

Anthropology 110 – Cultural Anthropology

Spring 2021

Zoom Sessions: Mondays & Wednesdays, 9:30am – 10:45am

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

Office Time: Virtual on Zoom, Thursday noon to 2pm or by appointment

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Course Description

This course will teach you both the foundations of cultural anthropology and how to start thinking like a cultural anthropologist. Cultural anthropology, although historically concerned with the study of non-western people, is today focused on how people create and define distinct ways of living and how these ways of living manifest over time and across space. We 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 – ourselves?



Course Objectives

Students who successfully complete this course will be able to:

- Define key terms and concepts in anthropology in your own words; in particular, understand "culture" as a *process* of making meaning in everyday life.
- Develop an understanding of the ways in which anthropologists use participant observation and ethnography to understand and translate cultural similarity and difference.
- Reflect on your own cultural biases and enhance your understanding of, and appreciation for, human difference.
- Analyze ethnographic case studies (text and film) to critically examine the socio-political and economic circumstances that influence human ways of life and identity.
- Begin to think “anthropologically” by approaching the text, documentaries, and case studies with curiosity and careful examination to reveal assumptions that make norms and values appear obvious, normal, and taken-for-granted in everyday life.

Course Requirements

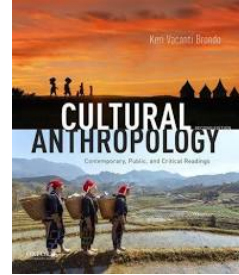
Attendance & Participation	30%
Attendance 15%	
Participation 15%	
Short Essays	30%

Participant Observation (10%)	
Mini Ethnography (10%)	
Article Review (10%)	
Visual Anthropology Project	10%
Mid-term Exam	15%
Final Exam	15%

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 Format

This course will meet on Mondays & Wednesdays on Zoom unless otherwise indicated in the syllabus. Canvas will be used to submit assignments. The course format will include small and large group discussions, lectures, exercises and activities, and multi-media.

Information about Canvas

Canvas is the UWSP Learning Management System (LMS). Materials for this course are posted to Canvas; this is also the place where you will submit assignments. Follow this link for the login page for Canvas, student guides, and an orientation training for students: <https://www.uwsp.edu/canvas/Pages/default.aspx>

Information about Zoom

Zoom is the UWSP Web Conferencing Tool. Virtual, live conversations are hosted on this platform. Follow this link to read more about Zoom and to activate your account:

<https://www.uwsp.edu/infotech/Pages/Tutorials/Zoom/Zoom.aspx>

To enter our Zoom class sessions, you'll navigate to the Canvas page, select our course, then scroll down to Zoom. You'll then select the appropriate date.

The link for office time is posted in Canvas.

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 and below

Attendance and Class Participation

- ◆ You are expected to **attend all scheduled Zoom class sessions** and **complete assigned readings and multi-media prior to class**. Attendance is taken at the beginning of class. If you are unable to attend class,

please make every effort to alert me to your absence PRIOR to class. Note that I am understanding of personal and work life obligations and illnesses. There is a mechanism in place for you to “attend” the class and show participation should you have to miss a class.

- ◆ Our class time will be highly interactive. On Mondays I’ll lecture more but plan that on both days we will engage in small and large group discussions. This will be a time for us to discuss the ethnographies in each chapter, multi-media, and “think anthropologically.” As such, please make every effort to come prepared and attend each Zoom session.
- ◆ While not required, it’s helpful for everyone if you turn on your camera, in particular in the small group discussions.
- ◆ Different students have different learning styles; as such, I take an inclusive view of participation which includes verbal and non-verbal participation, active engagement with all required texts and materials, and participation in small and large group discussions. Participation is more than asking a question or making a comment in the large group discussion. Participation is actively completing in-class assignments, engaging with your peers in group work, and cooperating in creating a supportive, respectful environment.

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

Our communication in this class will occur virtually through Canvas, email, Zoom, or cell. If you need to contact me about a private matter, you can send me an email. I typically respond to emails within 24 hours (except on weekends); if you send me an email and do not hear back from me within 48 hours, please re-send your email. If you would like to chat in Zoom or by phone, you may send me an email or text to set that up.

I welcome the opportunity to meet with students via Zoom, cell, or email to discuss assignments and/or course content.

Zoom Civility and Respect for Diversity

To have meaningful, rich, and substantive dialogue during our Zoom time, please keep the following in mind:

- Keep an open mind with respect to others’ opinions. We want a robust dialogue which can only be fostered and achieved if a minority viewpoint can be expressed without hesitancy.
- Effective class discussions often involves some risk taking. I want to make the Zoom “classroom” a safe place to practice this kind of risk taking. Students are expected to assist in attaining this goal.
- Demonstration of ethical behavior is expected in all aspects of academic performance. Professional/ethical behavior is expected to be displayed during class and in the completion of assignments. Social workers engage with vulnerable populations who must be able to depend on the ethical standards of behavior from the professionals from whom they seek assistance.

There is an expectation that everyone will do their best to use non-sexist, non-racist, gender-neutral, and non-stigmatizing language during class time and in written work. Some useful guidelines for accomplishing this include:

- When referring to ethnic and racial groups, use the language that is presently acceptable to that group. (you may have to do some research, or connect with me, to achieve this.)
- When referring to people who have intellectual / cognitive and / or emotional challenges, individuals who are homeless, individuals experiencing poverty, etc., present this in a way that does not stigmatize

them. Avoid using terms like “the mentally ill”, “the disabled”, “illegal aliens” or “the homeless”. Instead use person-centered language, such as “individuals experiencing mental illness”, “people with different abilities”, undocumented immigrant or worker, etc. The use of person-centered language is a hallmark of the social work profession.

What is Office 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. My office hours for this semester are Thursdays from noon to 2pm, but I can meet at other times as well.

Confidentiality

The virtual classroom is a safe place for learning, inquiring, and expression; as such, there will be a professional standard of confidentiality maintained in the online classroom. An awareness of maintaining confidentiality is of utmost importance in the social work profession.

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. 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>

READING, ASSIGNMENTS, AND CLASS TOPICS

(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.)

Please note that we will not read the textbook in chronological order.

Week 1 (January 25 – January 30) Syllabus and Course Overview

Practicing Anthropology: Being Critically and Publicly Engaged

Read: Syllabus for Monday's class; Introduction, pp. 1 – 12 for Wednesday's class

Participate: Attend Zoom class on Monday and Wednesday

Complete: Information Sheet and submit to Canvas by Saturday, January 30th

Week 2 (January 31 – February 6)

Thinking Anthropologically and Doing Fieldwork

Read: Chapter 1; Deep Play: Notes on a Balinese Cockfight, Clifford Geertz

Watch: Darkest Austria

Participate: Attend Zoom class on Monday and Wednesday

Week 3 (February 7 – February 13)

Gender and Sexuality

Read: Chapter 9

Participate: Attend Zoom class on Monday and Wednesday

Week 4 (February 14 – February 20)

Economics and Cultures of Capitalism

Read: Chapter 4

Participate: Watch Ongka's Big Moka; attend Zoom class on Wednesday

Complete: Submit Participant Observation Short Essay by February 20th

Week 5 (February 21 – February 27)

Kinship and Family

Read: Chapter 8

Participate: Watch Off the Verandah; attend Zoom class on Monday and Wednesday

Week 6 (February 28 – March 6)

Globalization, Development, and Relief

Migration and Displacement

Read: Chapters 3 and 6

Participate: Watch Cannibal Tours; attend Zoom class on Wednesday

Week 7 (March 7 – March 13)

Read: No readings

Participate: No Zoom sessions this week

Complete: Take home mid-term exam and submit by March 13th

Week 8 (March 14 – March 20)

Belief Systems

Read: Chapter 7

Participate: Watch Strange Beliefs; attend Zoom class on Wednesday

Complete: Submit Mini Ethnography Short Essay by March 20th

(March 21 – March 27)

SPRING BREAK – ENJOY!

Week 9 (March 28 – April 3)

Media and Visual Anthropology

Read: Chapter 13

Participate: Attend Zoom class on Monday and Wednesday

Week 10 (April 4 – April 10)

Power, Politics, Conflict and Violence

Read: Chapter 5

Participate: Watch The Kayapo: Out of the Forest; attend Zoom class on Wednesday

Week 11 (April 11 – April 17)

Race, Ethnicity, Class, and Inequality

Read: Chapter 10

Participate: Watch Skin Deep; attend Zoom class on Monday and Wednesday

Complete: Submit Visual Anthropology Project by April 17th

Week 12 (April 18 – April 24)

Communicating Culture: Language and Expressive Culture

Read: Chapter 2

Participate: Watch Arrival; attend Zoom class on Wednesday

Week 13 (April 25 – May 1)

Medical Anthropology

Read: Chapter 11

Recommended Documentary: Bending the Arc (Netflix)

Participate: Attend Zoom class on Monday and Wednesday

Complete: Submit Article Review Short Essay by May 1st

Week 14 (May 2 – May 8)

Environmental Anthropology and Foodways

Read: Chapter 12

Participate: Watch The Anthropologist; attend Zoom class on Monday and Wednesday

Week 15 (May 9 – May 15)

Anthropology in the Here and Now

Read: Chapter 14

Participate: Attend Zoom class on Monday and Wednesday

Final Exam due by Friday, May 15th

HAPPY BREAK!

Participation and Attendance 30%

Ongoing.

You are expected to engage in our Zoom sessions fully prepared, engaged, and participatory. The readings and multi-media assignments should be completed prior to class as we'll spend time in class discussing them:

- **Attendance 15%**

Please attend all Zoom classes ready to participate. If you are unable to attend a class, please contact me prior to class unless you have an emergency. Should you miss a class there are mechanisms in place for you to obtain attendance points.

- **Participation 15%**

I take a fairly broad view of participation. To me participation is more than talking in the large group; it involves being prepared for class, asking questions verbally or in the chat, being engaged in your small group discussions, etc.

Every Wednesday during Zoom class you will write a short essay in response to a question that I pose. The questions will be broad and will give you the opportunity to connect anthropological concepts to your own experiences. You'll submit the essays to Canvas during class. It will be graded pass/fail.

If, for some unforeseen circumstance, you are unable to do the readings / watch the documentaries prior to class, please still come to the Zoom session!

Short Essays 30%

The purpose of the short essays is to provide you with the opportunity to “think anthropologically.” You will connect concepts we’re learning in class to things out in the world that you’re interested in exploring. Each essay will be 3 to 4 pages in length, double-spaced, Times New Roman 12 font, and 1 inch margins. Be sure you write a minimum of 3 FULL pages. You do not need to provide a title page, reference page, or abstract for these essays. More details about the essays are found in Canvas.

- **Participant Observation with Field Notes (10%)**

Typically, participant observation would occur “out in the world,” however, due to COVID and safety, you will conduct an “observation” on YouTube, a documentary, or in situations where you already find yourself on a regular basis (e.g., the library, commons, around family or roommates). You will conduct a minimum of 1 hour of field observations, analyze your written fieldnotes, and write a 2-3 page reflection paper. The reflection paper will analyze your own experience conducting anthropological observations, including any

insights you had or methodological dilemmas you encountered. Find a place where you can watch the interactions of people over a one to two hour period without being intrusive. For example:

1. Behavior typical of certain situations —you could consider watching people in the commons, at the park, or in the library; you might also consider observing your roommates or family.
2. Behavior in special situations - a large, complex event that occurs only occasionally — e.g., a political rally or street festival; or a special-occasion ritual event that takes place regularly such as a religious celebration, a wedding, a graduation, etc. This observation would occur via documentary or YouTube.

This assignment is NOT meant to encourage you to go outside of your comfort zone with regard to COVID. Whatever way you decide to complete this assignment, be sure to stay safe and within your comfort level!

During your period of observation (about 1 to 2 hours) you will take detailed notes (“jottings”) of what you’re observing. Once you’ve completed the observation, you’ll write your initial thoughts about what you observed and your interpretation of your observations. You’ll also have a section on your positionality as a researcher. Be sure to turn in your field notes with this assignment.

This assignment has two sections:

1. The fieldnotes you took over the 1 to 2 hour period. These can be typed or hand-written. You can expect to take *at least* 3 pages of notes over a 1 to 2 hour period.
2. A 3 to 4 page paper which you’ll write soon after you complete your observation so that the material is fresh. Analyze the transcripts. What was interesting, significant, meaningful, surprising, about what they said or did? This will include your reflections on the observation, initial interpretations of the observation, and your positionality as a researcher.

The aim of this assignment is to introduce you to a primary methodology in anthropology and give you the opportunity to become attuned to detailed observations, note-taking, and interpreting your field notes.

- **Mini Ethnography (10%)**

For this assignment you’ll take your field notes (“jottings”) and initial observations from the participant observation assignment and begin to formulate a narrative with a “thick description.” You’ll write an essay describing what you found with the following three sections:

- **Positioning yourself as the researcher:** Why did you choose this site and culture beyond safety concerns due to COVID? 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 culture?
- **What goes on here:** What can you say about this subgroup? This section is the bulk of your paper. Drawing from your fieldnotes, tell us what you saw and heard. Talk about your artifacts, 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? 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 subculture? 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?

Instead of giving a comprehensive overview, you should concentrate on specific points. You should not only restate what others have told you, but should develop your own conclusions from your observations. However, all of these conclusions must be supported by observation and concepts we’re learning in class. Detailed descriptions and quotes must be included for your mini ethnography to be complete.

This assignment will give you experience in the primary way anthropologists present their observations and data.

- **Article Review (10%)**

For this essay you'll choose one article from a major cultural anthropology journal and review it; you'll be expected to connect the article to course readings. You might consider choosing a topic aligned with your future career. The aim of this essay is to provide you with an opportunity to dig into contemporary issues in anthropology that are of interest to you. It will also provide you with a peak into how anthropologists conduct research and write up their findings.

Visual Anthropology Project 10%

For this assignment you will choose a concept from the textbook readings that you find particularly interesting; once you've identified your concept, you will photograph it as you see it in the world. For instance, chapter 7 in the text discusses rituals as social processes that individuals repeat over time; these rituals are linked to culturally significant ideas. Perhaps you've noticed in your everyday life a ritual that individuals perform. You'll use your anthropological imagination to photograph the concept you've identified and how it manifests itself in people's lives. You may take as many photos as you wish, however, you'll turn in 5 with an explanation of how each photo captures the concept.

Similar to other assignments for this course, the aim of this assignment is to help you think anthropologically and use visual images to capture how people make meaning in their lives.

Mid-term Exam 15%

The mid-term exam will be a take home exam with 3 to 4 essay questions. You will have one week to complete the exam.

Final Exam 15%

The final exam will be a take home exam with 3 to 4 essay questions. You will have one week to complete the exam.

Guidelines for Written Assignments

- ◆ Papers 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)