

Course Information

Semester & Year: Fall 2022

Course ID & Section #: ANTH 3 E3388

Instructor's name: Justine M. Shaw, Ph.D.

Days and times: TTh 11:40am-1:05pm

Location: HU127

Number of units: 3.0

Instructor Contact Information

Office hours: by appointment (Canvas message or email to arrange)

Email address: justine-shaw@redwoods.edu

Canvas message: use the "Inbox" function

Catalog Description

This course explores how anthropologists study and compare human culture. Cultural anthropologists seek to understand the broad arc of human experience focusing on a set of central issues: how people around the world make their living (subsistence patterns); how they organize themselves socially, politically and economically; how they communicate; how they relate to each other through family and kinship ties; what they believe about the world (belief systems); how they express themselves creatively (expressive culture); how they make distinctions among themselves such as through applying gender, racial and ethnic identity labels; how they have shaped and been shaped by social inequalities such as colonialism; and how they navigate culture change and processes of globalization that affect us all. Ethnographic case studies highlight these similarities and differences, and introduce students to how anthropologists do their work, employ professional anthropological research ethics and apply their perspectives and skills to understand humans around the globe.

Course Student Learning Outcomes (*from course outline of record*)

1. Define and apply major concepts in cultural anthropology.
2. Analyze and defend viewpoints on controversial anthropological concepts, including how these concepts might apply to real-world situations.

Accessibility

College of the Redwoods is committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact your instructor or [Disability Services and Programs for Students](#) (DSPS). Students may make requests for alternative media by contacting DSPS based on their campus location:

- Eureka: 707-476-4280, student services building, 1st floor
- Del Norte: 707-465-2324, main building near library
- Klamath-Trinity: 530-625-4821 Ext 103

If you are taking online classes DSPS will email approved accommodations for distance education classes to your instructor. In the case of face-to-face instruction, please present your written accommodation request to your instructor at least one week before the needed accommodation so that necessary arrangements can be made. Last minute arrangements or post-test adjustments usually cannot be accommodated.

Student Support

Good information and clear communication about your needs will help you be successful. Please let your instructor know about any specific challenges or technology limitations that might affect your participation in class. College of the Redwoods wants every student to be successful.

Evaluation & Grading Policy

Course Requirements:

Quizzes	15% (2 chances to take each)
Midterm	15%
Final Exam	15%
Discussion Postings	15% (lowest 2 are dropped)
Written Project A	10%
Written Project B	10%
Written Project C	10%
Written Project D	10%

Letter grades for the course will be assigned according to the following:

A=94-100%
A-=90-93%
B+=87-89%
B=84-86%
B-=80-83%
C+=77-79%
C=70-76%
D=60-69%
F=<60%

Late Work

I will accept one discussion posting, one quiz or test, and one written project late; these must be submitted within one week of the original deadline. You must contact me to take advantage of this option and have a plan to avoid future late work; once we have communicated and you convince me that you'll get back on track, I will reopen the assignment. I strongly suggest that you save this option for a genuine emergency that is beyond your control and that you save this option as long as possible. If you can show me written documentation of a larger situation beyond your control, and we can then negotiate a firm plan and date to have the work made up by, I may accept any additional late work. No late work can be uploaded unless/ until I go into Canvas and reopen the assignment for you.

Be aware that Canvas only permits a certain number of assignments to be submitted at once, so if multiple students are submitting at/ near 11:59pm on a due date, the system will not accept some of the submissions. You may use one of your (above) late work options to submit, but if you're out of these then you may not be able to submit your work. I don't recommend last-minute uploads.

Drop Policy

Log in to the course on Canvas and complete the first discussion posting by the end of the first week (by 11:59pm on Sunday, August 28). If you have not participated in the class by submitting an assignment and there is a wait list, you will be dropped as a "no show". If there is no wait list, you have an additional week to log in and start participating by submitting an assignment (by 11:59pm on Sunday, September 4) without being dropped. However, you will be very behind at this point, and will probably struggle to catch up with the rest of the class.

If you have missed five graded assignments in a row, I will drop you from the course. Students who have missed a total of eight assignments prior to the drop date without making a plan with me to get caught up will also be dropped. Either

situation will mean that you have missed core concepts needed to successfully complete the course.

Admissions deadlines & enrollment policies

Fall 2022 Dates

- *Classes begin: 08/20/22*
- *Last day to add a class: 08/26/22*
- *Last day to drop without a W and receive a refund: 09/02/22*
- *Census date (or 20% into class duration): 09/06/22*
- *Last Day to file P/NP (only courses where this is an option): 09/16/22*
- *Last day to petition to graduate or apply for certificate: 10/27/22*
- *Last day for student-initiated W (no refund): 10/28/22*
- *Last day for faculty-initiated W (no refund): 10/28/22*
- *Final examinations: 12/10/22 – 12/16/22*
- *Semester ends: 12/16/22*
- *Grades available for transcript release: approximately 01/06/22*

Academic dishonesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#). Ignorance about plagiarism is not a defense. To ensure you understand plagiarism, take this tutorial built by Indiana University Bloomington: <https://www.indiana.edu/~istd/sitemap.html>. The tutorial, if done well, can take up to 2 hours.

Disruptive behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

Setting Your Preferred Name in Canvas

Students have the ability to have an alternate first name and pronouns to appear in Canvas. Contact [Admissions & Records](#) to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. This does not change your legal name in our records. See the [Student Information Update form](#).

Canvas Information

If using Canvas, include navigation instructions, tech support information, what Canvas is used for, and your expectation for how regularly students should check Canvas for your class.

Log into Canvas at <https://redwoods.instructure.com>

Password is your 8 digit birth date

For tech help, email its@redwoods.edu or call 707-476-4160

Canvas Help for students: <https://webapps.redwoods.edu/tutorial/>

Canvas online orientation workshop: [Canvas Student Orientation Course \(instructure.com\)](https://instructure.com)

Community College Student Health and Wellness

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges [Health & Wellness website](#).

[Wellness Central](#) is a free online health and wellness resource that is available 24/7 in your space at your pace.

Students seeking to request a counseling appointment for academic advising or general counseling can email counseling@redwoods.edu.

Emergency Procedures / Everbridge

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones. Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into WebAdvisor <https://webadvisor.redwoods.edu> and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or security@redwoods.edu if you have any questions. For more information see the [Redwoods Public Safety Page](#).

In an emergency that requires an evacuation of the building anywhere in the District:

- Be aware of all marked exits from your area and building
- Once outside, move to the nearest evacuation point outside your building
- Keep streets and walkways clear for emergency vehicles and personnel

Do not leave campus, unless it has been deemed safe by the campus authorities.

Eureka Campus Emergency Procedures

Please review the [campus emergency map](#) for evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information on Public Safety go to the [Redwoods Public Safety Page](#). It is the responsibility of College of the Redwoods to protect life and property from the effects of emergencies within its own jurisdiction.

In the event of an emergency:

1. Evaluate the impact the emergency has on your activity/operation and take appropriate action.
2. Dial 911, to notify local agency support such as law enforcement or fire services.
3. Notify Public Safety 707-476-4111 and inform them of the situation, with as much relevant information as possible.
4. Public Safety shall relay threat information, warnings, and alerts through the Everbridge emergency alert system, Public address system, and when possible, updates on the college website, to ensure the school community is notified.
5. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet, (evacuation to a safe zone, shelter in place, lockdown, assist others if possible, cooperate with First Responders, etc.).
6. If safe to do so, notify key administrators, departments, and personnel.
7. Do not leave campus, unless it is necessary to preserve life and/or has been deemed safe by the person in command.

Student Support Services

The following online resources are available to support your success as a student:

- [CR-Online](#) (Comprehensive information for online students)
- [Library Articles & Databases](#)
- [Canvas help and tutorials](#)
- [Online Student Handbook](#)

[Counseling](#) offers assistance to students in need of professional counseling services such as crisis counseling.

Learning Resource Center includes the following resources for students

- [Academic Support Center](#) for instructional support, tutoring, learning resources, and proctored exams. Includes the Math Lab & Drop-in Writing Center
- [Library Services](#) to promote information literacy and provide organized information resources.
- [Multicultural & Diversity Center](#)

Special programs are also available for eligible students include

- [Extended Opportunity Programs & Services \(EOPS\)](#) provides services to eligible income disadvantaged students including: textbook award, career academic and personal counseling, school supplies, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!
- The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#)
- The [Veteran's Resource Center](#) supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.
- Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821

ANTH 3 Course Logistics

Required Materials

Textbook title: *Cultural Anthropology: Asking Questions About Humanity*

Edition: 2nd

Authors: Welsch and Vivanco

ISBN: 978-0-19-067902-6

Textbook title: *Becoming Legal: Immigration Law and Mixed-Status Families*

Edition: 1st

Author: Ruth Gomberg-Muñoz

ISBN: 978-0-19-027601-0

Other online readings will be assigned in Canvas.

Other requirement: ability to use Canvas to access materials and post to discussions, upload files, use a word processing program, read college-level texts.

Necessary Computer Skills and Technology Requirements

Computer Skills:

Online courses require adequate computer skills. You must be able to:

- navigate the course Learning Management System (Canvas)
- receive and respond to your CR email and Canvas messages
- download and upload files to Canvas
- use a word processor program (such as Microsoft Word or Google Docs)
- watch lecture videos and other class videos
- open and read pdf documents

It is your responsibility to meet the technological demands of the course, which may often include troubleshooting technological adventures.

Technology Requirements (computer, other hardware, and software):

- Computers: You should plan on doing the majority of your work (especially exams and assignments) from a reasonably recent model notebook or desktop computer (Mac or PC). Do NOT plan to participate in this class solely from a portable device.
- Portable Devices: You can use recent model portable devices (such as Android or iOS phones & tablets) for some things in this class. If you do decide to use your portable device for some of your class work, use the free Canvas app (called “Canvas by Instructure”) available in iTunes (for iOS) and the Google Play Store (for Android).
- Do not try to connect to Canvas using a web browser on a portable device. Your experience with Canvas will be a lot better using the app.
- High-speed internet: You should have high-speed internet (such as broadband) service from cable, DSL, or satellite providers as there are video lectures as part of this course, and they require this speed. You need to have reliable access to the internet for the duration of the course. Anticipate problems with your computer and internet access (including power outages) by not waiting until the last minute to submit assignments. It is your responsibility to meet the class deadlines.
- Browsers - You will need to use the most recent version of one of the following browsers in order to best access the course and activities; Mozilla Firefox (10 or higher), Chrome (54.0.2840.99 m or higher), or Safari (1.2 or higher). Do not use Internet Explorer as it does not work properly with Canvas.
- Word Processing Software - You may need Microsoft Word or a compatible software program in order to create Word or Word compatible documents.
 - o All students at CR have access to Office 365 (Word, PowerPoint, Excel, and OneNote) free with a valid @mycr.redwoods.edu or @redwoods.edu email account. Go to <https://office.com/getoffice365> to get started.
 - o There are free options such as Google docs (this requires a gmail account) or OfficeLibre.
- Acrobat Reader – Adobe Acrobat Reader DC is a free program that will allow you to read and download pdf files.

Communication Guidelines

Emails and Canvas Messages:

Email: justine-shaw@redwoods.edu or message me through the messaging tool (“Inbox”) in Canvas. If you email me, please include “ANTH3_E3388” in the subject line so that I know which class section you are in. These are generally going to be the fastest way to hear back from me because both show up in my CR email inbox, rather than having to wait until I make my way through each class section’s discussion forum or assignment comments.

Emails and Canvas messages will generally hear back from me in less than 48 hours (often much more quickly), but any questions posted in a discussion forum or assignment comment area will wait until I find them in these areas. Under

normal circumstances (barring illness, power outage, Canvas technical issue, or internet outage), I will look through current discussion forums at least once a day M-F and 1-2 times over the weekend. Comments posted within assignments aren't seen by me until I am grading the assignment, so this is not a good place to put questions for which you want a rapid reply.

Netiquette:

Finally, please be polite. In an online environment, this is called netiquette. Sometimes it is difficult to convey nuance or humor through written (electronic) communication. Just be respectful to your classmates and be kind, considerate, and forgiving in all of your posts in the discussion forums. Adhere to the same standards of behavior online that you follow in real life, because you don't want to forget: Real humans read your posts. After all, our Canvas space is our classroom, and we want to create a positive, collaborative, interesting community. To learn more about netiquette, read [10 Netiquette Guidelines Online Students Need to Know](#).

Reading:

Readings will provide the basis for understanding the lectures and should be completed before watching each week's lecture. In the class calendar within this syllabus, readings labeled "Chapter #" are from the primary textbook. Primary textbook chapters should be read before watching the lecture video each week, so that you're already familiar with the information before you listen to what I am stressing from each chapter. Readings labeled as "BL Chapter #" (*Becoming Legal: Immigration Law and Mixed-Status Families*) should be read each week when readings are assigned from that text. Additional online readings will also be assigned.

Discussion postings:

By each Sunday night when an online article is assigned for the week, you will submit two discussion questions related to that article. Your questions must be submitted electronically on Canvas through the "Discussions" tool prior to 11:59pm on each Sunday for which an article has been assigned. I will pick several questions from those posted for the class to discuss in small groups during our lecture meeting.

There are two required questions for each posting.

- The questions should relate directly to the particular reading being assigned/ be customized for each article. (NOT posting every week "Does this article change the way you think about archaeology?")
- These should be questions prompting critical thinking and discussion for a group of students in the class. This means they should go beyond just repeating information from the reading as an answer. (NOT "What does the author say about...?")
- They should not be questions that students can only address with wild speculations that cannot be assessed with available evidence. (NOT "If we could time travel...")
- They should not be questions that students would need to do outside research (written sources or experiments), beyond class material already covered, to address. (NOT "What other research has been done on this topic?")

Quizzes:

A short ten-question quiz with objective questions (matching, true/false, and/ or multiple choice) will be assigned most weeks, other than the weeks when tests or major assignments are due. Unless you have DSPS documentation that you have shown me giving you additional time, you will have ten minutes to take each quiz. I will allow each student two attempts for each quiz, in case you are unexpectedly interrupted on your first attempt. Keep in mind that this is a face-to-face class, however, and if too few students are coming to class, then in-person quizzes will be given for the remainder of the semester.

Midterm and Final:

The midterm will cover material from the first day of class until the end of the day prior to the midterm; the final exam will cover material from after the midterm until the end of the class day prior to the final exam. Each test will consist of 40 objective questions (multiple choice, matching, and T/F) worth 2 points each and two essay questions worth 10 points each. There is a study guide for these tests on the last pages of this syllabus.

ANTH 3 Written Projects

This semester, you need to complete four written projects that involve critical thinking and applying anthropological concepts to real-world situations. Each project has a due date on the class calendar portion of the syllabus and in Canvas. You will have a choice of doing one of 2-3 possible projects for each project due date. All projects must be submitted via the Canvas system's assignments listed in the course modules. Papers should not be submitted through my email, as an attachment to a comment, the Canvas messaging system, or through a hard copy. Canvas only accepts doc, docx, pdf, and jpg files; "pages" files (generated by some Apple applications) or links to Google docs cannot be opened in Canvas. You can email me a draft for feedback before the due date but may not redo the project after it has been formally graded. Every project must:

- Be a minimum of two double-spaced pages of text in a standard 12-point font with one-inch margins and no header or footer. Any text besides your written paper itself (such as your name, the class title, page numbers, references cited page, etc.) won't count towards this minimum. If you're aiming to get an A or B, you will very likely need to do more than the minimum on a project.
- Include anthropological terms and examples from class lectures, the textbook, videos, and other course content.
- Display critical thinking and analysis, not just using terms as simple labels. Although you should use as many terms as appropriate and possible, a paper that uses lots of terms merely as labels won't be better than one that uses fewer but displays a thorough, critical analysis of an issue or situation.
- Use correct grammar and spelling and be written in an organized manner with flowing text arranged in sentences and paragraphs. It would be a good idea to use MS Word's grammar and spelling checking functions, as well as to use CR's writing assistance available online through <https://redwoods.libguides.com/Tutoring>.
- When the project involves using a source besides your own interview(s) and observation(s) of a human(s), you need to cite this source within the text itself and provide a references cited page at the end (which doesn't count towards your total text length). You may use any citation method you are familiar with and can get help with citations through the writing tutoring above or through <https://redwoods.libguides.com/citations>.
- Be sure to look at the Canvas rubric for each assignment before starting your work and again before finalizing it, so that you're aware of how the grade for each part of the assignment is weighted. You can access this by clicking on the assignment itself on the submission reminder or in the "Assignments" area of our class Canvas site.
- When you receive your grade, be sure to look at the rubric and, in some cases, separate instructor comments. These are accessed in the Canvas gradebook, by clicking on the clipboard icon (rubric and in-rubric comments) and textbox icon (separate instructor comments) next to your grade. Most, if not all, comments will be within the rubric. I tend to only use the separate comment function if I need to make an overall statement that pertains to your whole submission.

ANTH 3 Project Set A

Choice A1:

- 1) Using the CR Library databases (<https://redwoods.libguides.com/az.php>) or a news website of your choice, find an example of ethnocentrism in a news article online within the past six months. Be sure that you select a news article, not something like an academic journal, book, or encyclopedia entry. You are not looking for an article on ethnocentrism; you are looking for an article that is written from an ethnocentric standpoint.
- 2) Write a brief summary of their article with a citation for the article (in text and in a references cited page at the end of your paper).

- 3) Then, provide a clear explanation of how ethnocentrism is demonstrated in the article. Also, try to hypothesize why this ethnocentrism developed and why it was expressed in this example. You must demonstrate that you understand the meaning of ethnocentrism in their explanation and should also try to integrate other anthropological terms and concepts.
- 4) Be sure to cite the article that you refer to, both in your text and in a references cited page.

Choice A2:

- 1) Read the article "[Body Ritual Among the Nacirema](#)".
- 2) Write about what parts of this culture you think are strange, unusual, and/ or disturbing. Where do you think these people live? Have you heard of them before? Keep this text as-is when you later find out more information from your instructor.
- 3) Before the due date, message me (your professor) to find out who these people really are. Attach the text you initially wrote to your message so that I can see that you've done this first step.
- 4) Then, go back to the article and write about how knowledge of who these people are changed your interpretation of what was described. How did the author's word choices influence your thinking? How might anthropologists avoid this kind of bias in their own writing?
- 5) Finally, write at least a paragraph describing a cultural practice that you're familiar with (Halloween, the Super Bowl, etc.) from an etic (outsider's) perspective; write as though nobody has told you the meaning of any of the actions or symbols and you are trying to figure them out yourself. This is an exercise on self-identification of ethnocentrism and gives you some practice in applying cultural relativism.
- 6) Submit all of your written text, including what you messaged me, as one coherent narrative in which you analyze how your thinking on the Nacirema, ethnocentrism, and cultural relativism changed as you completed the project. Be sure to cite the Nacirema article in your text and in a references cited page.

ANTH 3 Project Set B (NOTE THAT THE FIRST STAGE OF THIS PROJECT WILL TAKE PLACE IN A DISCUSSION FORUM ON CANVAS)

Choice B1:

- 1) Describe your personal values in at least one paragraph and what you think are American values in another paragraph. Retain this initial writing as the first part of your written paper.
- 2) Post this text (as visible text, not as an attachment) in the designated discussion forum by the posting due date given in Canvas. Then, select one other student's Choice B1 text to compare and contrast with your own values in your response posting.
- 3) In the rest of your paper, not in the forums, discuss the differences and similarities between your personal and American value statements and those of another student. Don't name this other student, just focus upon the content. Be sure that your writing isn't judgmental, just comparative. Try to explain what might cause each of you to stress different values and, if present, why there were similarities. How and why do you think you each were enculturated with these beliefs? How and why might your values change with life experiences? Do you think there are any universal human values? Why or why not?

Choice B2:

- 1) Pretend that you are introducing yourself and your planet to an extraterrestrial being (who apparently knows English). Describe yourself in at least one paragraph and your planet in another paragraph. Retain this initial writing as the first part of your written paper.
- 2) Post this text (as visible text, not as an attachment) in the designated discussion forum by the posting due date given in Canvas. Then, select one other student's Choice B2 text to compare and contrast with your own introductions in your response posting.
- 3) In the rest of your paper, not in the forums, discuss the differences and similarities between your introductory statements and those of another student. Don't name this other student, just focus upon the content. Be sure that your writing isn't judgmental, just comparative. Try to explain what might cause each of you to stress

different aspects of yourself and humanity and, if present, why there were similarities. How and why do you think you each were enculturated to stress certain things? How and why might your presentation change with life experiences? Do you think there is any content that would be universal, included by anyone meeting an extraterrestrial being? Why or why not?

Choice B3:

- 1) Research a country that you are not familiar with. Use websites such as Nationmaster (www.nationmaster.com), the World Health Organization (<http://www.who.int/countries/en/>), and the CIA World Factbook (<https://www.cia.gov/library/publications/the-worldfactbook/>) to get the following information:
 - Average life expectancy
 - Infant mortality rate
 - Nutrition: Number of malnourished or undernourished; average calories consumed per person
 - Incidence of: HIV, malaria, tuberculosis, other diseases
 - Accessibility of doctors, hospitals and numbers per population
 - Literacy rate for males and females
 - Number of people attending school up to 6th grade (or other benchmark you can find)
 - Type of housing
 - Annual income per family and per person
 - Types of employment and working conditions
 - Existence of sweatshops and numbers employed in them
 - Incidence of slavery and human trafficking
 - Any other relevant facts you would like to add that convey the degree of well-being of the citizens of your countries. (keep going, assignment continues)
- 2) Post this text (as visible text, not as an attachment) in the designated discussion forum by the posting due date given in Canvas. Include citations for your information in your posting. Your text may be presented as a bulleted list or flowing text in paragraphs. Then, select one other student's country data to consider along with the one your researched. Cut and paste both countries' data into the start of your paper. Your response posting within the forum will explain why you are choosing that other student's country data for the second country in your project.
- 3) Use a random method (such as rolling dice, picking numbered paper squares out of a container) to determine what your socioeconomic status is because of the family and situation you were born into (1=most socioeconomic privilege to 6=least privileged). Do this separately for each country and repeat your roll/ selection if you get the same status so that you will have a different status in each country.
- 4) In your written paper, not in the forum, write at least two pages on what your life would be like in each country based upon the "accident of birth" decided by your random method. Assume that your socioeconomic status is unchanged through the course of your lifetime because of structural barriers or social privilege. Try to include specific, realistic details about things like your family/ household, health status, employment, safety, material wealth, residence type, hobbies, etc. Did this exercise change the way that you look at poverty or wealth, discrimination or privilege? Did it make you more or less sympathetic to the need for aid programs or for people to try to move their family for more opportunities? Be sure to cite your sources in your text and in a references cited page.

ANTH 3 Project Set C

Choice C1:

- 1) Spend at least an hour watching people in a public location, such as a park, mall, town square, farmers' market, or pedestrian street. You may do this in person or via a web cam (<https://www.earthcam.com/> has lots of choices). Pay attention to clothing, age, race, gender, ability/ disability, and how people interact with each other. Note things like facial expressions and the distance maintained between people within and between groups. Take field notes as you observe. If you use a webcam, be sure to cite it in your text and provide the entire citation in a references cited page.

- 2) Analyze your field notes and make connections between individual appearances and larger societal factors such as social class, political opinion, education, and lifestyles. Did you observe examples of privilege or discrimination? What differences did you observe in how people present themselves? What factors might shape how they dress and talk, whether they are alone or in a group, and how various aspects of their identity or status are displayed? How much do you think the time of day, day of the week, time of the year, and nature of the context impacted what you observed? Has this exercise changed the way that you look at everyday, casual interactions?
- 3) Your paper should include a description of what you saw and your anthropological analysis of this, addressing the above questions and, potentially, other anthropological topics. Remember that your focus should be on analysis, not judgment.

Choice C2:

- 1) Spend at least an hour listening to a group(s) of people have a conversation(s). You may do this in person or through a virtual medium. If recorded, your example can be a video or just audio. If you observed people in person (non-recorded medium), your notes and written paper should not include identifying information about who was involved in the conversation or the specific location where it took place. However, to provide some context, you can say something like “three young children sitting on a park bench” or “two cis-gender males in a podcast about racism” for location/ context. If you used a recording, be sure to cite it in your text and provide the entire citation in a references cited page.
- 2) You will take field notes about how things are communicated and other elements of style (such as tones used, facial expressions, gestures, and word choices), not the actual details of the conversation(s). Note patterns of communication used by the individuals engaged in conversation. You can include verbal choices and patterns in your analysis (if close enough to hear), or strictly focus on non-verbal (kinesic) communication.
- 3) Analyze your field notes and make connections between individual appearances and larger societal factors such as social class, generation, race/ ethnicity, political opinion, education, and lifestyles. Try to note any patterning with respect to gender (e.g. if people of one gender apologize more than others or the amount of touching that accompanies speech) or patterning that you believe relates to other cultural factors (e.g. distance between individuals). Did you observe examples of privilege or discrimination? Did you observe examples of code switching and, if so, what prompted this? How much do you think the time of day, day of the week, time of the year, and nature of the context impacted what you observed?
- 4) Your paper should include a description of what you observed and/ or heard and your anthropological analysis of this, addressing the above questions and, potentially, other anthropological topics. Remember that your focus should be on analysis, not judgment.

ANTH 3 Project Set D

Choice D1:

- 1) Note that although there are multiple parts to this assignment, your entire text should be one continuous, flowing essay, not 2-3 separate ones. Try to tie together all of the concepts presented and analyzed in your essay.
- 2) Visit the following web site and listen to (or read the transcript of) Sudhir Vankatesh describe his research on a gang in a Chicago housing project:
<http://www.npr.org/templates/story/story.php?storyId=18003654>.
- 3) What were some advantages and disadvantages of using participant observation in this research? How might Vankatesh have conducted his research differently to address any of the disadvantages? Write up your analysis of his research in text that is at least one page long.
- 4) Pick a potential topic that you would like to study in the local community. Topic examples include (but are not limited to): strategies used by parents when children misbehave in a public space such as a store; topics discussed by community college students while in the school cafeteria; text messaging behavior of students before entering and/or upon exiting class; or interactions between members of a sports team. Design a participant observation activity based on the chosen topic, to be carried out over a period of about 3 days (though you won't actually carry out the project for this assignment). The activity design must include steps to be taken (who, where, note taking strategies, etc.) and a rubric for writing up results (what should field notes focus upon, how will they be

obtained, what should be included in any final presentation of results, and where the results might be presented). Note that you don't actually carry out this research project; you are just submitting a hypothetical project that you could do for this part of Choice D1. This content should also be at least one page long and needs to relate to what you learned through analyzing the research of Sudhir Vankatesh. Be sure to cite the NPR story when you refer to it in your text and provide the entire citation in a references cited page.

Choice D2:

- 1) Partner with another student in the class who you can communicate with through Canvas messages, email(s), phone call(s), Zoom meeting(s), in person, or other mutually acceptable means of exchanging information. Pretend that you are an anthropologist from another culture coming to study the marriage (or other long-term commitments) and family customs in their culture. Your goal is not to find out personal information about your partner; instead, they will talk about what they consider to be norms and ideals in their culture. Do not include any identifying personal information, even if your partner chooses to disclose it.
- 2) Ask your partner to offer features they think you should know about. Take nothing for granted. Have your partner define "love" and differentiate between feelings of "love" for partners, parents, pizza, or pets; ask exactly what their incest taboos are or about any taboos about a potential partner's identity (sexual orientation, gender, race or ethnicity, age, religion, etc.); ask how people in their culture find a partner and if there are people who choose not to have a partner; ask what does it mean that marriages are legal contracts; ask how they define family and how families are formed; and include anything else that seems relevant as an "outsider" unfamiliar with this culture.
- 3) In your written paper, you will describe the information that you obtained in an organized manner and summarize both norms and ideas that relate to marriage and/ or long-term partners and family, as explained by your partner. Then, use your textbook and other course content to compare and contrast the different emphases people in other cultures might have and features that are present or lacking elsewhere.

Choice D3:

- 1) Note that although two separate articles are used in this assignment, your entire text should be one continuous, flowing essay, not 2-3 separate ones. Tie together all of the concepts presented in your analysis and try to identify themes in their content that relate to class concepts.
- 2) Listen to, or read the transcript of, the story "Painful memories for China's Footbinding Survivors" at <http://www.npr.org/templates/story/story.php?storyId=8966942>.
- 3) Think about ways in which our own culture promotes the exaggeration of the female form (ex. breast implants, high heels, etc.). How does our expectation for how the female form is ideally presented change as one ages? This analysis should include some comparison to the NPR story (and cite the story). This portion of your written work should be at least a page long.
- 4) Then, read the article "Sworn Virgins: Cases of Socially Accepted Gender Change" by Antonia Young available online at <https://scholarworks.iu.edu/journals/index.php/aeer/article/view/687> (pdf).
- 5) In text at least one page long, address what patriarchy is and why some biological females in Northern Albania take on gender ("cultural") male identities (cite the article). Next, using examples from class (cite these), discuss how gender isn't necessarily binary cross-culturally and sex and gender are not the same thing. Why do you think some people believe gender and sex are equivalent and binary? Be sure to cite both articles and any other outside sources in your text and provide the entire citations in a references cited page.

COURSE CALENDAR/ READING LIST

Week of	Topics and Major Items Due	To Read BEFORE Watching Lectures or Completing Assignments
8/22	Anthropology: Asking Questions About Humanity; Quiz 1	Chapter 1
8/29	Culture: Giving Meaning to Human Lives; Quiz 2	Chapter 2
9/5	Ethnography: Studying Culture; Quiz 3	Chapter 3
9/12	Linguistic Anthropology: Relating Language and Culture ANTH 3 Project A Due by 9/15 at 11:59pm	Chapter 4
9/19	Foodways: Finding, Making, and Eating Food; Quiz 4 ANTH 3 Project B Text Postings Due by 9/25 at 11:59pm	Chapter 6
9/26	Economics: Working, Sharing, and Buying; Quiz 5	Chapter 8
10/3	Politics: Cooperation, Conflict, and Power Relations ANTH 3 Project B Due by 10/6 at 11:59pm	Chapter 9
10/10	Midterm on 10/11 Begin Race, Ethnicity and Class	
10/17	Race, Ethnicity and Class: Understanding Identity and Social Inequity; Quiz 6	Chapter 10
10/24	Gender, Sex, and Sexuality; Quiz 7	Chapter 11
10/31	Kinship, Marriage, and the Family: Love, Sex, and Power ANTH 3 Project C Due by 11/3 at 11:59pm	Chapter 12
11/7	Religion: Ritual and Belief; Quiz 8	Chapter 13
11/14	Globalization and Culture: Understanding Global Interconnections; Quiz 9	Chapter 5
11/21	Fall Break – no class	
11/28	Becoming Legal Ethnography ANTH 3 Project D Due by 12/1 at 11:59pm	BL Chapters 1-4
12/5	Becoming Legal Ethnography; Quiz 10	BL Chapters 5-7
	Final Exam 12/13 (10:45-12:45)	

Note: I intend to promote an environment in this class in which all people are treated with dignity and respect. During the course of the semester, we may consider subjects with political and/ or ethical implications. Your tests, projects, and other assignments will not be evaluated based upon the opinion that you express about these issues. Instead, your grade will relate to your ability to analytically approach these issues and bring related anthropological materials to support your argument.

The instructor reserves the right to add, delete, or revise sections of this course or syllabus. Changes will be announced and posted on Canvas.

ANTH 3: Cultural Anthropology

Review Sheet for Tests

Midterm and Final:

The midterm will cover material from the first day of class until the end of the day prior to the midterm; the final exam will cover material from after the midterm until the end of the class day prior to the final exam. Each test will consist of 40 objective questions (multiple choice, matching, and T/F) worth 2 points each and two essay questions worth 10 points each.

To study for the tests, I suggest that you do the following:

- ✓ Focus on what we have spent class time on; this is the way that I indicate what is important. This includes the video clips and readings that have been assigned, as well as the discussions.
- ✓ Go through your notes and/ or look at the PowerPoints, noting the terms that are repeated in class and in your reading. These terms are considered by your instructor to be more important than book terms not mentioned in class and are therefore more likely to be on the exam. Some terms may be brought up by your instructor that are not in the book – these are also important to know.
- ✓ Like terms, the cases/ specific examples given in class are going to be stressed over materials never mentioned in class. The instructor won't test over examples covered in the book that are never mentioned in class. I will test on examples that I spend class time on that are not in the book.
- ✓ For the final exam, review *Becoming Legal*, focusing on the facts and concepts emphasized in discussion and lecture. Exam questions on these readings will stress the findings, the relevance of the research to anthropology, and some of the methods used. Questions will not focus on the life histories of individuals in the text – don't try to memorize individual biographies or names of consultants. The essay question(s) taken from this ethnography will be very similar to those provided in class, so the questions that are discussed in class form the best study guide for content. Where asked to provide your opinion, you will be evaluated on your ability to construct and argument and back it up with specific information from the ethnography and other course materials.

(keep going...)

Answering the following questions as completely as possible will also help you review much (not all) of the materials related to the content of lecture and the primary textbook.

For the midterm:

- What are the four subfields of anthropology? What does each focus on? How does applied anthropology relate to these? Why is anthropology “holistic”?
- How is culture defined? Why and how is it dynamic? Symbolic? What is the difference between ideal and actual culture? What are tacit and explicit elements of culture?
- What is cultural relativism? Why might it be difficult to strictly follow in every situation?
- How has cultural anthropology changed over time?
- What ethical obligations do anthropologists have? What organization(s) have defined these? What unique dilemmas do ethnographers face? What is the myth of the ethnographic present?
- What is functionalism?
- What is ethnography? How is it different from other types of social research? How do emic and etic perspectives differ?
- What varied methods do ethnographers use? Be sure you can define each. What are the advantages and disadvantages of each?
- What is language? What are other ways that humans communicate information? Is language uniquely human?
- What is historical linguistics? What is a protolanguage?
- What is descriptive linguistics? What are the three levels that linguists divide language structure into?
- Why have regional dialects persisted? What is sociolinguistics? What does it focus upon?
- What is the Sapir-Whorf hypothesis?
- Why is language always changing? How do power and social inequality relate to language? How can gender affect language? How does technology affect language? What is code switching?
- Why is there no universal human diet? How and why are foodways cultural? How are foodways symbolic?
- What are the four major modes of subsistence? What traits characterize each? How can foodways impact public health?
- What are the theoretical approaches developed by economic anthropologists? How does each differ?
- What is money and how does culture shape its value and meaning?
- What are the different kinds of reciprocity? How does social distance condition its use? What is redistribution?
- What is appropriation? Conspicuous consumption? How do market economies affect people’s lives?
- Does every society have a government? How do egalitarian/ acephalous societies work? How has colonialism affected political systems?
- What are Sahlins and Service’s sociopolitical types?
- What are varied ways that individuals can acquire and use power within societies? How is political power action-oriented, structural, and gendered? How does political power differ in non-state and state societies?
- Why do some societies seem more violent than others? What are some ways that disputes are managed to avoid violence?

For the final exam:

- Be sure to review the *Becoming Legal* discussion questions.
- Why do anthropologists say that race is biologically meaningless but real? How have races been categorized historically? What are problems with racial thinking? How stereotypes, prejudice, and discrimination differ? Are these inevitable? What different kinds of discrimination exist?
- How and why do concepts of race differ in different parts of the world?
- What is ethnicity and how might this be expressed?
- What is social stratification? How do caste-based societies work?
- What is unearned privilege?

- What is the difference between gender and sex? Why are neither binary? What is biological determinism? Why don't hormones alone determine behavior?
- What is gender stratification? Intersectionality?
- Why and how does gender not equate to sexual preference? Why are assumptions about sexuality not universally applicable?
- What are some examples of varied, non-binary gender identities in various cultures?
- What are some common functions of family? Why is it not possible to describe a single form of "traditional" family?
- What are some family forms? What are advantages and disadvantages of each?
- Why do people get married? What are three types of potential kin?
- What is the Universal Incest Taboo? What are some other common marriage rules? What are some forms of post-marital residence?
- How do marriages help to manage wealth? What are some economic aspects of marriage? Why can dowries have negative consequences for women?
- How have social and technological changes reshaped concepts of family?
- What factors do various cultures use to categorize relatives? What are the three main types of descent? How and why are unilineal/ unilateral systems different? What are the variants of these?
- What are four common theories proposed to understand religion?
- What forms does religion take? How do these correlate with other aspects of culture?
- How do major religions support the state?
- What is magic? What forms does it come in? How does it relate to rituals? What are rites of passage?
- What is fundamentalism? How does it relate to social order? How is religion tied to culture change?
- What is globalization? How has the mobility of people changed over time?
- What are the outcomes of global integration? What is World Systems Theory?
- Why doesn't everyone want to be developed? What are some potentially negative consequences for development? Why do some anthropologists become involved in development programs?
- Are cultures around the world being homogenized? In what way does this relate to cultural convergence and hybridization?