

SEMINAR: Cultural Anthropology

Professor Austin Zakari

Office: 1 hour before class and by appointment

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ANT 200
Fall 2013

Room location: Cornell Hall Rm 135

Wednesday: 6:50-9:30pm

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. Taking that information to then 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.

Blended Class Structure

Readings, class discussions both online and in class, web based activities, lectures and films. Students will serve as discussion leaders and the classroom format, both online and in class, 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)

Ferraro/Andreatta Cultural Anthropology : An Applied Perspective, 9th Edition \$164.00 DISCOUNTED AT BOOKSTORE

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

YOU MUST ORDER THIS BUNDLE ISBN: 9781285567211

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

CM-978111355159-0000029

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.

CONTENT AND SCHEDULE ARE SUBJECT TO CHANGE

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

METHOD OF EVALUATION:

Tests

Final 10% Essay style

Homework/ Quizzes 20%

You will have various homework assignments either under the date of the class, on canvas or they will be assigned in class. Quizzes are on the canvas site and will be included in your modules.

Ethnography 20% 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. **DUE 10/2/13**

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. Be sure to read the chapter on ethnographic methods and apply the methods and theories in your writings as well as relate them to your experiences.

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?

Pawn Shop, Check Cashing Store, and Thrift Store: Who frequents these locations, male/ female, age, etc. If possible speak to employees and patrons to see what the impact of these businesses are on the community.

Ethnography Presentation 10% **DUE IN SIGN UP ORDER**

Ethnography: You will put your ethnography project into a power point with pictures and present to the class in a 10-minute presentation. Will include your observations, interviews and information about your location. This will need to be comprehensive and a 10-minute presentation with a minute or two for questions. You will need to relate your findings and research methods with the methodologies discussed in the book and in class in one comprehensive slide in your presentation– Failure to make these comparisons will lower your grade.

Race Project 20% **DUE 12/4/2013**

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. Also go to 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. You will have assignments on canvas to complete.

Gather 5 (minimum) **PEER REVIEWED anthropological** articles on race. These are found in scientific journals that are available in the library or online. Refer to the library film for information on how to gather these materials. You may choose the topic of your choice concerning race i.e., historically viewed, social construct, human genome, biological meanings, health and demographics, 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 20%

I believe that all of you have taken this class to actively participate. Since this is a blended learning class attendance is very important when required. 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 only allowed during class time when we are doing a group assignment

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. This includes canvas and other web based participation activities. Projects turned in late will receive one letter grade penalty for each day late.

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 at least a 10% penalty to the grade, except in cases of documented emergencies

where the penalty may be waived. In class activities and assignments **CANNOT** be made up. Projects turned in late will receive one letter grade penalty for each day late.

Extra Credit – See Canvas page for offerings

Each student has the opportunity to do this once for up to 5% extra credit during assigned class times:

Recipes: Make a recipe to share with the class from your ethnicity or a family favorite. 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 in your PowerPoint. You will need to present to the class this information verbally and be ready to discuss.

Each student has the opportunity to do this once for extra credit during assigned class times:

For 2% extra credit you may do one of the following:

Apply/ observe a principle we have read about and write one page identifying it and present to class

- a. Turn in under extra credit discussion forum in canvas

Attend a cultural event and write a page about the experience and present to class

- Turn in under extra credit discussion forum in canvas

Read one story from the National Geographic Reader and write a page relating the story to any methods or theories we have discussed

As well, 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. No student is allowed more than two extra credit assignments to be added to their grade.

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

Nov 1, 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

Class Schedule – Homework and Assignments Under Module tab for each week

On Canvas – At home assignments & Homework for Class One Complete before 6pm 9/4/13

Read syllabus

Library Orientation video

Complete Syllabus & Library Orientation Quiz

Recipe sign up sheet

Log into Cengage and register, look around – Look at table of contents for book and write down 3 questions you want answered

Facebook Page – Look at and register –

This is Anthropology Prezi

Homework Assignment for Class 2

Read Ch 1 of textbook – What is Anthropology? – Post one comment online about chapter and respond to one comment - Be prepared to discuss in class

Read: *Body Ritual Among the Nacirema* Horace Miner, Social Education Nov-Dec 1996 v60 n7 p408(1) and answer question sheet – turn in and bring to class

Read: The Values Americans Live By - L. Robert Kohls

Watch Caribou Kayak film and complete discussion sheet – turn in online and bring to class to discuss

Bring any questions on syllabus, assignments, etc.

Submit the three questions you would like answered during the semester that you found in the table of contents

2) 9/4/2013 Module 2 Class Time: 7 – 9 pm

In Class work: Questions and Answers on Intro to class work

Go over ch 1 – Be ready to discuss in class

Caribou Kayak and Readings – be ready to discuss and bring discussion questions with you

Canvas Work: At home assignments & Homework for Class One Complete before 6pm on day of class

Watch The Gods Must Be Crazy – 110 minutes – film discussion sheet

Complete film discussion sheet – post online by 9/9/2013 – comment on 2 other students answers, how are they the same, different?

Read: Cultural Anthro textbook: Chapter 2 & 3 The Concept of Culture & Applied Anthropology

Post one comment online about chapter and respond to one comment - Be prepared to discuss in class

Read: Chapter 3 - Thinking Holistically

- Thinking Anthropologically: A Guide for Students

Post one comment online about chapter and respond to one comment - Be prepared to discuss in class

Read: Chapter 6 -Thinking About Change - Thinking Anthropologically: A Guide for Students

Post one comment online about chapter and respond to one comment - Be prepared to discuss in class

3) 9/11/2013 – **In class 7-9:15**

Discuss Gods Must Be crazy film and comments

Discuss readings and chapters

In class exercise on applied anthropology

Extra Credit Recipe – 1

On Canvas:

For each reading post one comment online about chapter and respond to one comment - Be prepared to discuss in class

Read: Cultural Anthro textbook: Chapter 4 & 5

The Growth of Anthropological Theory & Methods in Cultural Anthropology

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

Read: Chapter 9 – Applying Anthropological Knowledge - Thinking Anthropologically: A Guide for Students

Read: Guidelines for Handling Quotations Handout and
Writing an Annotated Bibliography

Complete Quiz on Canvas

You tube video on participant observation

Active listening sheet

4) 9/18 – In class – 6:50-9:30

Discuss Readings and posted comments – Be prepared

Video

Recipes: 2-8 present

Canvas: Nothing Due

5) 9/25 No Class – Ethnography Research

6) 10/2/2013 – In Class – 6:50 -9:30

Ethnography Project Due, discuss fieldwork and findings

Ethnography Presentations - 1- 7 due

Recipe Presentations – 9- 13 due

Canvas:

For each reading post one comment online about chapter and respond to one comment - Be prepared to discuss in class

Read: Cultural Anthro textbook: Chapter 7 for week 7

Subsistence Patterns

Read: How The Chicken Conquered The World; Smithsonian Magazine

Read: Obligatory Omnivores – Everyone Eats; Understanding Food & Culture

Film & Discussion Sheet – Got the Facts on Milk

7) 10/9/2013 – In Class – 6:50-9pm

Discuss chapter, readings and film discussion sheet – bring to class

Ethnography Presentations – 8 - 12

Canvas:

For each reading post one comment online about chapter and respond to one comment - Be prepared to discuss in class

Read: Cultural Anthro textbook: Chapter 6 Language

Read: Articulate While Black, Alim & Smitherman Chapter 1, 2 & 6

Online quiz – open book – complete by deadline

8) 10/16/2013 - In class – 6:50-9:30

Reading discussion

Ethnography presentations 12-16

Recipes 13-16

Canvas:

For each reading post one comment online about chapter and respond to one comment - Be prepared to discuss in class

Read: Cultural Anthro textbook: Chapter 9 & 10

Marriage & Family, Kinship & Descent

Read: Family Life According to the Brotherhood – NY Times

Read: Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others – Lila Abu-Lughod

9) 10/23/2013 – In Class – 6:50-9:30

Reading discussion

Ethnography presentations 17-21

Recipes 17-19

Canvas:

For each reading post one comment online about chapter and respond to one comment - Be prepared to discuss in class

Read: Cultural Anthro textbook: Chapter 11 Sex & Gender

Read: Read Intro, Ch 3, 8, 9 & 12 – Half The Sky – Kristoff & WuDunn

Half the Sky film and project sheet

10) 10/30/2013 – In Class – 6:50-9:30

Discuss Readings

Discuss Half the Sky film and project sheet

Ethnography presentations 22-25

Canvas:

For each reading post one comment online about chapter and respond to one comment - Be prepared to discuss in class

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

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

PBS film series – 3 50 minute films – watch each one and write a 1 page summary of each one and your reactions to the information contained on them

11) 11/6/2013 – In Class – 7-9pm

Recipes 20-24

Reading and film discussion

Canvas:

For each reading post one comment online about chapter and respond to one comment - Be prepared to discuss in class

Discuss: Human Origin & Race

Read: Cultural Anthro textbook: Chapter 12 Social Stratification

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

Quiz on modules from www.understandingrace.org

12) 11/13/2013 – In Class – 7-8:30pm

Discuss readings, quiz –

Any make up projects or recipes

Canvas:

For each reading post one comment online about chapter and respond to one comment - Be prepared to discuss in class

Race readings posted – write a 2 page commentary on the readings and your feelings about this section on race in general – post online and comment on 2 other students commentary

Prepare Race Project

13) 11/20/2013 – NO CLASS –

14) 11/27/ 2013 – NO CLASS – THANKSGIVING HOLIDAY

15) 12/4/2013 – IN CLASS – 7-9 pm

Discuss Race project – be prepared to give a 2-3 minute synopsis on your project
Discuss commentary papers

Canvas:

For each reading post one comment online about chapter and respond to one comment - Be prepared to discuss in class

Read: Cultural Anthro textbook: Chapter 14 & 16

16) 12/11/2013 – IN CLASS – 7-9 pm

Discuss final readings, class summary, hand out finals