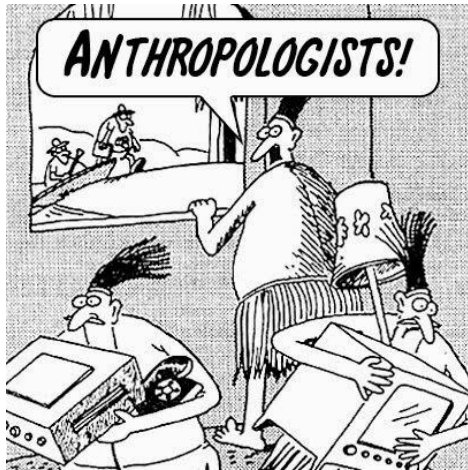


# Anthropology 110 – Cultural Anthropology

Summer 2023

100% Asynchronous / Online

May 30 – June 16, 2023



**Instructor:** Margaret Kubek (she, her), MSW, MS

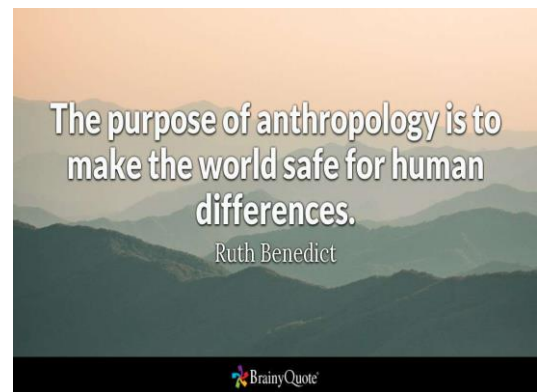
**Student Time:** I'm available for Zoom meetings at our convenience; just send me an email and we'll set something up.

**Email:** [mkubek@uwsp.edu](mailto:mkubek@uwsp.edu)

**Cell # (for urgent matters):** 920-309-3281 – please use text

## Course Description

Cultural anthropology, although historically concerned with the study of non-western people, is focused today on how people create and define distinct ways of living and how these ways of living manifest over time and across space. Anthropologists are interested in all types of societies from rural indigenous communities to life in urban settings. Through participant observation and ethnography, cultural anthropologists document and compare the spectrum of human social forms and adaptations, explore themes and patterns in the human experience, and examine processes of, and resistance to, change in a range of socioeconomic, geographic, and political contexts.



*Culture* is the key word; one we will approach historically, cross-culturally, and analytically by asking: What is culture? Is it possible to understand a very different culture? What does culture have to do with race, with gender and sexuality, with family configurations, with religious beliefs, with power and inequality? How might economic and environmental changes, globalization, or violence change cultures, and vice-versa? What are the ethical issues entailed in studying people unlike – or like – us?

This course fulfills the requirement for “Critical Thinking” in the General Education Program.

<b>GEP Category:</b>	<i>Upon completing this requirement, students will be able to:</i>
<b>Critical Thinking</b>	<ol style="list-style-type: none"><li>1. Recognize critical thinking as a process of identifying, analyzing, evaluating, and constructing reasoning in deciding what conclusions to draw (argumentation) or actions to take (decision-making and problem-solving).</li><li>2. Identify, analyze, evaluate, and construct reasoning as it is applied to general or discipline specific questions or issues.</li><li>3. Communicate the analysis, evaluation, or construction of reasoning orally, visually, or in writing.</li></ol>

## Course Learning Outcomes

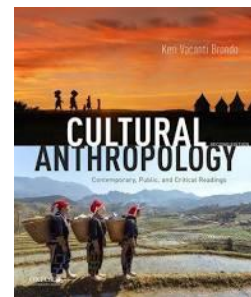
Students who successfully complete this course will be able to:

1. Recognize critical thinking as a process of identifying, analyzing, evaluating, and constructing reasoning in deciding what conclusions to draw (argumentation) or actions to take (decision-making and problem-solving).
2. Identify and describe how "culture" is a process of making meaning in everyday life from an anthropological perspective.
3. Design a qualitative research project to investigate human behavior around a cultural phenomenon; draw conclusions about the identified cultural group's process of making meaning of the world around them.
4. Produce a written ethnographic essay based on qualitative research methods including participant observation, jottings, and analytic memos.

## Course Materials

The following texts are required for this class:

**Brondo, K. V. (2020). *Cultural anthropology: contemporary, public, and critical readings*. Oxford University Press.**



Additional readings and multi-media will be posted to Canvas.

## Course Requirements

- |  |                   |
|--|-------------------|
| 1. Introduce yourself post   | 10 points         |
| 2. Critical Thinking Skills Quiz                                   | 5 points          |
| 3. Content Application (12 total)                                  | 240 points        |
| 4. Anthropology Research Project                                   | <u>145 points</u> |
| a. Participant Observation Jottings, Notes, and Analysis (100 pts) |                   |
| b. Ethnography (130 pts)   |                   |
|  | <b>400 points</b> |

### Grading Scale

		<u>Percent</u>
A	=	94-100
A-	=	91-93
B+	=	88-90
B	=	84-87
B-	=	81-83
C+	=	78-80
C	=	74-77
C-	=	71-73
D+	=	68-70
D	=	60-67
F	=	59 + below

## Course Format

This 3-week course is asynchronous and 100% online. The course format will include lecture, written assignments, multi-media, and completion of a qualitative research project.

## Workload Expectations

As this is a 3-week course and 100% online, the workload expectations are more intense than a "regular" course. I recommend that you develop a reading and assignment completion schedule so that you stay current with readings, video lectures, written assignments, and the research project. Instead of attending class, you will "attend to" your responsibilities in Canvas. As such, you might want to develop a schedule as to when you enter the Canvas course shell similar to attending class regularly.

## CLASS TOPICS, READINGS, AND MULTI-MEDIA

Please be aware that due dates and assignments may need to be changed; you will be made aware of any changes to the course schedule as soon as possible. Note: for each assigned Part, you will choose one ethnography (or article) to read.

**SUGGESTED DATES FOR READINGS AND ASSIGNMENTS**

See Canvas for more specifics

DAY	DATE	SUBJECT/READINGS/DOCUMENTARIES	ASSIGNMENT
1	May 30	Syllabus Practicing Anthro Today, pp. 1-12	Introduce yourself post to Canvas
2	May 31	Part 1: Thinking Anthropologically, pp. 13-15 Choose 1 ethnography from Part 1 Critical Thinking Skills Video (14 min)	Part 1 Content Application Critical Thinking Quiz
3	June 1	Part 2: Communicating Culture, pp. 41-44 Choose 1 ethnography from Part 2	Part 2 Content Application
4	June 2	Part 3: Globalization, Development, and Relief, pp. 85-89 Choose 1 ethnography from Part 3 Watch <i>Cannibal Tours</i> (70 min) Decide where you will conduct your participant observation!	Part 3 Content Application
<b>June 4</b>		<b>Participant Observation Notes Due</b> All activities for this week due June 4	
5	June 5	Part 4: Economics and Culture of Capitalism, pp. 127-129 Choose 1 ethnography from Part 4	Part 4 Content Application
6	June 6	Part 5: Power, Politics, and Violence, pp. 159-161 Choose 1 ethnography from Part 5	Part 5 Content Application
7	June 7	Part 7: Belief Systems, pp. 227-229 Choose 1 ethnography from Part 7	Part 7 Content Application
8	June 8	Watch <i>Ongka's Big Moka</i> (55 min)	Documentary Content Application
9	June 9	Part 8: Kinship and Family, pp. 257-259 Choose 1 ethnography from Part 8	Part 8 Content Application
<b>June 11</b>		<b>Analytic Memo Due</b> All activities for this week due June 11	
10	June 12	Part 9: Gender, Sex, and Sexuality, pp. 285-287 Choose 1 ethnography from Part 9	Part 9 Content Application
11	June 13	Part 10: Race, Ethnicity, Class, and Inequality, pp. 327-330 Choose 1 ethnography from Part 10	Part 10 Content Application
12	June 14	Part 11: Medical Anthropology, pp. 367-369 Choose 1 ethnography from Part 11	Part 11 Content Application
13	June 15	Part 12: Environmental Anthropology, pp. 417-420 Choose 1 ethnography from Part 12 Watch <i>The Anthropologist</i> (80 min)	Part 12 Content Application
14	June 16		
<b>June 18</b>		<b>Mini-ethnography Due</b> All activities for this week due June 18	
<b>HAPPY SUMMER!</b>			

**NOTE:** Though the pace suggested above is flexible within each week, the chapter activities must be completed by the end of the week they are assigned. For instance, all activities for the first week (May 30-June 4) must be completed by the end of that week, i.e., June 4 at 11: 59 pm.

## **ASSIGNMENTS**

Details about assignments will be discussed in the video lectures; information is provided on Canvas.

### **Participation 260 points**

Ongoing.

You are expected to be fully prepared, engaged, and participatory throughout this online course. The readings, multi-media, assignments, and video lectures should be completed/engaged with on a consistent basis.

- **Introduce yourself (10 points)**

Due June 4

There is a dedicated discussion post for us to get to know each other.

- **Content Applications (12 total @ 240 points)**

After reading and/or watching a documentary for a particular anthropological concept, you will develop a brief essay based on prompts, and / or do a 10 minute “free write,” and / or completion of an activity to show mastery of the concepts outlined in the schedule above.

See Canvas for details.

### **Critical Thinking Skills Quiz (5 points)**

Due June 4

After watching the 14-minute webinar, *Introduction to Critical Thinking*, you will take a short quiz. Details about this assignment are in Canvas.

### **Research Project (145 points)**

The purpose of the research project is to provide you with the opportunity to “think anthropologically.” You will connect concepts we are learning in class to things out in the world that you are interested in exploring. Details about this assignment are in Canvas.

- **Participant Observation with Field Notes (“jottings”) 25 points**

Due June 4-11 (this is a flexible due date)

Choose a field site of interest to you. Find a place where you can watch the interactions of people over a three-hour period without being intrusive. You might consider a field site where you find yourself on a regular basis (library, park, coffee shop) or your field site could be virtual (e.g., gaming, twitter, Instagram, etc.).

During your period of observation, you will take detailed notes (“jottings”) about what you are observing. At this point in your research, you will NOT analyze or make assumptions about what you are observing. It will be completely objective; that is, what you are seeing, hearing, etc. and how people are behaving.

Your field notes will be a minimum of 2 pages, double spaced or handwritten notes.

- **Analytic Memo 40 points**

Due June 11

You will write the memo after you complete your participant observation. Analyze your jottings and interview notes. What was interesting, significant, meaningful, surprising about what the participants said or did? What behaviors did you notice? This will include your reflections on the observation, interpretations of the observation, and your positionality as a researcher.

The analytic memo will be a minimum of 1 page, double spaced.

- **Ethnography 80 points**

Due June 16 or June 18

This assignment will expose you to the primary way anthropologists present their observations and data. You will integrate the findings from your notes, jottings and analytic memo to construct a 3 page, double spaced paper.

For this assignment you will examine your jottings and the analytic memo to formulate an ethnographic narrative about your chosen field site. You will write an ethnographic essay describing what you found and will include the following three sections:

- **Positioning yourself as the researcher:** Why did you choose this site and cultural group? How did you feel about it going in according to your own history (age, race, gender, background, etc.)? What assumptions did you make about this cultural group or space prior to your participant observations? Did your perception of the group or space change?
- **What goes on here:** What can you say about this group or physical space? This section is the bulk of your paper. Drawing from your fieldnotes, discuss what you saw and heard. Talk about artifacts related to the group, what you heard and observed, and the patterns and rituals you observed. What are the “rules” of this place? Which way is the right way to behave? How do you know who is an outsider/insider? Here you are creating a picture of the culture, so don’t forget about dialogue, descriptions, etc.
- **Reflections:** What have you learned about yourself in the process of studying this culture or space? For example, if you researched in the library, do you now understand what aspects of the library surprised you or intrigued you? What have you learned about the group you studied or society as a whole?

## **ASYNCHRONOUS CLASSROOM EXPECTATIONS**

### **Late assignments**

You are expected to complete course work by the date that it is due. You are responsible for contacting me to negotiate for any alternate dates. You must do this **BEFORE THE DUE DATE**. Requesting an extension does not automatically mean that you will receive one.

*With all of this in mind, please note that I am flexible and understanding of people’s situations that might prevent an assignment from being turned in on time. Please keep the lines of communication with me open!*

### **Communication**

Please use professional writing skills when communicating with me by email. Professional communication via email includes: an email with a greeting and closing, spell check, and grammar review. Students who send emails that are received between 8 AM and 4:30 PM, Monday through Friday, can expect a response by the close of the following business day; if you do not receive a response from me after 48 hours, please resend the email.

You are strongly encouraged to check their UWSP email and the Announcement Page regularly for information pertaining to the course.

### **Technical Assistance**

If you need technical assistance at any time during the course or to report a problem with CANVAS you can: Seek assistance from the IT Service Desk (Formerly HELP Desk)

- IT Service Desk Phone: 715-346-4357 (HELP)
- IT Service Desk Email: techhelp@uwsp.edu

### **What is Student Time?**

This is an opportunity for us to meet one-on-one or in small groups to discuss assignments, attendance, concepts covered in the textbook or mini-lectures, future career goals, etc. I enjoy meeting with students one-on-one so please take advantage of this time. As this is an online course, meetings will be held over Zoom. Zoom information is in Canvas.

## **UNIVERSITY POLICIES AND PROCEDURES**



### **First Nation Land Acknowledgement**

We must recognize that the University of Wisconsin-Stevens Point occupies the lands of the Ho Chunk and Menomonee people. Please take a moment to acknowledge and honor this ancestral Ho Chunk and Menomonee land, and the sacred lands of all indigenous peoples.



### **University Supports**

The Dean of Students Office provides resources and referrals for students experiencing any personal issues or challenges: <https://www.uwsp.edu/dos/Pages/stu-personal.aspx>.

### **Rights and Responsibilities**

For information on policies and resources associated with being a student at UWSP, please see the Student Handbook at: <https://www.uwsp.edu/dos/Pages/handbook.aspx>

### **Policy Related to Sexual Violence on the UWSP Campus**

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Dean of Students.

The Dean of Students or designee will contact you to let you know about accommodations and remedies available at UWSP and in our community. Please see the information on the Dean of Students webpage for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. <https://www.uwsp.edu/titleix/Pages/default.aspx>

\*If it is determined that an alleged perpetrator poses an imminent threat to the broader campus community or if person(s) under 18 years of age are involved, UWSP employees are required to notify the Title IX Coordinator and/or law enforcement.

### **Support for Students Requiring ADA Accommodations**

Students who have special needs that affect their participation in the course may notify the instructor if they wish to have special accommodations considered in either instruction or examination. Students are encouraged to contact the instructor as early in the semester as possible to discuss special needs. If you have a disability or acquire a condition during the semester where you need assistance, please contact the Disability and Assistive Technology Center on the 6th floor of Albertson Hall (library) as soon as possible. DATC contact information: 715-346-3365 or [DATC@uwsp.edu](mailto:DATC@uwsp.edu). More information about disability services is available at this website: <http://www.uwsp.edu/disability/Pages/students/studentInformation.aspx>

### **Academic Integrity**

Academic Integrity is an expectation of each UW-Stevens Point student; work integrity is also an expectation within the social work practice community. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a UW-Stevens Point student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it. Please see this document for guidance: <https://www.uwsp.edu/dos/Documents/AcademicIntegrityBrochure.pdf>

### **Guidelines for Written Assignments**

- ◆ Content Application Assignments will be graded on accuracy, breadth of content, consideration of anthropological principles, development of ideas, spelling, and grammar.
- ◆ Spelling and grammar should be checked prior to submitting assignments. Please do not rely on spell and grammar check as your only editorial tools.
- ◆ The UWSP Writing Center can provide support: [https://www.uwsp.edu/tlc/Pages/Online-Writing-Lab-\(OWL\).aspx](https://www.uwsp.edu/tlc/Pages/Online-Writing-Lab-(OWL).aspx)