

# **SEMINAR: Cultural Anthropology**

Professor Austin Zakari  
Office: 1 hour before class and by appointment

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ANT 200  
Spring 2013

Room location: Cornell Hall Rm 121  
Thursday: 6:45-9:15pm

## **Course Description**

Anthropology is... in its broadest sense, the study of other cultures. Historically anthropologists have traveled the globe to study "others," coming home to write about and compare those other cultures to our own. But now, anthropologists work everywhere, even within their own cultures. By attempting to understand those who are different from us, anthropologists believe, we can better understand ourselves. But we also try to examine our own culture critically. Cultural anthropologists study humankind in all its diversity, covering aspects of everyday life around the world that include work, family, childhood, language use, religion, social class, art, war, and politics.

After taking this class, you will have a better understanding of what cultural anthropology is, what anthropologists do, and what the study of anthropology can contribute to humanity. You might also find that even if you never take another anthropology class, your study of cultural anthropology will help you relate better to those who are different from you, and reflect critically upon your own environment. These are skills that will be invaluable in the workplace.

## **Class Structure**

Readings, class discussions and activities, guest speakers, lectures and films. Students will serve as discussion leaders and the classroom format is an interactive learning process that requires you to participate actively. Classroom participation is a component of your final grade. Therefore, you must come prepared to engage in relevant discussion and activity. Be prepared.

## **Required Texts** (For sale at the College Bookstore/ Online)

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Ferraro/Andreatta Cultural Anthropology : An Applied Perspective, 9th Edition

Anthropology CourseMate with eBook and InfoTrac® 1-Semester Printed Access Card for Ferraro/Andreatta's Cultural Anthropology;

National Geographic Learning Reader: Cultural Anthropology (with Bind-In eBook Printed Access Card), 1st Edition

**BUNDLE ISBN: 9781285567211**

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### **Electronic Reserves**

Additional readings will be posted on Blackboard. Do the readings well before class so that you do not have the problem of finding a computer that does not let you open the documents.

## **You must register for the class on – line with the following instructions:**

**CM-9781111355159-0000029**

To access CourseMate and enroll in your course, go to <http://poweron.cengage.com/magellan/TechSupport/ProductHelp.aspx?prodrowid=1-SXF0LJ>. Once there, students should click the "Downloads" tab, should then click the "Student Registration and Enrollment Clickpath" tab, and, finally, should click the "Download File" link.

Turnitin.com – **The Class ID is: 5836430**

**You must register for the class on [www.turnitin.com](http://www.turnitin.com)**

The 3 projects need to be turned in to our class on turnitin.com by the deadline below

## **CONTENT AND SCHEDULE ARE SUBJECT TO CHANGE**

CHECK BLACKBOARD WEEKLY FOR ANY UPDATES OR CHANGES TO SYLLABUS INCLUDING DUE DATES AND ASSIGNMENTS

### **METHOD OF EVALUATION:**

#### **Tests**

Midterm	15%
Final	20%

#### **Discussion Leader / Recipe Project / Ethnography Presentation** 10%

You may choose (according to availability)

Ethnography Presentation: 5 openings

Recipes: 12 openings

Discussion Leader: 8 openings

Ethnography: You will put your ethnography project into a power point with pictures and present to the class in a 15-minute presentation. Will include your observations, interviews and information about your location. Make sure to turn in to Blackboard under assignments.

Recipes: Make a recipe to share with the class from your ethnicity or try something new outside of your normal. Bring to class (I will provide plates, napkins, silverware) to share. You will need to write an 800 -1000-word essay about why the recipe is important to you. Include a history on the food or recipe and where it originated. You will need to present to the class this information verbally and be ready to discuss.

Discussion Leader: You will need to prepare from our readings a 15-20 minute power point presentation and discussion questions. **I will need to approve your topic before** and the presentation should NOT summarize the readings but go more in depth about the subject.

#### **Homework/ Quizzes** 15%

You will have various homework assignments either under the date of the class, on blackboard or will be assigned in class. On-line quizzes each chapter of the book has various online activities and a quiz. You must complete the chapter quiz for each chapter assigned, each week before class as part of your grade. The quiz has unlimited attempts and I will take the highest grade. **The quizzes must be completed by 5pm on Thursday or no credit will be given.** There is no makeup or late quizzes accepted if not completed by that time. You may do them as a study tool for exams but not for credit after the assigned time.

**Ethnography** 15% Your assignment is to go somewhere off campus and spend a few hours in one place observing and recording your observations of the setting you have chosen.

Go to a place you do not typically visit that will have some element of unfamiliarity to it. Your goal is to try to see this place objectively and critically analyze it as an anthropologist might, and to write a vivid ethnography documenting your analysis of the cultural conventions of the place. How is the “culture” here something taken-for-granted, but what might an outsider find unusual about it? How do the people interact with each other, what can you learn about them, and are there a particular way they act in this setting that they might not elsewhere? Is it different depending on the time of day? Are any of the themes of our course thus far reflected in the scene before you? Notice how your presence there impacts the scene. Feel free to interact or not interact with individuals, depending on your preference. Avoid describing children, as this requires parental permission, and make sure the place you have chosen is safe (i.e. not Orange Blossom Trail after dark). Grade will be based on effort, choice of location, the strength of your description and analysis, and your ability to think like an anthropologist would and apply concepts we have discussed. Be sure to include location, time and date of observation. Consider themes we’ve covered in class thus far or ones that we will cover such as race, gender, class and kinship.

**Fieldwork assignment should be typed, double-spaced, Times-Roman font, at least 1800 words. Plus, you must turn in copies of notes and other materials you collected.**

Location Ideas and Observation Points: You may go other places as well

**Ethnic Grocery Store** - Observe and reflect on the food, how is it displayed, how do the customers interact with the food and how do they describe it or talk about it? What is expensive and what is cheap? What seems to be a staple? How many fresh, frozen, packaged items? Ask Employees about shopper habits, observe shoppers and record details

**Church or religious location outside of your own beliefs:** How is it alike, similar? Who is there, why? Describe the decorations, artifacts and other tangible items. Look around at the announcements and other written materials, record observations. Speak with a spiritual leader and ask them about beliefs and who comprises their community.

**Food Pantry or Community Assistance Center:** What type of food is available? What do you observe about the demeanor of the people asking for assistance? Gender? Age? In what part of town is it located? Do the participants feel it is effective help? Would they rather receive something else? Money? Training? Daycare?

### **Race Project** 10%

Go to <http://www.understandingrace.org/home.html>, read over all sections of the website; complete the 6 modules under human variation and take the quiz, under lived experience do the five modules. **There will be a quiz based on these modules!!** Also go to [http://www.pbs.org/race/000\\_General/000\\_00-Home.htm](http://www.pbs.org/race/000_General/000_00-Home.htm) and become familiar with this site. We will be previewing the films and discussing in class.

Gather 5 (minimum) **PEER REVIEWED anthropological** articles on race. You may choose the topic of your choice concerning race i.e., historically viewed, social construct, human genome, biological meanings, disparities, etc. All of your articles should reflect the **same** topic. Prepare an **annotated bibliography** (instructions will be provided) of the sources. From this write an essay on your topic including any personal experiences you may have had or want to reflect upon. The essay should be double spaced, 1200+ words and must be properly cited. If you use quotations you must cite them properly or points will be deducted. **Wikipedia or other web sources will not be accepted.**

### **Attendance/ Class Participation** 15%

I believe that all of you have taken this class to actively participate. I expect you to come to class on time, if you are late you must enter the room quietly and discreetly. Eating is permitted during the break, a drink or quiet snack is fine during class. If this becomes disruptive I reserve the right to ban eating from the class. Each class you will receive class participation credit if you engage in the discussion. I have heavily weighted class participation because it is an integral part of understanding the material. You are allowed **one** absence that will not affect your attendance grade. Quizzes, extra credit and other class related items are not able to be made up if you are not in class. I reserve the right to dismiss from the class any student whose disrespectful demeanor disrupts the class or myself. This includes the use of electronics or other mediums that are not appropriate.

### **Classroom Etiquette:**

Be Prepared and Be On Time

Email any changes/ exceptions/ requests – All should be in writing

Cell Phones Off or On Vibrate

No: Txt Messaging, emailing, FB, YouTube, TV/Movies or gaming

Computers are not allowed during class time

Eating of Quiet Snacks ok, Eat Full Meals during break

Step out of the class if you must use any electronics/ except during the break

## **Late Work/ Make up Exams**

Late Work due to absences will be lowered 5% for each day they are late. **Exams:** The Midterm and Final is an in-class exam. If you are absent due to an extraordinary circumstance, and you have notified me prior, you may make up the exam within a reasonable period with a 10% penalty to the grade, except in cases of documented emergencies where the penalty may be waived. Blackboard, extra credit, turnitin.com and other participation activities cannot be made up if not completed on time. Projects turned in late will receive one letter grade penalty for each day late.

## **Extra Credit – See Syllabus**

From time to time I may extend the offer for extra credit. These assignments will vary from answering questions, looking up additional material, leading class discussion, theoretical definitions, attending events or seminars, etc. These points are entirely at my discretion and are not able to be made up if not in attendance at the time they are offered.

## **Grading Scale**

93-100 A	90-92 A-	87-89 B+	83-86 B	80-82 B-
77-79 C+	73-75 C	70-72 C-	67-69 D+	63-66 D
60-62 D-	59 and below F			

## **THE ACADEMIC HONOR CODE**

The following pledge is a binding commitment by the students of Rollins College:

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others.

This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to all papers, quizzes, tests, lab reports, etc., the following handwritten abbreviated pledge followed by their signature:

**“On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work.”**

Material submitted electronically should contain the pledge; submission implies signing the pledge.

## **Learning Disabilities/ Disabilities Statement**

If you are a person with a disability on this campus and anticipate needing any type of academic accommodations in order to participate in your classes, please make timely arrangements by disclosing this disability in writing to the Disability Services Office at (box 2613) – Thomas P. Johnson Student Resources Center, 1000 Holt Ave., Winter Park, FL 32789 or call 407-646-2354 for an appointment. Forms for tests must be signed and returned within 48 hours of an exam.

Rollins College is committed to equal access and does not discriminate unlawfully against persons with disabilities in its policies, procedures, programs or employment processes. The College recognizes its obligations under the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 to provide an environment that does not discriminate against persons with disabilities.

**Information Technology** <http://www.rollins.edu/it/>

System upgrades and maintenance is scheduled for Sunday mornings until noon. All night lab is available in library and helpdesk available by phone, on-line or in library

**Student Handbook** <http://tars.rollins.edu/holt/orientation/>

## **Withdrawal Without Academic Penalty Deadline**

## **March 22, 2013**

Deadline for withdrawal from intensive courses is the Monday following the mid-point class meeting. Withdrawals must be submitted in writing to the Holt School Office.

**All work submitted may be used anonymously for instructional or research purposes**

**\* All Additional Readings Available Electronically either on Blackboard (BB) or Library**

**Class Schedule – Homework and Assignments Due on Class Date; Readings assigned for next class**

**Week 1**

**1/17 Introduction** –Syllabus, Course Expectations, Film  
Read: Cultural Anthro textbook: Chapter 1 for week 2  
What is Anthropology?  
**Read (BB):** *Body Ritual Among the Nacirema: Horace Miner, Social Education Nov-Dec 1996 v60 n7 p408(1)*  
  
**Read (BB):** The Values Americans Live By - L. Robert Kohls  
  
HW: Return Film Discussion Sheet

**Week 2**

**1/24 Discuss: What is Anthropology?**  
**Read:** Cultural Anthro textbook: Chapter 2 & 3 for week 3  
The Concept of Culture & Applied Anthropology  
**Read: (BB)** Chapter 3 - Thinking Holistically - Thinking Anthropologically: A Guide for Students  
**Read: (BB)** Chapter 6 -Thinking About Change - Thinking Anthropologically: A Guide for Students

**\*\*\* Extra Credit\*\*\*The Origins of Humankind: The View from Africa**

- January 30, 2013
- 7:00 p.m.
- [Tiedtke Concert Hall](#)

**Conversation with Students**

- January 29, 2013
- 12:30 p.m. \*Open to public\*
- [Tiedtke Concert Hall](#)

**5 points on your midterm**

**Attend and write a 500+-word essay on the lecture and outline the points that were presented**

**Week 3**

**<http://www.zorafestival.com>**

**1/31 Discuss:**  
**The Concept of Culture & Applied Anthropology**

**\*\*\*Extra Credit – 5 points on your midterm\*\*\***  
**Attend and write a 500+-word essay on your experience**

**Recipe Presentation: 1 & 2**

**Read:** Cultural Anthro textbook: Chapter 4 & 5 for week 4  
The Growth of Anthropological Theory & Methods in Cultural Anthropology

**Read: (BB):** Chapter 2 – What Anthropologists Look For: Patterns; Thinking Anthropologically:  
A Guide for Students

**Read: (BB):** Chapter 9 – Applying Anthropological Knowledge - Thinking Anthropologically: A Guide for Students

**Week 4**

**2/7**     **Discuss: Anthropological Theory & Methods in Cultural Anthropology**  
**Discussion Leader Presentation: 1 & 2**  
**Read:** No readings due

**Week 5**            **No Class: Fieldwork Assignment under Ethnography**  
**2/14**                **Read:** No readings due

**Week 6**

**2/21**     **\*\*\*\*Ethnography Project Due\*\*\*\* on turnitin.com & bring to class**  
**Ethnography Presentations**  
**Discuss: Fieldwork Assignment**  
**Read:** Cultural Anthro textbook: Chapter 7 for week 7  
Subsistence Patterns  
**Read: (BB)** How The Chicken Conquered The World; Smithsonian Magazine  
**Read: (BB)** Obligatory Omnivores – Everyone Eats; Understanding Food & Culture

**Week 7**

**2/28**  
**Discuss: Language and Subsistence Patterns (Diet and Evolution)**  
**Recipe Presentation: 3 & 4**  
**Read:** Cultural Anthro textbook: Chapter 6 Language for week 9  
**Read:** National Geographic Reader: Celt Appeal, pg. 88  
**Read: (BB)** Articulate While Black, Alim & Smitherman Chapter 1, 2 & 6

**\*\*\*\*Extra Credit\*\*\*\*** Attend the event, write a 500+ word essay on your experience and incorporate at least one thing we learned in class, will add 5 points to your midterm  
**<http://www.thunderingspiritfamily.com>**

**Week 8**

**3/7**                **NO CLASS SPRING BREAK**  
Readings Above – Will be included on midterm

**Week 9 – Midterm Week**

**3/14**     **\*\*\*\*\*Midterm\*\*\*\*\***  
**Discuss: Language**  
**Read:** Cultural Anthro textbook: Chapter 9 & 10 for week 10  
Marriage & Family, Kinship & Descent  
**Read: (BB)** Family Life According to the Brotherhood – NY Times  
**Read: (BB)** Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others – Lila Abu-Lughod

**Week 10**

Discussion Leaders 3 & 4  
**3/21**     **Discuss: Marriage and Kinship**  
**Read:** Cultural Anthro textbook: Chapter 11 Sex & Gender for week 11  
**Read:** Read (BB) Intro, Ch 3, 8, 9 & 12 – Half The Sky – Kristoff & WuDunn

### Week 11

3/28

**Recipe Presentation: 5 & 6 & 7**

**Discuss: Sex & Gender**

**For Week 12 Read:** (BB) Ch 6 Color; Skin by Nina Jablonski

**Read:** (BB) Intro- pg. 69 and Ch. 13; Mapping Human History by Steve Olson

### **RACE Are We So Different?**

1/26/2013 - 4/28/2013 - **Museum of Science and History**, Jacksonville, FL

### Week 12

4/4

**Recipe Presentation: 8 & 9**

**Discuss: Human Origin & Race**

**Read:** Cultural Anthro textbook: Chapter 12 for week 13 Social Stratification

**Read:** (BB) Ch 11; Thinking Anthropologically, A Practical Guide for Students by Salzman & Rice

**\*\*\*\*Extra Credit Easter Project Due\*\*\*\* on turnitin.com & bring to class**

### Easter Project

8 points added to final Write a 1000+ word, double-spaced, essay on how you and your family celebrate Easter. Incorporate food and culture into the paper. Also add information on the history of the food or on the celebrations or rituals that your family observes. **Due on turnitin.com by APRIL 4<sup>TH</sup> BY 5PM – Bring to Class as each person will need to discuss what they have written**

### Week 13

4/11

**Discussion Leaders 5 & 6**

**Discuss: Social Stratification – Quiz on modules from [www.understandingrace.org](http://www.understandingrace.org)**

**Read:** In the National Geographic Reader: Seven Billion, pg. 2

**Read:** (BB) PBS – Various Race Commentaries

### Week 14

4/18 **\*\*\*\*Race Project Due\*\*\*\* on turnitin.com & bring to class**

**Discussion Leaders 7 & 8**

**Discuss: Race and Equality**

**Read:** Cultural Anthro textbook: Chapter 14 & 16 for week 15

**Read:** In the National Geographic Reader: Indian Renaissance, pg. 48

### Week 15

4/25

**Discuss: Belief Systems & Globalization**

**Recipe Presentation: 10 & 11 & 12**

**Hand out Review for Final Exam**

### Week 16 – Final Class

5/2 – FINAL EXAM