

ANTH 200 CULTURAL ANTHROPOLOGY

(3 credits)

TR 8:15-9:30am (62095) Imiloa 133**Fall 2009**

INSTRUCTOR	Pamela DaGrossa
OFFICE	Na‘auao 132
OFFICE HOURS	MW 9:30-11:30; TR 9:40-11:00; and by appointment (or stop by and see if I’m there)
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STUDY SPACE	Social Science Stammtisch, Na‘auao 120

WCC MISSION STATEMENT

Windward Community College is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing, culturally aware members of our community.

WCC DISABILITIES ACCOMMODATION POLICY

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale ‘Äkoakoa 213 for more information.

NON-DISCRIMINATION POLICY

WCC does not tolerate discrimination in employment, educational programs, and activities on the basis of race, national origin, ancestry, color, creed, religion, sex, age, disability, veteran status, sexual orientation, gender identity, political affiliation, arrest and court record, or associational preference.

CATALOG DESCRIPTION

Examines the concept of culture and cultural variation among humans. Introduces basic anthropological concepts and approaches to studying and analyzing cultural behavior. Assists students in being able to view their own and others' cultures more objectively. (3 hrs. lect.) WCC:DS

Anthropology has four major subfields: archaeology, linguistics, physical anthropology, and cultural anthropology (the largest subfield). Cultural anthropology involves the systematic, comparative study of groups of people from all over the world and the knowledge those groups have that defines their cultures. We will draw on what we learn about other cultures to teach us something about our culture(s) and ourselves.

STUDENT LEARNING OUTCOMES

This course intends to assist students in developing competency to

1. explain how anthropologists study and talk about economic, kinship, political, gender, and religious systems, and cultural change;
2. apply the concept of culture to analyze cross-cultural issues in Hawai‘i, the US, and the world;
3. identify cross-cultural differences and similarities in multicultural societies such as Hawai‘i;
4. describe patterns of culture in societies which utilize various strategies of adaptation to their environments, including subsistence patterns, political organization, social organization, and stratification;
5. carry out ethnographic fieldwork in a subculture on O‘ahu and produce a written description of the culture;
6. apply anthropological perspectives and research methods to careers and research outside of the discipline; and
7. examine his/her own life and culture in a more critical manner in relation to the lives of people in other cultures.

TEXTBOOKS

- Kottak, C. (2004). *Mirror for Humanity: A Concise Introduction to Cultural Anthropology*. [6th edition; or 5th or 4th]
 Fadiman, A. (1997). *The Spirit Catches You and You Fall Down*.
 Shostak, M. (2000). *Nisa: The Life and Words of a !Kung Woman*.

COURSE REQUIREMENTS

(ACTIVITIES *REQUIRING OUT-OF-CLASS TIME* ARE IN ITALICS)

Readings. Please come to class having read the assignments which are due for that day. Copies of the books are on reserve for in-library use.

Synthesis Essays. Weekly essays allow you to reflect on the concepts covered in class and in the readings and give you an opportunity to synthesize the information and express it in your own way. Essay due dates are noted in the schedule. Late assignments will receive lower grades. You are encouraged to revise and resubmit essays for regrading.

Examinations. A mid-term examination will cover the first half of the course, and a final examination will focus on the second half, but also cover some key concepts from the first half. You must provide your own scantron sheet for each exam. They are available for purchase in the bookstore (10/\$2). The Knowledge Surveys are your study guides.

Attendance & participation. Attendance and participation are required. A cultural anthropology class is most useful and enjoyable when good discussions take place. If you are not comfortable speaking spontaneously, bring written questions, comments, or outside materials to share in class.

Fieldwork project. The hallmark of anthropology is fieldwork. You may choose to do an **Ethnography OR Service-Learning project**. The **ethnography** is a study and description of a subculture in Hawaii. This project requires submitting a project proposal, a draft, and a final paper. **Service-Learning** offers you the opportunity to apply your learning through active participation in an approved community site. S-L requires keeping a reflective journal. Service-learners will complete a service-learning project in the community **in lieu of the fieldwork project**.

EXTRA CREDIT

You may receive up to 21 total extra credit points by writing an entirely original 2-page response paper (your reactions, thoughts, analysis, etc., 2-3 points each) after attending cultural events, viewing films relevant to the topics and concepts discussed in class (see the list on the website), and attending WCC Common Book talks and skills-related workshops. Cultural events and films require my approval. Extra credit papers may be submitted in class or by e-mail.

EVALUATION

To calculate your own grade: $\text{Your Points} \div \text{Possible Points} = \text{Your Grade}$

Attendance ([29 days x 1] + 1 gifted point = 30)	30	
Participation (20)	20	
Synthesis Essays (12 x 5 = 60)	60	
Fieldwork Project (progress report = 5, project = 50, presentation = 5)	60	A = 266-295
Midterm Exam (50)	50	B = 236-265
Final Exam (75)	75	C = 207-235
TOTAL POSSIBLE POINTS	295	D = 177-206 F = 0-176

COURSE POLICIES

Attendance. A good Cultural Anthropology course requires full participation of the instructor *and* the students. This class will be enriched by your presence and participation. You receive credit for attending; please sign in each day.

Punctuality. Please be on time so as not to disrupt class. Repeated lateness will lower your participation grade.

Preparedness. All class assignments are to be done *before* class begins to receive full credit. You are advised to take notes and bring any questions or comments to class. Good notes will help you tremendously on the exams. Use the key concepts listed in your syllabus to help you organize your notes. Homework assignments allow you to demonstrate your mastery of the material for the week.

Classroom etiquette. Doing anthropology requires good listening skills, demonstration of respect for others, and seeing things from others' points of view. Please maintain an atmosphere that is comfortable, professional, and polite. Please turn off all cell phones during class.

Make-up work. Midterm and final examinations cannot be made up except in the case of a severe (and documented) emergency. Make-up exams will be given in the TLC. Assignments submitted late, without prior approval, will receive lower grades.

Writing. Anthropology requires good writing skills (grammar, spelling, organization, expression). If you are not confident in your writing ability, please obtain feedback on your work before turning it in. I encourage you to utilize The Learning Center and its resources, as well as the expertise of library staff. I am available to assist with writing and language issues. You may turn in multiple drafts of your fieldwork paper. Plagiarism is not acceptable under any circumstances.

SCHEDULE OF CLASSES

MH = *Mirror for Humanity*; N = *Nisa*; S = *Spirit*; SE = *Synthesis Essay*

NOTE: All articles are available on the website.

Week	Assignments due	Topic & Key Terms/Concepts
1	8/25 8/27 Using Anthro (McCurdy) N intro Ex Cred: VARK Quiz	Introducing Anthropology 4 subfields of anthropology, adaptation, history of anthropology (when started, where, doing what), ethnography, ethnology, holistic, biological and cultural variation VARK Learning Styles Quiz: http://www.vark-learn.com/english/ List your scores and give any thoughts on the study suggestions (SWOT).
2	9/1 MH 1 SE #1 (on p. 5 of syllabus) N 1-3 9/3 Tricking & Tripping (Sterk)	Ethics and Methods: Doing Anthropology informed consent, differences between anthropology and sociology (quantitative/ qualitative methods), ethnographic techniques (participant observation, formal interviews, informal interviews, life histories), surveys, sample, random sample, emic/ etic, informants/ cultural consultants, culture shock
3	9/8 MH 2 SE#2 Eating Christmas (Lee) N 4-6 9/10 <i>No class – work on proposal</i> 9/11 Fr Submit project proposal	Culture subculture, ethnography, ethnology, ethnocentrism, cultural relativism, adaptive/maladaptive cultural behaviors, enculturation, mechanisms of culture change (diffusion, acculturation, independent invention), globalization, homogeneous/ heterogeneous, symbols, real/ ideal culture tacit/ explicit cultural knowledge <i>Email or drop off a hard copy at my office (S-L turn in yellow form).</i>
9/14 Last day of erase period and 50% refund		
4	9/15 MH 3 SE#3 9/17 Mixed Blood (Fish) N 7-10 ExCr: Understanding Race	Identity: Ethnicity and Race ethnic group, ascribed/achieved status, minority/majority group, race, folk taxonomy, rule of hypodescent, <i>burakumin</i> (Japan), <i>tipos</i> (Brazil), phenotype, genotype, nation, assimilation, plural society, multiculturalism, racism, prejudice, discrimination (<i>de facto</i> , <i>de jure</i>), ethnocide www.understandingrace.org : Browse whichever sections interest you. Take notes on any discomfort you experience while viewing the site; note anything with which you disagree; note anything that surprises you; note anything that is “news” to you.
5	9/22 MH 11 SE #11 9/24 Last Words (Sampat) N 11-12	Language and Communication call systems, displacement, productivity, phonology, grammar/syntax, morphology, lexicon, semantics, Sapir-Whorf hypothesis, sociolinguistics, diglossia, style shifting, pidgin, creole, kinesics, proxemics
6	9/29 MH 4 SE #4 10/1 The Hunters: Scarce (Lee) N 13-15	Economies: Making a Living Cohen's Typology of Adaptive Strategies (foraging, horticulture, pastoralism, agriculture, industrialism), economy, technology (tools, skills, knowledge), carrying capacity, egalitarian, nomadic/ sedentary, alienation, Types of Exchange (market, redistribution, reciprocity), potlatch
7	10/6 MH 5 SE#5 Nisa Epilogue Bring questions for review. 10/8 Midterm Exam	Nisa & Review for Midterm Exam <i>Bring a pencil and scantron sheet.</i>

8	10/13 10/15	S 1-3 Baseball Bat War (Stanfel) N 13-15	Political Organization Services Types of pol org (band, tribe, chiefdom, state), ascribed/achieved status, village head, “big man”, sodality, Max Weber’s 3 dimensions of social stratification (wealth, power, prestige), taboo, class/caste, law, crime
9	10/20 10/22	MH 6 SE #6 Project progress report due The Visit (Geertz) S 4-6	Kinship Descent: kinship diagram, ego, biological kin types, kinship terms/categories, cosanguinal/affinal kin, family patterns (nuclear, extended, descent group), descent groups (bilateral, matrilineal, patrilineal), clan, totem Marriage: residence patterns (neolocal, patrilocal, matrilineal, bilocal), marriage (polygamy, polyandry, polygyny, monogamy, serial monogamy), exogamy, endogamy, bridewealth, dowry, incest
10	10/27 10/29	MH 7 SE#7 TBA – distributed in class S 7-9	Gender & Sexuality gender, sex, sexual dimorphism, gender role, nature v. nurture, gender stereotypes, gender stratification, gender roles, division of labor, patrilineal-patrilocal complex, patriarchy, sexual orientation, heterosexuality, homosexuality, third genders: <i>mahu</i> (Hawaii), berdache (Native Americans), <i>hijra</i> (India), <i>kathoey</i> (Thailand)
11	11/3 11/5	MH 8 SE#8 Baseball Magic (Gmelch) S 10-11	Religion/Supernaturalism functions of religion, ritual, Wallace’s 4 types of religion (shamanic, communal, Olympian, monotheistic), magic (Malinowski), mana, taboo, shaman, priest, rite of passage, Radcliffe-Browne’s phases of rites of passage (separation, liminality, incorporation), totem
12	11/10 11/12	MH 9 SE#9 Why Can’t People Feed (Lappe) S 12-13	The World System & Colonialism development of the world system, capitalist world economy, capital, World System Theory (3 positions of nations = core, semiperiphery, periphery), monocrop, industrial revolution, Romer’s Rule, Protestant Ethic, effects of industrialization, Intervention Philosophy, colonialism, imperialism, postcolonial, neoliberalism
13	11/17 11/19	MH 10 SE#10 S 14-19 Ethnography Drafts Due	Applying Anthropology tools of anthropology, development anthropology, equity, overinnovation, underdifferentiation, goals of development, characteristics of successful development projects
14	11/24 11/26	MH 12 HW #12 <i>Thanksgiving – no class</i>	Cultural Exchange and Survival westernization, development, environmentalism, resistance, public/ hidden transcripts, hegemony, “weapons of the weak”, cultural imperialism, agency, diaspora
<i>11/26-27 Thanksgiving Break – College is closed</i>			
15	12/1 12/3	<i>No class – prep presentations</i> ---	Present Fieldwork Projects
16	12/8 12/9	Ethnographies & S-L Journals due Bring questions to review.	Present Fieldwork Projects Review for Final Exam
Tue 12/15 8:30-10:20am Final Exam			Bring a #2 pencil and scantron sheet.

SYNTHESIS ESSAYS

1. Indicate your career plans, if known, and describe how you might apply the knowledge you learn in an introductory anthropology course in your future vocation. If you have not yet chosen a career, pick one of the following: economist, engineer, diplomat, architect, or elementary schoolteacher. Why is it important to understand the culture and social organization of the people who will be affected by your work?
2. Compare and contrast ethnographic and survey research. When is each appropriate? What advantages might a project that combines both quantitative and qualitative techniques have over one that uses only one or the other? Describe a research situation in which a combined strategy might be most appropriate.
3. How is the anthropological concept of *culture* (as we've talked about it in class) the same or different from your own (up until now)? Kottak speaks of culture as being both *adaptive* and *maladaptive* (both involve change). What does he mean by this? Why is it important to understand that culture can be both adaptive and maladaptive? Give specific examples to illustrate your points.
4. How does language reflect a) socioeconomic (class) differences?; b) ethnic differences?; and c) gender differences? Give specific examples from your own observations.
5. What are some of the primary differences and similarities between foraging and horticultural groups? You might consider the following: what they do, the technology (tools, skills, knowledge) they use, how they use or relate to the land, how much labor is required and how it is divided, population density, social organization, their settlements, mobility, differences in status (prestige, wealth, power), and values.
6. Palau's political organization does not fit neatly into Elman Service's typology of political organizations. Evaluate Palau in terms of Service's typology.
7. Imagine that you are a Na (Mosuo). Write a "Dear Diary" entry reflecting back on your day/week.
8. A.) What do *homosexuality* and *heterosexuality* mean in your culture? How are those cultural categories defined? Why do anthropologists regard them as culturally constructed? Give specific examples.
OR
B.) What do *masculinity* and *femininity* mean in your culture? How are those cultural categories defined? Why do anthropologists regard them as culturally constructed? Give specific examples.
9. A.) What is a rite of passage? What phases ordinarily constitute a rite of passage? Describe a rite of passage with which you are familiar, explaining it, in good detail, in terms of Radcliffe-Brown's 3 phases.
OR
B.) Pay attention to your surroundings for a day or two (at school, at work, TV, movies, radio, at the mall, on the street, at church...). Describe, in detail, 3 incidences where you observed *magic* being utilized. Be sure to explain why each is an example of *magic*.
10. How is the *everyday life* (family, home, time, tasks, values) of the ordinary worker different in a capitalist, industrial society than in a horticultural society (or even an agricultural society)? How is his/her relationship to his/her work different? (Please offer at least 2 specific examples.)
11. What does "race" mean to you? How is your understanding the same or different from people around you? What aspects/criteria of "race" are seen in your culture as biological? What aspects/criteria are seen in your culture as cultural? Defend the position that "race" is either an empirical biological reality, or that it is a cultural/social construct.
12. Describe a question or problem associated with the site/subculture in which you did your fieldwork (not a problem with the fieldwork itself, but a problem as recognized by the subculture). Explain how an applied anthropological approach might be used to address this question or problem. The problem/question should be specific (e.g., the subculture of student parents at WCC miss many classes due to childcare issues) not general (e.g., many WCC parents are students).

FIELDWORK PROJECT: MINI ETHNOGRAPHY OR SERVICE LEARNING

There are 2 options for fulfilling this requirement. You may collect information to write a **Mini-Ethnography** (a description of a subculture) OR you may choose to do a **Service Learning Project**.

Mini Ethnography

Through first-hand, in-the-field experience, learn about and describe a (sub)culture to which you have never belonged. Help your reader to understand the subculture from its members' point(s) of view. You may work individually or in groups of 2-3. (If you choose to work in groups, I recommend that you agree up front how the project will be carried out and how responsibilities will be divided.) You will select a topic, do all necessary planning and research, and write up and present a final report.

You will utilize anthropological fieldwork methods: participant-observation, interviews, and/or life history. You may also consider using a "mixed" methodology by incorporating a questionnaire or survey into your study if it is appropriate. Anthropological studies take time – they should be done over the course of the semester.

In ethnographic research, anthropologists strive to...

- minimize ethnocentricity (i.e., describe and evaluate a culture by its own standards, not your own)
- learn through participant-observation (experience the culture firsthand, interact, do what members do)
- describe your informants' knowledge/experience, not your own (its not about you, as interesting as you may be)
- write carefully, clearly, and in enough detail for the reader to understand the culture as an insider does

Choose a culture with which you are not familiar. For example, the religious sect to which you belonged as a child is NOT a good choice. For inexperienced ethnographers, a familiar culture is much more difficult to describe because they have already internalized some of the cultural knowledge and do not have enough practice doing ethnography to "step back" from the familiar. Choose a culture that is new to you -- one that interests you or will be helpful for you to understand.

Some student ethnographies are posted on the Web site – please have a look.

Requirements:

- ◇ project proposal
- ◇ project progress report (written or via a meeting)
- ◇ class presentation (5 minutes in class)
- ◇ draft of ethnography
- ◇ final ethnography

Specs: 5 pages, 1" margins, 11 point Times New Roman, 1.5 line spacing
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Service-Learning

Service-learning combines community service (minimum **20 hours** during the semester) with course learning objectives and deliberate reflection. A service-learning project will allow students to learn about a subculture in their communities through the performance of service (volunteer) work. This can be done through an internship, a volunteer position, or participation in a non-profit organization. If you are interested in this option, please email or talk to Dr. DaGrossa during the second week of class to confirm your eligibility and make a tentative plan.

Service-learning is done on a volunteer basis. Paid positions are not eligible. Ideally, you are serving the community, so the most appropriate choices for sites are not-for-profit ones such as schools or other non-profit organizations. For profit businesses are not eligible. Dr. DaGrossa will assist you in finding an appropriate service-learning position if you do not have one in mind or do not have contacts.

Requirements

- ◇ S-L Student Site Proposal form
- ◇ Assumption of Risk, Release, and Waiver form
- ◇ project progress meeting (submit journal 3 days prior to meeting)
- ◇ presentation (5 minutes in class)
- ◇ timesheet (days/times/total hours)
- ◇ supervisor's evaluation (form)
- ◇ thoughtful, reflective journal (recommended 1 page per week; typed or legibly hand-written)