COURSE DESCRIPTION

Social Science seeks a better understanding of the social worlds that people create and in which they live.

Anthropology is a social science. Cultural Anthropology is concerned with the study of cultural characteristics of human populations, and their variation, in all periods of time and in all parts of the world. Cultural anthropology is also holistic -- it is interested in all aspects of human behavior and social systems and their interrelationships. Taking this course provides you with an opportunity to learn about the cultural heritage of people by investigating and analyzing their patterns of food getting and adaptation to their physical surroundings, their economic and social stratification systems, their patterns of residence and kinship, and other topics listed in the outline below. While investigating this heritage we will read, see, utilize, analyze and synthesize ethnographic material obtained by others from various cultural groups around the world, including many non-Western societies, and we will make comparisons across cultures. This investigation will help us to better understand other societies and will also serve as a basis for better understanding our own.

COURSE OBJECTIVES

After completing this course, a student should be able to do the following:

1. Describe, understand and apply the concepts, theories and methodologies the social science called cultural anthropology uses in the study of human behavior.

2. Use and apply the fundamental concepts used by cultural anthropologists to understand world cultures.

3. Ask and find answers to several major and important questions regarding global issues asked by cultural anthropologists.

4. Demonstrate an understanding, appreciation and respect for the diversity of human social life. This includes the ways in which people from societies other than our own, especially non-Western societies, and from times other than the present construct their social worlds, live their daily lives, and encounter, interpret and develop solutions to problems of living.

5. Use the concepts, insights and findings of anthropologists as a lens to better understand and inform our own lives, our relationships with others and the nature and character of the communities in which we live.

6. Use the skills necessary for doing basic ethnographic work as described in the readings and presentation on the ethnography and practiced in class.

7. Integrate what you learn in this course with material learned in other courses.

8. Demonstrate that you are a better educated person by having developed skills in written and oral communication, the ability to do critical thinking and reading, and the ability to formulate and answer important questions.
ACHIEVING THE COURSE OBJECTIVES

The goals listed above are stated in general terms. The classroom work, the assignments, and the activities are designed to enable students to achieve the objectives I have described above.

The classroom is an arena where important learning takes place. The teacher and the students both have an important role to play that influences the learning that occurs in the classroom. As the instructor, I will make a sincere effort to help you learn the course material and to facilitate your learning by providing structure, evaluation and support.

I will provide structure by establishing a schedule and a list of readings, topics, activities and projects that we will cover during the term. Evaluation comes in part through my feedback on exams and papers. It also comes through our mutual give and take during class. Your grade will be based upon how well you have learned the material in this course not on personal considerations or whether you and I agree about an issue. I will provide support by encouraging you to go beyond your previous limits and to expand your thinking and questioning in ways that you might not have done previously. Other members of the class also provide an important source of challenge, evaluation and support. I have high expectations of what students can achieve. The course, the activities and assignments as well as my own commitment, are structured to provide the direction and support that are needed to ensure that you meet those expectations and to help in the learning process.

I have purposely built different types of learning experiences into the course (reading, lecture, discussion, group presentations, writing, demonstrations in class, independent research, ethnographic films) for variety and so we can approach the material in a number of different ways. The more fully you participate in all these different components of the course the more you will learn in the course.

Your role as a student is to take responsibility for learning the material in this course. Your job here is to learn—you should use the opportunity to do so. I will facilitate that learning and provide opportunities for it to happen. You need to take advantage of these opportunities and to do the work necessary to learn the material—I cannot learn it for you. Your work includes making a serious effort to learn the material; participating in class in an attentive and courteous way (such as when someone else is speaking giving that person your undivided attention); doing a careful and complete reading (and sometimes rereading) of the material; and being to class on time and complying with all due dates.

This is an introductory course so there is no formal prerequisite for the course. However, at a less formal level and very important to your learning in the course, students ought to meet certain requirements.

You should strive to:

- Be intellectually curious and active (learning involves asking and seeking answers to questions);
- Be insatiably curious about people and the ways in which they live and have lived;
- Be prepared for class by doing the required reading ahead of time; attend class in an active, participating way;
- Be able to entertain points of view that are not necessarily your own point of view;
- Engage as an active participant in your own education.

1. The main format used in the class will be lecture-discussion. This format will be supplemented with several other types of learning activities. The lecture-discussion material is intended to clarify, complement and extend the reading material. Lecture and discussion will not simply duplicate or condense and abbreviate the reading material, and will not substitute for it. Thoughtful comments and questions from students are always welcome and STRONGLY encouraged. Please note that participation is part of your grade. I recommend that each of you participate at least once in every class. Each of you will get out of the course what you put into it. Each student is a member of the class and, since important material is discussed in class, there is an important link between your attendance and your participation in the class and what you will get out of it. I expect to show up for class on time and ready to work and expect that students will do the same. I take attendance for every class. If you do not have a written excuse for your absence (doctor’s excuse for illness, documentation of car repair, etc.), then your absence will be marked as
“Unexcused.” For every unexcused absence, 1 point will be deducted from your participation grade. If you are not able to come to class, please be sure to email me before class.

2. The reading material includes a textbook, three ethnographies and a methods book. The reading on a particular topic should be completed before that topic is discussed in class. You should read the chapters in Nanda and Warms in the order on the schedule. You can start reading the ethnographies immediately so you will have them finished in time for our discussion of the texts. While the reading is directed at an introductory level, it does require that you read the material carefully and thoughtfully and that you integrate and attempt to apply the material as you read it.

When reading the Nanda and Warms text, use the guide questions at the beginning of each chapter and the summary and list of key terms at the end to help direct your reading. The schedule of when readings should be completed is outlined below.

Ethnography (a description of a culture’s beliefs, attitudes and behaviors) is essential to cultural anthropology because it constitutes the most important type of data that cultural anthropologists use. In addition to reading three ethnographic case studies, we will see ethnographic material by way of films and video clips. This audio-visual material is an integral part of the course and is a very important source of ethnographic material for us. As is true for lecture and discussion material, I cannot arrange for separate or repeat showings of the film and video material for those who might miss this material when I show it in class.

3. There will be two exams during the semester – a midterm exam and a final exam.

These exams will be based on material covered in the reading and in class. The exams will be a mixture of multiple choice, fill in the blank, short answer and essay questions. The midterm exam will cover material from Weeks 1-6. The final exam will focus on material from Weeks 7-15.

4. Each student will be required to complete a mini-ethnography during the term. The preparation for doing the mini-ethnography will include lecture material and practice exercises. The mini-ethnography will get each student involved as a cultural anthropologist interviewing others and observing and writing about some aspect of our own culture. In addition to the mini-ethnography, each student will be required to complete two short written mini-projects. These mini-projects will highlight certain techniques in cultural anthropology. Each student will be required to participate in a group project. Additional information regarding these assignments can be found at the end of this syllabus. Material that is turned in late will not receive full credit.

USE OF MOBILE DEVICES, LAPTOPS, IPADS, ETC. DURING CLASS

As research on learning shows, unexpected noises and movement automatically divert and capture people’s attention, which means you are affecting everyone’s learning experience if your cell phone, laptop, iPad, etc. makes noise or is visually distracting during class. So, for this reason, I ask you to please turn off your mobile devices and close your laptops during class. If you must use your phone for a call or text, please leave the classroom. If you need your phone on your desk for an emergency, please be sure to speak with me before class.

EVALUATION

Final grades for this course will be based on the total points each student has earned during the term. Points will be distributed as follows:

- Midterm exam, Final Exam (100 points each) 200
- Mini-Ethnography Project 50
- Projects (10 points each) 20
- Group Presentation 20
- Contribution to the class 10
- Total Points Possible 300 total points
Final grades in the course will be based on the total points earned during the term and will be assigned based on the following percentage scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>A/B</td>
<td>88-92</td>
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<td>B</td>
<td>83-87</td>
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<tr>
<td>B/C</td>
<td>78-82</td>
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<td>C</td>
<td>70-77</td>
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<tr>
<td>D</td>
<td>60-69</td>
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<td>F</td>
<td>0-59</td>
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**READINGS** - We will read the following books. The books listed below are the textbooks for the course and are available for purchase in the college bookstore.

**Required Textbooks**


**SCHEDULE OF TOPICS**

*Please note: The instructor and the University reserve the right to modify, amend, or change the syllabus (course requirements, grading policy, etc.) as the curriculum and/or program require(s).*

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics</th>
<th>Required Reading for each week</th>
</tr>
</thead>
</table>
| 1    | 1/26  | Introductions  
Overview of Course | No assignment due today! First day of class!  
Carefully read syllabus for 2/2 |
| 2    | 2/2   | What is Anthropology?  
Watch documentary on Race  
Web Activities on Race | Nanda Ch. 1 (Start reading Angrosino!) |
| 3    | 2/9   | Doing Cultural Anthropology  
Doing an Ethnography  
What is an Ethnographic Mindset? | Nanda Ch. 2  
Angrosino book (Read entire book for 2/9)  
Print Ethnography PPT and bring to class!  
Start reading Duneier ethnography |
| 4    | 2/16  | The Idea of Culture  
Communication | Nanda, Ch. 3  
Nanda, Ch. 4  
Start reading Duneier |
5  2/23  Making a Living  Nanda, Ch. 5 (Read Duneier)
Subsistence Strategy Videos
*Unnatural Causes* documentary (watch in class and discuss)

**Mini-project #1 Due on Thursday, February 23, 2017**

6  3/2  Economics  Nanda, Ch. 6
*Sidewalk by Duneier*  Duneier ethnography
Sidewalk Videos

7  3/9  MIDTERM EXAM on Weeks 1-6 material
*Be sure to sign up on the Google doc Sign-Up Sheet for your presentation group starting on 3/10.*

8  3/16  SPRING BREAK! Enjoy, relax, and rejuvenate!

9  3/23  Kinship  Nanda, Ch. 7
Marriage and Family  Nanda, Ch. 8 (Start Waterston)

10  3/30  Gender  Nanda, Ch. 9
Political Organization  Nanda, Ch. 10
Start watching *Made in LA* documentary  (Continue to read Waterston)

11  4/6  Finish *Made in LA* documentary/Discuss
Stratification  Nanda, Ch. 11
*Love, Sorrow, and Rage*  Waterston ethnography
Start reading Chagnon ethnography and Stanton book

12  4/13  Work on group presentations and catch up on course material we haven’t covered yet from previous classes.

**Mini-Project #2 Due on Thursday, April 13, 2017**

13  4/20  Religion  Nanda, Ch. 12
Creative Expression  Nanda, Ch. 13
*Yanomamo*  Chagnon ethnography
(Be sure to have it completed by Thurs. 4/20)
*Humans of New York: Stories*  Stanton book
(Be sure to have it completed by Thurs. 4/20)

14  4/27  Group Presentations will take place during class time and we will also have a Final Exam Review.

**Classes officially end on Wednesday, May 3, 2017.**
Your Final Exam for SOC 110 will take place on Thursday, May 4th at 6pm in our classroom.

Your Ethnography Project is due on Monday, May 8th by 11:59pm.
You will submit your Ethnography Project via MyCourses
No late ethnographies will be accepted.

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IMPORTANT NOTES TO ALL STUDENTS

Course Help

- If at any time you are having difficulty with any aspect of this course, please make an appointment to come and see me or come to my office hours. Waiting until the end of the semester if you are having problems or concerns will make it difficult for me to address these concerns and assist you. If you need to make an appointment for office hours or other assistance, please email and/or call me using the information on page 1.

Policies on Academic Integrity

- The Carroll University Academic Integrity Policy is located in your student handbook (https://my.carrollu.edu/ICS/Departments/Student_Affairs). I encourage you to familiarize yourself with it. If a student violates this policy in any way, I reserve the right to impose a sanction of failure on the assignment/assessment or failure in the course. If you have questions about appropriate citations, please ask.

Students with Disabilities

- Students with documented disabilities who may need accommodations, or any student considering obtaining documentation should make an appointment with Ms. Martha Bledsoe, Director of Services for Students with Disabilities, no later than the first week of class. She can be reached by calling 262-524-7335 or contacting her via email at mbledsoe@carrollu.edu.

Please note: The instructor and the University reserve the right to modify, amend, or change the syllabus (course requirements, grading policy, etc.) as the curriculum and/or program require(s).
SOC 110: Mini-Project #1 (10 points)

Please go to [www.popplet.com](http://www.popplet.com) and create a Popplet that identifies the branches of anthropology and subfields of those main branches of anthropology. Please include the 4 branches of anthropology and 2 subfields for each branch. All you need to do is identify the branches and subfields and not define them. Also, be sure that you are spelling each branch/subfield correctly as points will be deducted for spelling.

Have fun and get creative! Be sure to print your Popplet and hand it to me at the beginning of class. Please submit a paper copy, not electronic. It does not need to be in color. If you have any questions/concerns, please let me know. I am here to help and I want you to succeed! Good luck!

SOC 110: Mini-Project #2 (10 points)

Your mini-project is to interview someone who is racially and/or ethnically different from you (so it can be a classmate, neighbor, friend). Interview someone who has a different skin color than you. This does not have to be a long interview. Think of it as an informal conversation. This conversation can take place either in person or on the phone. Think about asking around 5-6 open-ended questions and be sure to take notes during your interview. Here are some examples of questions that you can ask them, but feel free to create your own as well.

1.) Tell me about yourself.
2.) Describe what a typical day is like for you.
3.) Tell me about your heritage. Where were you born? What do you say is your race? What do you say is your ethnicity?
4.) Have you experienced discrimination? If so, would you be willing to share your experience(s) with me?
5.) What are some of the cultural stereotypes surrounding your race and/or ethnicity? What are your thoughts on those stereotypes?
6.) Do you have any questions for me?

After completing the interview, write 2 pages (typed, double-spaced, 12 point font, normal margins) about your interview experience. You do not need to include a transcript of your informant’s responses. I want you to answer the following questions: What was it like? What did you learn? What do you think that your participant may have learned? What were some challenges you encountered? What do you wish that you asked and didn’t?

Please submit a paper copy, not electronic. If you have any questions/concerns, please let me know. I am here to help and I want you to succeed! Good luck!
MINI-ETHNOGRAPHY PROJECT
(50 points)

Each student is required to do a mini-ethnography this semester. I say, “mini,” because an ethnography usually take many years of fieldwork to write. I realize that you will only have a semester to do your ethnographic research so that is why I say, “mini.” This ethnography assignment will help you to develop your skills for doing anthropology and will help you to appreciate anthropology as a discipline. It will provide insights into worlds with which you are not familiar or transform familiar worlds and enable you to view them in new ways.

The ethnographic exercise is to be typed, double-spaced, 12 point font, and should be between 5-7 pages long. It is worth 50 points. Your Ethnography Project is due on Monday, May 8th by 11:59pm. Please upload your project onto MyCourses and onto the X drive.

You cannot use your own experience in a job as the basis for the ethnography and “interview” yourself. However, since this informal observation time is a very important and necessary part of doing the ethnography, you will improve the quality of your investigation if you supplement the interview with a period of observation. You will also probably do better ethnographic work if you are not overly familiar with the area you are investigating--remember, you want to find out about this area. In a similar way, you should write the ethnography for an audience that does not know about the area you are investigating. Remember also that any formal description of a job or activity does not include all of the things that a person does as a part of that job. In fact, very often the most interesting things done as part of a job are those things that are not formally required but are part of the informal expectations and are very important to cover.

The mini-ethnography is not simply a narrative or biography of someone’s life. Neither is it simply a set of questions and responses to those questions. As an interviewer, you need to help the informant develop and make conscious the domains and categories they use and then you need to write down the results. While the ethnography is based on an interview, the final product is not merely a transcription of the interview or a summary of the subjects discussed in the interview. The ethnography must be somewhat analytical as well as descriptive and should reflect the cultural knowledge (patterns for/of behavior) the informant uses to guide his/her behavior. What seems ordinary for an informant is often very interesting for the ethnographer. The use of a “typical day” to get things started (Ask the informant, “What is a typical day like for you?”), and perhaps to help organize the paper, can be useful. The description, including maps, diagrams or floor plans, of the physical setting can be very helpful. You should include a written introduction that describes your interest or early experience in the project. You cannot use sororities or fraternities on campus as the subject of your ethnography. Also, there are special problems associated with using a family member or a close friend as your informant. If you want to use one of these people as your informant, please see me first. The ethnographies we all are reading this term can serve as models for your ethnography.

In addition, the Angrosino textbook will help you tremendously with this project. We will be discussing your mini-ethnographic projects throughout the course of the semester.
A good mini-ethnography will include the following:

- A section describing how you met and decided to interview your informant and how that interview was conducted and recorded;

- Maps, floor plans, diagrams, etc. that illustrate important features of the world being described;

- Rich detail and description about the world described--with a focus on a particular cultural scene and with information about informal codes;

- Application of the concepts used by anthropologists to help organize and understand the descriptive material;

- Linkages to the larger society of which the world described is a part;

- It will be clearly written and well-organized.

Please note that more information regarding this assignment will be addressed and distributed throughout the semester. Any concerns/questions? Please let me know. I am here to help and I want you all to succeed!
GROUP PRESENTATIONS (20 points)
Each student will sign up to present on one of the topics below. There will be
groups of 4-5 students per topic. Start thinking about what your top three
choices would be and we will be choosing groups in the next few weeks.

- THE GARIFUNA
- THE KUNA
- THE MAASAI
- THE PIMA
- THE SENTINELESE

For each group presentation (needs to be 15-20 minutes long), your group needs
to answer the following:

- Where is this cultural group geographically located? Has this geographic
  location changed over time? What is the history of this cultural group?
  Provide some historical background and highlight key historical events.
- What is the kinship system like? Also, be sure to describe the political
  organization of this culture. You also need to include a discussion on the
  subsistence strategies in this culture.
- What are the gender roles like? What religions are practiced? Or describe
  their religious beliefs. What are some forms of creative expression that
  exist among this cultural group?
- What are some customs/traditions/rituals/rites of passage shared among
  this cultural group? Identify and describe them.
- Who are some of the anthropologists who have studied/researched this
  group? Make sure that they have their Ph.D. in anthropology. What did
  their research focus on? Describe some of their work.
- What are some of the most interesting and/or surprising findings that your
  own group research on this cultural group yielded?

I highly suggest that you create a PowerPoint presentation and each student in
your group can address one of the bullet points above. You will be presenting
to the class on during the last full week of class. This assignment is worth 20
points per student. You will be graded on your portion of the presentation and
your performance in group work. Good luck! Any concerns/questions?

Please let me know. I am here to help and I want you all to succeed.