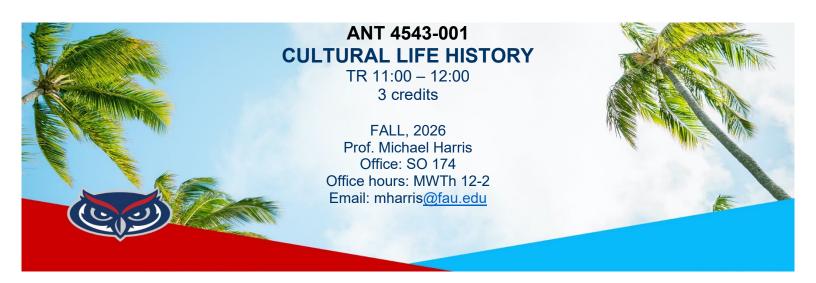
FAU	NEW COURSE PROPOSAL Undergraduate Programs  Department ANTHROPOLOGY  College ARTS AND LETTERS (To obtain a course number, contact erudolph@fau.edu)			UUPC Approval <u>  0 - 6 - 202</u> UFS Approval SCNS Submittal
FLORIDA ATLANTIC UNIVERSITY				Confirmed Banner Posted Catalog
Prefix ANT Number 4543	(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)  Lab Code	Type of Course Lecture	Course Title CULTURAL LIFE HISTORY	
Credits (See Definition of a Credit Hou  3  Effective Date (TERM & YEAR)  FALL 2026	Grading (Select One Option)  Regular  Sat/UnSat	Course Description (Syllabus must be attached; see <u>Template</u> and <u>Guidelines</u> ) Insights into such domains of human life as childhood, biological needs, social structure, family and kinship, economic organization, enculturation, ritual, and religion are explored through the writing of the student's own cultural life history or autobiography in anthropological perspective as well as through readings in the discipline.		
Prerequisites, with minimum grade* NONE		Corequisites Reg Colleg		Registration Controls (Major, College, Level)
*Default minim	um passing grade is D-	. Prereqs., Coreqs. &	Reg. Controls o	are enforced for all sections of course
WAC/Gordon Rule Course  Yes  No		Intellectual Foundations Program (General Education) Requirement (Select One Option)  None		
WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See <u>WAC Guidelines</u> .		General Education criteria must be indicated in the syllabus and approval attached to the proposal. See <u>Intellectual Foundations Guidelines</u> .		
	fications to teach cour			
Faculty Contact/Email/Phone MICHAEL HARRIS/MHARRIS/73233		List/Attach comments from departments affected by new course  Sociology		
Annauad by				Date /

Department Chair
College Curriculum Chair
College Dean
UUPC Chair
Undergraduate Studies Dean
VFS President
Provost

Date
0/02/25
09/23/2025
9/25/2025
10-6-2025
10-6-2025

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.



## **Course Description**

Insights into such domains of human life as childhood, biological needs, social structure, family and kinship, economic organization, enculturation, ritual, and religion are explored through the writing of the student's own cultural life history or autobiography in anthropological perspective as well as through readings in the discipline.

### **Instructional Method**

The course is in person, with no remote options.

Each week you will have three primary obligations: 1) to have read and be ready to discuss the text, 2) to provide a written piece on the called-for topic, 3) to present tasks for discussion with peers: a chart, figure, or piece of writing. You should attempt to link the anthropological topics, concepts, and theories to your weekly assignments. What I am looking for is an explicit connection, in each weekly written piece, between the conceptual, general, anthropological concept and specific examples from your life.

### Lectures and Readings

On Tuesdays I will lecture on the topic of the week. In order for this activity to be useful, you should have the reading assignments completed prior to lecture.

### Formal Weekly Writing Assignments

Weekly writing assignments will be uploaded to Canvas by Sunday 10 pm. We will have comments back to you within 10 days of receipt. Comments will typically be oriented to the strengths of your writing and your particular focus and on problem areas that require revision. I will focus on obvious grammatical problems, word usage, overall coherence of the piece, evenness of tone, the alternation between general statements and specific illustrations, etc.

It is a good idea to begin thinking of the weekly writing assignments as pieces that will fit into your final life history and analysis. Certainly, your revision of these pieces after having received my comments will make them appropriate for the final paper. As others

present their material or discuss ideas, you should note those things or ideas that you want to write about in terms of your own life.

#### The Weekly Presentation

The tasks are presented each Thursday and form part of a discussion-oriented period in which you and your classmates comment on each other's works. In the weekly schedule below you will find that these tasks are marked "PRESENT." You should upload the presentation (or link to it) in Canvas. Presentations are due Fridays, by 10 pm.

## **Course Objectives/Student Learning Outcomes**

- 1. The student will understand anthropological approaches to important cultural domains such as family, biological needs, social organization, kinship, etc.
- 2. The student will be able to apply these domains to an understanding of their own life and to American and other cultures.
- 3. The student will integrate writing about anthropological concepts with specific firsthand examples.
- 4. The student will learn how to create a long document through weekly writing goals.
- 5. The student will present their work on a weekly basis, gaining familiarity with presentation software and speaking in public.

### **Course Evaluation Method**

### Requirements/Grading:

- 1. Attendance and participation is absolutely essential. 10%
- 2. A final paper (40 pages minimum) focusing on your anthropological autobiography, plus 10 pages of cultural analysis of your life history. The cultural analysis is explicitly focused on linking your particular past experiences to wider American cultural phenomena and to anthropological issues as discussed in class. As such, the cultural analysis calls for positive statements or positions (sometimes referred to as thesis statements) with supporting explanations. DON"T WORRY! You will be writing 3-4 pages per week and by the end of the semester you will have 36-48 pages already. 50%
- 3. Completing weekly writing assignments and presentations ON TIME and to specifications. 30%
- 4. 2 Quizzes. 10%

# **Course Grading Scale**

- 94-100 = A
- 90-93 = A-
- 87-89 = B+
- 84-86 = B
- 80-83 = B-

- 77-79 = C+
- 74-76 = C
- 70-73 = C-
- 67-69 = D+
- 64-66 = D
- 61-63 = D-
- 0 60 = F

## Policy on Makeup Tests, Late Work, and Incompletes

The course requires that students keep current with writing and presentations. That said, occasionally things take place that lead to missed or late work. In that case, contact the professor within 24 hours of the missed deadline to make alternative arrangements.

## **Classroom Etiquette Policy**

Be on time. Be prepared for presentations. Be concentrated on the class while it's occurring. Be courteous to others.

## **Policy on the Recording of Lectures**

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

## **Attendance Policy**

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

## Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <a href="http://www.fau.edu/counseling/">http://www.fau.edu/counseling/</a>

### **Disability Policy**

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

### **Code of Academic Integrity**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see <u>University Regulation 4.001</u>.

## **Religious Accommodation Policy Statement**

In accordance with the rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. University Regulation 2.007, Religious Observances, sets forth this policy for FAU and may be accessed on the FAU website at www.fau.edu/regulations. Any student who feels aggrieved regarding religious accommodations may present a grievance to the executive director of The Office of Civil Rights and Title IX. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

### **Time Commitment Per Credit Hour**

For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of outof-class student work for each credit hour. Equivalent time and effort are required for Summer Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

# **Grade Appeal Process**

You may request a review of the final course grade when you believe that one of the following conditions apply: • There was a computational or recording error in the grading. • The grading process used non-academic criteria. • There was a gross violation of the instructor's own grading system. University Regulation 4.002 of the University Regulations contains information on the grade appeals process.

# **Artificial Intelligence Preamble**

FAU recognizes the value of generative AI in facilitating learning. However, output generated by artificial intelligence (AI), such as written words, computations, code, artwork, images, music, etc., for example, is drawn from previously published materials and is not your own original work.

FAU students are not permitted to use AI for any course work unless explicitly allowed to do so by the instructor of the class for a specific assignment. [Policy 12.16 Artificial Intelligence]

Class policies related to AI use are decided by the individual faculty. Some faculty may permit the use of AI in some assignments but not others, and some faculty may prohibit the use of AI in their course entirely. In the case that an instructor permits the use of AI for some assignments, the assignment instructions will indicate when and how the use of AI is permitted in that specific assignment. It is the student's responsibility to comply with the instructor's expectations for each assignment in each course. When AI is authorized, the student is also responsible and accountable for the content of the work. AI may generate inaccurate, false, or exaggerated information. Users should approach any generated content with skepticism and review any information generated by AI before using generated content as-is.

If you are unclear about whether or not the use of AI is permitted, ask your instructor before starting the assignment.

Failure to comply with the requirements related to the use of AI may constitute a violation of the Florida Atlantic Code of Academic Integrity, Regulation 4.001.

Proper Citation: If the use of AI is permitted for a specific assignment, then use of the AI tool must be properly documented and cited.

For more information on how to properly cite the use of AI tools, visit https://fau.edu/ai/citation AI Language Specific To This Course AI will not help you in this course.

## **AI Language Specific To This Course**

As the course depends on you delving into details of your past experience, AI is unlikely to be of much help. I'd prefer that you not use it, but the course is technically AI FLEXIBLE.

### **Student Support Services and Online Resources**

Center for Learning and Student Success (CLASS)
Counseling and Psychological Services (CAPS)
FAU Libraries Math Learning Center
Office of Information Technology
Helpdesk Center for Global Engagement
Office of Undergraduate Research and Inquiry (OURI)

Science Learning Center
Speaking Center
Student Accessibility Services
Student Athlete Success Center (SASC)
Testing and Certification
Test Preparation
University Academic Advising Services
University Center for Excellence in Writing (UCEW)
Writing Across the Curriculum (WAC)

### Title IX Statement

In any case involving allegations of sexual misconduct, you are encouraged to report the matter to the University Title IX Coordinator in the Office of Civil Rights and Title IX (OCR9). If University faculty become aware of an allegation of sexual misconduct, they are expected to report it to OCR9. If a report is made, someone from OCR9 and/or Campus Victim Services will contact you to make you aware of available resources including support services, supportive measures, and the University's grievance procedures. More information, including contact information for OCR9, is available at https://www.fau.edu/ocr9/title-ix/. You may also contact Victim Services at victimservices@fau.edu or 561-297-0500 (ask to speak to an Advocate) or schedule an appointment with a counselor at Counseling and Psychological Services (CAPS) by calling 561-297CAPS.

### FACULTY RIGHTS AND RESPONSIBILITIES

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. To ensure these rights, faculty members have the prerogative to:

- Establish and implement academic standards.
- Establish and enforce reasonable behavior standards in each class.
- Recommend disciplinary action for students whose behavior may be judged as disruptive under the Student Code of Conduct <u>University Regulation 4.007</u>.

# **Required Texts**

Partanen, Anu

Langness, L. L. and Gelya Frank 1981 Lives: an anthropological approach to biography. Chandler and Sharp.

Lewis, Oscar 2011 Children of Sanchez. Knopf Doubleday.

2011 Gillidren of Ganonez. Knopi Doubleday

2017 The Nordic Theory of Everything: In Search of a Better Life. Harper.

Saitoti, Tepilit Ole 1988 The Worlds of a Maasai Warrior: An Autobiography. University of California Press.

### **Course Topical Outline**

**Weekly Assignments\*** indicates that a presentation is required for class.

Week 1 Reading: Lives

Temporal: The Life Chart

PRESENT. Construct a chart that shows the major time periods and marker events that structure your life history, from birth to the present.

DISCUSS: What are the important stages of the American (and other cultures) life?

WRITE. Write a 3-page (or more) synopsis of your life history.

### Week 2 Reading Lives Part 2

Territory: Primary Turf Map

PRESENT. Make one or more sketches of your primary turf during ages 6-12 (or earlier). Identify the main features of the landscape, the significant places, and where important events took place.

DISCUSS: What are the kinds of environments associated with childhood? How do they change over time?

WRITE. Write a 3-4 page paper in which you identify some cultural themes that influenced your use of this primary turf. This turf can be both outdoors and inside. You might want to list some of the themes and then write about actual events in the present tense. According to Opler, a cultural theme is a "postulate or position, declared or implied, and usually controlling behavior or stimulating activity, which is tacitly approved or openly promoted…" in a group.

#### Week 3 Reading Lewis Part 1

Communication: Verbal and Non-verbal patterns

PRESENT. Make a list of the most common non-verbal (hugging, kissing, gesturing, silence, etc.) and verbal communication (language, sayings, styles of speaking) behaviors of yourself and your family.

DISCUSS: In what ways is language constrained, permitted, or banned in different contexts, e.g., within the family, in public, etc.?

WRITE. Write a 3-4 page paper that identifies and illustrates the cultural themes in the way your family communicated non-verbally and verbally. Use specific, concrete examples and actual family members.

### Week 4 Quiz 1. Reading Lewis 3-5

Play: Childhood Activities

PRESENT. Make a list of all the play events and activities you have engaged in during the course of your life. These can be both organized and informal types of play.

DISCUSS: What are the functions of play?

WRITE. Write a 3-4 page paper that identifies and gives examples of cultural themes underlying patterns of play during your childhood. Write about how you played, the things you enjoyed, who you played with, meanings in the play, etc. Use specific, concrete examples. Note that play is used here as something more than just games.

### Week 5 Reading Lewis 6-9

**Enculturation:** Gender

PRESENT. Prepare a chart to show how gender expectations changed during the course of your life.

DISCUSS: How are expectations about being a girl or boy expressed in different contexts (e.g., the family v. among peers)?

WRITE. Write a 3-4 page paper that gives examples of cultural themes in the patterns of gender identity and performance. Write about specific events. Were you treated differently from your siblings or others you know?

#### Week 6 Reading Saitoti 1-4

Biological Needs: Eating Practices

PRESENT. Make a list of cultural rules, both explicit sayings made by your parents and the more tacit "dos and don'ts" that governed eating behavior in your family. Put the explicit rules in quotation marks. Integrate your common family diet into the presentation.

DISCUSS: In what ways is food linked to cultural identity?

WRITE. Select a period of your childhood you remember well and describe in a 3-4 page paper the eating customs in your family for a typical day. Include types of food, seating arrangements, food preferences, etc. Try to identify one tacit function of the eating experience.

#### Week 7 Reading Saitoti 5-8

Social Structure: Groups and Friends

PRESENT. Make a chart of all groups (formal and informal) to which you belonged during the course of growing up. Include the most important friends on your chart and the period in your life when they were significant.

DISCUSS: What social groups are most important in the American context?

WRITE. Write a 3 page paper about one group, its activities, your place or role, and the cultural themes involved. What did you learn? How was conflict managed?

#### Week 8 Reading Partanen 1-2

Social Structure: Family and Kinship

PRESENT. Prepare a kinship chart that traces your ancestry back as far as you can go (at least four generations). Identify the occupation, religion, and other important aspects of as many of your ancestors as possible. Include names, terms of reference, and terms of address for your relatives. This might require a bit of help from your parents, grandparents, uncles, and aunts.

DISCUSS: How do kinship relations serve to structure a cultural system?

WRITE. Write a 3-4 page paper that summarizes the major cultural factors in the past generations of your family that have influenced your life. Include specific examples.

### Week 9 Reading Partenan 3-5

Economics: Earning and Spending Money

PRESENT. Make a list of all the specific ways you earned or acquired money during stages in your life (allowances, gifts, working, etc.) down one side of a page. Opposite it make a list of the major ways you spent or disbursed the money. Include in the presentation, the kinds of attitudes and sayings your family used in relation to money and economics.

DISCUSS: Money.

WRITE. Write a 3-4 page paper on a topic related to money and economics (shopping, values of money, work, investment, banks, etc.) Try to identify the tacit but conflicting rules that you picked up as a child in your family (examples: Money is the root of all evil but Make as much as you can). Write about the economic context of your family (e.g., was money plentiful or scarce? What occupations did your parents have?).

#### Week 10 Reading Partanen 6-7

Ritual: Religion or Secular

PRESENT. Make a chart that shows the stages of one important ritual (religious or secular), creating as many specific stages as you can. Try to show the beginning, "peak," and end point of the ritual.

DISCUSS: How do rituals, both sacred and secular, mark the life course?

WRITE. Write a 2-3 page paper about the ritual you have selected for the chart. Describe the ritual. Try to convey the feeling or tone it created in you at the time, as well as the activities, people, etc. Discuss the role religion played in your family.

#### **Week 11** Reading Partanen final chapters

Ritual II: Focus on the temporal.

PRESENT. Create a chart showing the annual cycle of all the recurrent events, special days, and time periods in the annual cycle. Use "native terms" you would have used in childhood when possible.

DISCUSS: How is time marked in cultural terms and what do these markers suggest about the wider cultural system?

WRITE. Write a 3 page paper about some aspect of the annual cycle. Were there events and activities that your family did on an annual basis?

#### Week 12

Politics and Authority

PRESENT. Create a chart that shows lines of authority, formal and informal that influenced you.

DISCUSS: Who has power and how is it executed?

WRITE. Write 3 pages about how authority or power differentials affected you in the past. Use a concrete example. How were power and authority divided between your parents?

#### Week 13

PRESENT. Make a chart showing detailed major media influences during the stages of your life.

DISCUSS: What is the role and influence of social media among your peers?

WRITE. Write a three-page paper on the most important media influences in your life, identifying both their positive and, if any, negative effects.

### Week 14 Quiz 2

Reinterpreting Your Past

Make a list of what you have always considered negative and painful experiences and people from your past List the most pleasant or fondest experiences.

WRITE. Choose one of the above and write a 3-4 page description.

Final Paper and Presentation DUE during final exam period 1:15 – 3:45 pm.

**Substitution Assignments**: After the first seven assignments, you can substitute your own assignments on topics of your choice. It is a good idea to remain fairly close to the topic for the week. Check with me before you change your assignment.