

To: Venette Van Duyn, Campus Assessment Coordinator
From: Thomas Douglas, Department of Anthropology
Re: GE Assessment, Anthropology 2A, Fall 2014

The following is an assessment report for the course **Anthropology 2A (Lecture B): *Introduction to Sociocultural Anthropology***, taught by Dr. Tom Douglas in the Fall of 2014, a course which fulfills Category III General Education requirements.

Enrollment: 443

PART 1

As specified by the Category III Student Learning Outcomes (SLOs), students completing Anthropology 2A should be able to:

- 1. Demonstrate knowledge and understanding of the theories, sources, and interpretations of human behavior and organization (e.g., individual, societal and/or institutional).*
- 2. Do at least one of the following:*
 - a. Demonstrate an understanding of contemporary and historical perspectives on individual or collective human behavior (e.g., individual, social movements and/or institutions).*
 - b. Understand and explain the scientific/interpretive methods used in the acquisition of knowledge and the testing of competing theories, in the social and/or behavioral sciences.*

In order to address **GE III SLO 1**, and as specified on the course syllabus (see attached), the course is organized “to introduce students to the basic concepts and data of socio-cultural anthropology as one of the disciplines of social science;” and “to expose students to the richness and variety of human life as it has been lived in the past and the present.” In order to do this, the readings for the course (listed on the syllabus) — most of which are primary texts written by practicing anthropologists and other social scientists — have been selected to introduce students to the central theory, data, methods, and questions that drive anthropology, the study of humans and the organization of cultural life.

In order to address **GE SLO 2a**, readings have been selected and lectures have been designed to expose students to the historical development of anthropology as a social scientific discipline (especially weeks 1 and 2), and to the historical and contemporary transformations of key social scientific concepts, for example race (week 6), kinship (weeks 7-8), and gender (week 9).

In order to address **GE SLO 2b**, lectures (throughout) have been designed to introduce students to the mechanics of the ethnographic method, and its initial and continuing development in the context of studying human groups in various areas around the world.

PART 2

The following questions were taken from the FINAL EXAM for Anthropology 2A, Fall 2014. There were three (3) versions of the test, and the responses for each version are included below. Questions were selected based on their perceived direct relevance to each SLO, and they were selected without prior knowledge as to how well or poorly students answered them. Note that these questions constitute only a small representation of the actual final exam, which included a total of 115 questions.

A. In order to address **GE III SLO 1**, the course is organized “to introduce students to the basic concepts and data of socio-cultural anthropology as one of the disciplines of social science;” and “to expose students to the richness and variety of human life as it has been lived in the past and the present.” The following final exam questions relate directly to SLO 1:

- 1. According to lecture, who are the "owners of the dead" at a Trobriand sagali?**
- the widowed partner (spouse) of the deceased person
 - anyone related to the dead person through his/her father's lineage
 - anyone related to the dead person through his/her mother's lineage
 - anyone related to the dead person through marriage (such as in-laws).
 - Both a. and d. above

Number of students who answered the question correctly: $130 + 122 + 123 = 375$

Percentage of students who answered the question correctly: $375/443 = 84.65\%$

- 2. According to lecture, in Nuer society a female husband would do which of the following?**
- Give cattle to her bride's family
 - Receive cattle from her bride's family
 - Receive cattle from her husband's family
 - None of the above...Nuer female husband's do not have access to cattle

Number of students who answered the question correctly: $143 + 137 + 134 = 414$

Percentage of students who answered the question correctly: $414/443 = 93.45\%$

- 3. According to the lecture, in Masai society**
- women and men are circumcised when they are teenagers
 - women are usually married when they are teenagers
 - men are usually married when they are teenagers
 - all of the above
 - both a. and b. above

Number of students who answered the question correctly: $136 + 123 + 123 = 382$

Percentage of students who answered the question correctly: $382/443 = 86.23\%$

- 4. According to the reading by Aihwa Ong, which of the following is true about female Malaysian electronics factory workers?**
- They are highly respected by Malaysian culture because of the sacrifice they make for their families
 - By working at the factories, these workers are following a kampung tradition of teenage girls finding work outside of the home
 - These girls are shown great respect by their fathers because of the income they provide to their parents.
 - All of the above
 - These girls are labeled as "bad" girls by a society who views them as breaking their cultural traditions.

Number of students who answered the question correctly: $81 + 80 + 85 = 246$

Percentage of students who answered the question correctly: $246/443 = 55.53\%$

- 5. According to lecture, under what condition might a woman-woman marriage occur in Nuer society?**
- When a Nuer father has only daughters
 - When an older, childless Nuer woman has no husband to care for her
 - When a Nuer woman wants a sexual relationship with another woman
 - All of the above
 - Only a. and b. above

Number of students who answered the question correctly: $124 + 119 + 126 = 369$

Percentage of students who answered the question correctly: $369/443 = 83.30\%$

B. In order to address **GE SLO 2a**, readings were selected and lectures were designed to expose students to the historical development of anthropology as a social scientific discipline, and to the historical and contemporary transformations of key social scientific concepts, for example race, kinship, and gender. In order to assess the success of these goals, the following exam questions were included on the final exam.

- 6. According to lecture, A.R. Radcliffe-Brown**
- developed a theory of geological stratification
 - developed the anthropological approach of structural-functionalism
 - developed the anthropological approach of functionalism
 - believed in a theory of catastrophism
 - studied the corpus callosum

Number of students who answered the question correctly: $141 + 132 + 129 = 402$

Percentage of students who answered the question correctly: $402/443 = 90.75\%$

7. Franz Boas helped develop the four fields of anthropology in order to

- a. combat the racism aimed at some immigrant groups in the US.
- b. to demonstrate that indigenous peoples such as the Eskimo (Inuit) and Kwakiutl were as fully human as any European.
- c. demonstrate that there is no such thing as a biologically superior race of human beings.
- d. demonstrate that all people have intelligent, complex, and fully developed languages.
- e. demonstrate all of the above.

Number of students who answered the question correctly: $137 + 127 + 138 = 402$

Percentage of students who answered the question correctly: $402/443 = 90.74\%$

8. According to lecture, which of the following scientists directly influenced the concepts developed by Charles Darwin?

- a. Henry Lewis Morgan
- b. Herbert Spencer
- c. Franz Boas
- d. Charles Lyell
- e. Edward Burnett Tylor

Number of students who answered the question correctly: $87 + 70 + 84 = 241$

Percentage of students who answered the question correctly: $241/443 = 54.40\%$

9. According to lecture, Karl Marx claimed which of the following in the mid-1800s?

- a. People working in factories suffer from alienation
- b. Factory owners (capitalists) make profits by paying workers far less than they are worth.
- c. Workers should unite and take over the factories in which they work.
- d. All of the above
- e. None of the above; Marx was not concerned with the conditions of factory workers.

Number of students who answered the question correctly: $142 + 135 + 135 = 412$

Percentage of students who answered the question correctly: $412/443 = 93.00\%$

10. According to Edward Burnett Tylor, societies that practice animism are more evolved than societies that practice polytheism.

- a. True
- b. False

Number of students who answered the question correctly: $146 + 131 + 129 = 406$

Percentage of students who answered the question correctly: $406/443 = 91.65\%$

C. In order to address **GE SLO 2b**, lectures were designed to introduce students to the mechanics of the ethnographic method, and its initial and continuing development in the context of studying human groups in various areas around the world. In order to assess the success of these goals, the following exam questions were included on the final exam.

11. According to Stephen J. Gould,

- a. human variation does not constitute race.
- b. no single “race” gene has ever been found
- c. there is discordance of supposed racial characteristics, e.g., skin color, eye color, hair type, etc.
- d. genetic variation between individuals of the same “race” can vary more than that between members of different “races”.
- e. all of the above.

Number of students who answered the question correctly: $137 + 128 + 129 = 394$

Percentage of students who answered the question correctly: $394/443 = 88.94\%$

12. Because human physical variation is a spectrum or continuum, as opposed to clearly defined, separate units of variability, we can conclude

- a. that there is no reasonable biological basis for separating humans into a handful of races.
- b. that human “races” are a socio-cultural product.
- c. that it makes no sense, from a biological standpoint, to claim that there are “pure,” distinct races of people
- d. many human beings fall outside of our socially constructed “race” categories
- e. all of the above.

Number of students who answered the question correctly: $138 + 131 + 134 = 403$

Percentage of students who answered the question correctly: $403/443 = 90.97\%$

13. In the article by Eugenia Kaw, which of the following statements was made about Asian and Asian-American women who had undergone double eyelid surgery (blepharoplasty)?

- a. Their mothers were usually against the surgery
- b. They were usually very unhappy with the results of the surgery
- c. Their Asian friends were angry that they had undergone this surgery
- d. The women stated that the surgery made them look less sleepy and more alert
- e. All of the above

Number of students who answered the question correctly: $116 + 111 + 110 = 337$

Percentage of students who answered the question correctly: $337/443 = 76.07\%$

14. According to the article by Susan Bordo, many women suffer from which of the following due to overwhelming social pressures related to their bodies in American society?

- a. Bulimia
- b. Anorexia
- c. Morbid Obesity
- d. All of the above
- e. None of the above

Number of students who answered the question correctly: $129 + 122 + 120 = 371$

Percentage of students who answered the question correctly: $371/443 = 83.75\%$

15. According to the reading by Aihwa Ong, in Free Trade Zones (FTZs) Malaysian factories

- a. hire mostly teenage girls
- b. work their employees very long hours and pay them very low wages
- c. promise to treat their workers like “family.”
- d. are sometimes forced to temporarily shut down due to “demonic” attacks
- e. all of the above

Number of students who answered the question correctly: $149 + 139 + 135 = 423$

Percentage of students who answered the question correctly: $423/443 = 95.49\%$

PART 3

Based on this admittedly cursory and partial analysis, students in Anthropology 2A (Fall 2014) are not only being exposed to course material that directly bears on the three (3) SLOs specified for GE Category III, but they perform exceedingly well when tested on this material. The questions selected for this report span a range of time periods, theoretical orientations, methodologies, and geographical and cultural areas, but across all of the questions the majority of students were able to identify the correct answers — and in most cases, the vast majority of students were able to do so. From a certain perspective the match between this course’s content and the Category III SLOs is not surprising: it would be virtually impossible to teach an introductory anthropology course that somehow managed to avoid addressing “human behavior and organization” in a substantive way, since humans and their cultural worlds sit at the very core of the field.

While we feel that the course as it is currently designed, including evaluation instruments like the final exam, are more than sufficiently able to measure the outcomes of student learning in the context of the goals of GE Category III, as future versions of these instruments are developed we will make sure to consider the specific SLOs and their details as we craft the sets of questions that constitute our exams and the tasks that make up our assignments.

The Anthropology 2a Fall 2014 course syllabus is included on the following pages.

Anthropology 2a

Instructor: Tom Douglas, PhD

Fall 2014

Office: SBSG 3302

PSLH 100

**Office Hours: Mon. 5:45 – 6:45pm
or by appointment**

Class Lecture: Mon. 7:00 – 9:50 pm

Course Code: 60020 (Lec B)

The course website is located at <https://eee.uci.edu/14f/60020>

Sections Times: Please note that attending a weekly discussion section is a requirement for this course! Discussion sections will begin meeting the second week of classes (starting on Monday, Oct. 13).

60021	Dis	1	M	3:00- 3:50p	Tiffany Williams	ICS 209	williat1@uci.edu
60022	Dis	2	M	2:00- 2:50p	Tiffany Williams	SSL 145	williat1@uci.edu
60023	Dis	3	W	1:00- 1:50p	Janny Li	SSL 129	jli18@uci.edu
60024	Dis	4	Tu	11:00-11:50	Lila Kooklan	SSL 145	lkooklan@uci.edu
60025	Dis	5	Tu	4:00- 4:50p	Mariel Gruszko	DBH 1429	mgruszko@uci.edu
60026	Dis	6	Tu	5:00- 5:50p	Mariel Gruszko	SSL 145	mgruszko@uci.edu
60027	Dis	7	Tu	6:00- 6:50p	Mariel Gruszko	SSL 145	mgruszko@uci.edu
60028	Dis	8	Tu	12:00-12:50p	Lila Kooklan	SSL 206	lkooklan@uci.edu
60029	Dis	9	Th	12:00-12:50p	Evan Conaway	SSTR 102	econaway@uci.edu
60030	Dis	10	W	2:00- 2:50p	Janny Li	SSL 129	jli18@uci.edu
60031	Dis	11	Th	11:00-11:50	Evan Conaway	SSL 145	econaway@uci.edu
60032	Dis	12	Th	4:00- 4:50p	Evan Conaway	SSL 145	econaway@uci.edu
60033	Dis	13	W	3:00- 3:50p	Janny Li	SST 122	jli18@uci.edu
60034	Dis	14	M	6:00- 6:50p	Tiffany Williams	SSL 145	williat1@uci.edu
60035	Dis	15	M	11:00-11:50	Lila Kooklan	SSL 129	lkooklan@uci.edu

Introduction to Socio-Cultural Anthropology

“Culture is that complex whole which includes knowledge, belief, art, law, morals, custom and any other capabilities and habits acquired by man as a member of society” (Edward Burnett Tylor 1871).

Culture is a system of meaning embedded in symbols. In order to begin to understand what is truly “human” we must first seek to understand beliefs, values and behaviors across cultures.

DO NOT COME TO LECTURE OR SECTIONS if you plan to listen to your iPod, text message, play games, watch movies, hold conversations with your neighbors or engage in other distracting behaviors unrelated to the class!

Course Objectives

This course provides an introduction to some of the issues studied by socio-cultural anthropologists (ethnographers). Anthropology is a diverse field and different anthropologists use varying theoretical approaches as well as techniques for collecting and analyzing data. This course will present the student with some of the diversity of cultural anthropological studies from the past and the present. The major goals of this class are the following:

1. to introduce students to the basic concepts and data of socio-cultural anthropology as one of the disciplines of social science;
2. to expose students to the richness and variety of human life as it has been lived in the past and the present;
3. to encourage critical and creative thinking to all of our students who are part of the complex, multi-cultural society in which we live;
4. to make students aware of the potential contributions of anthropology to public discourse on matters of social concern and public policy;
5. to make students aware of the ethical dimensions of anthropology and the social sciences.

Contacting Me

My office hours are on Monday from 5:45 – 6:45 p.m or by appointment. My office is located at SBSG 3302. I do not have an available phone number for the office (I share it with other instructors and have no way of getting messages there). Your TA is also an excellent person to talk to if you have a general question about the course.

Course Readings

There are 18 articles that you are required to read for this course. All of the articles have been posted online for your convenience.

Please keep up with the readings! They are for your benefit and questions based on the readings as well as the lectures will appear on the exams. **All** listed readings for this course are required unless specified otherwise by the instructor.

Grading

The grades for this class will be based on four components: one class paper (20% of grade), one mid-term exam (30% of grade), one final exam (40% of grade), and your section attendance and participation (10% of grade).

Discussion Section and Participation - Please note that, based on the above criteria, section attendance is required for this class, and **it is impossible for any student to receive a grade of "A-" or better in this class unless she or he regularly attends discussion sections!**

You must attend the discussion section in which you are enrolled. Furthermore, if you arrive to your discussion section late or leave the section before the TA has concluded the discussion for the day then do NOT expect to receive section attendance credit for that day!

Midterm and Final Exam - Exams will consist of multiple choice, true-false, and matching questions. The midterm is worth 30% of your grade and the final is worth 40% of your grade. The midterm and final will include both essay and scantron style questions. **Please be prepared to show UCI Campus ID when taking exams.**

Course Paper - This paper will be approximately 5-7 pages, (2000 word minimum) typed, double-spaced, with a 10-12 size font and standard margins. It will involve engaging in and writing up your own mini-cultural anthropology project. This paper will be due in class during the ninth week of the course. Complete instructions on this course paper will be distributed in class at a later date. This paper is worth 20% of your final grade.

Discussion Section Participation	100 points possible
Midterm Exam	300 points possible
Course Paper	200 points possible
<u>Final Exam</u>	<u>400 points possible</u>
Total Points Available	1000 points

Grading – This class will be worth a total of 1000 points. Grading in this class will be based on a standard scale:

- A = 930-1000 points**
- A- = 900 – 929 points**
- B+ = 870 – 899 points**
- B = 830 – 869 points**
- B- = 800 – 829 points**
- C+ = 770 – 799 points**

C = 730 – 769 points
C- = 700 – 729 points
D+ = 670 – 699 points
D = 630 – 669 points
D- = 600 – 629 points
F = 599 points and below

Policy on Cheating and Plagiarism – Please note that any student found engaging in either cheating on exams or plagiarizing papers will receive an F as the final grade in this course and will be referred to campus administration for further disciplinary action. Exams and papers must be the student’s own work! Proper citations must be incorporated in your papers whenever utilizing outside sources.

Classroom Etiquette - Please understand that your cooperation is needed in order to maintain a productive classroom learning environment. With a class this size, it is especially important for everyone to do their part to keep the course moving forward. Therefore, you are requested to keep talking to your neighbor at a minimum, to refrain from cell phone use, including text messaging, while in the classroom. The use of laptops is NOT permitted in the classroom or in discussion sections. **Please do NOT listen to your Walkman, iPod, MP3 player, DVD player, play games on your computer, play the radio, etc. during class time.** If you feel that you must engage in a phone conversation or other discussion during class time, please take it outside of the classroom. **DO NOT COME TO LECTURE OR SECTIONS if you plan to listen to your iPod, text, play games, watch movies or engage in other behaviors not related to the class!** I thank you in advance for your cooperation.

Policy on Request for Grade Changes - Grade changes will only be made in the event that an actual error has occurred. A student’s grade will not be changed simply because a student feels that “I deserved a better grade”, “I worked very hard and should have received a better grade” of “I am unhappy with my grade.” It is the job of myself and the TAs to evaluate your work. We assign grades based on our assessment of your papers and exams. Grades are the prerogative of the class professor and the TAs, and they are not negotiable.

Additional University Policies

- **DROPS:** Must be submitted by 5PM of week 2 using the WebReg system. No late drops after week 2.
- **ADDS:** Must be submitted by 5PM of week 2 using the WebReg system. No late adds after week 3
- **GRADE CHANGE OPTIONS:** Must be submitted by 5PM of week 2 using the WebReg system. From week 3 through 6, you must use the Student Access system to submit a request for a grade option change. No late grade option changes after week 6.

Students with Disabilities:

If you anticipate needing any type of an academic accommodation in this course or have questions about physical access, please discuss this with me during the first week of class AND please register with the Disability Services Center (<http://www.disability.uci.edu/>). In order for you to receive any type of academic accommodation, I will need formal notification from the Disability Services Center during the first two weeks of the quarter of the type of academic accommodations to which your disability entitles you.

Academic dishonesty:

Academic Honesty Policy: <http://honesty.uci.edu/>

University policy and unfortunate experiences compel the following statement of principle: Students who engage in plagiarism or cheating as defined by official university policy will automatically receive a ZERO as their grade on the assignment on which they plagiarized or the quiz or test on which they cheated. No exceptions. Other actions consistent with university policy may also be taken where deemed appropriate.

Additional note on plagiarism: in all of your writing, you must identify the nature and extent of your intellectual indebtedness to the authors whose work you have read, or to anyone else from whom you have gotten ideas (classmates, etc.). Failure to acknowledge and properly attribute your reliance on someone else's ideas, thoughts, words, research, theories, evidence, findings, or argument is PLAGIARISM. Failing to provide page numbers for quotations or paraphrasing in a paper, or paraphrasing or summarizing the work of others without acknowledging the source in the text of your paper is PLAGIARISM. Plagiarism is wrong, unethical and dishonest. If you have questions, please see the UCI Academic Senate Policy on Academic Honesty (http://www.senate.uci.edu/senateweb/default2.asp?active_page_id=754)

Course Evaluations:

Course evaluations: The window for online evaluations will be sent to all students via email from the campus administration.

Fall 2014 course evaluations: the evaluations will be open from Sunday, November 30th through Sunday, December 14th

Course Schedule

Week 1 (Oct 6) - Introduction – What is Culture?

A Brief History of Anthropology

Film: *Darmok* – Star Trek TNG episode – incommensurability

Week 2 (Oct. 13) Anthropology, Culture and Fieldwork

Please note that discussion sections will begin meeting this week starting Monday, Oct. 13
You must attend the discussion section in which you are officially enrolled.

Readings: **Chagnon**, *Doing Fieldwork among the Yanomamo*. Article 1

Rachels, *The Challenge of Cultural Relativism.*, Article 2

Miner, *Body Ritual among the Nacirema.*, Article 3

Film: *A Man Called Bee* (Chagnon in *Seeing Anthropology* #3 vol. 1 (Heider) – Participant-Observation method)

Off the Verandah (Malinowski – if time permits)

Week 3 (Oct. 20) Traditional Subsistence

Readings: **Sahlins, Marshall**. *The Original Affluent Society*. Article 4

Weiner, Annette B. *The Trobrianders of Papua New Guinea* Ch. 5 – Marriage and the politics of yams (pp. 81-96). Article 5

Film: *N!ai*.

Week 4 (Oct. 27) Subsistence Continued - Industrial Capitalism

Readings: **Thompson, E.P.** *Time, work-discipline, and industrial capitalism*. Article 6

Ong, Aihwa. *Japanese Factories, Malay Workers: Class and Sexual Metaphors in West Malaysia*. Article 7

Small, Meredith F. *Our Babies, Ourselves*. Article 8

Film: *Modern Times* (video clip)

Mardi Gras: Made in China (if time permits)

Review Guide for Midterm Will Be Posted Online This Week

Week 5 (Nov. 3)

Midterm - Mon., Nov. 3 - First 90 minutes of class

Please bring scantron form #288 and a couple of sharp #2 pencils and an eraser.

Week 6 (Nov. 10) **Race & Biology**

Readings: **Gould, Stephen J.** *The Mismeasure of Man*. Article 9
Harris, Marvin. *Race, human variation, and the forces of evolution*. Article 10

Film: *Race: The Power of an Illusion*

Week 7 (Nov. 17) - Marriage and Kinship

Readings: **Weiner, Annette B.** *The Trobrianders of Papua New Guinea*
Ch. 3 – Fathers and Matrilineality - article 11
Ch. 4 – Youth and Sexuality - article 12

Film : *The Trobrianders of Papua New Guinea*

Week 8 (Nov. 24) Marriage and Kinship - continued

Film: *Masai Women*

Week 9 (Dec. 1) – Gender Roles and Sexuality

Readings: **Martin & Voohries.** *Supernumerary Sexes*. Article 13
Fausto-Sterling, Anne. *The Five Sexes: Why Male and Female are Not Enough*. Article 14
Steinem, Gloria. *If Men Could Menstruate*. Article 15

Video Clip : *The Little Mermaid* (Disney – excerpts)

Film: *Shinjuku Boys* (if time permits)

!!! Course Paper is due in lecture, Mon., Dec. 1!!!

Week 10 (Dec. 8) - Anthropology and the Body

Readings: **Bordo, Susan**, Reading the slender body. In *Unbearable Weight – Feminism, Western Culture, and the Body*. Article 16

Kaw, Eugenia, “Opening” faces – *The politics of cosmetic surgery and Asian American Women*. Article 17

Martin, Emily, *The egg and the sperm: how science has constructed a romance based on stereotypical male-female roles*. Article 18

Video Clips: *I Enjoy Being a Girl* (from *Flower Drum Song*)

Material Girl (Madonna)

Look Who’s Talking Now (Intro clip)

Review Guide for Final Exam Will be Posted Online Week 10.

Final Exam: Monday, December 15, 2013 from 7:00-9:00pm

Please bring scantron form #288 and a couple of sharp #2 pencils, an eraser and a valid picture ID to the final exam.