Read: Lesson 5.2: Social Constructionism, part 2—Wesch;
- Read: Race and Ethnicity, Garcia
- Complete Reading Quiz
- Watch Film: Race the Power of an Illusion, Episode 1 (Fulton Library Website), and submit discussion post

Mar 24-29

X. Kinship & Love

Assignments & Activities:

- See “Overview” for introductory lecture with Dr. Gurr
- Read: Lesson 6: Marriage and Love in 4 Cultures, Wesch
- Complete Reading Quiz
- Film Review & Discussion Post: *The Land Where Women Rule*

Mar 31-Apr 5

XI. Ethics & Morality

Assignments & Activities:

- See “Overview” for introductory lecture with Dr. Gurr
- Read: Big Questions about Morality;
- Read: How to Stop Hating: The Dynamics of Culture
- Complete Reading Quiz
- Challenge: Other Encounter

Apr 7-12

XII. Religion

Assignments & Activities:

- See “Overview” for introductory lecture with Dr. Gurr
- Read: Lesson 8: Religion and the World’s Wisdom, Wesch;
- Read: Perspectives on Religion
- Complete Reading Quiz
- Challenge: Attending [a new] Church

Apr 14-19

XIII. Globalization

Assignments & Activities:

- See “Overview” for introductory lecture with Dr. Gurr
- Read: Globalization, Wesch;
- Read: Globalization, Perspectives
- Complete Reading Quiz

Apr 21-24

XIII. Applying Anthropology & Finalizing the Course

Assignments & Activities:

- See “Overview” for introductory lecture with Dr. Gurr
- Read: Lesson 10: Paul Farmer, Wesch
- Film Response, *Bending the Arc* (via Fulton Library)

CONGRATS! You've done it!

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Required Course Syllabus Statements

Generative 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. At the same time, you should learn how to use AI and in what instances AI can be helpful to you.

The use of generative AI tools (e.g. ChatGPT, Google Gemini, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine tuning your research questions;
- Drafting an outline to organize your thoughts; and
- 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 completing your written assignments. Be assured that you will not earn full points should you do so, as prompts have been written to elicit your own personal perspective.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- 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.