
Syllabus:

Cultural Anthropology

LLCU 203

Winter 2021

Instructor: Dr. S. Shulist

Office: Kingston Hall 400A

Email: s.shulist@queensu.ca

Drop-in Hours: TBD, or by appointment. All drop-in hours will be held via Zoom

~ Course Logistics ~

As you all know, this semester at Queen's will be **entirely remote**, which means you do not have to attend class on campus. However, each of your courses may be running a bit differently. LLCU 203 will be a combination of **asynchronous** lecture material and **synchronous** discussion sessions. This means that we will use **one** of our two scheduled weekly time slots to meet to talk about readings and content, and you will be able to decide when to complete the rest of your work at times that work for you.

Each week, we will complete one unit of the course. Here is the schedule that we will follow. All times are Kingston time.

- Recorded lecture content will be available by Wednesday of the week **before** the unit is covered
- I will send a weekly overview email every Monday morning with general class announcements, reminders about topics and readings that are scheduled, reminders about any upcoming assignment options, and any special events or changes to the schedule. All other communications will be provided through OnQ.
- **Discussion sessions will take place via Zoom on Mondays at 10-11 a.m.** Each Monday, we will discuss readings associated with the **previous week's** unit.
- If you cannot make a discussion session, or if you prefer to attend but not actively participate, you may choose to demonstrate your engagement with readings via OnQ Discussion Boards. These posts will be due by **11:59 pm Monday** (the day of the discussion).
- Assignment options will always be due by **11:59 p.m. on Wednesdays**. Please see the list of options to check specific deadlines, and the policy sections in OnQ for information about extensions and lateness.
- Unit summaries must be completed by **11:59 pm on Friday**.

A Note on Deadlines, Schedules, Guidelines, and Expectations

I know that this semester is not normal. I know that you are probably figuring a lot of things out as you go along (as am I). I also know that for at least some of you, there are (or there will be) big challenges to your success this semester, including reliable internet and computer access; distractions in the home from children, siblings, or roommates; working in a different time zone/ country; economic stress and anxiety; elevated mental and physical health concerns; isolation and uncertainty; and perhaps even the loss of loved ones in the pandemic. I believe that compassion should always come first, but never more so than when so many of us require consideration. The deadlines and weekly schedule is intended to support your learning by providing a structured set of guidelines and a *general* expectation. These deadlines almost always have at least some wiggle room involved. Please check the policy section in the course OnQ page for further information about what you should do if you are concerned about your ability to keep up on a weekly basis, or if you face an emergency situation and are encountering a week of exceptional difficulties.

Course Learning Outcomes:

In successfully completing this course, students will demonstrate their ability to:

- Discuss the importance of anthropology for understanding human diversity and cultural practices
- Define and apply the basic terminology of cultural anthropology
- Explain the methodological approaches of cultural anthropology
- Relate anthropological concepts and questions to contemporary social issues and challenges
- Demonstrate understanding of cultural difference and diversity
- Communicate anthropological ideas in organized academic writing style

Required Materials:

This course will use the Open Access Textbook: “Perspectives: An Open Invitation to Cultural Anthropology” (2nd Edition). Edited by Nina Brown, Thomas McIlwraith, and Laura Tubelle de González. The full text is available online here: <http://perspectives.americananthro.org/>

Additional readings required for each unit will be posted in OnQ.

Grade Distribution

Grade Item	Value
Discussion Engagement (in person or via OnQ)	20%
Unit Summaries	10 x 1% (drop two lowest) (10%)
“Choose Your Own Adventure” Assignments	40%
Final Exam (Take-Home)	30%

Discussion Engagement:

Each week, you are asked to participate actively in discussions about assigned course readings, particularly the *non-textbook* reading assigned for the week. You may do this by

- Attending the discussion sessions on **Mondays at 10 a.m.** and **actively participating** in the conversation (either in small breakout rooms or the group as a whole)

OR

- Contributing questions, thoughtful reflections, or connections and observations about the readings in the OnQ discussion forums associated with the week.

In both the live sessions and the discussion boards, your contributions should demonstrate that you have read and thought about the assigned readings. Your grade will reflect your ongoing *engagement* with the material, not simple participation or attendance. You are welcome to choose one of these options as your method of engagement for the course as a whole, or to switch back and forth depending on what works for you at different times in the semester.

Each week's discussion session/post is worth 2% of your final grade, for a total of 20%. There will be no assigned discussion reading for Unit 1, so there are a total of 11 discussion opportunities available, meaning 1 week (your lowest, or one that you do not complete) will be dropped from consideration in your final grade.

Unit summaries

Each week, you are asked to complete an OnQ quiz in which you summarize three main points you learned from the week's material. These are intended to provide a low-stakes way to help you stay on top of the learning and avoid getting overwhelmed, as well as to give me an opportunity to check your understanding and learning. These will be graded based entirely on completion - if you list three relevant points, you will get full marks (if you list 2, you will get 2/3). Each week's summary is worth 1% of your final grade, for a total of 10%. Because there are 12 weeks, you can miss two and receive full grades.

"Choose Your Own Adventure" Assignments

A total of 40% of your grade will come from assignments. A series of options is available for how you complete this, with different weight values and deadlines for each. While most of these options are for written assignments, some allow you to consider using a different format (e.g. podcast, presentation). You are responsible for making sure that you complete sufficient assignments. An option list and planning sheet will be provided through OnQ.

Final Exam

The final exam will be a take-home with written answer questions. While the exact number and format of questions will be determined at a later date, you can expect that it will include essay questions as well as some shorter answer (paragraph-page length) discussion of key concepts. The schedule for completion of this exam will be determined later in the term, but you will have approximately 7-10 days after receiving the questions to submit your exam.

Grading Information

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen's Official Grade Conversion Scale:

Queen's Official Grade Conversion Scale

Grade	Numerical Course Average (Range)
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

Academic Integrity

Queen's students, faculty, administrators and staff all have responsibilities for upholding the fundamental values of academic integrity; honesty, trust, fairness, respect, responsibility and courage (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities <http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities>).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 <http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1>), on the Arts and Science website (see <https://www.queensu.ca/artsci/students-at-queens/academic-integrity>), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic

community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Accommodations for Disabilities and Extenuating Circumstances

Please see the “Policy information” section in OnQ for information about my personal policies about extensions, late assignments, and other concerns you may have about assignment submission. The information included here represents Queen’s University commitments regarding accommodation and extenuating circumstances, which I consider to be the *starting point* for providing you with the support you need – in other words, if you have additional concerns or situations that are not well covered by the below policies, please make an appointment to come talk to me to see how I can help.

Accommodations for Disabilities

Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see <https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/ACADACCOMMPOLICY2016.pdf>). If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the **Queen's Student Accessibility Services (QSAS)** and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: <http://www.queensu.ca/studentwellness/accessibility-services/>

Academic Consideration for Extenuating Circumstances

Queen’s University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances is available at <http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf>

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted at: <http://www.queensu.ca/artsci/accommodations>. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

Technology

The following technology recommendations apply to this remote course. When possible, you should ensure your software (e.g. web browser, video call software) is updated to the most recent version. Because you are not required to participate in synchronous sessions, you do not need to have a webcam or microphone available, but if you would like to ask questions during the Q&A, you may wish to use these tools.

Web Browsers

onQ performs best when using the most recent version of the web browsers, Chrome or Firefox. Safari and Edge are strongly discouraged as these web browsers are known to cause issues with onQ.

Internet Speed

While wired internet connection is encouraged, we recognize that students may be relying on a wireless connection. A minimum download speed of 10 Mbps and up to 20 Mbps for multimedia is recommended. To test your internet speed, <https://www.speedtest.net/>

For technology support ranging from setting up your device, issues with onQ to installing software, contact ITS Support Centre <https://www.queensu.ca/its/itsc>

Course Schedule

A more detailed schedule will be provided through OnQ. Any updates or modifications will also be announced and posted there. Please consult the information there for the most up-to-date schedule information.

Unit	Topic	Assigned Readings	Assignment Options Due
1	Course Introduction	Perspectives: Introduction to Anthropology	None
2	Doing Anthropology: Methods	Perspectives: Doing Fieldwork Cecil King - "Here Come the Anthros"	
3	Identity, Family, and Kinship	Perspectives: Family and Marriage Jacqueline Luce - "Imagining Queer Parenthood"	
4	Play, Art, Myth and Ritual	Perspectives: Religion TBD	February 3: What Do Cultural Anthros Do?
5	Food and Subsistence	Perspectives: Subsistence TBD	February 10: Structuring Behaviour Kinship Discussion

6	Organizing Society: Economics	Perspectives: Economics Ilana Gershon - Selection from "Down and Out in the New Economy"	February 24: Symbolic Behaviour and Ritual Telling Stories
7	Organizing Society: Politics	Perspectives: Political Anthropology - A Cross Cultural Comparison Audra Simpson - From "Mohawk Interruptus"	March 3: Food and/as Culture Making the Familiar Strange
8	Race & Ethnicity	Perspectives: Race and Ethnicity" TBD	March 10: Understanding Exchange Cultural/Social Group Sketch
9	Sex, Gender, and Sexuality	Perspectives: Gender and Sexuality Gayatri Reddy - From "With Respect to Sex"	March 17: Understanding Social Power
10	Globalization, Borders, and Migration	Perspectives: Globalization TBD	March 24: Global Understanding of "Race" Ethnography Review
11	Health and Medicine	Perspectives: Health and Medicine TBD	March 31: Article Response Media Report Analysis Gender in Everyday Life
12	Environmental Anthropology	Perspectives: Culture and Sustainability TBD	April 7: Nature/Culture Social Life of Material Things Research Essay