



**Oregon State University**  
Ecampus

**Course Name:** Cultures in Conflict

**Course Number:** ANTH 380

**Credits:** 3 Credits

**COMMUNICATION:**

*Canvas Email*

Direct instructor-student communication will occur through the **Canvas email system**. When communicating with me **please write “Anth 380” and the reason for your correspondence in the subject line of your email**. If you have questions about your grades or instructor comments in the gradebook please send an email; do not respond to comments within the gradebook system. I will try to respond within 24 hrs, though on occasion it may take up to 48 hrs.

*Announcements*

I will also post regular Announcements to Canvas. Please check regularly as you will be responsible for Announcement content.

*Q&A*

This is the best place to ask questions and receive answers that are generally applicable to the course content. Please check the Q&A forum before emailing me directly. If you email me a question that relates to course content, I will redirect you to the Q&A forum. I will respond to course-related questions as quickly as possible, but always within 24-48 hrs.

*Anthropology Online Degree Advisor*

If you are unable to reach me (the course instructor) or you have additional concerns/questions related to the course, please contact [Brenda.Kellar@oregonstate.edu](mailto:Brenda.Kellar@oregonstate.edu)

**COURSE DESCRIPTION:**

**ANTH 380. CULTURES IN CONFLICT (3).** 🇺🇸

Communication and commerce draw East and West, industrial and pre-industrial, state and stateless societies together. Beliefs and values clash and complement one another. Explores the processes of intercultural contact, cross-cultural interaction, and the consequences of global penetration of European-American culture. Evaluates theoretical explanations for cultural persistence and change. (SS) (Bacc Core Course) **PREREQS:** ANTH 110 [D-] or completion of non-Western cultures requirement.

Communication and commerce draw East and West, industrial and pre-industrial, state and stateless societies together. Beliefs and values clash and complement one another. This course explores the processes of intercultural contact, cross-cultural interaction, and the consequences of global penetration of European-

American culture. We will examine the patterns of variability across cultures and the sources of conflict between cultures. The course materials, which include lectures, articles, and videos, introduce students to the basic elements and processes that make up culture and influence social interaction. Students will learn to critically examine both their own culture and other cultures. The course also examines the variety of ways in which cultural knowledge can be used to reduce conflict and improve cross-cultural understanding, and evaluates theoretical explanations for cultural persistence and change.

This course combines approximately 90 hours of instruction, online activities, and assignments for 3 credits.

**PREREQUISITES:**

ANTH 110 or completion of non-Western cultures requirement.

**Baccalaureate Core:**

This course is part of the OSU Baccalaureate Core and fulfills the requirement for study related to Contemporary Global Issues. The rationale for CGI is as follows: "Our world has become increasingly interdependent. Social, economic, political, environmental, and other issues and problems originating in one part of the world often have far-reaching ramifications in other parts of the world. These issues and problems not only transcend geographical boundaries but also cross academic disciplines. Therefore, if students are to acquire understanding of and to discover effective responses to such issues and problems, they must acquire both global and multidisciplinary perspectives." In offering students the analytical tools to think about cross-cultural interaction from a global perspective, this course addresses the fundamental tenets of the CGI focus.

**Course Outcomes and Skills Acquisition:**

Contemporary Global Issues

1. Analyze the origins, historical contexts, and implications of contemporary global issues.
2. Explain the complex nature and interdependence of contemporary global issues using a multi-disciplinary approach.
3. Articulate in writing a critical perspective on contemporary global issues using evidence as support.

In addition, upon completing this course students should be able to:

- Critically examine the various building blocks of culture, including subsistence, beliefs, religion, economies, technology, and institutions;
- Understand the nature of inter-cultural conflict and assess possible ways of mediating that conflict;
- Value global cultural diversity and recognize its importance in proposing culturally sensitive and environmentally sustainable development alternatives;
- Engage in online discussions about the course content with other students and the instructor;
- Engage deeply with course readings by composing two response papers based on course themes.
- Demonstrate course comprehension through standardized exam testing.

**Course Materials:**

1. Course lectures, weekly readings, and films are all posted on Canvas in the appropriate weekly module

**NOTE: For textbook accuracy, please always check the textbook list at the [OSU Bookstore website](#). Sample syllabi may not have the most up-to-date information.**

**Course Requirements and Grading:**

Requirements for the course are as follows:

<i>Item</i>	<i>Points</i>
Weekly Discussion Board Posts (8 at 10 pts per week)	80

Response Papers (30pts each)	60
Midterm Exam	30
Final Exam	30
<b>Total</b>	<b>200 Possible Points</b>

**Grading Scale:**

Please see the below grading scale. The class is not graded on a curve.

<b>Total Points Earned</b>	<b>Grade</b>
186-200 (93%-100%)	A
180-185 (90%-92%)	A-
172-179 (86%-89%)	B+
166-171 (83%-85%)	B
160-165 (80%-82%)	B-
152-159 (76%-79%)	C+
146-151 (73%-75%)	C
140-145 (70%-72%)	C-
132-139 (66%-69%)	D+
126-131 (63%-65%)	D
120-125 (60%-62%)	D-
<120 (<60%)	F

**ASSIGNMENTS**

**1. WEEKLY DEBATE-FORUM** (10pts each):

*THE INITIAL POST IS DUE BY **WEDNESDAY AT 11:59PM PST.***

*THE RESPONSE POST IS DUE BY **SUNDAY AT 11:59PM PST.***

**You will be engaging in a weekly online debate-forum with your peers.** The weekly debate-forum will stem from assigned readings and independent student research for the week. The first eight weeks of the term the class will be split in half and students will be assigned by the instructor to argue either the “yes” or “no” side of the topic being discussed. Three of the weekly debate-forums will require independent student research and instructions for completing the assignment can be found on the debate forum thread for that week. Lectures, films, and additional readings are meant to provide you with background and context for engaging in the weekly debate-forums. Please note that you are not arguing your personal ideology or position on the issue at hand, but rather, you are “role playing” and taking the side of your assigned position.

**DEBATE-FORUM DB:** Detailed instructions and support materials are posted in the “Debate Forum Instructional Materials” folder on Canvas. **Reading the “DF Instructional Materials” is mandatory and vital for understanding and completing the assignment efficaciously.**

Debates are an excellent way to learn, retain and critically engage with the material. Please consider this a core component of the course!

You will be graded on the logical strength of your argument and the ability to communicate your ideas clearly. This includes grammar as well as content. The debate forum points have two components:

1) You are required to post a 400-500\* word statement of your position, clearly articulating your argument with supporting examples and background information from the assigned materials and incorporating new terminology and key concepts from course lectures and assigned readings. (6pts)

2) You are required to respond to one additional post (from the opposing side) with a “rebuttal” response of 300-400\* words using examples and background information from course materials. (4pts)

\* going under or over the established word count will result in a deduction of points

## **2. RESPONSE PAPERS** (30pts each):

For the first response paper you will be required to answer a set of short essay questions over the weekly readings. The questions will be posted on Canvas at the beginning of week five and the paper will be **due Sunday of week six**. The second response paper will be a comprehensive, summarizing essay that demonstrates how the readings help you understand cultures in conflict and will require you to draw on key anthropological concepts introduced throughout the term. Specific instructions will be posted at the beginning of week nine and the **FINAL paper will be due Sunday of week ten**.

**Detailed instructions for each response paper are posted in the appropriate weekly modules. Reading the “Response Paper Instructional Materials” on Canvas is mandatory and vital for understanding and completing the assignment efficaciously.**

These assignments are designed to get your creative and academic writing flowing and to provide you with an opportunity to synthesize course materials in preparation for exams and in achieving course outcomes and objectives.

## **3. EXAMS (30 pts each)**

You will have two exams in this course, one midterm exam covering weeks one-five and one final exam covering weeks six-ten. Exams are multiple choice, true/false, and fill in the blank format. Each exam is worth 30 points. Exams will be taken through the Canvas system and will be accessed within the appropriate weekly module. Exams are meant to test your comprehension and acquisition of course concepts and terminology. All course material is fair game, including posted lecture material, films and assigned readings. Exams will be open for one 24-hour period, opening at 8am PST the day of the exam and closing at 8am PST the following day. Please see course schedule below for exact dates.

Please note: You have only one attempt to take the exam. If you submit before you are ready or have completed the exam, the system will not let you re-take the test or complete a submitted test. You have only 1.5 hours to complete the exam once you open it. The design of the test is meant to insure you have adequately prepared in advance. Please do not try to scramble through materials to find answers come test time; this is not a successful strategy. Prepare in advance by reviewing course materials. A study guide will be posted one week in advance of the test to help you prepare.

### **Late Assignments**

I do not give make-up exams and no exam can be retaken. It is your responsibility to take the online exams during the days they are available online or make alternate arrangements with me in advance.

Late debate-forum posts and response papers also will not be accepted. I understand that many of you work full time or have parental duties that can bring surprise to your life. Please communicate with me as soon as possible if extenuating or special circumstances present themselves so we may coordinate and develop a plan for your successful completion of this course.

## **COURSE RULES AND EXPECTATIONS**

### **Notes on a Syllabus:**

A syllabus is designed as a contract between all members of a course –between an instructor and her/his students as well as between classmates. By remaining enrolled in this course you are stating that you understand the terms set forth in the contract and that you agree to perform accordingly. Thus, I can hold you accountable for the material presented here. In turn, as your instructor, I am also entering into this contract, so I encourage you to hold me accountable. Please contact me if you notice any errors or discrepancies in the syllabus or any of the other course documents. Similarly, if you have questions concerning grades, please refer to the grading rubrics associated with the specific assignment. If you still have questions, you can email me or arrange to meet.

### **Course Rules and Pertinent Information:**

Web-based courses provide great opportunities for interaction with your peers via online discussion forums, and provide the opportunity to critically engage and successfully comprehend course material in a fashion that fits your personal life. Consistent work is central to succeeding in this course. I want to caution you about how easy and disastrous falling behind in your work can be. When you work by yourself, it is easy to put off or be distracted from the class. In my experience, the vast majority of students that fall behind never get caught up. Please be aware of this and try to complete your weekly readings and assignments in a timely fashion.

### **Plagiarism:**

Plagiarism and cheating show disrespect for yourself and others. Plagiarism is the use of another person's work without proper citation of the source. Cheating is the use of unauthorized materials or copying from another's work during a quiz, test, discussion, term paper or other assignment. OSU has strict policies on plagiarism and cheating. I will give an automatic "F" for the course to any student who participates in plagiarism or cheating.

For more information, please refer to Academic Integrity

[Policy Statement Canvas.pdf](#)

### **Academic Honesty:**

I hope that this will not be an issue in this class. Cheating, plagiarism, or fabrication are acts of academic dishonesty and, in accordance with OSU's policy on academic dishonesty, will not be tolerated. Members of the college community are expected to be honest and forthright in their academic endeavors. To falsify the results of one's research, to present the words, ideas, data or work of another as one's own, or to cheat on an examination corrupts the essential process of learning. Anyone caught engaging in any form of academic dishonesty may fail the course. For more information, please refer to Academic Integrity

[Policy Statement Canvas.pdf](#)

**Students with Disabilities:**

Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the instructor in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations, but who have not yet obtained approval through DAS, should contact DAS immediately at 541-737-4098.

**Expectations for Student Conduct:**

Students are expected to maintain proper academic conduct in this class. This includes treating peers with respect and meeting the conduct expectations of Oregon State University regarding cheating or other behaviors. For more information, please refer to Academic Integrity [Policy Statement Canvas.pdf](#)

**Course Evaluation and FeeDFack:**

Students will be given the opportunity to evaluate this course at the end of the term through the university-wide system of class evaluations. Throughout the term students may offer feeDFack via email.

**COURSE SCHEDULE:**

The course schedule is designed as a weekly, online class format. Each week runs from Sunday at midnight PST to the following Sunday at 11:59 PST. Please let me know as soon as possible if you do not understand the schedule or if you have any questions or concerns.

WEEK	TOPICS	READINGS	DUE DATES	ASSIGNMENTS/ EXAMS
1	Course introduction; understanding culture; conflict theory; key concepts	<p><b>CANVAS: Lecture One (Pts 1 &amp; 2)</b></p> <p><b>Read:</b> Dick 2011 Making Immigrants Illegal; Dávila et al. 2014 On Latin@s and the Immigration Debate</p> <p><b>DF:</b> Issue 14: Stopping illegal immigration: should border security come first?</p>		<p><b>DF:</b> Introduce yourself &amp; meet classmates</p> <p><b>DF:</b> Initial Post (Wed) Response Post (Sun)</p>
2	Race and inequality in the U.S.; inequality in global perspectives	<p><b>CANVAS: Lecture Two</b></p> <p><b>Read:</b> Anthro News 1998 Point-Counterpoint; Brown et al 2015 Does Affirmative Action Work; McElhinny 2008 See No Evil, Speak No Evil</p> <p><b>DF:</b> Issue 9: Does Affirmative Action advance racial equality?</p>		<p><b>DF:</b> Initial Post (Wed) Response Post (Sun)</p>

3	Anthropology and the law; human rights	<p><b>CANVAS: Lecture Three</b></p> <p><b>Read:</b> Op-Ed Cultural Relativism; McLagan et al 2006 Human Rights Claims (p191-204); Bornstein 2015 Institutional Racism; Kazi 2014 Thomas Jefferson owned a Quran</p> <p><b>DF:</b> Issue 17: Is Middle-Eastern Profiling and Indefinite Detention of Suspected Terrorists Justified?</p>		<p><b>DF:</b> Initial Post (Wed) Response Post (Sun)</p>
4	Religion, magic and worldview	<p><b>CANVAS: Lecture Four</b></p> <p><b>Film:</b> They call me Muslim <b>Read:</b> Abu-Lughod 2002 Do Muslim Women Really Need Saving; Fernando 2010 Reconfiguring Freedom</p> <p><b>DF:</b> Should Islamic Veils be Outlawed? Student Independent Research (see DF for details)</p>		<p><b>DF:</b> Initial Post (Wed) Response Post (Sun)</p>
5	Ecology and subsistence; population dynamics; environmental conflict	<p><b>CANVAS: Lecture Five</b></p> <p><b>Film:</b> The Maasai and Agents of Change <b>Read:</b> Galaty 2009 Pollution and pastoral antipraxis</p> <p><b>DF:</b> Student Independent Research (see DF for details)</p>		<p><b>Response Paper1 prompt &amp; Midterm review available</b></p> <p><b>DF:</b> Initial Post (Wed) Response Post (Sun)</p>
6	Indigenous people; cultural and biological diversity; conservation	<p><b>CANVAS: Lecture Six</b></p> <p><b>Read:</b> Igoe 2004 Chapters 1 and 2, Conservation and Globalization</p>		<p><b>Midterm Exam</b> open from 8am PST Wed – 8am PST Thurs</p> <p><b>Response Paper #1:</b> (Sun)</p>

7	Protected areas and people; balancing human & environmental needs	<p><b>CANVAS: Lecture Seven</b></p> <p><b>Read:</b> Igoe 2004 Chapters 3 and 5, Conservation and Globalization; Isehour 2011 How the Grass Became Greener in the City</p> <p><b>DF:</b> Issue 2: Is sustainable development compatible with human welfare?</p>		<p><b>DF:</b> Initial Post (Wed) Response Post (Sun)</p>
8	Globalization and cultural conflict	<p><b>CANVAS: Lecture Eight</b></p> <p><b>Read:</b> Summers 2015 Washington Post; Harvey 2007 Neoliberalism as Creative Destruction; Hubbert 2014 Ambiguous States</p> <p><b>DF:</b> Issue 21: Should America be a World Leader?</p>		<p><b>DF:</b> Initial Post (Wed) Response Post (Sun)</p>
9	Kinship and family; reproduction	<p><b>CANVAS: Lecture Nine</b></p> <p><b>Film:</b> "Without Fathers or Husbands"</p> <p><b>Read:</b> Blackwood 2005 Wedding Bell Blues; AN 2013 Essays on Family and Kinship</p> <p><b>DF:</b> Student Independent Research (see Graded DF for details)</p>		<p><b>Response Paper2 prompt available</b></p> <p><b>DF:</b> Initial Post (Wed) Response Post (Sun)</p>
10	Anthropology in Practice  Dead Week	<p><b>Canvas: Lecture Ten (review)</b></p> <p><b>Read</b> Guerrón-Montero 2008 Preparing Anthropologists (read the introduction then research one or more of the articles that are of particular interest to you)</p> <p><b>Study</b> for the Final Exam</p>		<p><b>Final Exam Study Guide available</b></p> <p><b>Response Paper #2: (Sun)</b></p>

**Final exam:** The final exam is due Tuesday of Finals Week (by 8:00am PST).

**The exam will be open for one 48-hour period beginning at 8:00am Sunday and closing at 8:00am Tuesday.**

## REFUND POLICY INFORMATION

Please see the [Ecampus website](#) for policy information on refunds and late fees.