

ANT 3933: Seminar in Anthropology
Monday & Wednesday, 4:30-5:45pm
Bldg 51, Room 1210
Fall 2007

Instructor: Gordon F.M. Rakita
Office: Building 51, Room 1210
e-mail: grakita@unf.edu
website: www.unf.edu/~grakita
Phone: 620-1658
Office Hours: Monday & Wednesday
2:00 – 4:30pm

COURSE SYLLABUS:

This document is the syllabus for my Seminar in Anthropology course (ANT 3933). As such it is the controlling document for the class. Below you will find most of the information you need to successfully pass this course. **You are responsible** for knowing all the information presented in this document. **I will not accept any excuses** that involve you not reading this syllabus and understanding its contents.

COURSE PREREQUISITES:

There are no prerequisites for this course. However, the course is designed for Anthropology majors and minors. Those students not intending to pursue a degree in Anthropology should reconsider taking this class.

COURSE DESCRIPTION:

This course will prepare anthropology students for advanced coursework in the anthropological discipline. The course provides an opportunity for students to reflect upon the nature of anthropological inquiry and the variety of data anthropologists use to aid that inquiry. Students will develop an understanding of the multitude of methodologies and techniques employed by anthropologists and how anthropological theories and models articulate with research questions. They will also be exposed to examples of applications of anthropology to concrete social problems. The course will help anthropology majors/minors develop those skills and dispositions necessary to succeed as anthropology students and to begin planning their future careers.

ACADEMIC LEARNING COMPACT ITEMS ADDRESSED BY THIS COURSE:

Upon successful completion of this course, students should be able to:

- Express a general knowledge of the four sub-fields of anthropology and the Anthropological perspective (i.e., it is cross-cultural, holistic, etc.)
- Understand and interpret the nature of culture, the complex relations between individual and culture, and some of the challenges of cross-cultural communication
- Provide examples of Anthropology's uses in addressing humanity's problems
- See a situation anthropologically—that is broaden the experiential spectrum and reflexively relate an event to significant and informative ethnographic examples from a variety of cultures
- Appropriately analyze qualitative and quantitative data to arrive at reasonable and well-founded conclusions
- Critically evaluate the validity of an argument based on knowledge of anthropological theories and methods
- Write in a clear, logical style
- Support intellectual positions with evidence and clear written argumentation
- Demonstrate knowledge of major forms of bibliographic citation and reference.
- Articulate clearly and coherently an anthropologically informed position in verbal communication

COURSE BLACKBOARD SITE:

This course is accompanied and supported by a Blackboard website. Each student officially enrolled in the course will have access to this site. You will be required to retrieve readings from the Blackboard site, so it is extremely important that you know how to access the Blackboard site and familiarize yourself with its content.

COURSE READINGS:

Some of the required weekly readings will be drawn from the following text and should be completed prior to the date for which they are assigned.

Thinking Anthropologically edited by Philip Carl Salzman & Patricia C. Rice, Pearson Prentice Hall, Upper Saddle River, New Jersey, 2008.

Elements of Style by William Strunk, Ithaca, N.Y. (Geneva, N.Y.: Press of W.P. Humphrey), 1918. [available online at Bartleby.com, www.bartleby.com/141/.]

All other required readings will be posted on the course Blackboard site as Adobe PDF files.

Make sure the computer you are using to access the readings has the free Adobe PDF reader installed. Some of the files are large, so it is recommended that you use a high bandwidth connection to retrieve them. The readings are listed on the course schedule below and must be completed prior to the assigned due date. Completing the required readings on time will significantly improve your chances of receiving a high grade in the course.

Suggested Reading Strategies:

- Always consider the historical and theoretical context of the author(s)
- Take note of the goals or purpose of everything you read
- Critically consider the perspective and bias of the author(s)
- Read with a dictionary....take notes....put things in your own words...cut through the jargon
- Write down questions that you might have or make note of passages that you don't understand
- Recognize that not everything that you will read is well-written and profoundly important...some of it is less relevant or important...consider how you can identify the author's most significant points
- The reading load for this course is fairly heavy....read smart, not hard...take in the whole reading and seriously assess what you need to get from every reading

BEHAVIORAL EXPECTATIONS:

In large measure, this course is designed to help you transition from being an Anthropology student to being a professional Anthropologist. As such, *professionalization* is a large part of the course's goal. Being a professional Anthropologist involves knowing a considerable amount of empirical information and understanding and applying methods and theories. *However, being a professional Anthropologist also involves acting and behaving in certain ways. Successful Anthropologists are serious about their profession, comport themselves politely, are considerate of others viewpoints and ideas, are ethical, and hold to certain standards.*

Those of you who have taken classes from me before know that I tend to be formal in my interactions with students. I accord students the respect you deserve and I expect you to treat each other with a similar level of respect. Regardless of how you may choose to behave outside of this class, *you will act professionally while in this class and while working on class projects.* My expectations of you in this regard range from minor issues of dress and comportment (e.g. gentlemen will remove their hats while inside, everyone will extend courtesy to others) to major matters of professional behavior (e.g. not engaging in academic misconduct, adhering to the ethical standards of the discipline). If it helps, you can imagine or pretend that this class is a job interview. Behave accordingly. ! reserve the right to deduct points from your final grade for misbehavior (see below).

COURSE REQUIREMENTS/GRADE DETERMINANTS:

Assignments: Students are required to complete 15 assignments throughout the course of the semester. Assignments will be designed to test each student's knowledge of the discipline of Anthropology, prepare them for their future careers as Anthropologists, and develop their ability to think critically and write clearly about Anthropological topics. Each assignment will constitute 4% of your final grade for a total of 60%.

Daily Questions: For each class period, each student must bring one (or more) questions written on a 3x5 Index card to class. The questions should be Anthropologically related and may be drawn from required readings, previous classroom discussions, course assignments, etc. Foolish questions (e.g. what color tie are you wearing today?) will not be accepted and will receive zero credit. All index cards should be turned in at the beginning of class and must have the student's name clearly written on them. Daily questions will constitute 5% of your final grade.

Participation & Behavior: Participation in class discussions, debates, and activities is required and will influence your grade. 5% of your final grade will be based upon your participation and behavior. Thus, lack of participation or ignoring the behavioral standards discussed above will negatively affect your grade. I will strive to create a class atmosphere that is congenial, enjoyable, and relaxed. However, I expect all students to treat

each other and me with courtesy and respect. All reasonable opinions regarding course materials will be acceptable for discussion and comment. No opinions or speech which discriminates against or is derogatory towards others on the basis of race, ethnicity, national origin, religion, sex, sexual orientation, age, political affiliation, or disability will be tolerated. Students expressing such opinions will be asked to leave the classroom immediately. I reserve the right to re-direct or curtail discussions that diverge from the course goals or lecture topic. I am happy to answer questions about the day's topics during class (though I may ask that you defer your question till a more appropriate part of the class period). You are also welcome to e-mail me questions.

Paper: The final 30% of each student's final grade will be based upon a written paper. This paper will involve each student selecting an important figure in the history of the Anthropological discipline, researching that individual's career and work, and writing a paper about that person. Completion of the paper will proceed through the following series of steps:

Step	Description	Percent of Final Grade	Due Date
1	Selection of an Anthropologist		Sept. 24 th
2	Compilation of an annotated list of relevant references	5%	Oct. 17 th
3	Completion of a detailed outline for the paper	5%	Oct. 24 th
4	Completion of a first draft of the paper	10%	Nov. 14 th
5	Completion of a final draft of the paper	10%	Dec. 5 th
TOTAL		30%	

Attendance: Attendance to class periods is not mandatory; *however* it is necessary for successful completion of the course. A great deal of the learning of this course will occur during class period discussions. These discussions will be the only way you can learn some of the important information you need to succeed in this course. If you must miss a class period, it is your responsibility to make sure you find out the information that you missed. I suggest you find a classmate at the beginning of the semester that is willing to share their notes with you if you do miss a class (and vice versa). Do not ask me to provide a copy of my lecture notes or slides. Late arrival to class is disruptive and impolite to both the other students and me. Therefore, I reserve the right to deduct points from your final grade and habitual tardiness will result in a lowered final grade.

Extra Credit: No extra credit projects will be available. The only way to receive a passing grade in this course is to complete the course requirements. Do not assume that you can "blow off" assignments and then expect me to provide you with a way to improve your grade. Treat each assignment as though it will have an effect upon your final grade in the course (because it will).

Final Grading Scheme:

<u>Criteria/Item</u>	<u>No.</u>	<u>Value per</u>	<u>Total value</u>
Assignments	15	4% each	60%
Daily Questions			5%
Participation & Behavior			5%
<i>Paper</i>			
Literature Survey	1	5%	5%
Outline	1	5%	5%
First Draft	1	10%	10%
Final Draft	1	10%	10%
TOTAL			100%

Assignments and the paper sections will be graded on a 10 point scale (0 being low and 10 being high). Each student will also be given a grade (also on a 10 point scale) for their course participation and daily questions. I keep my grade book in Microsoft Excel, and use it to calculate and round off final grades. If you prefer for your grade to be rounded off by a different method than the one used by Excel, then I encourage you to contact Microsoft Corporation directly and ask that they make the appropriate change to their software and issue a version update.

As per my legal and ethical responsibilities to discuss a student's grades only with that student, I can not discuss individual grades via e-mail or the phone. You must see me in person to discuss the specifics of your grade. The student handbook outlines procedures for students wishing to appeal academic decisions.

Any student found engaging in academic misconduct (as defined by the University of North Florida) will be subject to appropriate disciplinary action. The current student handbook contains a detailed discussion of the University's policy on academic misconduct. Violations of academic integrity include; cheating, fabrication or falsification of information or documents, plagiarism (presentation of another's work as one's own), abuse of academic materials, and complicity in academic misconduct. Students may be subject to any and all of the following; academic counseling, reprimand, a failing grade for the assignment that involved the misconduct, a failing grade for the course, and referral of the behavior to the Departmental Chair or appropriate Dean. The student handbook outlines procedures for students wishing to appeal the academic decisions of the Professor.

The United States government, the University of North Florida, and I are all committed to guaranteeing a learning environment in which reasonable accommodations are made for individuals with disabilities. In accordance with the federal Americans with Disabilities Act of 1999, any students in need of assistance or alternative learning arrangements are encouraged to contact either me or the University's Disabled Services Program office (located in Building 10, Room 1201, 620-2769 Voice/TDD, 620-3874 FAX, URL: <http://www.unf.edu/dept/disabled-services/>).

E-MAIL:

E-mail is often the best method for communicating with me and I encourage you to e-mail me whenever you may have a question, concern, or comment. E-mailing me is also an excellent way for you to make sure I remember something. (I will often ask students to e-mail me so that I have a tangible reminder of what I might need to do to assist them.) Please make sure you identify yourself (full name) and which of my courses you are taking. If I do not know who you are, then I can not assist you. Make sure your return e-mail address is correct and operational. If my reply bounces, I will not try again. Use proper punctuation, spelling, grammar, complete sentences, etc. DO NOT use text-messaging abbreviations. If I can not understand your message, then I can not assist you. If you are writing an e-mail longer than a paragraph or two, then consider speaking to me in person. I respond to all e-mails as quickly as possible. In some cases this may take a day or two. Do not assume that I received your message unless you receive a reply back from me. Please do not forget that UNF e-mail is a public form a communication. As such, I do not discuss the specifics of anyone's grades via e-mail.

CELL PHONES, PAGERS, & OTHER WIRELESS COMMUNICATION DEVICES: All such devices must be turned off during class periods. Consistent disregard of this course rule will result in a lowered course participation grade. Students who require an exception to this rule may discuss the situation with me. Anyone caught using any of these items during a quiz will be treated as if they are cheating.

OFFICE HOURS: My office hours are listed above. If you need to meet with me and can not meet during these times, please contact me. I am happy to arrange a time to meet that is convenient for both of us. Please take advantage of my office hours to come see me and discuss questions or concerns you might have. If you are interested in majoring or minoring in Anthropology, my office hours are a good time to discuss this option with me. It is sometimes necessary for me to cancel my scheduled office hours. If so, I will do my best to make sure I make this announcement in class. If I am not in my office during scheduled office hours, or am busy with other students, please e-mail me so that I can arrange a time for us to meet. Your time is valuable and your questions and concerns are important to me. I am committed to making sure I am available to offer any help that I can. If you wish to discuss the specifics of your grade, you must meet with me personally. I will not discuss your grades with you via e-mail or the phone.

COURSE SCHEDULE (This schedule is subject to change at the discretion of the professor.):

Week	Day	Date	Required Readings	Unit Section
1	Monday	27-Aug		Introduction
	Wednesday	29-Aug	Salzman & Rice: Ch. 1 & 2	
2	Monday	3-Sep	Labor Day	
	Wednesday	5-Sep	Salzman & Rice: Ch. 3 & 4	Foundations
3	Monday	10-Sep	Lett 1997, Chapter 2 & 3	
	Wednesday	12-Sep	BYU Trip – No Class	
4	Monday	17-Sep	Omohundro 1999, <i>NACE Job Outlook 2007</i>	History
	Wednesday	19-Sep	Stephens 2002 (<i>Any 2 Character Profiles</i>)	
5	Monday	24-Sep	Salzman & Rice: Ch. 5 & 6	Methods & Data
	Wednesday	26-Sep	Pelto 1965, <i>New South's Guide to Section 106</i>	Publications
6	Monday	1-Oct	LIBRARY INSTRUCTION¹	
	Wednesday	3-Oct	Sanjek 1990, Spradley & McCurdy 1972	Research & Writing I
7	Monday	8-Oct	Salzman & Rice: Ch. 10	
	Wednesday	10-Oct		
8	Monday	15-Oct	Salzman & Rice: Ch. 9	Applied Anthropology
	Wednesday	17-Oct	Silverman 1991	
9	Monday	22-Oct		
	Wednesday	24-Oct	Strunk: Section III – Elementary Principles of Composition	
10	Monday	29-Oct		Graduate School
	Wednesday	31-Oct	Strunk: Section II – Elementary Rules of Usage	
11	Monday	5-Nov	Salzman & Rice: Ch. 12	Editing & Revising
	Wednesday	7-Nov		
12	Monday	12-Nov	Veteran's Day	
	Wednesday	14-Nov	Morell 1993	Anthropological tropes
13	Monday	19-Nov	Salzman & Rice: Ch. 6	
	Wednesday	21-Nov	Thanksgiving Day Holiday	
14	Monday	26-Nov	Salzman & Rice: Ch. 11	Research & Writing II
	Wednesday	28-Nov		
15	Monday	3-Dec	Strunk: Section IV & V – Matters of Form, etc.	Ethics & IRB
	Wednesday	5-Dec	Salzman & Rice: Ch. 8	

¹ Class will meet in Room 2102A on the 2nd floor of the University's library

REFERENCES CITED:

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1999 Career Advice for Anthropology Undergraduates. In *Careers in Anthropology*. Mayfield Publishing, Mountain View, CA.
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- Silverman, S.
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1972 *The Cultural Experience: Ethnography in Complex Society (Chapter 3: Cultural Informants)*. Waveland Press, Prospect Heights, Illinois.
- Stephens, W. R.
2002 *Careers in Anthropology: What an Anthropology Degree Can Do for You*. Allyn & Bacon, Boston.