

Cultural Anthropology

Professor Austin Zakari

Office: 1 hour before class and by appointment

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ANT 200

Spring 2016

Room location: Cornell Hall Rm 121

Wednesday: 6:45-9:15

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, 10th Edition

Material World - a global family portrait – Peter Menzel - isbn: 978-0-87156-430-6

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

Final	10%	Essay style
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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

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.

Part 1: Using the family you were assigned you are going to compare your life with theirs including your diet. You will need to follow the profile of your family and make one of your own that has similar fields. Be prepared to discuss this in class, you will need a copy with you. You will turn in a summary of your eating, a paragraph about the family you were assigned and through web research how their lives have changed in the last twenty years, and answer the following questions in a three page essay:

- 1) In what areas are your eating patterns similar? Different?
- 2) What category of food do you spend the most money? Your family?
- 3) What % of your diet was from fresh foods (dairy, produce, meats) as compared to processed foods, alcohol, tobacco, etc ? Your family?
- 4) How does the family's living conditions affect their health and welfare?
- 5) Have there been major changes in the country where your family resides in the last 20 years? What are they? How might that affect their eating habits?
- 6) What can you surmise is of importance in their culture by their homes or possessions?

Part 2: Gather 5 (minimum) **PEER REVIEWED anthropological** articles on food, nutrition, that particular country, etc. Should be in line and relevant to your essay topics. 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 one of the following topics: nutrition transition, ethnicity & health, globalization, gender & health or cultural celebrations around food. All of your articles should reflect the **same** topic and should be related to the family you were given. Prepare an **annotated bibliography** (instructions will be provided) of the sources.

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 **cannot** 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.

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Extra Credit – See below page for offerings

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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, family favorite or from your food project. 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.

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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

1. **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 a news or other story and write a page relating the story to any methods or theories we have discussed

Turn in under extra credit discussion forum in canvas

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

March 25th, 2016

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 – See online class - Homework and Assignments Under Module tab for each week

Class 1 – January 13th, 2016:

- **Introduction to Class, Student Introductions, short power point, syllabus, course expectations, film**


At home assignments for class 1 are due on January 20th, 2016 - all homework to be printed and brought to class to turn in


- **Read: Syllabus - read over then sign sheet that you have read and understand - 10 hw points**
- **Read: Read Ch 1 of textbook – What is Anthropology?**
- **Complete - Discussion questions at end of chapter 2 of the 3 -**
- **Watch: Library Orientation video**
- **Go To: Facebook Page – Look at and register –**
- **Watch: This is Anthropology Prezi**
- **Complete: Write two careers that you saw on the Anthropology Prezi that you were surprised related to Anthropology**
- **Bring any questions on syllabus, assignments, etc.**

Class 2 – January 20th, 2016:

- **Introduction to the four subfields of Anthropology, film (Caribou Kayak) and class project**

At home assignments for class 1 are due on January 27th, 2016

- **Read: Body Ritual Among the Nacirema Horace Miner  , Social Education Nov-Dec 1996 v60 n7 p408(1)**

- **Read:** *The Values Americans Live By*  - L. Robert Kohls
- **Complete:** *Discussion question sheet for readings*
- **Bring any questions on syllabus, assignments, etc.**

Class 3 – January 27th, 2016:

Discussion Questions on your readings
 Lecture "What is Anthropology"
 Sign up sheets/ recipes & ethnography

- **At Home assignments for class are due on February 3rd**
- **Watch: The Gods Must Be Crazy movie– 110 minutes**
- **Read:** Cultural Anthro textbook: Chapter 2 & 3 The Concept of Culture & Applied Anthropology
- **Read:** Chapter 6 -Thinking About Change - Thinking Anthropologically: A Guide for Students
- **Read:** Chapter 3 - Thinking Holistically - Thinking Anthropologically: A Guide for Students
- **Complete:** film discussion sheet – bring to class for discussion
- **Complete:** Discussion Questions, bring to class for discussion

Class 4, February 3rd, 2016:

- Lecture & slides on Ch 2 & 3
- Go over discussion questions for ch 2/ 3 and additional readings - be ready to discuss and bring discussion sheet
- The Gods Must be Crazy - discuss sheet - be ready to discuss and bring discussion sheet
- The Story of My Name - Project

At Home assignments for class are due on February 10th, 2016

Read: Cultural Anthro textbook: Chapter 4 & 5

Read: Chapter 2 – What Anthropologists Look For: Patterns

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

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

Read: Active Listening Sheet

Watch: 3 Videos on participant observation and ethnography (online)

Class 5, February 10th, 2016:

- Go over Applied Anthropology assignment - present in class
- Lecture on Ch 5 - Discuss Readings
- Watch Young Arabs video and have a graded in class assignment
- Extra Credit Recipes - designated class time - email if you will be bringing one in to present

Research for your ethnography project - No other assignments due – next class February 24th, 2016

Class 6, February 24th, 2016

In Class:

- **Ethnography Project Due**, discuss fieldwork and findings
- Ethnography Presentations 1-8

At Home assignments for class are due on March 9th, 2015

Read: Cultural Anthro textbook: Chapter 7 Subsistence Patterns

Read: Obligatory Omnivores

– Everyone Eats; Understanding Food & Culture

Read: [http://www.nationalgeographic.com/foodfeatures/evolution-of-](http://www.nationalgeographic.com/foodfeatures/evolution-of-diet/?utm_source=NatGeocom&utm_medium=Email&utm_content=inside_20140821&utm_campaign=Content)

[diet/?utm_source=NatGeocom&utm_medium=Email&utm_content=inside_20140821&utm_campaign=Content](http://www.nationalgeographic.com/foodfeatures/evolution-of-diet/?utm_source=NatGeocom&utm_medium=Email&utm_content=inside_20140821&utm_campaign=Content)

Complete: Summary and Definitions, bring to class for discussion

- **Class 8- March 9th, 2016**

- Discuss Readings, Summary and Definitions

- Lecture on evolutionary theory

- Ethnography presentations 9-16

- **At Home assignments for class are due on March 23rd -
NO CLASS NEXT WEEK**

- **Complete:** Food Project 1 and Part 2 be prepared to present in class – See Syllabus for description and detailed instructions

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Class 10 - March 23rd, 2016 6:45-9:15

In Class:

- Discuss and present Food Project
- Film: The Meaning of Food

At Home assignments for class are due on March 30th, 2016

Read: Cultural Anthro textbook: Chapter 6 Language

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

Complete: Summary assignment

Class 11 – March 30th, 2016 6:45-9:15pm:

In Class:

- Extra Credit Recipe Presentations
- Ethnography Presentation 11-14
- Discuss readings and questions

At Home assignments for class are due on April 6th, 2016

Read: Cultural Anthro textbook: Chapter 9 Marriage & Family

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

Complete: Discussion Questions

Module 12 – April 6th, 2016 - 6:45- 8:45pm

- Discuss Readings and critical thinking questions
 - Short Films
- Ethnography Presentation 15-18

Read: Cultural Anthro textbook: Chapter 11 Sex and Gender

Read: _

Intro , Ch 3 , 8, 9 & 12 – Half The Sky – Kristoff & WuDunn - Watch the film

Complete: Half the Sky Discussion Sheet , No Class April 13th

Module 13 – April 20th, 2016 – In Class – 6:45 - 9:15pm

In Class:

- Discuss Readings and summaries
- Watch Half the Sky film
- Extra Credit Recipe Presentations

At Home assignments for class are due on April 20th, 2016

Read: Ch 6 Color; Skin by Nina Jablonski

Read: Intro

, Ch 1 & 2 and Ch. 13; Mapping Human History by Steve Olson

Watch: PBS film series – 3 50 minute films – watch each film and write a 1-2 page summary of the series and your reactions to the information contained on them - include references from all three films

For class discussion answer the following questions: Please be

candid - all opinions are accepted - without honesty this conversation will not be fruitful

- 1) I believe that race is still an important topic in the US, why or why not?
- 2) Write about an experience you had with a racial situation whether positive or negative.
- 3) Do you have any ideas on how our culture and perceptions can be changed so that race will no longer be an issue in the U.S.?

Module 14 – April 27th, 2016 — 6:45-9:15

In Class:

Discuss Readings and Film, be prepared to discuss your summary

Watch several short films

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- **Complete:** write a 1200+ word essay on the readings, your experiences and your feelings about this section and on race in general - please be candid these will not be shared - I appreciate understanding my students feelings and opinions
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- **Module 15 final class – May 4th, 2016– In Class – 6:45 -8:30 pm**
- **In Class:**

Discuss the web site [understanding race.org](http://understandingrace.org)

Discuss end of class, final,

Any make up projects, etc

Watch the video - World in the Balance

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- *At Home assignments for class are due on May 6th, 2016* **Read:** Cultural Anthro textbook: Chapter 14 & 16 , May 6th, 2016 *Videos for this module* *China Revs Up*