

ANTH 114
Introduction to Cultural Anthropology
Spring 2020

Professor: Gyu Tag Lee

Time: Monday & Wednesday 10:30 – 11:45

Room: TBA

Email: gleeg@gmu.edu

Office: #547

Office Hours: Tuesday 15:30-17:30 or by appointment

Course Description:

This course introduces students to the field of cultural anthropology. Anthropology is the study of human cultures, in all times and places, and in all their forms. While in this course, you will gain a sense of how anthropologists approach and study other cultures. You will learn how to “think like an anthropologist” through the critical examination of other cultures and more importantly through the examination of your own culture.

Cultural anthropology endeavors to promote learning about the world’s diverse cultures in a contextual, comparative, and holistic perspective. Through lectures, readings, films, writing exercises, and discussions, this course will cover a range of intriguing topics with cross-cultural examples. In order to understand cultural diversity, we must begin by interrogating our own cultural assumptions and how these shape our everyday lives and ways of thinking. These include assumptions that we may not even recognize as cultural, but may take for granted as a natural part of our common sense.

This course may provoke you. The course may also, at times, offend you. We are presenting controversial material on controversial topics – race, science, religion, gender, sexuality, etc. The course is designed according to the philosophy that an education is worthless if it does not provoke, challenge, disrupt and perhaps cause you to reformulate the assumptions you brought to it in the first place. At the same time, your voice and opinion is essential to this classroom space. Our collective aim in this course is to create a space for intelligent dialogue and discussion where we can all explore these issues important to our everyday lives. As much as this class serves to challenge and disrupt your existing assumptions about the world around you, your own perspective is valuable and valid, and this course aims to develop your ability to express your opinion in an intelligent and organized manner.

Class Objectives:

Upon successful completion of this course, it is expected that each student will

- Comprehend the breadth and depth of cultural anthropology, understanding its interest in global diversity
- Understand the basic research methods used by cultural anthropologists and the ethical concerns
- Think critically about issues pertinent to anthropology and the human condition
- Understand how cultural forces may affect daily life, change, and conflict on

- local and global scales
- Recognize what is included in the anthropological concept of culture
 - Present explanations of cultural relativism and its importance to anthropology as well as recognize its limits
 - Develop reading, writing, and study skills that will be beneficial to future academic and professional endeavors

Course Textbooks:

- Guest, Kenneth J. (2017). *Essentials of Cultural Anthropology: A Toolkit for a Global Age (2nd Edition)*. New York: W. W. Norton & Company.

※ Previous or latest editions are also available

- Also, sometimes other reading materials for the class might be made available **on Blackboard** (<https://mymasonportal.gmu.edu>) or will be provided by email. It is your responsibility to print these texts or read them electronically, and take good notes. Please check Blackboard regularly for course texts and announcements.

- Another important “text” for this course is your official **GMU email account**. I will be periodically sending out updates, announcements, and syllabus changes to your GMU email addresses and **it is one of your primary responsibilities to regularly check your email** and maintain space in your inboxes. The phrase “I did not get your email” or “I have not opened your email yet” is not an acceptable excuse.

Course Polices and Student Responsibilities:

1. Attendance

- a. You are expected to **attend all classes**, arriving **before** the class begins and remaining engaged for the duration of each class meeting. If you cannot attend class due to illness or other emergency, you should notify your professor directly or by email before class.
- b. Arriving late or leaving early is equal to 1/2 absence. **Any more than 3 absences** will result in a grade penalty in participation.
- c. If a student misses **more than 6 classes** (7 absences or more) he or she would be fail.

2. Class Preparation and Participation

- a. **Class Preparation and Participation**
 - Students must prepare in advance for every class meeting (recommended reading and written homework). Class participation means that you actively engage in the discussions/activities and that you take notes during discussions and lectures.
 - **DO NOT WORK ON OTHER CLASS ASSIGNMENTS, TEXT MESSAGE/KAKAO TALK, READ EMAIL, FACEBOOK OR ENGAGE IN**

OTHER SOCIAL MEDIA DURING CLASS TIME. Your grade will be seriously lowered if the instructor find you doing those things.

b. Mobile Phones and Other Electronic Devices (Laptops, Tablets, etc.)

- During class all mobile phones should be switched off or to silent mode, and put away out of sight. Mobile phones on your desk, lap, or within sight are not allowed. Using phones without permission can negatively impact your participation grade. If mobile phones or other devices use continues after the start of class you may be asked to leave the classroom, which could also affect your attendance score.
- Students should keep in mind that this is a **laptop ban class**. It means that using a laptop is not allowed in this class.

c. Homework and Written Assignments

- You must complete the homework and written assignments *independently and individually*. **Copying homework and/or a written assignment from a current or former student is cheating.** University policies for cases of academic integrity can be found at: <http://oai.gmu.edu/>. If you have any questions about these policies, please ask your professor before completing the assignment.

d. Course Readings and Worksheets

- You are responsible for completing reading homework for every class meeting if there is any. You should be prepared to share the main ideas from each reading and have the written assignments ready for in-class discussions/activities. Your professor may check to see if your homework is complete at any time. These homework checks are part of your Preparation and Participation Grade. Do not email “missing” or late worksheets to your professor. You must be present in-class to receive credit for homework.

e. Graded Assignments

- These must be typed using MS Word. All text must be in **12-point font** and **double-spaced**. Please check spelling and grammar prior to submitting your assignments. You must submit written assignments **by hardcopy** (it means that you should print out your written assignments and submit them directly to me in the class unless there is an additional instruction by the Professor).

※ If you want to get advising for your writing assignment, you can visit GMUK Academic Resource Center. Please find more information about it at the end of this syllabus.

3. Late Work

: You must get permission from the professor to submit work after the posted due date. Otherwise, late work will not be accepted and will result in a “zero” grade. Even when permission is given, late work may be subject to a certain percent grade penalty.

4. Technology

: You are expected to use Blackboard to access course materials. Also, you should be able to access your GMU e-mail account.

5. **Quizzes**

: No make-up quizzes or exams will be given.

6. **Time Management:** You are encouraged to make an appointment with the course professor as soon as you experience difficulty in the course or have questions about an assignment or exam. Do not wait to get help. *Keep in mind that poor planning on your part does not constitute an emergency on the part of your professor (i.e. if you wait until the last minute to make an appointment with your professor, you may not have the opportunity to do so).*

Students with Disabilities

: If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Academic Affairs at 032-626-5060. All academic accommodations must be arranged through the Office.

Mason Diversity Statement

: George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth.

An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard and respected.

The reflection of Mason’s commitment to diversity and inclusion goes beyond policies and procedures to focus on behavior at the individual, group and organizational level. The implementation of this commitment to diversity and inclusion is found in all settings, including individual work units and groups, student organizations and groups, and classroom settings; it is also found with the delivery of services and activities, including, but not limited to, curriculum, teaching, events, advising, research, service, and community outreach.

Acknowledging that the attainment of diversity and inclusion are dynamic and continuous processes, and that the larger societal setting has an evolving socio-cultural understanding of diversity and inclusion, Mason seeks to continuously improve its environment. To this end, the University promotes continuous monitoring and self-assessment regarding diversity. The aim is to incorporate diversity and inclusion within the philosophies and actions of the individual, group and organization, and to make improvements as needed.

Course Assessments and Grading Scale
Spring 2020

Your course grade will consist of the following:

1. Quizzes (four [4] total)	25% (250 pts)
2. Mid-Term Paper	10% (100 pts)
3. Research Project	35% (350 pts)
a. Research Proposal	5%
b. Presentation	20%
c. Peer Evaluation	5%
d. 'Personal Review' on Your Field Work	5%
4. Blackboard Discussion	10% (100 pts)
5. Attendance	10% (100 pts)
6. Participation	10% (100 pts)
Total	100% (1,000 pts)

Grading Scale

- A+ = 96~100, A0 = 91~95, A- = 86~90
- B+ = 81~85, B0 = 76~80, B- = 71~75
- C+ = 66~70, C0 = 61~65
- D or F = below 60

Overview of Course Assignments

1. Quizzes: 4 + 3*7 = 25% (250 pts)

- I will give four quizzes based upon just the readings and lectures. The objective is to keep you on top of readings/lectures so that you do not fall behind. Since this course is one of the Mason Core (formerly known as General Education) which can be a foundational class for your future study, it is critical to understand main concepts and the meaning of key terms. Taking quizzes will help you to understand big ideas of readings/lectures.
- The first quiz will not have the same weight as the other three to help you more easily into the typical quiz format and content.

2. Mid-Term Paper: 15% (150 pts)

- Students will be asked to write **one (1), at least 900-word response paper** for the mid-term. The paper should address your reactions and interpretations of the class so far. It will be relatively informal in structure. In other words, you can discuss whatever you found intriguing about the class material without organizing the paper around a central argument as you would in a more formal paper.
- Professor will give you a detailed instruction about the paper before 1 to 2 weeks of

the due date.

- Most importantly **avoid summarizing** the readings and other references – move quickly into an analytical response and show your own arguments/opinions. This essay should be argumentative, rather than too descriptive and/or informative.
- It will be worth 15% of your final grade and must be submitted at the beginning of class. You can check the due date in Class Schedule section of this syllabus.
- Note on grading: When marking this, I will NOT be strictly looking for grammar, organization, and so on. I will be looking for evidence that you are engaged with what we've done during the class, and your own thoughts/reflections/opinions about the topic that you choose to write about. Papers that simply re-hash the lectures or the readings, or that fail to show an explicit connection to the class **will receive reduced or zero credit**.

3. **Research Project: Ethnographic Field Work: 30% (300 pts)**

- For this research project, students will work in small groups throughout the semester to do ethnographic field work. Based upon what you learn about ethnographic field work in the very first month of the semester, you will do the research on your own. I will organize groups for you, and you will decide what to explore and by which methods. And at the end of the semester, you will do the public presentation about your research.
- This will be 'Try to Understand "Them"' project. For this, you will a certain group of people that you do not belong to, then try to understand them based on your field work. Throughout the field work, you should interview and survey a number of people. Details will be announced later.
- There will be two check-points for the project. At each check-point, you will report what you have done so far for the project.
- For the first check point, your group will submit a 'Research Proposal' according to the form provided by the Professor. It will be worth 5% of your final grade.
- After having your final presentation, you will evaluate your teammates based on the instruction given by the Professor. It will be worth 5% of your final grade.
- After completing the presentation of your project, you will write a 300-word paper about what your experiences, thoughts, good and bad things, regrets, ideas, and suggestions (if any) on your group's field work. It is a kind of your own informal personal review of your group work and be worth 5% of your final grade. Details would be announced later.

4. **Blackboard Discussion: 10% (100 pts)**

- Professor will often give you a couple of discussion questions sometimes with reading materials (such as newspaper/magazine articles) through Blackboard

Discussion page. Please read the assigned article(s) and make your own thoughts and replies to others' thoughts on the Blackboard. We will have discussions next class based on them.

- There will be 8 or 9 Blackboard Discussions through the semester. Each of your discussions and replies will be worth 0.8 / 1.0 / 1.2 % of your final grade.

5. **Attendance (10%)** : Refer to the course policy section

6. **Participation (10%)**

- Class participation is crucial to one's overall grade. It will be assessed by your participation during other students' presentation and other usual class participations. This is separate from your general attendance.

Class Schedule:

Week 1 (02. 24 / 02. 26) **Course Introduction**

Week 2 (03. 02 / 03. 04) **What Is Anthropology?**

Reading:

Chapter 1 <Anthropology in a Global Age>

Week 3 (03. 09 / 03. 11) **Globalization and Anthropology / Ethnography and Fieldwork**

Reading:

Chapter 1 <Anthropology in a Global Age> / Chapter 3 <Fieldworks and Ethnography>

Week 4 (03. 16 / 03. 18) **Ethnography Case Study / 1st Quiz & Group Organization**

- 03. 16: Lecture
- 03. 18: 1st Quiz & Group Organization

Week 5 (03. 23 / 03. 25) **Culture and Power**

Reading:

Chapter 2 <Culture>

Week 6 (03. 30 / 04. 01) **Language Shapes Culture vs. Culture Shapes Language**

Reading:

Chapter 4 <Language>

Week 7 (04. 06 / 04. 08) **2nd Quiz & 1st Checkpoint / Race and Racism (I)**

- 04. 06: 2nd Quiz and & 1st Checkpoint for the Project
- 04. 08: Lecture

Reading:

Chapter 5 <Race and Racism>

***Mid-Term Paper Due (Apr. 10th, TBA)**

Week 8 (04. 13 / 04. 15) **Race and Racism (II)**

Reading:

Chapter 5 <Race and Racism>

***04/15 (Wed.): No Class (National Assembly Election Day)**

Week 9 (04. 20 / 04. 22) Ethnicity and Nationalism

Reading:

Chapter 6 <Ethnicity and Nationalism>

Week 10 (04. 27 / 04. 29) 3rd Quiz & 2nd Checkpoint / Individual Meeting

- 04. 27: 3rd Quiz & 2nd Checkpoint
- 04. 28 & 04. 29: Individual Meeting with the Professor (TBA)

Week 11 (05. 04 / 05. 06) Film: *My Big Fat Greek Wedding (I)*

***05/04 (Mon.): No Class (Spring Recess)**

Week 12 (05. 11 / 05. 13) Film: *My Big Fat Greek Wedding (II)* / Why Does Gender Matter?

Reading:

Chapter 7 <Gender>

Week 13 (05. 18 / 05. 20) Gender Issues: Case Studies / Class Structure and Theories

Reading:

Chapter 7 <Gender> / Chapter 10 <Class and Inequality>

Week 14 (05. 25 / 05. 27) Is Equal Society Possible? / 4th Quiz

Reading:

Chapter 10 <Class and Inequality>

- 05. 25: Lecture
- 05. 27: 4th Quiz

Week 15 (06. 01 / 06. 03) Final Project Presentation

Academic Integrity

: George Mason University has an Honor Code, which requires all members of this community to maintain the highest standards of academic honesty and integrity. Cheating, Plagiarism, lying, and stealing are all prohibited.

: All violations of the Honor Code will be reported to the Honor Committee.

Enrollment

: Students are responsible for verifying their enrollment in this class.

: Schedule adjustments should be made by the deadlines published in the Schedule of Classes. Deadlines each semester are published in the Academic Calendar available from George Mason University-Korea website (<https://masonkorea.gmu.edu/academic-calendars/spring-2020>)

: **Last day to add – Mar. 3rd, 2020**

: **Final Drop Deadline (with 100% tuition refund) – Mar. 9th, 2020**

: After the last day to drop a class, withdrawing from this class requires the approval of the dean and is only allowed for nonacademic reasons.

: Undergraduate students may choose to exercise a selective withdrawal. See the website for selective withdrawal procedures.

GUMK Academic Resource Center

: The Academic Resource Center, GMUK is in the business of looking at your papers and problems to improve your academic achievement in the area of Writing, Mathematics, Accounting, Statistics, and Economics. You are invited to utilize the faculty and student tutor services at a variety of stages in your academic activities, checking to see that your project specifically meets the directions specified by your instructor.

While tutors are ‘fixing’ your writing or projects, they do help you become conscious of particular error patterns that emerge in your work. For more information, please contact Professor Eunmee Lee, director of Academic Resource Center (elee45@gmu.edu, office #521).