

# Cross Cultural Studies in Anthropology

FAYETTEVILLE STATE UNIVERSITY  
College of Arts and Sciences  
Department of Sociology



## I. LOCATOR INFORMATION

Semester: Fall 2011  
Course Number and Name: **ANTH 310 – 01 – Cross-Cultural Studies in Anthropology**  
Number Semester Hours Credit: 3 Semester Credit Hours  
Time Class Meets: **12:30 – 1:45am Tu, Thur.; Taylor Science Building- 102**  
Instructor's Name: **Dr. Alisha R. Winn**  
Office Location: Williams Hall Building - 213  
Telephone: (910) 672-1534  
Email: [awinn1@uncfsu.edu](mailto:awinn1@uncfsu.edu)  
Office Hours: Mon and Wed. 10:00am – 11:30 am; 2:00-4:30pm  
Or By Appointment

**FSU Policy on Electronic Mail:** Fayetteville State University provides to each student, free of charge, an electronic mail account ([username@uncfsu.edu](mailto:username@uncfsu.edu)) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

**ANTH 310 Expectations:** *Since all emails are official communications, please use standard business, language, grammar, and capitalization.*

## II. COURSE DESCRIPTION

This course is designed to introduce students to the major intellectual, practical, methodological, and ethical concepts of cultural anthropology. Students will examine in-depth anthropological concepts of culture, behaviors, and belief systems. The goal of this course is to provide a comparative analysis of the cultural differences in human adaptations, the appreciation of diverse values and lifestyles, and the application of the cross-cultural study of people throughout the world. (*Prerequisites: ANTH 210 or SOCI 150 or SOCI 210, or permission of the instructor to determine course equivalence*)

## III. DISABLED STUDENT SERVICES

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1<sup>st</sup> Floor); 910-672-1203.

## IV. TEXTBOOK AND READINGS

- 1) Nanda, Serena and Richard L. Warms. 2010. *Culture Counts, 10<sup>th</sup> edition*. Belmont, CA: Thomson Wadsworth.
- 2) Haviland, William A. and Robert J. Gordon, and Luis A. Vivanco. 2006. *Talking About People: Readings in Contemporary Cultural Anthropology, 4<sup>th</sup> edition*. McGraw Hill.

There will be additional assigned and recommended readings available online through Blackboard under “Course Documents.”

## V. STUDENT LEARNING OUTCOMES

Through material presented in readings and in class as well as "hands-on" assignments, you will:

1. Become familiar with the culture concept and appreciation for cultural diversity.
2. Develop a working knowledge of cultural anthropology concepts, frameworks, and methodology
3. Gain knowledge of cultural anthropological terminology.
4. Gain an understanding of cultural anthropology as a subfield within the larger anthropological discipline
5. Appreciate the usefulness and relevance of cultural anthropology concepts to current events and issues.
6. Learn methods to define and evaluate anthropological questions
7. Articulate the relationship between cultural anthropology, "real world" issues, and your own experiences
8. Gain appreciation for the field's usefulness and relevance to the world today.
9. Analyze the ethical and methodological issues involved in anthropological fieldwork
10. Evaluate the major theoretical approaches of anthropology in terms of current applicability.
11. Assess the influence of culture on the behavior of individuals and groups.
12. Explain the various stages in cultural development.
13. Demonstrate an advanced understanding of the interrelationships between social, economic, political, cultural, and geographical features of regions.
14. Describe the variety of forms that social institutions (family, economy, government, religion and education) take when examined cross culturally.

## VI. COURSE REQUIREMENTS

### A. Student Behavior Expectations:

As your instructor in this course, I will respect all students and make every effort to maintain a classroom climate that promotes learning for all students. Students must accept their responsibility for maintaining a positive classroom environment by abiding by the following rules:

#### 1. Class Attendance:

Students are expected to attend all class meetings, laboratories, and other instructional sessions for all courses in which they are enrolled. Students are also expected to arrive to class on time and remain in class for the entire scheduled period. When students must miss class (es) for unavoidable reasons, i.e., illness, death, or participation in official university sponsored activities – they are responsible for informing faculty of the legitimate (with proper documentation) reasons for the absences, in advance if possible, and completing all missed assignments. Faculty members will indicate in their syllabi the conditions for making up missed exams.

During the first half of the semester/term, faculty will assign an interim grade of "EA," Excessive Absences, for students whose class absences exceed 10% of the total contact hours for the class. Students who receive EA interim grades must either withdraw from the class or resume attendance. Students who resume attendance must consult with the instructor about completion of missed assignments. The EA is not a final grade, so students who are assigned an interim grade of EA, but do not withdraw from the class, will receive a final grade based on the evaluation criteria for the class.

#### 2. FSU Policy on Disruptive Behavior in the Classroom

The *Code of the University of North Carolina* (of which FSU is a constituent institution) and the *FSU Code of Student Conduct* affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

**The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:**

1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints.
3. Use of cell phones and other electronic devices. Students are not permitted to use electronic devices or wear headphones or other paraphernalia that may be distracting to the classroom environment.
4. Overt inattentiveness (sleeping, reading newspapers)
5. Eating in class (except as permitted by the faculty member)
6. Threats or statements that jeopardize the safety of the student and others
7. Failure to follow reasonable requests of faculty members
8. Entering class late or leaving class early on regular basis
9. **Others as specified by the instructor (See 3-21 below for ANTH 210 Expectations).**

**The instructor may take the following actions in response to disruptive behavior.** Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

- Direct student to cease disruptive behavior.
- Direct student to change seating locations.
- Require student to have individual conference with faculty member. At this meeting, the faculty member will explain the consequences of continued disruptive behavior.
- Dismiss class for the remainder of the period. (Must be reported to department chair.)
- Lower the student's final exam by a maximum of one-letter grade.
- File a complaint with the Dean of Students for more severe disciplinary action.
- Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member's department chair.

3. In accordance with the above policy, it is both disruptive and rude to walk in and out of the classroom during class time. Such disruptions will be considered in the same manner as tardys/absences. Please, attend to all personal considerations before class begins. **Attend class on time.** Leaving class early and arriving late are major distractions to the instructor and other students. If you need to leave during lecture, or if you arrive after lecture has already started, try to be inconspicuous. Please be aware that even a relatively quiet entrance or exit can distract other students. Avoid disturbing other students. Do not let the door slam, and do not walk between the instructor/video and the class. If you think you will need to leave prior to the break or the end of class, or if you arrive late, find a in the section seat close to the door, to avoid walking all the way across the room.

4. In accordance, with university policy, children are not permitted in the classroom. Guests must have prior approval by the instructor.

**5. Eating and drinking (all) are prohibited during class.**

6. Pagers, cellular phones, and other like devices are disruptive to the learning process. **NO LAPTOPS** or other internet devices are permitted in class, unless one is needed for an authorized disability. All such devices should be **turned off** before entering class. **Recording devices are not to be used without the permission of the instructor. Students failing to do so, will be asked to leave the class.**

7. Students must refrain from any activity that will disrupt the class; this includes passing notes and carrying on personal conversations while class is being conducted.

8. Student/teacher relationships, as well as relationships among peers, must be respectful at all times.

9. Important course information is posted on Blackboard. Check this site often, as this is the primary way for the instructor to communicate with you, as well as students to communicate with each other. All registered FSU students automatically have access to this service. Students are responsible for attending class and checking

Blackboard and e-mail postings regularly.

10. Cheating is absolutely not tolerated. It is your responsibility to read and understand the university's policy on academic dishonesty. By enrolling in this course, you agree to follow university policy on this matter. To prevent any misunderstandings in this regard, during exams/quizzes: i) do not talk, ii) keep your cell phone in your bag and/or out of view, iii) don't let your eyes wander and iv) do not use your textbook, notes, or other assigned readings to assist you with your quizzes unless indicated by the instructor. Different versions of quizzes will be given, but to be on the safe side, follow the above rules.

11. I have the right to modify/change the contents of this syllabus. Reasons will be kept to a minimum, and will be communicated in class, on Blackboard, and via email. You are responsible for any changes in the syllabus that are announced in class, in Blackboard, and/or through e-mail messages sent to your UNCFSU account. Please maintain your UNCFSU e-mail account. Email using your FSU account.

12. Class time should be devoted to "this class." Do not work on other assignment related to other courses. It is considered disruptive behavior.

13. It is disruptive, rude, and disrespectful to speak while the professor is lecturing and while other students are speaking in class. If your disruptive behavior continues, I will take necessary measures.

14. In academia or in any professional setting, it is necessary to address individuals properly. I will not respond to emails without proper recognition of my name as well as your own, nor using text language. Please use Standard Written English in your e-mail messages to me. (For example, do not send me emails beginning with, "Hey" and/or without a proper email message heading). In addition, I cannot respond to you if I do not know whom I am emailing. Our correspondence to each other is a professional one. Therefore, address me as Dr. or Professor Winn.

15. Questions or concerns will not be addressed before class time. Address all questions to the professor briefly after class, during office hours, or by appointment.

### **B. Other Course Requirements:**

17. In addition to the reading assignments, the course will include assignments that will require reading, writing and/or class presentations or discussions. You will be required to complete ethnographic projects that involve cultural anthropological methods, writing, and critical thinking. One of the main focuses of this course is cross-cultural comparisons. There will also be a variety of films shown in this course, which are crucial for understanding and illustrating many topics covered. Most films are the instructor's personal copy and will not be available for viewing outside of class. Do not miss the films! Quiz questions and assignments are often related to the films.

18. **ASSIGNMENTS/ACTIVITIES:** Regular attendance is strongly encouraged. Bring the day's assigned readings and your notes from the readings to class, so that you will be prepared for class discussions or activities that the readings may involve. Most of this portion of your grade is based on being in class. Please be advised that in class discussions, activities, and assignments, which may be scheduled at random intervals with no advance notice, may only be completed during the class session in which they are initiated. In-class assignments could include "5-minute essays," as well as homework assignments done outside the classroom for in-class discussions.

**For in-class assignments, you must attend class in order to receive full credit.** In-class activities occur in the classroom. If you come to class late after in-class activities, assignment or quiz has begun, you **WILL NOT** receive credit. You can still participate in the group discussions. Therefore, you must attend classes every week; do not leave early or come to class late; this will affect this portion of your grade. I will sometimes take attendance, if you are not present when the role is called, (you are absent), and you will not get credit for the day's activities. If you are absent from class, please **DO NOT** send me an email to ask what you missed in class. Contact or connect with a classmate to get missed information.

Homework assignments and activities are intended to give you the opportunity to practice using cultural anthropological concepts and are an important component of this course. They also provide me with a way to assess whether you understand concepts before the exams and to revisit topics or concepts that the class does not understand, and will be announced in class and completed at home. Individual and group assignments may range in a series of points in value depending on the amount of work required to complete. Any out-of-class assignments must be submitted on the day indicated in order for credit to be received.

***Individual/Group Assignments and Activities:*** Student in-class activities/assignment, quizzes, and assignments. Students will conduct these small assignments individually and in groups. - **60 points**

***Nacirema Observation Assignment:*** This assignment is intended to give you practice doing cultural observation and reflecting on the Nacirema culture. You will observe human beings in a normal setting, take detailed notes, and write a short paper reflecting on those observations from a different perspective.- **50 points**

**19. CROSS CULTURAL COMPARISON PAPERS:** These assignments are designed for you to relate the concepts from anthropology text and readings about culture consisting of abstract values, beliefs, and perceptions of people's behavior cross culturally. Students will complete TWO assignments. I will give you detailed guidelines early in the semester.

***Group Ethnographic Interpretation Assignment:*** Students will review two cultural practices (one within and one outside the US). Students will compare and contrast practices, answer specific questions about the practices, and discuss the controversial issues surrounding the practices, and present analysis and findings. – **20 points**

***Film Analysis Paper:*** Students will examine two cultural groups in the US and analyze the stereotypes, prejudices, expectations, contradictions, and values of the groups in the film. Students will use class concepts and topics to strengthen arguments and main points of paper. -**30 points**

**20. QUIZZES:** Quizzes will be given at any regular class meeting or online for an allotted time. Questions related to assigned readings, films, and in-class discussions will be incorporated in these quizzes throughout the semester. Make sure you have read before class. There will be in-class group quizzes (part of your in-class activities), as well as individual quizzes. There will also be a syllabus quiz at the beginning of the semester. In-class quizzes will be given the **first or last ten or fifteen minutes** of class. Do not wait to the last minute to take quizzes. When an online quiz is posted, I will not be available to respond to any technical difficulties after 8pm of the deadline of the quiz. If I have to reset a quiz, I will deduct points. There will be **NO** make-ups for quizzes.

***Individual quizzes:*** Students will take a quiz to test knowledge on class policies and procedures. Students will individually take a series of quizzes throughout the semester based up course readings, films, and class discussions. - **40 points**

There will be **NO MAKE-UPS ASSIGNMENTS** except under the following conditions: i) a documented medical emergency requiring YOU to be hospitalized; ii) death in the family; and iii) major religious observances that necessitate absence from class. Students, who suffer a death in the family (unfortunately), must provide proper documentation upon the first day of returning to class in order for the absence to be excused for assignments. In the case of iii), the student must present notice in writing to the instructor by the second-class meeting. In such cases (for iii), arrangements should be made with the instructor **before** the regular quiz, or assignment date. If you miss an assignment due to a **school-sponsored** event, I must receive a notice from your coach or faculty sponsored for the event before the assignment. This notice must include the dates that you will miss class.

**21. EXTRA CREDIT:** For extra credit, you can write a report on an article from a **scholarly** anthropology journal. The article you choose (from list, see Appendix B), must report on original research done by the authors and must have been published between 2000-2011. Further details on the report will be provided to you during the

second week of classes on Blackboard. - **Up to 1 to 20 points**

### SUBMISSION OF ASSIGNMENTS

Assignments are due at the time given by the instructor. Each assignment will have specific instructions for submission. Be diligent about submitting your assignments on time.

### SUBMISSIONS ON BLACKBOARD

Some of the assignments will be submitted on Blackboard. The link necessary for electronic submission will be available until midnight on the day after the assignment is due. For instance, if an assignment is due on September 7 2011, then the link for submission will be available until midnight on September 8, 2011. If you need to submit an assignment after the due date, you will need to contact me so that I can reopen the assignment link in Blackboard. However, I will deduct late submissions. I do not accept any assignment that has not been submitted to me within a week after the due date. For example, if you do not submit an assignment that was due on September 7, 2011 on or before September 12, 2011, you need not submit the assignment because I will not accept it. **Please DO NOT send any assignments to my e-mail address.** Do not submit your electronic assignments to DIGITAL DROP BOX without instructor's permission. Upload your assignment to the appropriate location, indicated by your instructor.

### SUBMISSIONS IN PERSON

If the instructor requires assignment submission in person, those assignments should be **stapled**, with a **cover sheet**. These assignments will be collected at the **BEGINNING** of class. Cover sheets consists of name, date, title of assignment, and section. Your name should be on your cover page with no other text on the back as well as your other papers. **DO NOT** print text on the back of your paper, in other words, "NO FRONT TO BACK." Text should be on a single page. After your cover page, the first page should begin with text at the top of the page. **DO NOT** click enter, making spaces that will result in your paper beginning in the middle of your paper. A "page" is a sheet of paper with at least 250 words on it. Please allot a full week for returned and graded assignments.

***\*\*ALL assignments should have your name, date, assignment title, and section (in person and by electronic submission); it should be typed and double-spaced, have one-inch margins all around, using Times New Roman (12-point) font.***

### LATE ASSIGNMENTS

Late work will not be accepted without penalty: 1) One point will be taken off assignments that are not submitted at the beginning of class (for in-person assignments) or at the instructor's request. 2) For each day that the assignment is late, you will lose ten percent (10%) of the total points. (For example, if the assignment is worth 30 points, you will lose two (3) points per day that the assignment is late.) For in- person submissions, students who do not attend class on the day assignments are due and attempt to drop them by after class will not receive full credit; the paper is still late, and points will be deducted.

## 22. Evaluation Criteria/Grading Scale:

Students will be evaluated in the following manner:

<b>Activity</b>	<b>Points</b>
Group Ethnographic Interpretation Assignment.....	20 points
Film Analysis Paper.....	30 points
Quizzes.....	40 points
Observation Assignment.....	50 points
Assignments/Activities/Homework.....	60 points
<b>Total.....</b>	<b>200 points</b>

At the end of the semester, I will calculate your final grade by dividing the number of points you accumulate by the total number of possible points that can be earned in this course (200 points) and multiplying the result by 100. You can keep track of your grade by performing the same calculation.

**Note:** For your *Midterm Grade Calculation*, I will use grades for assignments that are scheduled for August 18, 2011 through October 12, 2011 to calculate your midterm grade. I will not drop any grades for the calculation of your midterm grade.

Numerical grades will be converted to a letter grade in the following manner:

**Numerical Scale:**

- 92-100 = A
- 83-91 = B
- 73-82 = C
- 64-72 = D
- 63 & below = F

**Final Grades: This policy became effective August 16, 2007**

Final grades are calculated on a four point system and affect a student's grade point average as indicated below.

Grade	Credit Hours	Quality Points	Meaning
A	Hours attempted and earned	4 per credit hour;	Exceptionally high
B	Hours attempted and earned	3 per credit hour	Good
C	Hours attempted and earned	2 per credit hour	Satisfactory
D	Hours attempted and earned	1 per credit hour	Marginally passing
F	Hours attempted – Not earned	0 per credit hour	Failing
FN	Hours attempted – Not earned	0 per credit hour	Failing due to non-attendance. (Student registered, but never attended.)
W	Hours attempted – Not earned	No impact on GPA	Class withdrawal prior to deadline (see Academic Calendar)
P	Hours attempted and earned	No impact on GPA	Satisfactory - Assigned only in classes specified as Pass/Fail
WU	Hours attempted – Not earned	No impact on GPA	Withdrawal from all classes for semester or term
AU	Hours attempted – Not earned	No impact on GPA	Auditing

**Important Dates to Remember:** October 29 (Deadline for withdrawing from class (es); November 17 (Deadline for withdrawing from the university)

**\*Please note that students majoring in Sociology must earn a grade of “C” or better in this course. (See Appendix C for university policy on final grades.)**

**Academic Support Resources:** As Freshman, the University College Learning Center and the Reading and Writing Labs are available to each student. The university writing center is located in 216-C Helen Chick Building. Phone number: 672-1864. Website: <http://www.uncfsu.edu/learningcenter/writingcenter/index.htm>

## VIII. COURSE OUTLINE AND ASSIGNMENT SCHEDULE

This calendar is subject to revision as necessary. The instructor reserves the right to make changes to the course schedule and content. If changes are necessary, the Instructor will notify students of the changes in class, on Blackboard, and through group e-mails. Students are required to have completed all assigned readings by the date indicated on the course schedule. **Other short assignments will be given throughout the semester. (Assignment dates tentative)**

TXT = Culture Counts

ART = Talking about People

AAR = Additional Readings

### Week 1: August 18

**Thursday: 8/18 Introduction- Review of Course/Syllabus: Cultural Anthropology**

### Week 2: August 23, 25

**Tues.: 8/23 What is Anthropology? Why Should I Care?**

TXT: Nanda and Warms chap 1

ART: Introduction (pages 1-3)

AAR: "Body Ritual of the Nacirema" (on Blackboard)

**Thur.: 8/25 Culture Counts**

TXT: Nanda and Warms chap 2

ART: What is the Meaning of Culture (pgs. 27-29); Growing Up American (Ojeda, 12 pp. 74-76)

### Week 3: August 30; September 1

**Tues.: 8/30 Doing Cultural Anthropology**

TXT: Nanda and Warms chap 3

ART: Value of Fear, Garland, 33 (pp.197-200)

### SYLLABUS QUIZ

**Thur. 9/1 Doing Cultural Anthropology and Theory**

Continued; Observation Activity

AAR: "The Growth of Anthropological Theory"

### Week 4: September 6, 8

**Tues. 9/6 Communication**

TXT: Nanda and Warms chap 4; Activity

**Thur. 9/8 Communication**

ART: O'Barr and Conley, 8 (pp.52-55); ART: Urla, 11 (pp.69-71)

Nacirema Observation Proposal

### Week 5: September 13, 15

**Tues. 9/13 Making a Living**

TXT: Nanda and Warms chap 5

ART: Williams, 26 (pp.150-157)

**Thur. 9/15 Economics**

TXT: Nanda and Warms chap 6

ART: Introduction, (pp. 109-110) ; ART: McNamara, 18; Bourgeois 19; (pp.111-113; 114-117)

### Week 6: September 20, 22

**Tues. 9/20 Marriage and Family**

TXT: Nanda and Warms chap 7 (pp 152-166)

ART: Nanda, 145 (pp. 145-149)

**Thur. 9/22 Kinship**

TXT: Nanda and Warms chap 7 (pp.166-177)

ART: Yuan and Mitchell, 27 (pp. 158-160); ART: Egan, 28 (pp. 161-165)

### Week 7: September 27, 29

**Tues. 9/27 Marriage, Family, and Kinship**

Film, activity, and discussion

**Thur. 9/29** continue film

### Week 8: October 4, 6

**Tues. 10/4 Sex and Gender**

TXT: Nanda and Warms chap 8  
ART: Bennett, 22 (pp.130-133)

### Film Analysis Paper

**Thur. 10/6**      **Sex and Gender**  
Continue with chapter 8 and readings  
Video Clip

#### Week 9: October 11, 13

**Tues. 10/11**      **Ethnographic Interpretation**  
AAR: Geertz, 412-453 (Blackboard); Discussion/Activity

**Thur. 10/13**      **Ethnographic Interpretation and Ethnology**  
AAR: Online Articles -TBA (Blackboard)

#### Week 10: October 18, 20

**Tues. 10/18**      **NO CLASS: Midterm Break**

**Thur. 10/20**      **Ethnographic Interpretation paper and presentation**

#### Week 11: October 25, 27- Class

**Tues. 10/25**      **Political Organization**  
Read: Nanda and Warms chap 9  
ART: Whitehead and Ferguson, 37 (pp. 218-220)

**Thur. 10/27**      **Stratification: Class, Race, Ethnicity, and Caste**  
TXT: Nanda and Warms chap 10  
ART :Williams, 31 (pp. 181-196); ART: Guttman, 30 (pp. 170-180)

#### Week 12: November 1, 3

**Tues. 11/1\***      **Stratification: Race**  
TXT: Nanda and Warms chap 11  
ART: De Waal, 32 (pp. 191-196)

**Thur. 11/3**      **Stratification: Race**  
TBA (Readings on Blackboard); Film

#### Week 13: November 8, 10

**Tues. 11/8\***      **Religion**  
ART: Sullivan, 41 (pp. 234-241)  
Film

**Thur. 11/10**      **Religion**  
Nanda and Warms chap 11  
ART: Tiger vs. Beeman, 42 (pp. 242-244)

### Nacirema Observation Assignment

#### Week 14: November 15, 17

**Tues. 11/15**      **Power, Conquest, and a World System**  
TXT: Nanda and Warms chap 12

**Thur. 11/17**      **Globalization and Change**  
TXT: Nanda and Warms chap 13  
ART: Brain, 43 (pp.247-250); Film

#### Week 15: November 22, 24

**Tues. 11/22**      **Identity**  
Film (Readings TBA)

**Extra Credit**

**Thur. 11/24**      **Thanksgiving Holiday**

#### Week 16: November 29, December 1

**Tues. 11/29**      **Anthropology That Makes a Difference**  
TXT: Nanda and Warms chap 12  
ART: Starrett, 4 (pp.24-26)

**Thur. 12/1**      ART: Wax and Moos vs. Price, 49 (pp.278-283); activity

## IX. TEACHING STRATEGIES

The teaching strategies used in the class will include a combination of lecture, discussion, and in class exercises. Audio/visual materials and computer-based exercises will be used as appropriate. For each main topic area, the class lecture will emphasize and introduce general concepts and terminology. You should read all assigned readings before the class. After the topic is introduced, emphasis will be placed on applications and/or extensions of the topic. During some class sessions, the instructor will also incorporate activities, home work assignments, films, and guest speakers to give you the opportunity to “see” anthropology. ***You are expected and encouraged to make class discussions lively and interesting!*** While the instructor serves as a leader and guide through the course, students will take responsibility as well for their own learning and for making class sessions informative and enjoyable. Every member of the class has much to learn, but also much to contribute.

Avoid talking when the instructor is lecturing. However, speaking up, making comments, and asking questions are encouraged. But, hostility towards the instructor and other students is not permitted; no matter how much you may disagree with their point of view. Keep your cool in class. Classroom discussions will challenge many of your expectations. It is expected that some issues might strike you as offensive or, at least, distasteful. Please be aware that other students may be offended by things that you find harmless.

### TIPS FOR DOING WELL IN THIS COURSE

- ❖ Come to every class. Lectures, class discussions, and films cover information that is not contained in the required readings. The only way to get this information, which you will need to know for the quizzes and assignments, is to come to class. Note: Please schedule all doctors’ appointments, meetings with advisors, etc., during your free time, not during class time. If you have a job that may interfere with your attendance in this course, I suggest that you take this class at another time. No exceptions will be made for work obligations. If you decide that you no longer wish to take this course, you are responsible for withdrawing from the course, not the instructor. Failure to do so will result in an F for nonattendance.
- ❖ Take notes—on lectures, on class discussions, on readings, and on videos. ***It is your responsibility to get material you missed from a classmate if an absence is unavoidable!***
  - Lectures: Throughout the lecture, I will put key terms and concepts up on the screen. Write them down (they are great study guides for the exams) and make sure, you are able to define them and understand their significance. If you do not understand them, please ask! It is your responsibility to take notes during class. If you miss a class or your notes are deficient for whatever reason, copy a classmate’s notes to make sure you understand the missed material.
  - Class discussion: I use class discussion as one way of highlighting important issues and getting you to think about those issues. So take notes on what we talk about. It will come up on the exams.
  - Readings: Read assignments carefully. Just because you read the assignment through once does not mean that you are done with your studying. Make sure you understand what you have read.
  - Films: Take notes while viewing films and during the discussions following each film. Write down answers to those questions and participate in (or at least listen to) our discussion after the film showing.
  - Class activities: The class activities are a great way for you to apply concepts before the exams and a great opportunity for you to ask for help if you need it. Use the class activities to test your knowledge on a topic!
- ❖ Meet with me during office hours. I am there specifically to consult with students about the class and to answer questions you may have about the material. If you are not free during my scheduled office hours, we can arrange an appointment at another time. You can also ask me questions via e-mail.

## X. SELECTED REFERENCES

Gershan, Ilana

- 2006 When Culture is Not a System: Why Somoan Cultural Brokers Can Not Do Their Job.”  
Ethnos: The Journal of Anthropology. 71(4): 533-558.

Goldberg, Anne J. and Maxine Payne

- 2011 Art and Oral History: Applying Anthropology in Rural Costa Rica. Practicing Anthropology. 33 (1):18 – 22, Winter.

Kintz, Ellen R., Andrew Tschappat, and Ryan Levy

- 2010 Anthropological Fieldwork: The Undergraduate Experience in Southern Mexico. 32 (3):4-8, Summer.

Majors, Yolanda J.

- 2004 I Wasn't Scared of Them, They Were Scared of Me: Constructions of Self/Other in a Midwestern Hair Salon. Anthropology and Education Quarterly. Washington: June. (35):167-199.

Marshall, Elizabeth and Kelleen Toohey

- 2010 Representing Family: Community Funds of Knowledge, Bilingualism, and Multimodality. Harvard Educational Review. 80(2): 221-243, Summer.

Pulford, M. and P. C. Rice

- 2004 How to Take Anthropology Tests. Thinking Anthropologically: A Practical Guide for Students. Upper Saddle River, NJ, Pearson/Prentice Hall: 91-99.

Scheper-Hughes, Nancy

- 2005 Katrina: The Disaster and its Doubles. Anthropology Today. 21: 2-5.

Tynan, Michael

- 2007 Shifting Egalitarianisms and Contemporary Racism in Rural Victorian Football: The Rumbalara Experience. The Australian Journal of Anthropology. 18: 276-294.

### Classic Articles:

Geertz, Clifford

- 1973 Deep Play: Notes on the Balinese Cockfight in Geertz (ed.) The Interpretation of Cultures. New York: Basic Books, pp. 412-453.

Miner, Horace

- 1956 Body Ritual among the Nacirema. American Anthropologist. 58(3):503-507

### Websites:

Textbook Companion Website: [www.thomsonedu.com/anthropology](http://www.thomsonedu.com/anthropology)

Resources for Students in Anthropology:

<http://www.aaanet.org/profdev/careers/>

<http://www.uncwil.edu/stuaff/career/Majors/anthropology.htm>

<http://anthro.palomar.edu/tutorials/>

Understanding Race: <http://www.understandingrace.com/>

American Anthropological Association (AAA) Homepage: <http://www.aaanet.org/index.htm>

Society for Applied Anthropology (SFAA) Homepage: <http://www.sfaa.net>

## Appendix A: OBSERVATION ASSIGNMENT

This assignment is intended to give you practice doing cultural observation and reflecting on culture from a different perspective than your own. You will observe human beings in a normal setting, take detailed notes, and write a short paper reflecting on those observations.

### Observational Exercise

Imagine you are an alien anthropologist from another planet. You're unfamiliar with human beings and their activities. You've been hired to observe humans in the Atlanta area and report your findings.

Choose a PUBLIC setting for your observation that doesn't require special permission for access. It could be a park, somewhere on campus, a coffee shop, a religious service, a grocery store, etc. You will sit somewhere out of the way where you can take notes and record human behavior that you witness. This may take 30 minutes to an hour. You are NOT to interact with anybody.

You will be expected to take notes on the behavior you witness. Although much of this behavior will be familiar to you, you should avoid using your cultural knowledge to judge what is happening. Take notes that are descriptive and objective, untainted with your own cultural knowledge. Remember you're an alien and you don't know what a "cash register" is, or the meaning of a "handshake."

### Writing assignment

Turn in your observation notes and write an analysis of the behavior did not know about American nor any other cultures. (You are a visitor from another world!). You will use Horace Miner's article "Body Ritual of the Nacirema" as inspiration for this assignment. Describe and interpret the possible meaning and significance of the humans' behaviors. This is meant to be a slightly creative and fun exercise, so your interpretation doesn't have to be "correct", but it should be plausible. Please use standard social science format (intro with thesis, body, and conclusion). This format will be discussed in class.

You will be graded on the following criteria:

1. Detail and precision of notes, ability to exclude your own cultural knowledge.
2. Depth of interpretation, ability to exclude your own cultural knowledge.
3. Clarity of expression, proper format, and sound organization of interpretation portion.

### Paper length

Field notes: length will vary, but may take 3-5 pages

Analysis: approximately 3 pages

Research period: Sept 20 – Sept 27

Due Date: Sept 27

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## Appendix B: EXTRA CREDIT: JOURNAL ARTICLE REPORT/REVIEW

For extra credit, you will be required to write a report on an article from a **scholarly** anthropology journal. The article you choose must report on original research done by the authors and must have been published between 2000-2011. The report should be 2-3 pages in length. The written report will be due on Tuesday, November 22, 2011. This report should be typed. Handwritten papers will not be accepted and late papers will lose 10 points for each day they are late. Further details on the report will be provided to you during the second week of classes on Blackboard.

This short guide provides the format for writing the journal article report. The article you choose must report on original research done by the authors and must have been published between 2000-2011. Start your assignment early enough to find appropriate articles so you leave yourself time to read and re-read the article and take comprehensive notes for preparing your review. Your article review should have the following parts:

- 1) A *separate* cover page with the author's name (s), year of publication, the article title, the publication in which the article appears, and below that should be the course title and your name.
- 2) An introductory paragraph or two where the article's topic and main points are briefly summarized;
- 3) A main body where the major goals, arguments, themes and topical information (and supporting data) presented by the article are summarized in more detail;
- 4) a critical discussion of how the article has provided you with additional knowledge on the article's subject matter. Discuss how the article fits in, and expands on, topics and ideas that we are covering in class, reading in the book, etc. Address several areas of criticism from your own perspective, including: What was your opinion of the article? Was it written clearly and easy to understand?

In writing the review, you might want to cite class discussions or readings in the textbook to help develop a critical point or draw attention to a particular idea or topic in the article. Remember, you need to write at least 2-3 double-spaced typed pages and, in order to do that, you will need to make this assignment a serious evaluation/criticism/review process.

Sources of Articles:

**American Anthropologist**  
**Cultural Anthropology**  
**Current Anthropology**  
**Ethnohistory**  
**Human Organization**

I will give more detailed guidelines on finding these articles through the Campus Library website.