Welcome to Cultural Anthropology! By the end of this course, you should be able to evaluate human culture and cultural variation using anthropology's methods and comparative perspective. To succeed in this course, you must complete the extensive reading and writing assigned, conduct research, and keep up with our course software, PIAZZA (including the email alerts it sends) several times weekly.

GRADING POLICIES

Absences: MiraCosta will not allow you to pass the class if you miss more than two weeks/two classes. Excessive or repeated tardiness will count as an absence.

Lateness and Due Dates: I only accept work past the due date if I receive a Piazza message in advance. Each 2 days late forfeits 10% of the grade.

ASSIGNMENTS

Weekly Reading Quizzes (15%): Most classes will begin with short readings quizzes (5-10 questions). The two lowest quiz scores may be dropped, but this includes absences. You will usually be allowed to use notes, but not your book.

Participation & Homework (10%): Students must participate in class and on Piazza. This 10% will include both the occasional homework assignment (often over Piazza), which may be used instead of (or to compliment) quizzes on complicated class material. Any other participation also helps, so ask questions, respond to questions on Piazza (from myself and other students – and where you can participate anonymously) and in class. All of this depends on your reading, also, so reading also affects your participation grade.

Writing Assignments (15%, 20%, 20%): Each assignment is different, yet each requires students to follow instructions closely and produce detailed, well-edited and revised assignments based on the readings, films, and classroom activities. The last two assignments are worth more because they require weeks of gradual work as you read and plan your essays. Full instructions for each assignment will be provided on Piazza.

Ethnographic Research Assignment (20%): This assignment requires students to put anthropological field methods and concepts to use, either (1) by conducting participant-observation of a cultural event or setting that is unfamiliar to you; or (2) by conducting a detailed, semi-structured interview of an elderly person (over 65 – older being better). The goal will be to understand cultural variation over space and over time. (NOTE: You will need to clear your topic with me in advance. Please see the instructions.)
**COURSE SCHEDULES**: The first schedule shows the day's topic, the readings assigned, and the day's deadlines and quizzes. The second (pp. 3-4) shows the non-textbook readings due each day and the film clips to be watched that day in class.

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**ARTICLE LIST**

**January 31 (Anthropology & Fieldwork):**

**February 7 (Culture – versus Race Theory and other Static, Bounded Notions):**
1. The Biology of Skin Color: Black and White (2001), Gina Kirchweger
2. Body Ritual among the Nacirema (1956), Horace Miner

**February 14 (How is Culture contained in Language? How is it more than Language?):**
1. Talking with Mi Gente, Carmen Fought
2. Social Identity – What is Sociolinguistics?, Walt Wolfram

**February 21 (Paleolithic Economies: Foraging):**
1. Living the “Neolithic Revolution”: Foraging, Herding, Farming (2007), DK Jordan
   (on Piazza)
2. Kunda Ole Shapara, 17, Gretchen Lang

**February 28 (Neolithic Economies: Domestication):**
1. Bushmen (2000), Peter Godwin
2. Ties that Bind (2004), Peter Whiteley
3. Hopi Clowns (1994), Nancy Bronstein
   [Film: Selections from Ongka’s Big Moka: https://vimeo.com/180445401](https://vimeo.com/180445401)

**March 7 (Marriage, Households, and Children):**
   [Film clips: The Women’s Kingdom (PBS): bit.ly/1r8BLB.]

**March 14 ("Kinship" and Social Organization – START GENDER READINGS):**
2. ALSO Re-read articles for March 7 carefully.
March 21 (SPRING BREAK – NO CLASS)

March 28 (Ethnographic Presentations – START GENDER READINGS)

April 4 (Sex, Gender, and Sexuality)

**Read 1 and 2 for normal credit. For EXTRA CREDIT, read 1 and 3 OR 2 and 3**

1. Tombois in West Sumatra (1998), Evelyn Blackwood (on Piazza)
2. Lesbians, Men-Women, and Two-spirits (1999, pp. 91-111), Sabine Lang (on Piazza)
3. Travesti (1998, pp.), Don Kulick (on Piazza)
   - ATTN: Explicit content. Trigger warning: sexuality, violence.
   
   [Film: Clip of Wodaabe gerewol festival: https://youtu.be/Dm1tN3SmDWs, Clip on Wodaabe marriage: https://youtu.be/HJFbFkuQael, Review of Happiness Space]

April 11 (Politics and Power in Anthropology)

2. Review Whiteley's "Ties that Bind."
3. Rewatch Ongka's Big Moka.
   
   [Film: Coronation of Queen Elizabeth II (http://bit.ly/1Spl9M0). Review Ongka's Big Moka]

April 18 (Religion and Culture)

1. Interview with Saba Mahmood on women's Islamic piety movements (http://bit.ly/2mfUoVS)
2. Belief is the Least Part of Faith (2013), Tanya Luhrmann (http://nyti.ms/1XNxDkU)
3. Interview with Krista Tippett on American religion's revolution (http://wapo.st/22UEbj3)
   
   [Film: Quran by Heart (http://bit.ly/1UXfSBg or http://bit.ly/1VWi0c2)]

April 25 (Library Activity – NO READINGS)

May 2 (Artistry and Culture)

2. Were the first artists mostly women? (http://bit.ly/2mCvqQq)
3. BONUS: Are Venus figurines self-representation by women artists? (on Piazza)
   

May 9 (Culture Change and Globalization)

1. Revolution in a Box (2009), Charles Kenny (http://atfp.co/1To7OG0)
3. How Internet Censorship Actually Works in China, Kentaro Toyama (http://theatln.tc/1Qti4ca)
   
   [Film Clips: Gary King on Chinese internet monitoring (https://youtu.be/bLu6fsdla-8)

May 16 (Applying Anthropology: Business, Military, and Development/Directed Change)

2. Here's Why Companies are Desperate to Hire Anthropologists (2014), Drake Baer (http://read.bi/1VCuSDJ)

May 23 (Essay 3 Due – NO READINGS)
MIRACOSTA COURSE POLICIES & SERVICE:

**MAXIMUM ABSENCES, DROPPING the course, and TARDINESS**
- Only two absences are allowed by MiraCosta for weekly courses. Any further absences will cause you to fail, and (depending on when you receive these) they may cause you to be dropped automatically – so see me in advance with any questions.
- Late arrivals may result in missing participations points and ultimately in being considered absent.
- Drop deadline (to avoid receiving a letter grade): April 27; (to avoid a W): Feb. 3

**LEARNING and DISABILITY ACCOMMODATIONS**
If you have a disability of any kind, you are encouraged to contact Disabled Students Programs & Services at (760) 795-6658. Their office is located at the Oceanside Campus in Building 3000 and will help you determine what assistance is available for you and help with academic advising.

**VETERANS ACCOMMODATIONS**
If you are a veteran, you may already know the Veterans Education Office, which assists students in using veterans' educational benefits, in building 3300 at the Oceanside Campus. However, the Veterans Information Center also has academic advising and a host of other services, as well as academic advising, social networks and study groups to join, and other services and accommodations.

**GENERAL ACADEMIC COUNSELING, STUDENT ASSISTANCE**
MiraCosta provides career and academic counseling for all students (such as developing your educational programs, coordinating your career and academic goals, and understanding graduation, major, certificate, and transfer requirements). Visit www.miracosta.edu/studentservices/counseling, or call 760-795-6670 (M-Th 8am-7pm, Fr 8-4:30) to make an appointment. For personal counseling during those hours, call 760-795-6675. After hours, call 888-724-7240 for crisis intervention (or for veterans, call 800-273-Talk *1), or 211 for general assistance with any problem. Finally, please be aware of MiraCosta's community support for LGBTQIA students, as well as first year students, and many other communities on campus, which can be found by visiting www.miracosta.edu/studentservices/counseling/academicsuccess.html or by contacting J.P. Schumacher at 760.795.6460 or jschumacher@miracosta.edu.

STUDENT LEARNING OUTCOMES
By the semester’s end, a student who successfully completes the class will be able to...
1. ...evaluate the concept of culture from an anthropological perspective.
2. ...analyze methods of research in cultural anthropology (especially writing assignment #1)
3. ...analyze potential causes and consequences of cultural variation.

This course also promotes the following general educational goals:
1. Effective Communication
2. Critical Thinking and Problem-Solving
3. Professional and Ethical Behavior
4. Information Literacy
5. Global Awareness
TIPS FOR SUCCESS in the course: I’ll start big and get more specific.

1) **Learn to ask questions.**

   Anthropology is such a broad subject that it’s impossible to begin by memorizing equations (although you will be memorizing terms!) Instead, anthropology, like many sciences, starts with asking questions about what we don’t know. Learning to ask questions is one of the most important parts of active learning – so practicing asking good questions is one of the most valuable ways you can participate, both *during* class and as you study and interact *outside* class.

   To practice asking questions: **(1) Respond to questions provided in your readings:** Do it aloud, or scribbling down notes, stream-of-consciousness typing – anything – just actually write/say aloud an answer! **(2) Ask the same “big questions” each week as you read:** How does what you’re reading relate to the themes of the week? Or to other concepts in chapter and readings? How do the readings express the overall themes of the course, including the basic ideas about culture we focus on? (*Remember: CPMAO, O>V>G* – you’ll see these acronyms in the first weeks and see them throughout the course and in your assignments.)

   **Asking questions on Piazza:** PIAZZA has been chosen for this class because it allows you to ask questions (anonymously) and to get quicker answers to your questions (by asking your classmates rather than waiting for my response). You can get participation credit for asking questions *and for answering them.* (This is especially true for anything that you can't find on the syllabus or by searching previous Piazza posts using the search bar in the upper-left corner of the webpage – though not on the Piazza phone app).

   **Asking questions in class:** Raise a hand to let me know if you want me to clarify something; I will answer immediately if I can do so without breaking up the flow of the class. Otherwise jot it down: I often pause to ask if there are any questions, or you may ask during our break or after class.

   Lastly, respect your classmates’ questions, even when you feel the answer is obvious. Those who are willing to ask questions and make mistakes learn more. In more self-interested terms, *respect your classmates questions or lose participation points.*

2) **Know your instructor.**

   It always helps to know who you're dealing with! Feel welcome to pose questions in person during office hours or after class.

   Find something interesting, or something that applies to your life or to your goals as a student? Tell me, and I’ll try and help you take advantage of that, especially for your final essay and for your ethnography project.

   **About my “personality”:** In the past, students have been misled by my enthusiasm or my personality into thinking that I am flexible about assignments, due dates, etc. Please do not join the ranks of the disappointed! Get in touch with me before you miss class or a deadline.

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1 “…with whom you are dealing.”
3) **Take Notes!**

   *First*, you can use your handwritten notes for your *quizzes* – *but you can’t use anything printed or electronic*. Anything from the readings or class may be included.

   *Second*, you will have to use material from the lecture for the *essays*, and you can only do this as well as you’ve paid attention.

   *Third*, I recommend you read this on how to take notes effectively so you’re not driving yourself crazy (regardless of your note-taking experience): bit.ly/2acJd6x. My brief advice is this: in a subject like anthropology, know (a) all the key terms/concepts, and (b) whatever concepts all the examples are meant to illustrate. (Most students memorize key terms but forget the examples. I promise: about 90% of quiz questions and most essay questions will be on key terms and on whatever concept each example exemplifies. Know them and succeed is not far away.

4) **Arrive Ready, Having Read, and Alert!**

   In addition to quizzes (which make doing the readings part of your grade), there will also be homework and the occasional group activity based on readings.

   Also, this is a long class, so please come *caffeinated* if necessary. I’ll bring tea.

5) **Piazza, Piazza, Piazza!**

   You will not pass this class without keeping up online on Piazza (and checking your email alerts). You have to communicate with me and your classmates *not only* to meet the essays' preliminary deadlines *but also* to do homework assignments. If you ignore Piazza alerts, you’ll also miss announcements like changes in class readings, assignments, etc., that will hurt your grade. Finally keeping up with Piazza offers more than meeting assignment deadlines and getting homework points; you can ask and answer questions, earning you participation points.

   P.S. The address is [http://piazza.com/miracosta/spring2017/anth102](http://piazza.com/miracosta/spring2017/anth102)

   P.P.S. The access code for this course is: anth102sp17

6) **Time Management.**

   Each week, plan to spend an average of 6 hours outside class (reading, reviewing notes, etc.) to succeed. Some students schedule those hours to keep up.

   The first essay may take 6-8 hours; the latter two may take 8-10 hours total (reviewing, brainstorming, planning, writing, editing and revising). Whichever ethnographic research assignment you choose, it should take 10-12 hours.

7) **Be good to yourself (and others).**

   Practice helps in any field, but with anthropology (as a social science and a human science), we learn best what we practice *with others*, as you will learn throughout the class (especially in your ethnographic research assignment).

   None of this can happen without taking care of your basic human needs. Give yourself plenty of time for your assignments, and care for yourself with food, rest, plenty of water, etc. Finally, all good education helps the learner (and ideally others). Don’t be afraid to pursue your interests, especially in your final essay.