

Cultural Anthropology

Professor Austin Zakari

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ANT 200

Fall 2016

Room location: Cornell Hall Rm 121

Wednesday: 4-6:30

### 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.

**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	15%	Essay style
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**Homework/ Quizzes** 25%

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** 25%                      DUE: October 19th

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. 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**  
**ORDER**

10%

**DUE IN SIGN UP**

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.**

**Attendance/ Class Participation**    25%

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 3% 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			

## **Academic Honor Code Reaffirmation**

<http://www.rollins.edu/college-of-arts-and-sciences/documents/academic-honor-code-rollins-college.pdf>

Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. The student commitment to uphold the values of honor - honesty, trust, respect, fairness, and responsibility - particularly manifests itself in two public aspects of student life. First, as part of the admission process to the College, students agree to commit themselves to the Honor Code. Then, as part of the matriculation process during Orientation, students sign a more detailed pledge to uphold the Honor Code and to conduct themselves honorably in all their activities, both academic and social, as a Rollins student. A student signature on the following pledge is a binding commitment by the student that lasts for his or her entire tenure at 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 the paper, quiz, test, lab report, etc., the handwritten signed statement:

***"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.

## **Credit Hour Statement**

### **Policy AC 2000: adopted 4/7/16**

Rollins College offers four-credit-hour courses that provide three (50-minute) hours of direct or indirect instructional contact. The value of four credit hours reflects the substantial individual attention each student receives from instructors as well as additional out-of-class activities. Faculty require that students undertake at least 7.5 (60-minute) hours of outside work per week, averaged over the course's duration and equaling two and one-half (2.5) 60-minute hours of outside work for every one (50 minute) hour of scheduled class time. In this course, the additional outside-of-class expectations are **additional reading and/or writing, fieldwork, research, experiential education, small group projects equaling the above requirements.**

## **Disability Services**

Rollins College is committed to equal access and inclusion for all students, faculty and staff. The Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 create a foundation of legal obligations to provide an accessible educational environment that does not discriminate against persons with disabilities. It is the spirit of these laws which guides the college toward expanding access in all courses and programs, utilizing innovative instructional design, and identifying and removing barriers whenever possible.

If you are a person with a disability and anticipate needing any type of academic accommodations in order to fully participate in your classes, please contact the Disability Services Office, located in the Mills Memorial Building, Room 217, as soon as possible. You are encouraged to schedule a Welcome Meeting by filling out the "First Time Users" form on the website: <http://www.rollins.edu/disability-services/> and/or reach out by phone or email: 407-975-6463 or [Access@Rollins.edu](mailto:Access@Rollins.edu).

## **Title IX Statement (updated 7/12/16)**



Rollins College is committed to making its campus a safe place for students. If you tell any of your faculty about sexual misconduct involving members of the campus community, your professors are required to report this information to the Title IX Coordinator. Your faculty member can help connect you with the Coordinator, Oriana Jiménez (TitleIX@rollins.edu or 407-691-1773). She will provide you with information, resources and support. If you would prefer to speak to someone on campus confidentially, please call the Wellness Center at 407-628-6340. They are not required to report any information you share with the Office of Title IX.

Sexual misconduct includes sexual harassment, stalking, intimate partner violence (such as dating or domestic abuse), sexual assault, and any discrimination based on your sex, gender, gender identity, gender expression or sexual orientation that creates a hostile environment. For information, visit <http://www.rollins.edu/titleix/>

**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**

**October 8<sup>th</sup>, 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: August 24th, 2016 4-6:30pm**

**In Class:**

- **Introduction to Class, Student Introductions, short power point, syllabus, course expectations**
- **In Class Film: <http://www.youtube.com/watch?v=158cJ8Hd9UM>**

**Introduction:**

**This week we will get to know each other a little and I will introduce to you what is Cultural Anthropology. We will go over how to use blackboard, the syllabus, introduce ourselves and talk about class expectations. We will have a short lecture which will give you a broad understanding of what we will cover in the class.**

**Learning Objectives:**

*After today's class you should be able to:*

- 1) Be able to locate class material on Blackboard**
- 2) Understand the syllabus and where to find due dates and assignments**
- 3) Have a broad understanding of the class and what we will do over the semester**

**At home assignments for class 1 are *due on September 7th, 2016 - all homework to be printed and brought to class for class discussions***

- **Read: [Read Ch 1 of textbook – What is Anthropology?](#) ♡**
  - **Complete - Discussion questions at the end of this chapter 1 & 3**
  - **Read: Culture Anthropology, Culture and Meaning, Ch. 1**
  - **Complete - Exercise 1.5 of page 30 of this scanned reading**
  - **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.**

## **Week 2 - Class Held Off Campus at the Maitland Art & History Center**

**Class 3: September 7th, 2016 4-6:30pm**

**In Class:**

- **Introduction to the four subfields of Anthropology lecture, film (Caribou Kayak) and class project**
- **Reading Discussion Questions - bring to class to discuss**

### **Introduction:**





**This week we will talk about your first chapter of reading and go over your discussion questions. I will go over the concepts that we will learn in anthropology and how they will apply to our class. We will then watch an in class film and do a class project in groups. The project will help you identify the four sub fields on anthropology and their practical applications.**

### **Learning Objectives:**

***After today's class you should be able to:***

- 1) Be able to navigate comfortably through Blackboard**
- 2) Understand the four subfields of anthropology and their relevance**
- 3) Have a broad understanding of the field of anthropology and its unique contributions to science**

**At home assignments for class 1 are *due on September 14th, 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*
- **Read:** Chapter Two, The Meaning of Progress and Development pgs 40-70 only, complete exercise 2.1A on page 46

**Class 4: September 14th, 2016 4-6:30pm**

**In Class:**

- **Discussion Questions on your readings**

- Lecture "What is Anthropology"
- Sign up sheets/ recipes & ethnography

### **Introduction:**

Tonight we will talk about our textbook and supplemental readings. Each person should have their discussion questions with them and be ready to have a lively discussion about the Nacirema , cultural values, and how they vary amongst peoples. After we will take a break, during which I will have out the sign up sheets for the recipe extra credit and the ethnography project. After the break we will finish class with the remaining part of the lecture on what chapter one contained and reiterate the importances of each of the subfields of anthropology and the basic concepts that will be important to us during the course.


### **Learning Objectives:**

After today's class you should be able to:

- 1) Be able to name the four subfields of anthropology
- 2) Understand the basic concepts of cultural relativism, emit vs etic, holism and ethnocentrism
- 3) Be clear on your assignments and project dates and be comfortable with navigating the course

**At Home assignments for class are due on September 21st, 2016**

**Watch: The Gods Must Be Crazy – 110 minutes**

**Read:** Cultural Anthro textbook: Chapter [2](#) 

& [3](#)  The Concept of Culture & Applied Anthropology

**Read:** Ch. 2, The Meaning of Progress and Development pgs. 70-83

**Complete:** [Exercise 2.5 after watching the movie](#)! Write a couple of paragraphs answering the question

**Complete:** [film discussion sheet](#) – bring to class for discussion

**Complete:** [Discussion Questions](#), bring to class for discussion

## Week 5 - September 21st, 2016

### In Class:

- Lecture & slides on Ch 2 & 3
- Go over definitions and exercise 2.5
- The Gods Must be Crazy - discuss sheet - be ready to discuss and bring discussion sheet
- The Story of My Name - Project

### Introduction:

This week we will begin to discuss what is culture and its different components. We will look at the different types of anthropologists and what they do in the field. We will go over the discussion questions and look at the definitions that will be crucial for you to understand as we go through the semester. There will be a discussion on the movie you were assigned and we will talk about the movie in terms of what we have learned about culture. We will also have an in class project to work on your active listening skills.

### Learning Objectives:

*After today's class you should be able to:*

- 1) Define what culture is and is not
- 2) Explain what an applied anthropologist does and what are their ethical responsibilities
- 3) Identify adaptive practices in cultures that contribute to their success

***At Home assignments for class are due on September 28th, 2016***

**Read:** Cultural Anthro textbook: Chapter 5

**Read:** Chapter 2 – [What Anthropologists Look For: Patterns](#) 

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

**Read:** [Chapter 6](#) 

-Thinking About Change - Thinking Anthropologically: A Guide for Students

**Read:** [Chapter 3](#) ⇓

- Thinking Holistically - 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 (below)

**Class 6: September 28th, 2016      4-6:30pm**

**In Class:**

- 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 - 6 allowed



**Introduction:**

In today's class we will go over methods and theory in anthropology. We will discuss your at home assignment and talk about the stories that you chose to write about. We will also watch a video and do an in class ethnography project that will count towards your participation grade. We will try to put in place the terms and methods we have learned using this video as a guide. We will then have recipe presentations and enjoy your classmates interesting foods. There will not be class next week and you will use that time to do your ethnography research.

**Learning Objectives:**

*After today's class you should be able to:*

- 1) Define all of the ethnographic methods and what an ethnography is
- 2) Incorporate those methods into class assignments
- 3) Have a working knowledge of anthropological theory and its history

- **Read:** Cultural Anthro textbook: Chapter 7 Subsistence Patterns **Read:** [Obligatory Omnivores](#)   – Everyone Eats; Understanding Food & Culture  
**Read:** [http://www.nationalgeographic.com/foodfeatures/evolution-of-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 Complete: Track your food consumption for two days and bring to class for discussion - Is your diet a modern or a caveman diet? What in the article is familiar or non familiar to your own eating patterns?

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**Week 7 October 5th, 2016 4-6:30pm**

**In Class:**

- Discuss Readings, Summary and Definitions
- Lecture on evolutionary theory
- Film: The Meaning of Food

**Introduction:**

In this class we will go over your readings on evolutionary theory, subsistence patterns and the definitions that you were assigned. I will lecture extensively on what our ancestors ate and how our food patterns have developed over thousands of years.

**Learning Objectives:**

*After today's class you should be able to:*

- 1) Have a working knowledge of evolutionary theory
- 2) Understand different methods of agriculture

3) Define terms that relate to the readings

**At Home assignments for class are due by 4pm the following class**

**Ethnography 25%**

**DUE: October 19th**

**Week 9, Class 7: October 19th, 2016      4-6pm**

**In Class:**

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

**Introduction:**

We will begin this class talking about the experiences you encountered doing your fieldwork. What happened, how did you choose your location, what did you learn, etc. We will then have presentations from some of your classmates of their projects. Should be a relaxed class to discuss your project and hear presentations.

**Learning Objectives:**

*After today's class you should be able to:*

- 1) Describe what it is like to do fieldwork
- 2) Know all of the fieldwork methods and understand their uses
- 3) Have a better understanding of the subject you chose to study from an anthropological perspective

**At Home assignments for class are due on October 26th, 2016**

**Read:** Cultural Anthro textbook: Chapter 6 Language

**Read:** Articulate While Black, Alim & Smitherman Chapter [1](#) and [2](#)

Read: The Cultural Construction of Identity, pgs. 225-261

Complete: Choose one exercise from the readings above and complete it in a few paragraphs

**Complete:** [Summary assignment](#) for Articulate While Black



## **Week 10 –October 26th, 2016 4-6:30pm**

### **In Class:**

- Discuss Language Readings and summaries
- In class group activity - Module 2 or 3
- Ethnography presentation 9-11

### **Introduction:**

To begin the class we will have a long discussion about language and race. We will talk about the readings and the chapter and see how language and race are connected. You will need to have your reading summaries with you so that we may discuss them. We will watch a couple of videos and discuss language and culture.

### **Learning Objectives:**

*After today's class you should be able to:*

- 1) Understand how languages are structured and what role they play in peoples culture
- 2) Connect language, race and the media
- 3) Understand how language can be a great divider or connector

*At Home assignments for class are due on November 16th, 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

**Read:** The Social and Cultural Construction of Reality pgs. 135-180

**Complete:** Write: a 1/2 to one page summary on each of the readings

**Complete:** Social Media Activity

**Objective:** In this activity students address how social media both perpetuates prejudice and can be used to combat prejudice. The goal of the activity is for students to consider whether social media has increased, decreased, or has no overall effect on stereotypic beliefs and prejudicial attitudes.

**Instructions:** Have students individually access websites to find posts that either reflect negative stereotypes and/or prejudiced attitudes or posts that take a social justice perspective on the topic (e.g., the site suggests ways to combat these attitudes and beliefs). Students can be assigned to the type of post they are looking for or can choose based on their own interests. To find sites on Facebook, type in key words such as “racism,” “sexism,” or “homophobia,” “hate Obama” “politically correct” or “Muslim terrorist.” On Twitter, some search suggestions include “I’m not racist, but,” “ageism and Hillary Clinton,” “everyday sexism,” or “UNL Haters.” After students find the post, they individually answer the discussion questions; the instructor then leads a discussion with the entire class.

**Background Research:** Many individuals and groups use social media as a mechanism for social activism. For example, 93% of the most successful charities in the United States have a Facebook page, 87% have a Twitter profile, and 65% have a blog (Barry, 2010). In contrast, the number of hate groups in the United States is on the rise (McNamee, Peterson, & Peña, 2010) and these groups use social media or websites as a way to recruit members (Adams & Roscigno, 2005). In both cases, people are using social media to connect with one another, sometimes standing up to others and other times perpetuating negative stereotypes and prejudicial attitudes. More generally, social media offers opportunities for intergroup contact; as has been found with research on face-to-face intergroup contact, research shows online contact can result in more positive attitudes toward outgroups (Schumann, van der Linden, & Klein, 2012; Tynes, Giang, & Thompson, 2008). However, the selective use of social media (e.g., searching for posts that fit with one’s opinion) might lead users to believe that their opinion is more widely shared than is actually the case (Watt & Larkin, 2010). This suggests that the effect of social media on stereotyping and prejudice is both positive and negative.

**Discussion Questions**

1. What key words did you use and why did you choose them? How easy or difficult was it to find posts using those key words? Why do you think that happened?
2. Was it easy or difficult to tell what the poster’s beliefs or attitudes were? What cues did you use to determine what those attitudes and beliefs were?
3. Do you think the posters would say the same thing in the same way if they were

having a face-to-face discussion on this topic? Does it matter? Why or why not?

4. Some posters use their name and/or photo and others used a “handle” or a pseudonym with no photo or a photo of something other than themselves. Do you think this affects the tone or content of their post? Why or why not?

5. What do the posters want you as the reader to come away believing about different social groups? How do you know?

6. Based on what you saw in the posts you reviewed, would you conclude that prejudice and discrimination are increasing, decreasing, or staying the same? Explain your reasoning.

## **Week 11 – November 2nd, 2016 – 4-6:30pm**

### **In Class:**

- Discuss Readings and critical thinking questions
- Short Films
- Ethnography Presentations 12-16

### **Introduction:**

In this class we will discuss the chapter on marriage and the additional readings. We will talk about muslim women and some of their beliefs about marriage and kinship. We will read about what they think of family values and if they do that that their rights are limited. We will watch a few short videos and finish up any ethnography presentations that we have.

### **Learning Objectives:**

*After today's class you should be able to:*

- 1) Explain how different cultures view family and marriage
- 2) Explore how muslim women are perceived and if these are valid perceptions
- 3) Identify kinship terms and define familial terms

**At Home assignments for class are due on November 9th, 2016**

**Read:** Cultural Anthro textbook: Chapter 11 Sex and Gender

**Read\_**

👇 , Ch 3 👇 , 9 & 12 – Half The Sky – Kristoff & WuDunn - Watch

the film which is downloaded in the next module

**Complete:** [Half the Sky Discussion Sheet](#)

- **Week 12 – November 9th, 2016 – In Class – 4-6:30pm In Class:**  
Discuss Readings and summaries  
[Watch Half the Sky film](#)  
<https://www.youtube.com/watch?v=WLCM8LI7FUA>
- **Introduction:** During this class we will discuss women around the world. We will talk about the readings and the women we were introduced to in Half the Sky. We will go over the reading summaries and watch a portion of the film. **Learning Objectives:** *After today's class you should be able to:* 1) Discuss the plight of women around the world 2) Understand the different challenges that are faced by local communities 3) Explain the sex trade and other human rights violations that occur around the world **At Home assignments for class are due on November 16th, 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 one 1-2 [page summary](#) of the series (all 3 films) 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.?      Film Summary - write a one page summary  
on all three films    [Film 1](#)   [Film 2](#)   [Film 3](#)

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### **Week 13 – November 16th, 2016 – In Class – 4-6:30pm**

#### **In Class:**

- Discuss Readings and Film, be prepared to discuss your summary
- Watch a short film - Hari Kondabolu
- Take out a piece of paper and write a few words or sentences about your reaction to each of the short films we will watch

<https://www.youtube.com/watch?v=85fr6nbiMT4>

[http:// www. nytimes.com/interactive/2016/02/26/us/race-of- american-  
power. html?action=click& pgtype=Homepage&version=Moth-Visible&  
moduleDetail=inside- nyt-region-3&module=inside- nyt-  
region&region=inside- nyt-region&WT. nav=inside- nyt-region&\\_r=1](http://www.nytimes.com/interactive/2016/02/26/us/race-of-american-power.html?action=click&pgtype=Homepage&version=Moth-Visible&moduleDetail=inside-nyt-region-3&module=inside-nyt-region&region=inside-nyt-region&WT.nav=inside-nyt-region&_r=1)

NY Times Conversation on Race - (4  
modules) [http://www.nytimes.com/2015/12/01/opinion/a-conversation-  
with-black-women-on-race.html](http://www.nytimes.com/2015/12/01/opinion/a-conversation-with-black-women-on-race.html)

#### **Introduction:**

In this class we will have a candid discussion about the PBS film series on race. We will talk about the history of race in this country and some of the points that you may have been unaware of . We will discuss your viewpoints and talk about race from a cultural and ethical point of view. We will also watch two short films on the subject.

#### **Learning Objectives:**

*After today's class you should be able to:*

- 1) Understand much of the history of race in the United States
- 2) Explain how race has been used politically and for other agendas
- 3) Identify your own beliefs on the subject and those of your peers

*At Home assignments for class are due on December 7th, 2016*

**Read:** Cultural Anthro textbook: Chapter 12 Social Stratification

**Read:** The Cultural Construction of Social Hierarchy pgs 263-315, choose one of the exercises and complete it

**Read:** [Ch 11](#)

- ; Thinking Anthropologically, A Practical Guide for Students by Salzman & Rice

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Complete: Write a summary of each of the readings

**Quiz on modules from [www.understandingrace.org](http://www.understandingrace.org) - Take the quiz on the website**

Understanding race you tube video -

**\*\*\* This can be done for extra credit, it is not mandatory \*\*\* Complete:** write a [500 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

**Read/ Film :** Cultural Anthro textbook: Chapter 14 & 16 , to complete your final and turn in by December 10th at midnight 2016 - you need to use references to these chapters/ films in your final or your grade will be lowered

**Week 16 – December 7th, 2016– In Class – 4-6:30 pm**

**In Class:**

- Discuss the web site understanding race.org
- Discuss end of class, final, extra credit recipes
- Any make up projects, etc
- Watch video for final - World in the Balance
- Final Ethnography Presentations

**Introduction:**

In this class we will have a final discussion on race. We will discuss the end of class and expectations for your final. If there are any final presentations we will hear those.