
MULTICULTURALISM

ANTHRO 1300 | Fall 2020
Monday-Wednesday-Friday 9:00am-9:50am ONLINE

INSTRUCTOR INFORMATION

Taylor P. van Doren

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Office: Swallow 228

Office Hours: online by appointment



TA INFORMATION

COURSE OBJECTIVES

This class is designed to examine contemporary multicultural issues on a global scale, introduce key concepts in multiculturalism and anthropology, use diverse cross-cultural and American examples, and emphasize cultural complexity, practicality of multicultural issues, and changing cultural dynamics.

Most, if not all, of the topics we discuss will not have a right answer, though many of us have strong feeling of them. It is important for classmates to remain cordial and open-minded so that everyone can feel comfortable sharing their ideas, perceptions, and experiences. You will be expected to *think critically* about topics and utilize class materials to support your arguments in written assignments as well as in class discussions.

DIVERSITY STATEMENT

This course satisfies the College of Arts and Sciences Diversity Intensive requirement. We will explore various aspects of multiculturalism and diversity in the U.S. and globally. Topics include kinships and family patterns, birth and parenting, gender, sex, and sexual orientation, religion and ritual, social class and stratification, race and ethnicity, immigration, and globalization.

REQUIRED TEXT

Chavez, Leo R. *The Latino threat: constructing immigrants, citizens, and the nation* (2nd edition). Stanford, CA: Stanford U Press, 2013.

ISBN-13: 978-0804783521

ISBN-10: 0804783527

RECOMMENDED TEXT

Nanda, Serena and Warms, Richard L. *Culture Counts: A concise introduction to cultural anthropology* (3rd edition). Stamford, CT: Cengage Learning, 2015

ISBN-13: 978-1285738512

ISBN-10: 1285738519

OTHER READINGS AS ASSIGNED

Assigned readings will be posted on the course Canvas site and will consist primarily of academic journal articles and book chapters, as well as occasional news articles and other materials. Weekly readings will consist largely of these “other readings as assigned”, so pay careful attention to the reading schedule detailed at the end of this syllabus and come to class prepared to discuss materials on the day they are assigned.

You are not expected to agree with everything in the assigned readings and videos. Rather, these are meant to serve as examples of the types of dialogues individuals can have regarding multicultural topics and should serve as jumping off points for your own ideas.

COURSE EXPECTATIONS

1. Keep up with the assigned readings, sign into class on-time, and be prepared to discuss the material.
2. Respect others' right to hold opinions and beliefs that differ from your own. Challenge or criticize the idea, not the person.
3. Listen carefully to what others are saying even when you disagree with what is being said. Comments that you make (asking for clarification, sharing critiques, expanding on points, etc.) should reflect that you have paid attention to the speaker's comments.
4. Be courteous. Don't interrupt or engage in private conversations while others are speaking.
5. Support your statements. Use evidence and provide a rationale for your points.
6. Allow everyone the chance to talk. If you have a lot to say, say what is essential and allow others to provide comments as well. If you are hesitant to speak, try to look for opportunities to contribute to discussion.
7. If you are offended by something or think someone else might be, speak up and don't leave it for someone else to have to respond to it.

COURSEWORK & GRADING

UNIT REFLECTIONS

Each student will write six (6) short (**400-500 words, 10 points each**) reflections on units covered in class. Unit reflections require students to synthesize information from class readings, lectures, and discussions in response to unit-specific prompts. Prompts for each reflection will be available the class period before the reflection is due. Reflection due dates are: **September 4, September 14, September 23, October 21, November 20, and December 9.**

VIDEO REFLECTIONS

Each student will write two (**600-750 words, 15 points each**) video reflections, each on a different film shown in class. Video papers should include a brief summary of how the film depicts the culture or topic at hand, opinions you have on this depiction, as well as how the film relates to other course materials discussed or read for that week's topic. Video reflections *are due at the beginning of the next class period after the conclusion of the film.* For example, if a film runs long and is shown on both a Wednesday and a Friday, the video reflection will be due the following Monday.

Due to the 100% online nature of this course, I will provide links to the films when possible on Canvas, but if a link is not available, I will give you directions on how to access the film. *You are responsible for viewing all films outside of our Zoom meeting* for that day's class. Short video clips are not eligible for this assignment. Dates when eligible videos will be shown are noted on the course schedule. ***We will watch more than two films over the course of the semester – it is up to you to choose which two films you reflect upon.***

GROUP DISCUSSIONS & MEMOS

Because this class is highly dependent on discussions in order to get the most out of the course, students will be required to engage in discussions in small groups outside of scheduled class time throughout the semester. The small groups will be assigned by the instructor. The purpose of these small discussions is to encourage all students, not just those who are comfortable speaking up in class, to allow their perspectives to be heard and to meaningfully engage with their classmates in a way that will stimulate further discussion outside the allotted class time. The instructor and TA will not be omniscient observers in every discussion happening outside of class time, so discussions will be assessed as followed:

1. Each small group will be required to turn in five (5) memos throughout the semester (**approximately 250 words, 10 points each**). Memos will be a brief description of topics discussed regarding lectures, readings, and films, any particularly good

ideas/points put forth by a group member, or any course content that was particularly difficult to understand.

2. Each memo must be turned in by a different group member, the designated “leader”. Think of this as something like a scribe – the leader’s job is to make sure discussions keep moving, and to provide the write-up to turn in. *The order in which each group member will serve as the leader must be decided FIRST at the beginning of the semester.*
3. Memo due dates are: **September 11, October 2, October 23, November 13, and December 4** (all due dates are Fridays, and memos are due on Canvas by 11:59pm Central Standard Time).

MIDTERM PROJECT: GROUP PAPER & PRESENTATION

In lieu of a traditional pencil-and-paper exam, the midterm will be a group project resulting in a **6-8 page paper** and a **10-12 minute in-class presentation**. The groups for this paper and presentation will be the same as your assigned groups for discussions. The instructor will provide a list of religions from which the group will choose its research topic. Papers (and presentations) must include some information on each of the following:

- A general description of your religion that includes where and when it originated (including specific founders), religious texts (if applicable), the overall belief structure, and who practices it today (including approximately how many people).
- What behaviors/rituals are practiced? How is the religion structured? Are there specific places of worship and/or appointed religious specialists such as priests or shamans?
- How does the religion shape and reflect the values of the overall culture in which it is practiced? What functions does it serve? (You might consider a discussion of how your religion relates to the functions of culture that were discussed early in the semester.)
- What are some problems the religious group has faced? Is the religion generally accepted where it is practiced? How has it been impacted by social change and globalization?

More detailed instructions will be provided for this assignment closer to its due date. Both the paper and presentation slides must be turned in on Canvas before class begins on **Monday, October 12**.

ATTENDANCE & PARTICIPATION

Students are expected to keep up with the readings assigned on the course schedule and come prepared ready and on-time to discuss the material on the day listed. There is only so much you can learn from lectures in a course like this, so presence and participation in every class is required for successful completion of the course and for getting as much out of this course as possible. There may be in-class activities and other assignments for which

students can earn points towards the participation grade. Students must communicate any anticipated absences with the instructor as soon as possible (and no later than 24 hours before class, if possible) to avoid grade penalties. In cases of documented illness, injury, or family emergency, students must provide appropriate documentation as soon as possible.

Assignments	Points possible
Unit reflections (6x10 each)	60 pts
Video reflections (2x15 each)	30 pts
Group memos (5x10 each)	50 pts
Midterm group paper	50 pts
Midterm group presentation	30 pts
Attendance/participation	50 pts
TOTAL	270 points

Letter	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
%	97	93	90	87	83	80	77	73	70	67	63	60	59-

COURSE POLICIES

Late assignments *will not be accepted for credit*, and there will be no makeup assignments unless there is a documented illness, injury, or family emergency. You will have up to one week following an excused absence to makeup any missed assignments and must make arrangements with the instructor as soon as possible. If there are extenuating circumstances for late assignments that keep you from submitting on time, please contact me prior to the due date. I reserve the right to refuse any late submissions, but I am willing to work with students who act responsibly and courteously.

UNIVERSITY POLICIES

INTELLECTUAL PLURALISM

The University community welcomes intellectual diversity and respects student rights. Students who have questions or concerns regarding the atmosphere in this class (including respect for diverse opinions) may contact the departmental chair or divisional director; the director of the Office of Students rights and Responsibilities; the MU Equity Office, or equity@missouri.edu.

All students have the opportunity to submit an anonymous evaluation of the instructor at the end of the course.

ACADEMIC DISHONESTY

Academic integrity is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest, whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as extremely serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, to disciplinary sanctions ranging from probation to expulsion. *When in doubt about plagiarism, paraphrasing, quoting, collaboration, or any other form of cheating, consult the course instructor.*

STUDENTS WITH DISABILITIES

If you anticipate barriers related to the format or requirements of this course, if you have emergency medical information to share with me, or if you need to make arrangements in case the building must be evacuated, please let me know as soon as possible. If you have any concerns, please feel free to talk to me.

If disability related accommodations are necessary (for example, a note taker, extended time on exams, captioning), please register with the Office of Disability Services, S5 Memorial Union, (573)-882-4696, and then notify me of your eligibility for reasonable accommodations.

RECORDING OF CLASSROOM ACTIVITIES

University of Missouri System Executive Order No. 38 lays out principles regarding the sanctity of classroom discussions at the university. The policy is described fully in Section 200.015 of the Collected Rules and Regulations. With permission from your instructor and fellow classmates, you may make audio or video recordings of classroom lectures and activities. *Ask for permission first!* This also applies for redistribution of recordings to those outside of class. Students found to have violated this policy are subject to discipline in accordance with provisions of section 200.020 of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

KEEP SCROLLING DOWN FOR THE FULL COURSE SCHEDULE!

COURSE SCHEDULE

schedule tentative & subject to change at instructor's discretion

Monday	Wednesday	Friday
<p>8/24/2020 Welcome to class!</p>	<p>8/26/2020 Intro to anthropology & multiculturalism</p> <p>READ multi-cross-inter-cultural PDF; Eriksen: Multiculturalism, Anthropology of</p>	<p>8/28/2020 Cultural relativism</p> <p>READ Distant Mirrors chapters 1 & 3</p>
<p>8/31/2020 Cultural relativism</p> <p>READ Distant Mirrors chapter 2</p>	<p>9/2/2020 Cultural relativism</p> <p>READ Fluehr-Lobban: cultural relativism & universal rights; Abu-Loghod: Do Muslim women need saving?</p>	<p>9/4/2020 Kinship, family, and marriage</p> <p>DUE: Reflection #1</p>
<p>9/7/2020 LABOR DAY – NO CLASS</p>	<p>9/9/2020 Kinship, family, and marriage</p> <p>READ Nanda & Warms: chapter 9</p> <p>Video opt. for reflection</p>	<p>9/11/2020 Kinship, family, and marriage</p> <p>READ Goldstein: when brothers share a wife; Nanda: Arranging a marriage in India</p> <p>DUE: Memo #1</p> <p>Video opt. for reflection</p>
<p>9/14/2020 Birth and parenting</p> <p>READ Sault: Many mothers, many fathers</p> <p>DUE: Reflection #2</p>	<p>9/16/2020 Birth and parenting</p> <p>READ Davis-Floyd and Cheyney: Birth in Eight Cultures (chapters 1, 4, & 6)</p>	<p>9/18/2020 Birth and parenting</p> <p>Video opt. for reflection</p>
<p>9/21/2020 Gender, sexuality, body, religion</p> <p>READ Small: how many fathers are best? Scheper-Hughes: Death without weeping</p>	<p>9/23/2020 Gender, sexuality, body, religion</p> <p>DUE: Reflection #3</p>	<p>9/25/2020 Gender, sexuality, body, religion</p> <p>READ Nanda & Warms: Chapter 10 Roscoe: Strange country this</p>

<p>9/28/2020 Gender, sexuality, body, religion</p> <p>READ Freidl: society and sex roles Tannen: rapport-talk and report-talk</p>	<p>9/30/2020 Gender, sexuality, body, religion</p> <p>READ Kulick & Meneley: Fat: the anthropology of an obsession (intro, ideal)</p>	<p>10/2/2020 Gender, sexuality, body, religion</p> <p>READ Nanda & Warms: Chapter 11</p> <p>DUE: Memo #2</p>
<p>10/5/2020 Religion and ritual</p> <p>READ Evans-Pritchard: The notion of witchcraft explains unfortunate events Gmelch: Baseball magic</p>	<p>10/7/2020 Religion and ritual</p> <p>Video opt. for reflection</p>	<p>10/9/2020 Religion and ritual</p>
<p>10/12/2020 Religion and ritual</p> <p>DUE Midterm presentations</p>	<p>10/14/2020 Religion and ritual</p> <p>DUE Midterm presentations</p>	<p>10/16/2020 Social stratification and income inequality</p> <p>READ Berremman: Caste in India and the United States NPR: The caste formerly known as the “untouchables”...</p>
<p>10/19/2020 Social stratification and economic inequality</p> <p>READ Nanda & Warms: Chapter 8</p>	<p>10/21/2020 Social stratification and economic inequality</p> <p>DUE: Reflection #4</p> <p>Video opt. for reflection (Inequality For All)</p>	<p>10/23/2020 Social stratification and economic inequality</p> <p>NO CLASS – Finish “Inequality For All” if necessary</p> <p>DUE: Memo #3</p>
<p>10/26/2020 Health inequalities</p> <p>READ Farmer: Pathologies of power; Gravlee: How race becomes biology</p>	<p>10/28/2020 Health inequalities</p> <p>READ Bailey: Structural racism and health inequities</p>	<p>10/30/2020 Health inequalities</p> <p>READ NYT: racial inequalities with COVID; Selden & Berdahl: COVID health risk disparities</p>
<p>11/2/2020 Inequality and race</p> <p>READ Raff: What does DNA tell us about race?</p>	<p>11/4/2020 Inequality and race</p> <p>READ McIntosh: White privilege, unpacking the invisible knapsack</p>	<p>11/6/2020 Inequality and race</p> <p>READ Coates: The case for reparations</p> <p>Video opt. for reflection</p>

<p><i>11/9/2020</i> Race and ethnicity</p> <p>READ Harriot: When the Irish weren't white Bernstein: Sorry, but the Irish were always white</p>	<p><i>11/11/2020</i> Race and ethnicity</p> <p>READ Sacco: Lombards and Sicilians</p>	<p><i>11/13/2020</i> Race and ethnicity // Immigration and globalization</p> <p>READ Chavez: The Latino Threat (introduction)</p> <p>DUE: Memo #4</p>
<p><i>11/16/2020</i> Immigration and globalization</p> <p>READ Chavez: The Latino Threat (Chapters 1-2)</p>	<p><i>11/18/2020</i> Immigration and globalization</p> <p>READ Chavez: The Latino Threat (Chapters 3-4)</p>	<p><i>11/20/2020</i> Immigration and globalization</p> <p>DUE: Reflection #5</p>
<p><i>11/23/2020</i> NO CLASS – THANKSGIVING</p>	<p><i>11/25/2020</i> NO CLASS – THANKSGIVING</p>	<p><i>11/27/2020</i> NO CLASS – THANKSGIVING</p>
<p><i>11/30/2020</i> Immigration and globalization</p> <p>READ NYT: Canada's secret to resisting the West's populist wave NYT: Do illegal immigrants actually hurt the US economy?</p>	<p><i>12/2/2020</i> Immigration and globalization</p> <p>READ Nanda & Warms: Chapter 14</p>	<p><i>12/4/2020</i> Immigration and globalization</p> <p>Video opt. for reflection</p> <p>DUE: Memo #5</p>
<p><i>12/7/2020</i> Globalization and wrap-up</p> <p>READ Bodley: The price of progress</p>	<p><i>12/9/2020</i> Globalization and wrap-up</p> <p>READ MIT: Workplace diversity can help the bottom line</p> <p>DUE: Reflection #6</p>	<p><i>12/11/2020</i> NO CLASS – STOP DAY</p>
<p><i>12/14/2020</i></p> <p>FINAL EXAM <i>(our class does not have a final – enjoy your winter break!)</i> 10:00am-12:00pm</p>		