# UMD UNIVERSITY OF MINNESOTA DULUTH
### Driven to Discover™

## Understanding Global Cultures

**Course Number:** ANTH 1080

**Section(s):** 080

**Term:** Spring 2024

**Class Session:** 001 Regular Academic Session

**Course Credit(s):** 4

## Class Meeting Details

**Delivery mode:** Online - no set time and day

**Location:** Online Class, Online Class

## Instructor Information

**Tim Roufs**
Office Location: 215 CinaH
Email Address: troufs@umn.edu
Office Phone: 218/726-7536
Office/Student Drop-In Hours: 7:00-8:00 p.m. Tuesday
Virtual Office/Student Drop-In Hour Meeting Details: ZOOM https://umn.zoom.us/my/troufs

 e-mail [troufs@d.umn.edu](troufs@d.umn.edu)to set up a time to meet in-person

## Required Course Materials

**Understanding Global Cultures**

Subtitle: : Metaphorical Journeys Through 34 Nations, Clusters of Nations, Continents, and Diversity

ISBN: 1412995931

Authors: Martin J. Gannon and Rajnandini (Raj) K. Pillai

Publisher: SAGE Publications, Thousand Oaks, CA

Publication Date: 2015

Edition: Sixth Edition

https://www.d.umn.edu/cla/faculty/troufs/anth1095/fstext.html#title

# Course Details

Catalog description: Explores nations around the globe towards the goal of developing a cross-cultural understanding of how cultures function. Explores America as a foreign culture, looking at the United States from the viewpoints of foreign anthropologists and other scholars, using comparative ethnographic perspectives to interpret aspects of American culture.

This course fulfills the following Liberal Education Category: Global Perspectives, Social Sciences

# Additional Course Details

**On-line Semester Calendar f2023**

**1.0 "Sunday Memos"**

**Main Due Dates**

**2.0 Video Schedule**

**3.0 Slides Schedule**

**4.0 Text Readings Schedule**
**Text Information**

**Grading Information**

# 10.0 Extra Credit Opportunities

## Course Student Learning Outcomes

- PLEASE NOTE: Some students are used to principally memorizing facts in classes. This class is not one where that is the focus.It is about investigating new topics, reading, listening, synthesizing ideas, thinking, exploring, and becoming familiar enough with the various subjects, peoples and places to carry on an intelligent conversation in modern-day society. In short, this class aims to give you practice in critical thinking, and even creativity, avoiding rote memorization if possible. Critical thinking, involving evaluation and synthesis, has long been regarded as essential for success in the modern-day world. In recent years, actually for two decades, creativity has also become central to success, and "process skills" vital to creativity. Process skills involve "strategies to reframe challenges and extrapolate and transform information, and to accept and deal with ambiguity" (Pappano, "Learning to Think Outside the Box," The New York Times EducationLife, 9 February 2014, 8). Laura Pappano, writer in residence at Wellesley Center for Women at Wellesley College, points out that "In 2010 'creativity' was the factor mos crucial for success found in an I.B.M. survey of 1,500 chief executives in 33 industries. These days 'creative' is the most used buzzword in LinkedIn profiles two years running" (2014, 8). It still is. They still are. With all of the class materials you will be expected to share your ideas and comments with others in the Class Discussions. Assessment Measure(s): Exams will be open-book essays constructed from a list of study questions that you help create, so it would be a good idea for you to have your own copy of the text, and it is a good idea that you take your reading notes right in your copy of the text itself. One thing that you should keep in mind when approaching these readings, which I will talk more about as the class progresses, is that as mentioned above the exams are open-book. And for that you should normally just need to read the books carefully and be able to discuss them intelligently. That is, you should read these as if you had picked it/them up at an airport on the way to Dornoch, Scotland, or at neighborhood bookshop because you were interested in the subject and wanted to know more about it, like literally millions of people are doing in everyday life.

## Graded Course Components

- ## 12.0 In-the-News Report

- - **https://www.d.umn.edu/cla/faculty/troufs/anth1095/gc_in_the_news_report.html#title**

- **3.0 [Discussions](#)**
  - https://www.d.umn.edu/cla/faculty/troufs/anth1095/gcforumsamples.html#title
  - f2023 Canvas Discussions listings

- **6.0 [Midterm Exam](#)**
  - **https://www.d.umn.edu/cla/faculty/troufs/anth1095/exams_midterm.html#title**

- **6.0 [Final Exam](#)**
  - **https://www.d.umn.edu/cla/faculty/troufs/anth1095/exams_final.html#title**

- **7.0 [Project](#)**
  - **[Presentation](#)**
    - **https://www.d.umn.edu/cla/faculty/troufs/anth1095/fspresentations.html#title**
  - **[Term Paper](#)**
    - **https://www.d.umn.edu/cla/faculty/troufs/anth1095/fsterm_paper.html#title**

## Graded Course Components - Points

| Due Date | Activity | Points |
|---|---|---|
| | **In-the-News Report** | Up to 20 |
| | **Discussions** | Up to 20 each (8-5-5-2) |
| 2/24 | **Midterm Exam** | Up to 400 |
| 5/3 | **Final Exam** | Up to 400 |
| 2/11 | **Project Proposal** | Up to 20 |
| 2/25 | **Project Abstract** and **Working Bibliography** | Up to 20 |

| Due Date | Activity | Points |
|---|:---:|---|
| 4/14 | **Presentation** | Up to 100 |
| 4/21 | **Term Paper** | Up to 400 |

# Brief List of Topics to be Covered

## Understanding Global Cultures in a Nutshell

### Course Structure

### Course Content

# Program Learning Outcome Alignment - Undergraduate

This course aligns with the following program learning outcome(s):

- Anthropology focuses on the holistic study of diverse peoples and cultures with a central focus on what it means to be human. We are committed to an integrative and comparative approach that draws on the rich tradition of the four-fields (cultural anthropology, archaeology, linguistics, biological anthropology) while also bringing the methods and insights of the discipline to issues of critical importance to today's globalizing societies.

- We emphasize qualitative methodology, including knowledge of the uses and limitations of standard methods, visual analysis and the production of visual representations of reality using tools such as photography and video, participatory research with communities, and public ethnography. We also emphasize a strong ethical component concerning the study of humans, and the relationship between theory and method in qualitative fieldwork.

- Areas of knowledge and skills our program delivers: specific ethnographic areas such as Middle, Central and South America, the Middle East, Europe, North America (including U.S. culture), Africa. political, social, and environmental issues within the context of international and intranational diversity, framed within the Department's overall unifying socially-relevant themes of inequality, identify, power, social change and development, and global

multiculturalism. community engagement and participatory culture. major historical and contemporary theoretical perspectives. A Final Project, ANTH 4653 - Senior Seminar, provides anthropology majors a capstone experience to use their research skills in applied projects.

- Anthropology BA Degree Requirements Anthropology Minor Degree Requirements Library Guide Program Coordinator: Dr. Kathryn Milun

## Class Schedule

## **Major Due Dates**

## **On-Line Semester Calendar** f2023

## **Modules, Week by Week** f2023

## Final Exam or Graded Component

| Date | Time | Location (if applicable) | Description |
|------|------|--------------------------|-------------|
| 5/3 | arr | on-line | Open-book/Open-notes Essay Exam with Questions contributed by class members. |
| 5/3 | arr | on-line | https://www.d.umn.edu/cla/faculty/troufs/anth1095/exams_final.html#title |

Please see the Final Examinations Policy for more details.

## Class Policies

## Policies are summarized on the "First Day Handout" Information, and include
## the Following Class Policies

<https://www.d.umn.edu/cla/faculty/troufs/anth1095/gchandout_first-day>



**The Writers' Workshop offers free one-to-one writing support to all members of UMD's campus community. Graduate student or faculty consultants will work with you on any writing project at any stage in the writing process.**

**For more information or to make an appointment, visit <d.umn.edu/writwork> , or stop by the Workshop's front desk in the Securian Learning Commons on the second floor of the Kathryn A. Martin Library and visit with Jill Jenson and her staff. Walk-ins are welcome if a consultant is available.**

**Look for the Workshop's trademark wall mural covered with quotations about writing.**

**Students in this class have permission to see a Writers' Workshop consultant for all take-home exams and class materials.**

**website**

## Understanding Global Cultures

# Grades / Grading / Academic Policies

This course is governed by the . . .

University of Minnesota Duluth Student Academic Integrity Policy

<http://d.umn.edu/academic-affairs/academic-policies/classroom-policies/student-academic-integrity>

# UMD Office of Student and Community Standards

<http://www.d.umn.edu/conduct/>

"Academic dishonesty tarnishes UMD's reputation and discredits the accomplishments of students. UMD is committed to providing students every possible opportunity to grow in mind and spirit. This pledge can only be redeemed in an environment of trust, honesty, and fairness. As a result, academic dishonesty is regarded as a serious offense by all members of the academic community. In keeping with this ideal, this course will adhere to UMD's Student Academic Integrity Policy, which can be found at [http://www.d.umn.edu/conduct /integrity/Academic_Integrity_Policy.htm]. This policy sanctions students engaging in academic dishonesty with penalties up to and including expulsion from the university for repeat offenders." — UMD Educational Policy Committee, Jill Jensen, Chair (08/16/2007)

## and the UMD Student Conduct Code

<http://www.d.umn.edu/conduct/code/>

and the

## Student Conduct Code Statement (students' rights)

<http://www.d.umn.edu/conduct/conduct/conduct-statement.html>

The instructor will enforce and students are expected to follow the University's Student Conduct Code [http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html] . Appropriate classroom conduct promotes an environment of academic achievement and integrity. Disruptive classroom behavior that substantially or repeatedly interrupts either the instructor's ability to teach, or student learning, is prohibited. Disruptive behavior includes inappropriate use of technology in the classroom. Examples include ringing cell phones, text-messaging, watching videos, playing computer games, doing email, or surfing the Internet on your computer instead of note-taking or other instructor-sanctioned activities." — UMD Educational Policy Committee, Jill Jensen, Chair (08/16/2007)

## Instructor and Student Responsibilities Policy

## AVISO!

## A Note on Extra Credit Papers

Failure to comply with the above codes and standards when submitting an Extra Credit paper will result in a penalty commensurate with the lapse, up to and including an F final grade for the course, and, at a minimum, a reduction in total points no fewer than the points available for the Extra Credit project. The penalty will not simply be a zero for the project, and the incident will be reported to the UMD Academic Integrity Officer in the Office of Student and Community Standards.

# A Note on "Cutting and Pasting" without the Use of Quotation Marks
# (EVEN IF you have a citation to the source somewhere in your paper)

If you use others' words and/or works you MUST so indicate that with the use of quotation marks. Failure to use quotation marks to indicate that the materials are not of your authorship constitutes plagiarism—even if you have a citation to the source elsewhere in your paper/work.

Patterned failure to so indicate that the materials are not of your own authorship will result in an F grade for the course.

Other instances of improper attribution will result in a 0 (zero) for the assignment (or a reduction in points equal to the value of an Extra Credit paper), and a reduction of one grade in the final grade of the course.

All incidents will be reported to the UMD Academic Integrity Officer in the Office of Student and Community Standards as is required by University Policy.

and the

other pertinent policies as determined by the University of Minnesota, the University of Minnesota Duluth, The UMD College of Arts, Humanities, and Social Sciences, and the Department of Studies in Justice, Culture, and Social Change.

. . .

# Teaching & Learning: Instructor and Student Responsibilities:

"UMD is committed to providing a positive, safe, and inclusive place for all who study and work here. Instructors and students have mutual responsibility to insure that the environment in all of these settings supports teaching and learning, is respectful of the rights and freedoms of all members, and promotes a civil and open exchange of ideas. To reference the full policy please see: http://www.d.umn.edu/vcaa/TeachingLearning.html.

# Final Exams:

"All 1xxx-5xxx courses offered for undergraduate credit should include a final graded component or end of term evaluation that assesses the level of student achievement of one or more course objectives. All final graded components are to be administered or due at the time and place according to the final exam schedule and not during the last week of class. To reference the full policy please see: http://www.d.umn.edu/vcaa/FinalExams.html

## Excused Absences:

"Students are expected to attend all scheduled class meetings. It is the responsibility of students to plan their schedules to avoid excessive conflict with course requirements. However, there are legitimate and verifiable circumstances that lead to excused student absence from the classroom. These are subpoenas, jury duty, military duty, religious observances, illness, bereavement for immediate family, and NCAAvarsity intercollegiate athletics. For complete information, please see: http://www.d.umn.edu/vcaa/ExcusedAbsence.html

## Appropriate Student Use of Class Notes and Course Materials:

"Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience.However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. For additional information, please see: http://www.d.umn.edu/vcaa/ClassNotesAppropriateUseof.html

## Use of AI-content generators for class assignments

No credit given for work determined to be created in part or whole by ChatGPT or its equivalent artificial intelligence tool.

"UMD's Academic Integrity policy covers any work done by automated content generators such as ChatGPT or other generative artificial intelligence tools unless otherwise noted by the faculty member. These tools present new challenges and opportunities." "Within the confines of this class The use of AI-content generators is strictly prohibited for any stage of homework/assignment (e.g., draft or final product). The primary purposes of college are developing your thinking skills, being creative with

ideas, and expanding your understanding on a wide variety of topics. Using these content generating AI tools thwarts the goal of homework/assignments to provide students opportunities to achieve these purposes. Please make the most of this time that you have committed to a college education and learn these skills now, so that you can employ them throughout your life." -- Jennifer Mencl, UMD Associate Vice Chancellor, Academic Affairs, 10 May 2023 Current information from the UMN Senate Committee on Educational Policy Resources

# "Other Important Policies:

**Grading & Transcripts policy**

**Sexual Harassment, Sexual Assault, Stalking and Relationship Violence policy**

**Equity, Diversity, Equal Employment Opportunity, and Affirmative Action policy**

**Academic Freedom and Responsibility policy**

**Disability Services policy**

**Syllabus Policy**

**Syllabus Policy Statements**

**Undergraduate Degree Requirements**

**Course Numbering**

**Admissions**

**Student Academic Integrity**

# Students with Disabilities

It is the policy and practice of the University of Minnesota Duluth to create inclusive learning environments for all students, including students with disabilities. If there are aspects of this course that result in barriers to your inclusion or your ability to meet course requirements – such as time limited exams, inaccessible web content, or the use of non-captioned videos – please notify the

instructor as soon as possible. You are also encouraged to contact the Office of Disability Resources to discuss and arrange reasonable accommodations. Call 218-726-6130 or visit the DR website at https://umd-general.umn.edu/disability-resources for more information.

# Learner Outcomes

## Learner Outcomes are guided by the following set of rubrics . . .

**Course Overview, Objectives, Outline, and Outcomes**

**General Course Information**

**Grades / Grading / Academic Policies and Rubrics**

**Midterm Exam Rubrics**

**Final Exam Rubrics**

**Problem / Project Statement / Proposal Rubrics**

**Project Presentation Rubrics**

**Term Paper Rubrics**

**Extra Credit Rubrics**

**Class Activities Rubrics**

# UM Recommended Syllabus Policy Information

**UM Recommended Policy Statements for Syllabi**

**UMD Disability Resources**

**UMD Health Services**

**UM Welbeing 101: Tips and Strategies to Help**

**Want to Talk?**

**Mental Health and Stress Management**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: http://www.mentalhealth.umn.edu .

## Resources for Students with Disabilities

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## Mental Health and Stress Management Resources

Feelings such as anxiety, anger, depression, low self-esteem, or tension are a normal part of being human and can affect anyone. Sometimes these feelings are temporary and can be eased by rest, relaxation, exercise, good nutrition and the support of trusted friends. At other times, stressors, relationships or past family experiences cannot be managed so easily and become overwhelming. If this happens, and you find it hard to function, you may want to seek professional help. Counseling Services are available at UMD Health Services to assist you. If you are in need of mental health

support when Health Services is closed, or in case of an emergency, please contact The Birch Tree Center's Crisis line at 218-623-1800 or go to the emergency room/urgent care at either St. Luke's Hospital or St. Mary's Hospital. If an ambulance is needed, call 911. If the emergency is non-life-threatening and you do not have a means of transportation, call Campus Police at 218-726-7000. If you have needs that Counseling Services does not treat, they have a case manager who helps connect students to referrals as well as navigating issues with insurance. You can learn more about the broad range of confidential mental health services available on campus at UMD Health Services.

# UMD Land Acknowledgement

UMD Land Acknowledgement

We collectively acknowledge that the University of Minnesota Duluth is located on the traditional, ancestral, and contemporary lands of Indigenous people. The University resides on land that was cared for and called home by the Ojibwe people, before them the Dakota and Northern Cheyenne people, and other Native peoples from time immemorial. Ceded by the Ojibwe in an 1854 treaty, this land holds great historical, spiritual, and personal significance for its original stewards, the Native nations and peoples of this region. We recognize and continually support and advocate for the sovereignty of the Native nations in this territory and beyond. By offering this land acknowledgment, we affirm tribal sovereignty and will work to hold the University of Minnesota Duluth accountable to American Indian peoples and nations.

# Basic Needs Security

Basic needs security is essential to student wellbeing and learning effectively. Examples of basic needs include accessing sufficient food to eat and having a safe and stable place to live. UMD supports students' basic needs through on-campus resources located in the Office of Student Life, 245 Kirby Plaza, which is open Monday through Friday 8:00 a.m. to 4:30 p.m. Champ's Cupboard is a free resource for students in need of food, and Champ's Closet is a free resource for students seeking gently used professional clothing for interviews, internships, and field placements. Any student seeking further information regarding basic needs security may contact the Office of Student Life at vcsl@d.umn.edu or 218-726-8501.

# Tutoring Center

The Tutoring Center on the second floor of Martin Library offers free tutoring sessions for this course. Your tutor will be a high-achieving student trained to assist you. To learn more about the Tutoring Center, find the tutor(s) qualified for this subject area, or reserve a time with a tutor, please visit the Tutoring Center website. The tutors look forward to working with you!

# Writers' Workshop

The Writers' Workshop offers free one-to-one writing support to all members of UMD's campus community. Consultants are graduate students or faculty members trained to assist you with any writing project at any stage in the writing process. To make an appointment, visit d.umn.edu/writwork or stop by the Workshop's front desk located in the Securian Learning Commons on the second floor of the Kathryn A. Martin Library.

# Research Help

Research Help is a service where librarians provide guidance, support, and instruction on how to find and use information. You can meet with a librarian when you're not sure how to get started with a research project, when you've hit a wall in your research, or your usual process isn't working. You can chat with a librarian 24/7, schedule an appointment with a subject librarian, email, or drop-in during the day.

# University Policies

## Student Conduct Code

Appropriate classroom conduct promotes an environment of academic achievement and integrity. Disruptive classroom behavior that substantially or repeatedly interrupts either the instructor's ability to teach, or student learning, is prohibited. Students are expected to adhere to the Board of Regents Policy.

## Student Academic Integrity

Academic dishonesty tarnishes UMD's reputation and discredits the accomplishments of students. Academic dishonesty is regarded as a serious offense by all members of the academic community.

## Appropriate Use of Class Notes & Course Materials

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning.

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Students are expected to attend all scheduled class meetings. It is the responsibility of students to plan their schedules to avoid excessive conflict with course requirements. However, there are legitimate circumstances that lead to excused student absence from the classroom. These are subpoenas, jury duty, military duty, religious observances, illness, bereavement, and NCAA varsity intercollegiate athletics.

## Final Examinations

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## Teaching & Learning: Instructor & Student Responsibilities

UMD is committed to providing a positive, safe, and inclusive place for all who study and work here. Instructors and students have mutual responsibility to ensure that the environment in all of these settings supports teaching and learning, is respectful of the rights and freedoms of all members, and promotes a civil and open exchange of ideas.

## Sexual Harassment, Sexual Assault, Stalking and Relationship Violence

The University is committed to taking prompt and effective steps to end sexual harassment, sexual assault, stalking, relationship violence, and related retaliation, prevent their recurrence and, as appropriate, remedy their effects. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Students are encouraged to report incidents of sexual harassment, sexual assault, stalking, and relationship violence, and to access UMD's free and confidential support for students. Most University employees, including faculty, are mandated to report incidents that are shared with them to the University's Title IX office. Some UMD employees are exempt from the reporting requirement because of the confidential nature of their work (see FAQ #6). For full details, please refer to the Board of Regents policy (definitions), the University of Minnesota administrative policy (resources, rights, reporting information), and UMD's Responding to Sexual Misconduct website (Title IX Coordinator contact information, campus resources). See also: Board of Regents Policy.

## Equity, Diversity, Equal Employment Opportunity, and Affirmative Action

The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. [Equal Opportunity and Affirmative Action](#) and the [Office of Student Conduct & Conflict Resolution](#) are both available to all UMD employees, students, and participants in University-related activities [to discuss issues or concerns](#) regarding University policies or practices involving potential bias, discrimination, harassment or retaliation that an individual may have experienced or observed.

[Academic Freedom and Responsibility](#)

Thoughtful dialog is a cornerstone of higher education. This expectation is upheld in the University of Minnesota's Board of Regents Policy: Academic Freedom and Responsibility, which says in part:

SECTION II. ACADEMIC FREEDOM.
Academic freedom is the freedom, without institutional discipline or restraint, to discuss all relevant matters in the classroom, to explore all avenues of scholarship, research, and creative expression, and to speak or write on matters of public concern as well as on matters related to professional duties and the functioning of the University.

[Grading & Transcripts](#)

# Campus COVID Safety

Visit the [UMD Safe Campus webpage](#) for up-to-date COVID information.

# Student Resources

Visit [Resources for Current Students](#) to learn more about resources available to you at UMD.