

Department: Anthropology

Course No: 1000/W

Credits: 3

Title: Other People's Worlds

Contact: Penn Handwerker

Content Area: CA2- Social Sciences

Diversity: CA4 International

WQ: Writing

Catalog Copy: A survey of the development, contributions, and contemporary social problems of selected non-Euroamerican peoples and cultures.

Course Information: a. A brief (2-3 sentences) course description that includes course goals and objectives. This course introduces students to cultural theory. We survey the development, contributions, and contemporary social problems of selected non-Euroamerican peoples and cultures. In the process, the course aims to help students learn to recognize and work with cultural diversity in today's world.

b. Course requirements: Specify exam formats, nature and scope of weekly reading assignments, nature and scope of writing assignments, problem sets, etc.

Course requirements consist of a paper (12 pt font, single spaced) of at least 15 pp typed double-spaced (approximately 4000 words), written in four parts plus a final synthesis. Each part contributes 15% of the course grade, 60% total. The final synthesis contributes the remaining 40%. Late submissions will lose half a grade for each day late, up to three days; after 3 days the overdue submission will be assigned a zero. Half of each grade is the grade for the W part of the course. Students must pass the W part of the course to pass the course.

The first part of the paper describes the assumption(s) that Eskimo people and the individual student make about what constitutes food, and explains the implications of those differences for how an Eskimo and the individual student live their lives. Subsequent sections of the paper analyze ethnographic data collected by the class and (1) identifies principles of moral evaluation that extend beyond specific domains (sex, relationships, violence, food) with supporting evidence (i.e., quotes) (2) moral evaluations specific to the domain on which the individual conducted interviews (sex, relationships, violence, food) with supporting evidence (i.e., quotes), and (3) one cultural difference with supporting evidence (i.e., quotes) or an analysis that shows (with supporting quotes) that no cultural differences exist. The final synthesis integrates the first part of the paper with the data analysis of moral principles to reflect on the nature and significance of cultural differences and similarities.

c. List the major themes, issues, topics, etc., to be covered.

Global movement and communication have placed us face-to-face with individuals who embody different cultures. This course aims to help students recognize and make sense of the observation that we find standing face-to-face with us people whom we might think embody different cultures, but who don't -- in which a successful Rap group comes out of Japan, you can watch the movie "Out of Africa" in an African bush village, and Russians play jazz, compose Country music, and turn capitalist. We begin with an introduction to the basics of culture theory. Then, students will do cultural anthropology with real people who live lives in ways that may or may not differ markedly from the way they live theirs. We shall look for differences and similarities in moral reasoning about sex, relationships, food, and violence.

Meets Goals of Gen Ed: 1. Become articulate; Successive, cumulative writing assignments, with instructor feedback, improve students' ability to present complex ideas directly and simply.

2. Acquire intellectual breadth and versatility; The wide range of subject matter (e.g., violence, relationships, sex, food) shows students interrelationships that allow them to see beyond disciplinary boundaries and, thus, increase their intellectual breadth and versatility.

3. Acquire critical judgement;

Successive, cumulative writing assignments, along with class discussion, help students formulate standards by which to distinguish what's important from what's not.

4. Acquire moral sensitivity;

Readings, class discussion, and data collection and analysis explore the construct of cultural relativism, and contemporary cultural variation in the foundations of moral judgments.

5. Acquire awareness of their era and society; Readings, class discussion, and data collection and analysis assignments give students a perspective on the cultural diversity that characterizes their era and society.

6. Acquire consciousness of the diversity of human culture and experience; and The diversity of human cultures and experience constitutes the primary content of this course.

7. Acquire a working understanding of the processes by which they can continue to acquire and use knowledge.

Reading, discussion, and data analysis help students refine their skills in the application of empiricist epistemology to elicit and analyze information bearing on cultural similarities and differences.

CA2 Criteria: 1. Introduce students to theories and concepts of the social sciences.

The central goal of the course is to introduce students to cultural theory and its core constructs (e.g., cultural relativism, cultural diversity, cultural sharing).

2. Introduce students to methods used in the social sciences, including consideration of the ethical problems social scientists face.

This course introduces students to both qualitative and quantitative methods used in the study of culture. Students apply empiricist epistemology to elicit and analyze data bearing on cultural similarities and differences. Class discussion explores the ethical problems of data collection, analysis, and write-up.

3. Introduce students to ways in which individuals, groups, institutions, or societies behave and influence one another and the natural environment.

The central goal of cultural theory is to understand how individuals, groups, institutions, and societies behave and influence one another and the natural environment. Class assignments provide first-hand experience with cultural similarities and differences of significant interest to students. Class discussion and data analysis focused on topics like food, sex, violence, and relationships provide opportunities for students to explore how individuals, groups, institutions, or societies behave and influence one another in different ways in different contexts.

4. Provide students with tools to analyze social, political, or economic groups/organizations (such as families, communities, or governments), and to examine social issues and problems at the individual, cultural, societal, national, or international level. Social issues may include issues of gender, race, social class, political power, economic power, and cross-cultural interaction. Cultural theory and ethnographic methods provide students tools with which to recognize and analyze cultural similarities and differences that may be embedded or manifested in social, political, or economic groups/organizations (such as families, communities, or governments). Class assignments provide first-hand experience with the cultural dynamics of our globalizing world.

CA4 Criteria: 1. Emphasize that there are varieties of human experiences, perceptions, thoughts, values, and/or modes of creativity; The diversity of human cultures (experiences, perceptions, thoughts, values, and modes of creativity) constitutes the primary content of this course.

2. Emphasize that interpretive systems and/or social structures are cultural creations; One central point is that interpretive systems and social relations are cultural creations.

3. Consider the similarities that may exist among diverse groups; The study of culture necessarily entails the examination of both similarities and differences among diverse groups.

4. Develop an understanding of and sensitivity to issues involving human rights and migration; Class discussion applies lessons from our exploration of the construct of cultural relativism, and contemporary cultural variation in the foundations of moral judgments, to contemporary human rights issues that arise from the dynamics of our globalizing world.

W Criteria: 1. Describe how the writing assignments will enable and enhance learning the content of the course. Describe the page requirements of the assignments, and the relative weighting of the "W" component of the course for the course grade.

Course requirements consist of a paper (12 pt font, single spaced) of at least 15 pp typed double-spaced (approximately 4000 words), written in four parts plus a final synthesis. Each part contributes 15% of the course grade, 60% total. The final synthesis contributes the remaining 40%. Late submissions will lose half a grade for each day late, up to three days; after 3 days the overdue submission will be assigned a zero. Half of each grade is the grade for the W part of the course. Students must pass the W part of the course to pass the course. Successive, cumulative writing assignments help students work through and master the intellectual content of the course.

2. Describe the primary modes of writing instruction in the course (e.g. individual conferences, written commentary, formal instruction to the class, and so on.)

Writing instruction will be conducted through written commentary and successive drafts of papers, together with individual conferences.

3. Explain how opportunities for revision will be structured into the writing assignments in the course.

Successive and cumulative drafts of a single paper integrate opportunities for revision into the primary course assignment.

Role of Grad Students: Graduate students who have been trained in how to teach writing may supervise specific sections of 100W under the supervision of a regular faculty member.