

ANTH/SOC 310
Culture and the Individual
Summer Session II 2019

8 July – 7 August, 2019

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Feel free to e-mail me any questions, concerns, or comments. I am very responsive! If for some reason we cannot discuss the issue by e-mail, we can schedule a phone call at a convenient time for student and instructor.

Course Description

This course is meant to be an interdisciplinary look at the individual human being among a sea of human beings. It seems obvious that humans are grouped into things we call “cultures” and “societies.” But what does it mean that *Homo sapiens* not only recognize themselves as individual, seemingly stand-alone units, but that each individual can have multiple kinds of identities or group memberships simultaneously? For example, I would describe myself as an anthropologist, a female, an adopted Tucsonan, a native Virginian, a history buff, and a cat-lover. What are the consequences of my membership in these groups? How is it possible that I could consider myself both a Tucsonan and a Virginian, when those categories seem mutually exclusive? What does my sense of history (personal history and not personal history) have to do with my identities?

The foundational principle for this upper-level social science course is: categories of identity are social and, thus, socially malleable. The mind is a social entity and, as such, is constituted by its history of thoughts and experiences. Because identities are socially constituted, they are vulnerable to being used for social purposes, which is what we might call “politics.” These are the questions and topics we will be opening up in this course.

The course presents a sample of understanding the human individual from the perspectives of anthropology, sociology, psychology, philosophy, and neuroscience. We will first ask what the difference is between the mind and the brain. If it is physical, where is the mind located? How does society affect the physical brain? Looking at individual memory-making is a good starting point. Next, in the second week, we will dive into how an individual’s mind is socialized or enculturated, considering a sample of how each discipline has approached that question. In the third week, we will contrast the individual mind to the collective mind. We will look at collective memory-making (“history”), collective consciousness, and the political uses of “history.” For collective memory, we will see that silences are just as (if not more) important as that which is narrated. What happens to our unit of study (the *Homo sapiens*) when we make the jump from studying the individual to studying sets of cohering individuals (groups)? Finally, in the last week, we will look into modes of human differentiation. How do humans distinguish types or classes of humans? How do groups form within groups? This is a unit that is about the

classifying nature of humans as a species. At the end of the unit and course, we will see that, with careful methods and theoretical preparation, social scientists can study types of (intersecting) categories. We might label them things like race, caste, ethnicity, class, gender, etc. Regardless of the label, the mode of differentiation contributes to individuation and classification – which we might decide is humans’ most practiced ability.

We will track a few dichotomies and comparisons throughout the course: the physical and the mental, the individual and the collective, individual consciousness and collective consciousness, disciplinary theories and methods for the study of humans (anthropology, sociology, etc.).

Course Objectives

As stated in the catalog description, the course objective is to learn how the discipline of anthropology produces knowledge of “cultural and psychological dimensions of human development and human behavior.”

By the end of this class, the student will be able to:

- Describe the difficulty in equating the mind and the individual. (Unit 1)
- Define and problematize “individual,” “culture,” and “society” from the perspective of anthropology and sociology. (Unit 2)
- Contrast those definitions with approaches in psychology and neuroscience. (Unit 2)
- Define and problematize “collective memory.” (Unit 3)
- Enumerate forms of differentiation (individuation) among humans and explain their potential for intersection. (Unit 4)

Expected Learning Outcomes

In keeping with the School of Anthropology curriculum goals, the expected learning outcomes for this course are: An understanding of the importance of culture and how culture influences our lives. Students will have knowledge of the centrality of culture to the human experience and the implications of this centrality for how we model human behavior and understand human nature. Students will also gain knowledge of the methods through which anthropologists study culture, as well as how anthropology informs ethics, public policy, and other applied fields.

Course Delivery and Required Materials

Delivery is online. We will not be meeting in person. The student will have to meet the deadlines set out in the schedule. Please note: All due dates are posted with the times (in the local time zone for Tucson, Arizona). If you are not in Arizona, please make sure to submit by the time that matches the Tucson time zone deadline.

All readings for the course are PDFs posted on D2L. There are no required texts to buy. There are also some films, which will be posted as links. There is a short lecture at the beginning of the class, four short lectures throughout (one for each unit), and a wrap-up short lecture. They are posted as videos on D2L. Please take notes on the important points. Please read the document on

D2L that gives strategies for note-taking. It would be helpful to download the documents from D2L at the beginning of the course so that you have access to them, should D2L be unavailable.

I have organized the readings and videos in a specific order of presentation. Please read and watch in the order the items are listed. I usually provide the full citation and sometimes add a few notes of my own (in blue text) at the beginning of the article (on the PDF). I have grouped them to suggest work for each day. Additionally, I have found that it helps students remember material when they know some basic (brief) biographical information about the authors they are reading (minimally, know what discipline they are working in). Consider including this information in your reading notes. (There will be some questions about specific authors on the assignments and final exam.)

Students in previous versions of this course have found it helpful to take detailed reading notes. Think of this as an opportunity to hone your critical reading and note-taking skills. Taking good notes will help you on each assignment and on the final exam. Read the “Note-Taking Strategies” document that I have posted on D2L. Your notes and the “Course Concept Map” will help you keep track of where the class is going.

Some videos or readings might be marked as “Optional.” This means that you can watch or read them if you have time or are interested. There won’t be any questions about optional videos or readings on the exam or the weekly assignments. However, if you watch/read it and analyze it, you can reference it in any answers that you write for the exam or assignments.

This is a three-credit upper-level course. We have the (considerable) task of doing in only 4.5 weeks what is normally done in 13 weeks during a semester at the University. The same amount of class-time and homework time would mean that the student should put in work/study/reading time every day, resulting in an intensive summer session. I have tried to organize the class so that it is intense and covers what needs to be covered, but hopefully is not overwhelming. Please keep up with the reading and the due dates so that you will get as much as possible out of this class.

Grading

D2L Quiz on Syllabus	= 20 points
Student Introduction	= 20 points
Unit 1 Assignment	= 100 points
Unit 2 Assignment	= 100 points
Unit 3 Assignment	= 100 points
Unit 4 Assignment	= 100 points
Final Exam	= 160 points
	= 600 points total

The grade is calculated by dividing the total number of points earned out of the total number of points available (600 points).

A calculated grade (points earned out of 600 points available) that is 90% and above is an A, 80-89% is a B, 70-79% is a C, 60-69% is a D, and anything 59% or below is an E. As stated below, plagiarism will earn the student an E regardless.

Requests for Incomplete (I) or Withdrawal (W) must be made in accordance with UA policy, available at <http://catalog.arizona.edu/policy/grades-and-grading-system>.

Reading and Assignments

The D2L Quiz on the syllabus and the Student Introduction assignment are due at the end of the second day of class (see schedule). If the student has not submitted these by the due date, they may be administratively dropped from the course.

Assignments are Microsoft Word documents posted on D2L on the first day of each unit (posted at the same time as the unit lecture). They will be due at the end of the day on each Tuesday (with the exception of the very last assignment, which is due at the end of the day on a Sunday so that we'll have time for the final – see the full schedule below). To complete these assignments, you will need to do the week's reading. Again, it will help to take detailed reading notes and refer back to them as you answer the assignment questions. Completed assignments will be submitted in the D2L Dropbox ("Assignments" tab) by the due date and time on the schedule. Be aware that each unit assignment is worth 100 points, approximately 17% of your final grade! Give them appropriate effort and do not miss the due dates, so that you can avoid missing valuable points. **It is important to keep up with the reading and the assignments.**

The assignment grade and key will be available privately to each student after their assignment is graded. Any student suspected to be sharing or receiving the key will receive an E and be referred to the Dean of Students for plagiarism.

The final exam consists of four short essays (one from each unit) and an exercise with the vocabulary from throughout the class. If you follow and take notes on the lectures and complete and study the reading assignments, you should have all the information needed for the final. The final will be an open-book exam, meaning that you are free to use your notes and any class materials. If you keep up with the class lectures and readings, the final should be relatively easy.

The instructor reserves the right to change the readings and assignments as the class progresses. For example, if there is too much or too little reading assigned, the readings for the next unit might be altered. If the syllabus is changed, the instructor will give appropriate advance notice to students by email and on D2L.

The instructor reserves the right to evaluate the need for minimal extra credit and may or may not decide to offer an assignment for extra credit not listed in the point values above. The decision will be made by the last week of class.

What To Do if D2L is "Down"

Sometimes D2L doesn't work. Other times D2L is down for "scheduled maintenance." If D2L should go "down" at any point during this course, students are still responsible for keeping to the schedule of readings and assignments, and correspondence will be maintained by email. It may be useful to download the course materials ahead of time.

Communication and Class Participation

Since this is an online class and we don't meet in person, I would appreciate if each student could make an effort to stay in touch with me. I am very responsive by e-mail. It is up to you to send me an e-mail to let me know if you are having problems or if you are concerned about your standing in the class. Likewise, I will be sending frequent emails to the class and will leave comments on each of your assignments. Feel free to let me know that you received my e-mails. Frequent e-mail communication is not a burden – it's necessary for an online class!

However, I ask that you do not email me assignments. Please use the D2L Dropbox ("Assignments" tab) to submit assignments – to facilitate my timely grading of them. Check back on D2L for your graded assignments and answer key to be posted privately with your grade.

The UA's policy concerning class attendance, participation, and administrative drops is available at: <http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop>. The UA policy requiring absences for any sincerely held religious belief, observance, or practice will be accommodated where reasonable (<http://policy.arizona.edu/human-resources/religious-accommodation-policy>). Absences pre-approved by the UA Dean of Students (or Dean Designee) will be honored. See <http://deanofstudents.arizona.edu/absences>.

The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>.

Notification of Objectionable Materials

This course will contain material of a mature nature, which may include explicit language, depictions of nudity, sexual situations, and/or violence. The instructor will provide advance notice when such materials are used. Students are not excused from interacting with such materials, but encouraged to speak with the instructor to voice concerns and provide feedback.

Late Work Policy

Missed work will be accepted with one letter grade deducted for every 24 hours that the assignment is late. This means: if the assignment is submitted between 1 minute and 24 hours after the original due time, one letter grade will be deducted. If it is submitted between 24 and 48 hours after the original due time, two letter grades will be deducted. And so on... Note that the deduction is given to the grade that the assignment earns. So, if you earn a B on the assignment and it's 5 hours late, you will receive a C.

If you register for this course after the course starts, please contact me immediately so that we can agree on a schedule for your Syllabus Quiz and Self-Introduction.

Cheating and Plagiarism Policy

Plagiarism of any sort is not tolerated. The first offense will result in being given an E in the course and reported to the Dean of Students for a violation of the student code of academic integrity. Ignorance is not an excuse. If you need clarity on the University's plagiarism policies please read the code: <https://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity>.

Please note that D2L scans every assignment that is submitted to the D2L Dropbox ("Assignments" tab). It is evaluated against an enormous database of papers and websites run by a company called Turn-It-In. The instructor can see a report of how much and exactly where there occurs similar or the same words and phrasing as in the huge database of papers and websites. It is best just to always do your own work.

Students are encouraged to share intellectual views and discuss the principles and applications of course materials. However, graded work must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See <http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>.

The University Libraries has tips for avoiding plagiarism at <http://new.library.arizona.edu/research/citing/plagiarism>.

Special Needs, Nondiscrimination, and Anti-harassment Policy

Students who are registered with the Disability Resource Center (<http://drc.arizona.edu>) need to let the instructor know what kind of accommodations they require during the course.

The UA is committed to creating and maintaining an environment free of discrimination. See <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>.

Additional Resources for Students

UA Academic policies and procedures are available at <http://catalog.arizona.edu/policies>. Student Assistance and Advocacy information is available at <http://deanofstudents.arizona.edu/student-assistance/students/student-assistance>.

Changes to the Syllabus

The instructor reserves the right to change information included in the syllabus, other than grade and late work policies, with reasonable advance notice to students, as deemed appropriate by the instructor.

Confidentiality of Student Records

See UA policy at <http://www.registrar.arizona.edu/personal-information/family-educational-rights-and-privacy-act-1974-ferpa?topic=ferpa>.

Work Copyright

Copyright notice: All lectures and course materials including design of the course are copyright 2019 by Jonna M. Yarrington and the Arizona Board of Regents. Selling or unauthorized transfer for value of any notes for this class without the written permission of the instructor may constitute copyright infringement and/or violate University policies. Students found in violation of these prohibitions may be subject to University penalties and possible legal sanctions.

Do not copy, repost, or sell lectures, notes, or other course materials.

Selling any class materials to other students or a third party for resale is not permitted without the instructor's written consent. Violations to this and other course rules are subject to the Code of Academic Integrity and may result in course sanctions. Additionally, students who use D2L or UA e-mail to buy or sell these copyrighted materials are subject to Code of Conduct violations for misuse of student e-mail addresses.

Course Schedule

Introduction 8 July – 9 July

8 July Watch Welcome Lecture

8 July Read: Syllabus

8 July Read: Course Concept Map

8 July Read: Note-Taking Strategies

9 July (due 11:59 p.m. Tucson time) [D2L Quiz on Syllabus on D2L \(Under "Quizzes" tab\)](#)

9 July (due 11:59 p.m. Tucson time) [Student Introduction in D2L Dropbox \("Assignments" tab\)](#)

Unit # 1 – 10 July – 16 July

Mind, Brain, Memory

10 July Watch Lecture

10 July Read: John Dowling, "The Uniqueness of the Brain"

10 July Read: Barrett et al. excerpts PDF

11 July Watch Video: "The Brain: The Last Enigma" (50 min)

12 July Read: Clifford Geertz, "The Growth of Culture and the Evolution of Mind"

Note: The Geertz chapter is very important for this class. Give it a high priority.

13 July Read: Robert Epstein, "The Empty Brain"

14 July Read: Elizabeth Loftus et al., "The Reality of Illusory Memories"

14 July Listen: This American Life, “Snitch” (12 minutes)

14 July Read: David Robson, “The Blessing and Curse of the People who Never Forget”

15 July Watch Video: “Memory Hackers” (52 min)

15 July OPTIONAL Watch Video: “The Clone Zone” (10 min)

[Unit 1 Assignment - Due 16 July \(11:59 p.m. Tucson time\) in D2L Dropbox \(“Assignments” tab\)](#)

Unit # 2 – 17 July – 23 July

Approaches to Socialization / Enculturation

17 July Watch Lecture

17 July OPTIONAL Read: Suparna Choudhury, “Culturing the Adolescent Brain”

18 July Read: Rene Descartes, “Meditation II”

18 July Read: Thomas Nagel, “What is it like to be a Bat?”

19 July Read: Sigmund Freud, “Beyond the Pleasure Principle”

19 July OPTIONAL Read: Jean Piaget, Excerpt from *The Origins of Intelligence in Children* (pp. 210-247)

20 July Read: Norbert Elias, “The Society of Individuals” (pp. 3-20)

21 July Read: Emile Durkheim, “The Division of Labor and Social Differentiation” (pp. 141-154)

22 July Read: Pierre Bourdieu, “Physical Space, Social Space and Habitus”

22 July Watch Video: “Simple Introduction to Bourdieu” (2 min)

[Unit 2 Assignment – Due 23 July \(11:59 p.m. Tucson time\) in D2L Dropbox \(“Assignments” tab\)](#)

Unit # 3 – 24 July – 30 July

Symbols and Meaning: History as Collective Memory

24 July Watch Lecture

24 July Read: N.R. Kleinfield, “Fraying at the Edges”

25 July Read: Scott Sandage, “A Marble House Divided”

25 July Watch Video: “Marian Anderson Sings at Lincoln Memorial” (1 min)

25 July Watch Video: “Woman’s Impromptu National Anthem Performance Goes Viral” (2 min)

25 July OPTIONAL Watch Video: “March on Washington” (18 min)

26 July OPTIONAL Watch Video: “Thieves of Time: Who Owns the Past?” (27 min)

26 July Read: Yarimar Bonilla, “The Past is Made By Walking”

27-28 July Read: Michel-Rolph Trouillot, Chapter 1 (“The Power in the Story,” pp. 13-26) and Chapter 2 (“The Three Faces of Sans Souci,” pp. 27-107)

Unit 3 Assignment – Due 30 July (11:59 p.m. Tucson time) in D2L Dropbox (“Assignments” tab)

Unit # 4 – 31 July – 4 August

Politics of Identity

31 July Watch Lecture

31 July Read: J. Edward Hood, “Social Relations and the Cultural Landscape”

31 July Read: Davidson and Lytle, “The Visible and Invisible Worlds of Salem”

1 August Read: Barbara Bush, “White ‘Ladies,’ Coloured ‘Favourites’ and Black ‘Wenches’”

2 August Read: Clifford Geertz, “Life Without Fathers or Husbands”

2 August Watch Video: “The Land of No Men” (27 min)

2 August Watch Video: “The Land Where Women Rule” (25 min)

3 August Read: Louis Dumont, “Introduction” to *Homo Hierarchicus*

3 August Watch Video: “Dalit Muslims of India” (42 min)

3 August OPTIONAL Read: Gunnar Myrdal, “An American Dilemma” (Speech)

Unit 4 Assignment – Due 4 August (11:59 p.m. Tucson time) in D2L Dropbox (“Assignments” tab)

Note: this assignment is due at the end of the day on 4 August (The last unit is two days shorter than the other units because we need to have time for the final.)

Course Wrap-Up 5 August – 7 August (3 Days)

5 August Watch Wrap-Up Lecture and Begin Exam

FINAL EXAM

Posted on D2L on 5 August (7 a.m. Tucson time)

Due 7 August (11:59 p.m. Tucson time) in D2L Dropbox (“Assignments” tab)

The final exam consists of four essays, chosen from a list of seven question options. The exam will be open-book, meaning that you are free to use your notes and any class materials while taking it.

UA Final Exam regulations can be found here: <http://www.registrar.arizona.edu/courses/final-examination-regulations-and-information>

The UA Final Exam Schedule can be found here:

<http://www.registrar.arizona.edu/schedules/finals.htm>