

Cultural Diversity in the US

Spring 2018

ATH 185 D

TR 2:50pm - 4:10pm

071 Upham Hall

Dr. Yang Jiao

113 Upham Hall

Phone: (513) 529-2466

e-mail: jiaoy3@miamiOH.edu

Office Hours: Tue, Thu, 1:15pm-2:15pm, or by appointment

Course Description:

The American society is often described as a “melting pot”. This refers to the fact that the United States is a culturally diverse society. This course, offered to American Culture and English students, explores cultural diversity in the US from an anthropological perspective.

For international students, the US is used as a “field site” to examine how humans are different and organized together based on these differences at the same time. Students will be introduced and given opportunities to use core concepts and basic methods in anthropology to learn and reflect on how humans engage with and learn from the culturally “other”. We will explore topics including ethnic, racial and class identities, globalization and diaspora, economy, gender, religion and ethnographic methods. This course also provides a foundational understanding of cultural diversity in the US.

Student Learning Objectives:

1. Develop appreciation of cultural diversity in the context of US
2. Understand core concepts of anthropology
3. Learn methods to make the “strange” become familiar within the US cultural context
4. Describe and critically reflect on, based on ethnographic exercise and writing, the process of engaging with peoples and communities that are different from your own
5. Apply anthropological concepts and methods to analyze cultural encounters

Components of this course that facilitate student learning and evaluate understanding and critical thinking include weekly reading responses, ethnographic exercises, reflexive essays, discussions, and final exam.

Miami Global Courses:

This course is a Miami "Global" designated course, and through assignments, discussions, and readings, students will learn to

1. Develop and exercise the ability to communicate and act respectfully across cultural differences. Students will recognize, understand, and respect the complexity of

intercultural diversity, within and between societies, and communicate respectfully across cultural differences.

2. Explore and understand our place and influence in the changing world.
3. Understand course content in a way that enables us to think critically about global issues, trends, and problems.

Grade breakdown

Class Participation	20%
Weekly reading responses	25%
1st Reflexive Essay	15%
2nd Reflexive Essay	15%
Final Exam	25%

Grading Scheme:

A+	100%	to 97%
A	<97%	to 94%
A-	< 94%	to 90%
B+	< 90%	to 87%
B	< 87%	to 84%
B-	< 84%	to 80%
C+	< 80%	to 77%
C	< 77%	to 74%
C-	< 74%	to 70%
D+	< 70%	to 67%
D	< 67%	to 64%
D-	< 64%	to 61%
F	< 61%	to 0%

Class participation (20%):

Students are expected to learn through active engagement with ideas and ethnographic exercises. Students are expected to work with their peers in discussion, reading responses, activities and presentation. Each incident of tardiness, lack of participation, or non-class related behavior such as playing with cellphone will result in 10 points deduction for that week. Total participation score will be converted and account for 20% of student's final grade. Your participation in class discussion will be just as important as your attendance.

Weekly reading responses (25%)

Students will submit one reading response on Canvas based on the assigned readings for the corresponding week. Students will also be evaluated based on their performance in discussions about their responses.

Essays (30%)

Students will write **two** reflexive essays. This is a more formal analysis and writing assignment than other activities. Each essay accounts for 10% of the final grade. Each essay should be at least **2** pages. Use 12-point Times New Roman font, and double space.

Final Exam (25%): During final's week, a final exam will be given in class to test learning outcomes based on lectures, weekly readings, and textbook.

Attendance Policy

Attendance will be taken using Canvas rollcall in each class. **Three accumulated absences will result in loss of half a letter grade.** Excused absences due to illness will be granted only if students notice the instructor in advance with proof of treatment.

ACE students are required to attend classes to be academically successful and to comply with the requirements of their F-1 status.

Students who miss 10 days from class will be withdrawn from the class by the instructor. If this places the student below 12 credit hours, then the student will be required to leave the USA for failure to maintain a full course load.

a. When a student misses 5th day of class, the instructor will notify the Director via email. The Director will contact the student and the student needs to meet with the Director to discuss the consequence.

b. When the student misses 7 days, the Director will request another meeting with the student. If the student misses two more classes, they will be withdrawn from class, ISSS will be notified, and the student loses F-1 status.

c. Late arrival of more than 10 min equals one absence.

d. Three late arrivals (of 10 min or less) equal to one absence.

e. Students who sleep in class or not participating at all will be considered as absent.

Grading Policy

Students are graded on their performance in the activities described above. Students who do everything that is asked of them in a competent and timely manner should expect a grade in the B range. A is the grade reserved for students who exceed expectations, who push themselves, who do more than is asked of them, who take risks, or from whom the professor learns interesting and exciting things.

Academic Misconduct

The use of other peoples' ideas and words without correct attribution is unacceptable behavior and will not be tolerated. Please read the Anthropology Department statement on academic misconduct below for more information on what constitutes academic misconduct. Students who are caught misusing source materials will be reported to both the chair of the ATH department or the director of the ACE program; the procedures outlined in the university handbook will be followed. Most of your written assignments will be assessed using a software package that detects misuses of cited material by comparing your paper to millions of other documents available on-line and through pay services.

Readings

We will have only one textbook. It is fine to purchase used copies from online retail websites.

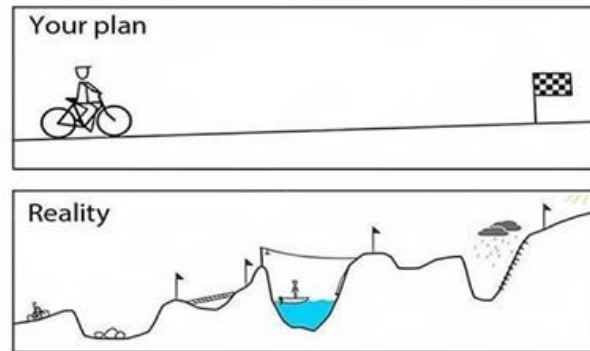
Eller, Jack David. 2015. *Culture and Diversity in the United States*. London and New York: Routledge.

Weekly readings will be available through Canvas. In addition, you be required to read case studies and be prepared to discuss in class. The case studies will also be posted on Canvas and handed out in class. The instructor will be giving you guidance for the readings in advance, discussing what you should be looking for in your readings. Readings assigned for each week and due dates are listed in the **Course Outline** below.

Class expectations

We will together create and maintain a supportive, active, and inclusive learning environment. I will be supportive and guide your paths to meeting our learning objectives.

I expect students to attend class on time, finish readings and assignments on time, respect different opinions, keep confidentiality of each other's statement when requested, engage actively in class discussions, be a good team member in group project, and practice critical thinking skills through writing assignments and presentations.



Course Outline

Week	Dates	Weekly Topics	Readings
Week 1	Jan 30, Feb 1	This course. What is anthropology?	Syllabus; Eller Ch1;
Week 2	Feb 6, 8	What is culture? How do anthropologist study culture?	Lavenda Ch2, 15-32; Film: Shackles of tradition; Bohannan-Shakespeare in the Bush;
Week 3	Feb 13, 15	Race in the United States	Eller Ch3; Kottak and Koziatis (2011); Exercise: A girl like me. Discussion: ethnically correct dolls; Film: White people.
Week 4	Feb 20, 22	Ethnicity and representation	Eller Ch 4; Lee (1999); Film “slaying the dragon”.
Week 5	Feb 27, Mar 1	Class and Status	Eller Ch5; Chao (2013); Ethnographic exercise: finding Middle Class.
Week 6	Mar 6, 8	Economic Anthropology	Lavenda Ch 7; Goebel (2010)
Week 7	Mar 13, 15	Subsistence and Identity	Freedman (2011); Exercise: Potato chips. Essay 1 due on Mar 16.
Week 8 Mid-term Grade	Mar 20, 22	Spring Break	Mid-term grade available Mar 23
Week 9	Mar 27, 29	Migration and globalization	Eller Ch2; Bestor (2000); Film: Mardi Gras, Made in China.
Week 10	Apr 3, 5	Language and Culture	Eller Ch8; Spradley and Mann (1975)
Week 11	Apr 10, 12	Sex and Gender	Eller Ch6;
Week 12	Apr 17, 19	Gender and beyond	Eller Ch7; Group presentation
Week 13	Apr 24, 26	Religion	Eller Ch9; Gmelch (2000) Baseball Magic
Week 14	May 1, 3	Applying Anthropology	Medical anthropology and beyond; Essay 2 due May 4.
Week 15	May 8, 10	Review for exam	
Exam week	May 14-18	Final Exam	

Spring Semester 2018 (201820)

January	29	Mon	Classes begin
	31	Wed	Registration/Change of Schedule via BannerWeb ends (11:59 p.m.)
February	12	Mon	ODHE subsidy cutoff date for Spring Semester - end of business day
	23	Fri	Last day to apply for May graduation
March	12	Mon	BannerWeb open for faculty to submit midterm grades
	23	Fri	Deadline at noon for faculty to submit midterm grades; midterm grades available to students on BannerWeb
	19-25	Mon-Sun	Spring Break
May	26	Mon	Classes resume
	11	Fri	Last day to withdraw from University (5 p.m.)
	12	Sat	Classes end
	12-13	Sat-Sun	Study days for final examination week
	14	Mon	Final examination week begins
	19	Sat	Final examination week ends
	19	Sat	May Commencement Ceremony
19-20	Sat-Sun	Commencement Weekend	

Learning Resources:

Course Canvas site

Course readings, assignments, announcements, and other class material will be on the Canvas site. Log on to <https://miamioh.instructure.com/> to access the site.

ACE Writing Lab

Students are encouraged to take advantage of the writing lab in completing their writing assignments as well as class presentations. Locations and hours: Bachelor Hall 134, 135; Tue & Thu, 6pm-7:30pm.

Disability Services

Student disability services website: miamioh.edu/student-life/sds
513-529-1541

Learning Center

This center helps students in achieving their academic goals by offering a range of services. Students are encouraged to check out their website: miamioh.edu/student-life/rinella-learning-center/
513-529-8741

Student Counseling Service

If you feel stressed, homesick, or have emotional or mental difficulties, please contact this service and get help. Website: miamioh.edu/student-life/student-counseling-service/
513-529-4634

The instructor reserves the right to make minor modifications to this syllabus as the semester progress.

Anthropology Department Statement on Academic Misconduct*

The Department of Anthropology is committed to supporting the intellectual growth and academic potential of students through the development of new skills, the capacity for self-assessment, and advice from instructors. This learning process is undermined when students submit work that is not their own. Students who do so deny themselves the opportunity to practice skills essential to success at university and beyond. Students who engage in academic dishonesty cannot receive accurate assessments of their skills and they may also prevent other students from receiving accurate assessments of their knowledge or abilities. As a form of theft or deceit, such conduct is unethical and violates the relationships of trust and respect among students, their peers, and their instructor. Students who gain a grade dishonestly are only pretending to become educated, and defraud themselves and others (Whitley & Keith-Spiegel, 2002).

Academic misconduct, as defined by the Miami University Student Handbook, covers a wide variety of activities, including copying or allowing others to copy one's exams or assignments, turning in an assignment that the student has not written, and submitting the same material for more than one class. Instances of academic misconduct will be dealt with in accordance with the procedures outlined in the Student Handbook, which is available on-line at: http://www.miami.muohio.edu/documents_and_policies/handbook/

One form of academic dishonesty is plagiarism, which is presenting the work, words or ideas of another person as though they were one's own, without giving the originator credit. For example, it is plagiarism to paraphrase material from another source without proper citation. Consider the following statement from Barbara Myerhoff's 1980 ethnography *Number Our Days*: "Thus, in addition to being an intrinsic good, learning was a strategy for worldly gain." It is plagiarism for the student to write the following in a paper: "Learning was not only inherently good, but a way to acquire worldly things." Although a few words have been changed, the sentence is basically the same, and Myerhoff is not given credit. An acceptable sentence in a student paper would be, "Myerhoff (1980:92) notes that although learning was valued for its own sake, it was also "a strategy for worldly gain." Here, Myerhoff is given credit for the idea, and her exact words are placed in quotation marks. The same rules apply to material from websites, and student work may be subject to online plagiarism searches.

Why do students cheat?

- Students sometimes cheat because they procrastinate on studying for a test or writing a paper. The Bernard B. Rinella, Jr. Learning Assistance Center in 23 CAB gives students help with time management and study skills.
- Students sometimes plagiarize because they are embarrassed to ask for help on writing assignments (Whitley, Jr. & Keith-Spiegel, 2002). The anthropology faculty encourage you to ask them for help, and the Center for Writing Excellence also provides a number of links on how to write a paper, including proper citation and how to avoid plagiarism: http://www.units.muohio.edu/cwe/Online_Resources.html.
- Students sometimes plagiarize because they believe instructors will think they are stupid or unoriginal if the paper is full of citations to other people's work (Whitley, Jr. & Keith-Spiegel, 2002). This is a misconception: good scholarly work consists of organizing the ideas and evidence presented by other people as

the foundation or support for argument. An extensive References Cited section is a strength in any paper.

- Students sometimes commit academic misconduct because they are unsure of the rules in a particular class, e.g., how much “working together” is acceptable. It is important to ASK your instructor for clarification of any questions you have about assignments. If you don’t ask, instructors will assume that your understanding of the assignment is the same as theirs. According to the Student Handbook, “Misunderstanding of the appropriate academic conduct will not be accepted as an excuse for academic misconduct.”

Many students recognize that academic dishonesty hurts the student who does it. Students have noted the following: “You miss out on opportunities to master research and writing skills—two essential abilities in today’s marketplace” “You do not experience the gratification that comes from creating something that is distinctly your own,” and “If you commit plagiarism and it is discovered, your career is ruined before it starts” (Whitely, Jr. & Keith-Spiegel, 2002). Academic integrity is the foundation of self-respect and is the responsibility of every member of the Miami community.

* This statement is copied, *verbatim* in some paragraphs, from Miami University’s Department of Psychology ad-hoc committee report on Academic Dishonesty, May 1, 2003.

Anthropology Grading Criteria

A: General: Outstanding performance; consistent excellence in both written assignments and class participation. Exceeds course expectations by showing creativity, originality, critical thinking, understanding of relevant anthropological concepts, and insight.

Written work: Exhibits a superior understanding of relevant issues, information, and concepts, as well as an ability to link these to larger analytical and theoretical approaches. Papers are well organized, clear, well-written, and show mastery of course concepts and original insight.

B: General: Strong performance in both written and oral work. All assigned work is completed competently and in a timely manner; both written and oral work demonstrate knowledge and understanding of relevant issues, course themes, and the larger anthropological context.

Written Work: Demonstrates a firm grasp of relevant information, issues, and concepts and an effort to draw on larger analytical and theoretical concerns. Papers are generally well organized, clear, and competently written.

C: General: Adequate performance in both written and oral work. Shows understanding of many of the basic concepts of the course but there is frequent inaccuracy or error.

Written Work: Basic average writing and understanding of subject matter. Papers show an understanding of basic course information and concepts and make some effort to link these to larger anthropological concerns. Writing may show some mechanical or organizational problems. Conversely, writing may be strong, but may contain significant gaps or inaccuracies.

D: General: Mediocre performance in both written and oral work. Work demonstrates some familiarity with basic concepts but is only barely acceptable.

Written Work: Shows insufficient or incomplete understanding of basic course information, issues, and concepts while failing to link these in a satisfying way to larger anthropological concerns. Papers may also be poorly organized, unclear, and contain significant errors of content and form.

F: General: Unacceptable performance in written and oral work. Work is missing or fundamentally deficient.

Written Work: Little effort shown. Little or no understanding of basic course information, issues, or concepts. Fundamentally inaccurate or showing minimal relation to class goals. Plagiarism.