

Anthropology 101: Cultural Anthropology



Anthropology 101, Section 66 2

3.00 Credits

Lecture/Seminar

Online Format

Course site: <https://cedarcrest.instructure.com/courses/6282>

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(Please note, as I teach remotely, I am not typically readily available at this phone number. Use of e-mail or the Canvas course messaging system allow me to receive and respond to messages much more promptly)

Office Hours: by appointment only

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Course Description:

Anthropology 101 is an online course designed to provide an introductory survey of various topical approaches anthropologists have applied to explore the range and significance of human cultural variation (and, in turn, better understand culture generally as a human adaptation). Particular past and current theoretical trends in cultural anthropology will be touched upon as these relate to discussion of specific topical approaches for comparing different cultures. In addition, this course will offer a very general historical overview of how anthropology developed as a formal academic discipline especially as a result of sustained contact between Western and non-Western peoples. It will also address shifts in this discipline over past decades, especially in connection with how anthropologists seek to investigate various developments associated with ongoing processes of globalization.

Course Texts (in alphabetical order by author):

Muehlmann, Shaylih (2014). When I Wear My Alligator Boots: Narco-Culture in the U.S.-Mexico Borderlands. Berkeley and Los Angeles: University of California Press. ISBN 9780520276789

Nanda, Serena and Warmas, Richard L. (2018). Culture Counts: A Concise Introduction to Cultural Anthropology (4th Edition). Stamford, CT.: Cengage Learning. ISBN 9781337109680

Both of these course texts are available for rental or purchase at the Cedar Crest College Bookstore (the following link is for the Cedar Crest College Bookstore: <https://cedarcrest.bncollege.com/shop/cedarcrest/home>). I will also arrange for one copy of each of these books to be placed on course reserve in Cressman Library (restricted to in-library use only),

Technology Support Resources:

Although, as the instructor of this course, I will endeavor to be available to offer assistance with regard to using Cedar Crest Online and the Canvas L.M.S. (Learning Management System) to access this course online, I lack specific technical knowledge to address computer and electronic access difficulties in much depth. I therefore recommend that students experiencing technical

difficulties in accessing or otherwise participating in this online course contact technical professionals here at Cedar Crest College for assistance.

Please refer to the Information Technology Support Center website and the IT Help Desk for Cedar Crest College computer, software, and other technology resources available to students. The IT Support Center resources are available at the following website:

<https://cedarcrest.teamdynamix.com/TDClient/Home/>.

The IT Help Desk is located at the Bridge of the Student Success Center on the main floor of Cressman Library (610-606-4635 and helpdesk@cedarcrest.edu).

Course Objectives:

During this class, students should learn to:

- Summarize various approaches anthropologists apply to the study of human cultural variation.
- Discuss historical contexts for the emphasis on research on indigenous and rural peoples in the development of cultural anthropology.
- Analyze how particular culturally-derived systems of classification tend to be treated as “natural” by people raised in those cultural settings.
- Give illustrations of the complexities of examining the past, in different cultural settings, in relation to contemporary concerns and motives.
- List and explain examples of ways that anthropologists (and other scholars in the social sciences) have sought to account for how observers’ preconceptions can factor into research methods and interpretations of research data.

Course Learning Outcomes and Means of Assessment:

After completing this course, students should be able to:

- Summarize the importance of culture as a key human adaptation (satisfies student learning outcome #3 of the Cedar Crest College Liberal Arts Curriculum). Assessed by examination.
- Discuss and explain both the extensive range of variation in human cultural practices, and the necessity for cultures to offer various means to account for and accommodate certain universal human biological necessities (satisfies student learning outcome #3 of the Cedar Crest College Liberal Arts Curriculum). Assessed by examination.
- Discuss how various systems of racial classification have developed due to particular cultural and historical contexts and describe what contemporary scientific analysis rooted in genetic evidence suggests about the accuracy of racial categories as a means of classifying human biological variation. Assessed by examination.
- Summarize historical, religious, social, cultural, and economic systems that have helped produce globalization. Assessed by examination.
- Show geographical literacy and demonstrate knowledge of theoretical approaches to the study of globalization, including those focused on the role of the nation-state, capitalism, and Development Theory. Assessed by examination.

- Describe and analyze some of the ongoing transformative effects of globalization, particularly as processes of globalization have “accelerated” in recent decades. Assessed by examination.
- Demonstrate an ability to think critically about and analyze the dynamics of transplanted religions and cultures (satisfies student learning outcomes #1 and #8 of the Cedar Crest College Liberal Arts Curriculum). Assessed by examination.
- Demonstrate a general ability to engage in critical evaluation of specific scholarly arguments (satisfies student learning outcome #5 of the Cedar Crest College Liberal Arts Curriculum). Assessed by participation in weekly online discussion throughout the semester, as well as by examination.

Quiz and Exam Formats:

Quiz responses will be due by Sunday, 11:59 p.m. Eastern Time, in the weeks for which these assessments have been assigned, except if otherwise specified (please see the “schedule” portion of this syllabus). As both quiz and exam questions will be posted online, it is expected that these items will be returned to me online, as well, once completed (submitted either via Canvas course page upload links, or as attached e-mail documents). Quizzes will each consist of multiple questions exploring issues presented in the When I Wear My Alligator Boots textbook that will require a multi-paragraph answer (no more than one or two pages, please).

Mid-term exam responses will be due on the Sunday of the seventh week of the course, by 11:59 p.m. Eastern Time. Final exam responses will be due by the assigned due date set for during the designated Cedar Crest College final exam period, also by 11:59 p.m. Eastern Time of that day. Both mid-term and final exams will each consist of 10 essay questions, of which students will each be expected to choose and answer any five. Each exam will also include a bonus item/question.

As both quizzes and exams will effectively be “open-book,” given that these assignments will be delivered and received online, the questions I make use of for each will require essay responses and will be designed to foster critical thinking about particular course concepts, rather than to simply assess memorization of particular terms, the names of particular scholars in the social sciences, etc.

Quiz/Exam “Make-up” Policy:

Expected dates for completion will be listed when I post quizzes and exams for this course online. **Fair warning: my flexibility in making allowances for quizzes and exams not completed by specified deadlines will be more limited due to the online format (in comparison with traditional in-classroom instruction, for which I would have much more flexibility in allowing for “make-up” opportunities).** Egregiously late submissions of quizzes and exams will be permitted for legitimate, excused reasons only. Barring sudden, documented/documentable emergencies, if you know that you will not be able to complete a quiz or exam by the specified deadline, you must contact me PRIOR to that quiz or exam with a legitimate reason to be allowed extra time for completion.

Please note: although I reserve the right to make allowances in certain circumstances, generally, I will not automatically accept computer problems/technical difficulties as an

excuse for late completion and submission of quizzes and exams. Unfortunately, I must maintain this policy because, due to the format of the course, it will not be readily possible for me to determine if such problems are genuine or not. If such problems arise, please keep in mind that it will be much easier for me to accept their veracity if I am provided with some form of documentation/proof.

Research Project Proposal

This project is assigned for the final instructional week of the course and will be due on the Sunday of that week by 11:59 p.m., Eastern Time. This assignment is to take the form of a “mock” one to two page presentation of a proposed field research project sharing a broad similarity with the types of proposals anthropologists submit when applying for field research funding from various sources. **Please do not worry about following exactly the format that anthropologists actually tend to apply to such funding proposals—it is not expected that one be familiar in specific terms with actual such proposals.** Rather, this assignment is intended to encourage students to think back on material presented in the preceding weeks of the course. These research project proposals are intended for students to consider in hypothetical terms some of the following aspects of anthropologically-oriented research: what topics one would be interested in exploring for purposes of cross-cultural comparison (some examples include aesthetic activity, kinship, gender relations, economic organization, political organization, religion, etc.); what geographic locales one would choose for carrying out research on such topics and why such sites have been chosen; and what methodologies one would decide to apply in conducting corresponding field research (including how one would navigate potential areas of difficulty in terms of following ethical guidelines for anthropological research).

Course Requirements and Grading:

Grades for this course will be based on a combination of online participation, four quizzes, and two exams. Quizzes and exams will test material covered both in online instruction and in assigned course readings. Grades will be calculated according to the following points scale:

- | | |
|---------------------------------------|---|
| 1. Participation in Online Discussion | 200 total points (20%)—see policy below |
| 2. Quizzes (4) | 200 total points (20%)—50 points each |
| 3. Mid-Term Exam | 250 points (25%) |
| 4. Research Proposal Project | 100 points (10%) |
| 5. Final exam | 250 points (25%) |
| | (1000 total points possible) |

Grading Scale:

A	(93% and above)	A-	(92-90%)		
B+	(89-87%)	B	(86-83%)	B-	(82-80%)
C+	(79-77%)	C	(76-73%)	C-	(72-70%)
D+	(69-67%)	D	(66-60%)		
F	(59% and below)				

Communication/Office Hours:

I encourage students to contact me concerning any course-related issues or concerns (or other academic issues) electronically via e-mail, or via the “conversations” tool for this course on

Canvas. I will also be accessible via the course online discussion board, but please be aware that e-mail or the “conversations” tool for this course on Canvas may be more appropriate communication media if any private information is involved. **I will typically seek to respond to all e-mail or other electronic correspondence within 24 hours.**

Please bear in mind that, even prior to the current circumstances associated with the ongoing Covid-19 pandemic, in-person face-to-face office hours for me were by appointment only, and such office hours would take a not-insignificant amount of advanced arranging, given that I reside in Philadelphia and face a long commute to and from the Cedar Crest College campus in Allentown. Given current circumstances, however, in lieu of face-to-face in-person meetings, I highly recommend use of virtual meetings for those of you who might find it necessary to contact me outside of other means of correspondence via e-mail or on the Canvas platform. In such cases, I will seek to take whatever steps I can to facilitate such meetings.

Tutoring and Academic Support Resources:

The Student Success Center, located on the main floor of Cressman Library, offers writing and tutoring resources to all Cedar Crest students with the goals of assisting students in achieving academic success and becoming effective, independent learners. “Smart-thinking,” on-line tutoring service, is also available to all Cedar Crest students. For information about all available tutoring services and scheduling information, please refer to the Tutoring and Support Resources page on MyCedarCrest, located under the “Academic Services” page in the “Current Students” Section:

my.cedarcrest.edu/ICS/Current_Students/Academic_Services/Tutoring_Support_Resources.jnz.

The Student Success Center may also be contacted at 610-606-4628 or advising@cedarcrest.edu.

Cedar Crest College Honor Philosophy:

The Cedar Crest College Honor Philosophy states that students shall uphold community standards for academic and social behavior to preserve a learning environment dedicated to personal and academic excellence. It is based upon the principle that, as a self-governing body, students have the ability to create an atmosphere of trust and support. Within this environment, individuals are empowered to make their own decisions, develop personal regard for the system under which they live, and achieve a sense of integrity and judgment that will guide them through life.

Cedar Crest College Diversity Statement:

Founded under the mission to expand women’s access to higher-education, Cedar Crest College values difference in a diverse, inclusive, and equitable learning environment. The College is committed to educational excellence, leadership, and civic engagement in a pluralistic society. We thus embrace an inclusive community that brings together students, faculty, and staff of different racial and multi-racial, ethnic and multi-ethnic, gender and sexually diverse, religious and nonreligious, economic, and national identities and ages. Our educational mission includes students who have been historically underrepresented in higher education, such as students of color, first-generation college students, international students, students of varying ability or disability, and other identities.

Academic Integrity and Defining Academic Misconduct:

Academic integrity and ethical behavior provide the foundations of the Cedar Crest scholarly community and the basis for our learning environment. Cedar Crest College expects students to set a high standard for themselves to be personally and intellectually honest and to ensure that other students do the same. This standard applies to all academic work (oral, written or visual) completed as part of a Cedar Crest education.

Cedar Crest College considers the following acts, but not only the following acts, to be breaches of its academic standard of integrity and academic misconduct. Cedar Crest College reserves the right, in its sole discretion, to define what constitutes academic misconduct. Examples of academic misconduct include, but are not limited to, the following:

- **Cheating.** During the performance of or completion of an academic assignment (e.g. quizzes, tests, examinations, artistic works, presentations, or papers), it is misconduct to use, have access to, or attempt to gain access to any and all sources or assistance not authorized by the instructor.
- **Plagiarism.** Plagiarism is the act, intentional or not, of misrepresenting the work, research, language or ideas of another person (published or unpublished) as one's own. An assignment or part of an assignment that fails to acknowledge source material through an appropriate academic discipline's citation conventions for quotation, paraphrase, and summary also constitutes plagiarism.
- **Collusion.** Collusion is the collaboration of two or more individuals in either giving or receiving assistance not authorized by the instructor for the completion of an academic assignment.
- **Falsification.** Falsification is the misrepresentation of academic work or records. Falsification includes, but is not limited to: the fabrication of research, scientific data, or an experiment's results; providing false information regarding an academic assignment, including reasons for absence, deadline extension or tardiness; the tampering with grade or attendance records; the forging or misuse of college documents or records; or the forging of faculty or administrator signatures. An assignment or part of an assignment, submitted for academic credit in one course and resubmitted by the student for academic credit in another course without both instructors' permission also constitutes falsification.
- **Sabotage.** Sabotage is the act of hindering another student's (or students') ability to complete an academic assignment. Destruction of college property (e.g. library holdings, laboratory materials, or computer hardware or software) may constitute sabotage.
- **Impersonation.** Impersonation is the act of a person pretending to be a student during the completion of an academic assignment; impersonation also includes the act of a student soliciting another person to assume that student's identity for the completion of an academic assignment.

The forms of academic misconduct defined above are not exhaustive, and other acts in violation of the Cedar Crest Honor Code or academic standards of integrity may be deemed academic misconduct by an instructor or by the college.

VeriCite Citation Verification/Plagiarism Detection:

Cedar Crest College uses a citation verification service (VeriCite, www.vericite.com) to help teach proper citation techniques and to ensure the integrity of written academic work. By enrolling in this course, students agree to the submission of their written assignments to such a citation verification service, the use of which is subject to the Terms of Use posted on the provider's website. Written work submitted to a citation verification service will become part of its database for the purposes of future citation verification.

Attendance and Online Participation Policy:

Due to the online format of this course, attendance will be evaluated in terms of participation in course assignments, with an emphasis particularly on participation in discussion of topics posted weekly on the course discussion board.

Participation in this course will be assessed based on evidence of active involvement in discussing and analyzing course material in online interactions, such as through participation in online discussion "threads" or other contributions evincing engagement with online course materials (for example, contributions of relevant articles, links to web-sites, etc.).

Participation scores will be based especially on participation in the course discussion board, and, as a cumulative total, will be calculated out of 200 points. Course participants will be asked to follow guidelines with regard to the frequency of their posts on the course discussion board, and with regard to the type of content contained in their postings. I will be posting one discussion question/item of discussion each week relevant to the course material presented for that week, and to which students are required to respond (with the exception of the first week of the semester, when I will ask participants to present a short self-introduction online). These questions will be posted at the beginning of each week (that is, by 6 p.m., Eastern Time, on the Monday of each week). Students will be required to post a response to each discussion question, and, with the exception of the first week of discussion, respond to **at least** one of their fellow classmates' original posts with regard to the posted discussion questions/items, by the following Sunday of that week, by 11:59 p.m., Eastern Time. Late posts may receive reduced credit (or, potentially, no credit, in cases of egregiously late such posts), at my discretion (and, indeed, please be forewarned that the Canvas site will "lock" such discussions after due dates which I have had to specify in advance). **Please note:** there will be no posted discussion questions for weeks in which exams (that is, the mid-term and final exams) are scheduled.

One additional note: other than posting weekly questions, I expect, as the instructor, to increasingly take a more background role on the course discussion board over the course of the semester. During the first week of the semester, I will be responding individually to students as they each post their self-introductions. Thereafter, I plan not to respond to each individual student's post, but rather will seek to respond selectively to topics on discussion "threads." It is my hope that, by limiting my participation in this way, I can encourage students to interact with each other in analyzing and expanding on course content, rather than leading them to look to me for cues on how to interpret such content. My preferred role is thus that of a moderator, and my

emphasis will be on facilitating productive discussion of course content (including, if necessary, limiting or closing discussion in cases where a conversation risks detracting from the productive exploration of course content topics).

I will be applying three criteria for evaluating individual discussion board posts. One criterion for evaluation will involve examining how posts reflect learning of course content. Posts should demonstrate effort at critical thinking with regard to course content, rather than simply rote reiterations of such content. As part of this evaluation of evidence of engagement with course content, I will be paying attention to the extent that posts incorporate references to course materials and assigned course readings. The second criterion for evaluating discussion contributions will involve looking at the extent to which student responses to the postings of their classmates foster further discussion by engaging with and building upon ideas presented by the latter. Lastly, the third criterion that I will be applying in evaluating discussion board posts will be with regard to post format—that is, how posts are written. I will be looking for evidence that students have made an effort to communicate in a clear and organized way and have sought to minimize grammatical and other usage errors. To clarify, I will not automatically penalize grammatical and other writing errors except insofar as these errors demonstrate a lack of effort in, and concern with, seeking to craft a well-written message.

Protocol in the Online “Classroom:”

Cedar Crest College maintains a classroom and learning environment dedicated to scholarly, artistic, and professional inquiry. The College’s community of learning is founded upon the intellectual freedom of students and faculty in pursuit of knowledge and understanding. Such an environment depends upon the insights of the liberal-arts disciplines, as well as a respect for the global diversity of viewpoints and cultural backgrounds.

With reference specifically to the online format of this course, it is expected that participants in this course (including the instructor!) follow basic standards of “net etiquette,” or “netiquette,” when interacting on the course discussion board. These standards are as follows: (1) no insults directed towards other participants, especially with regard to aspects of participants’ personal identities (i.e., insulting references to such aspects of personal identity as race, gender, sexual orientation, etc.); (2) generally avoid use of potentially offensive language; (3) seek to avoid overuse of all-capitalized messages, as such over-capitalization tends to be construed as “shouting;” (4) be highly aware of and careful in use of sarcastic humor, as intent can be difficult to determine in the absence of bodily and vocal cues; (5) be careful in making use of slang (for the sake of fellow students for whom English may not be a native language); (6) no posting of links to, or images of, inappropriate content, such as pornographic or excessively violent material; (7) be aware of the privacy of others in the course, and do not post personal information of another participant unless explicitly granted permission to do so; (8) although not personally preferred by the instructor for online course interactions, use of emojis will not be penalized, unless such symbols would otherwise violate standards 1, 2, and 6 listed above (😊, please let common sense be your guide!).

While personal insults or harassment will not be tolerated—including personal attacks deliberately disparaging aspects of another student’s personal identity, such as racial/ethnic identity, gender, sexual orientation, creed, etc.—this course will inevitably

include discussion of issues associated with “race”/ethnicity, gender, sexual orientation, religious beliefs and practices, etc.; I wish to preserve opportunities for free and open discussion of these issues, so long as such discussion remains mutually respectful and does not devolve into personal attacks or insults.

Please use common sense in expressing opinions with regard to presented course material without resorting to deliberately insulting and antagonistic communication. In other words: no “trolling”(deliberate efforts to provoke others solely for the sake of such provocation), please, and no “flame wars” (discussions that degenerate into angry exchanges and/or insults deliberately intended as antagonistic confrontation).

Course Policy on Computer Security When Submitting Assignments:

It is the responsibility of individual students to insure that all material submitted electronically (including electronic documents containing responses to quizzes or exams, posts on the online discussion board that contain links, etc.) are virus-free. Students are encouraged to make use of anti-virus programs to insure that this standard is met. **If any material electronically-submitted by a student is found to have an attached virus or malware program, then that student will potentially receive a “0” on the assignment, and quite possibly other consequences to his or her overall course grade as well (at my discretion—obviously intent will be a factor I consider in any such decision that I make).**

Intellectual Property Rights/Fair Use Considerations:

Students should remain aware of copyright protections when posting texts, images, or audiovisual materials on the online course discussion board, or in responses submitted to quiz and exam questions. **In addition to attribution of sources**, students should seek to apply limits to their use of copyrighted material from books and articles, films, commercial audio recordings, etc. Please note, however, that such efforts at delimitation do not preclude any and all usage of such material—limited such usage is permitted under a legal guideline labeled as, “Fair Use” (the following link is to a University of Washington site presenting a series of web-pages that offer a useful overview of “Fair Use:”

http://depts.washington.edu/uwcopy/Using_Copyright/Guidelines/). Some helpful further points: Creative Commons is a helpful online source for images that can often be used or modified without violating copyright protections; many videos uploaded to YouTube are generally accepted as material treated as in the Public Domain (though, obviously, Google cannot always prevent copyrighted material from being illegally uploaded to YouTube); if in doubt that use of material from YouTube constitutes Fair Use, consider providing a link to such material instead of directly embedding it in your discussion board posts or other course communications.

Class Cancellation Policy:

For notification of the College closing, for inclement weather or other emergencies, refer to Cedar Crest’s e2Campus system, the Inclement Weather Hotline at 610-606-4629, or the College’s MyCedarCrest website for notification.

As this is an online course, factors that may hinder physical travel to the Cedar Crest College campus have less of a direct impact on course instruction and participation. However, should

circumstances arise that necessitate a postponement or even cancellation of course activity for any particular week of the semester, I will seek as soon as possible to send out notification by means of a class-wide message sent via the Canvas course message system.

Resources for Students with Disabilities:

Cedar Crest College is committed to ensuring students with disabilities are welcomed as a part of our diverse community and that they have equal access to participate in all programs and services offered by the College, in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the National Rehabilitation Act. If you have a disability and require accommodations to access any portion of the design, instruction, or experiences that comprise this course or any other campus activity, please contact Disability Resources (610-606-4628; advising@cedarcrest.edu; Student Success Center in Cressman Library) to set up an appointment to discuss your need for accommodations. Please note that accommodations are not retroactive and may require advance notice to implement. Please refer to the Disability Resources page on MyCedarCrest for more information (https://www.cedarcrest.edu/ada_file.shtm).

Accommodations will not be provided unless the instructor receives an official Cedar Crest College Accommodations Letter. If you are already receiving accommodations, please remember to have a confidential conversation (in person, via email, or phone call) with your instructor to discuss the approved accommodations you intend to use for this course and how they may be implemented.

Credit Hour Equivalence:

As a 3-credit online class, Anthropology 101 satisfies the required hours of classroom instruction through the below course activities and assignments. These hours do not include preparatory or assessed assignments that would be completed outside of an in-person class meeting.

<u>Classroom Activities or Assignments</u>	<u>Equivalent Classroom Instructional Hours</u>
Viewing PowerPoint presentations and accompanying recorded lecture segments	Equivalent to 15 hours of classroom instruction
Participating in weekly online course discussions, both by posting responses to weekly discussion topics and responses to fellow classmates' posts	Equivalent to 10 hours of classroom instruction
Completing Research Project Proposal, presenting a very general version of the type of ethnographic research proposal that anthropologists typically submit to obtain research funding	Equivalent to 10 hours of classroom instruction
Completing Mid-Term and Final Exams	Equivalent to 15 hours of classroom instruction
<i>Total:</i>	<i>45 hours</i>

Schedule

(Please note: I reserve the right to alter this schedule, if necessary, but will seek to provide students with sufficient advanced notice of any alterations.)

Week 1

Introduction to anthropology

Readings: please read through the course syllabus posted on the Cedar Crest College online site for this course, and read Chapter 1 of Culture Counts

Week 2

Anthropological ideas about culture and cultural change

Readings: Nanda and Warms, Chapter 2.

Week 3

Ethnographic field research

Quiz 1

Readings: Culture Counts, Chapter 3; When I Wear My Alligator Boots, Introduction.

Week 4

Ethnicity, Race, and Group Identity and Difference

Readings: Culture Counts, Chapter 8.

Week 5

Language and Culture

Readings: Culture Counts, Chapter 4.

Week 6

Art and Aesthetic Aspects of Symbolic Expression

Quiz 2

Readings: Culture Counts, Chapter 12; When I Wear My Alligator Boots, Chapter 3

Week 7

Mid-Term Exam

No assigned readings or discussion questions for this week

Week 8**Issues of Marriage, Family, Kinship, and Descent**

Readings: Culture Counts, Chapter 9.

Week 9**Anthropological Approaches to Analyzing Gender**

Readings: Culture Counts, Chapter 10; When I Wear My Alligator Boots, Chapter 1

Week 10**Subsistence, Allocation/Distribution of Resources, and Anthropological Perspectives on Economic Analysis****Quiz 3**

Readings: Culture Counts, Chapters 5 and 6; When I Wear My Alligator Boots, Chapters 2 and 5.

Week 11**Social Organization, Politics, Conflict**

Readings: Culture Counts, Chapter 7.

Week 12**Anthropological Approaches to the Study of Religion**

Readings: Culture Counts, Chapter 11.

Week 13**Issues associated with Globalization****Quiz 4**

Readings: Culture Counts, Chapters 13 and 14; When I Wear My Alligator Boots, Chapters 6 and Conclusion.

Week 14**Applied Anthropology and Debates over Advocacy in Anthropology****Research Project Proposal**

Readings: When I Wear My Alligator Boots, Chapter 4.

Week 15

Final Exam

No assigned readings or discussion questions for this week.

Should any scheduling changes arise as a result of factors for which Cedar Crest College administrators must take account, I will seek to inform students as soon as I have received such notifications.