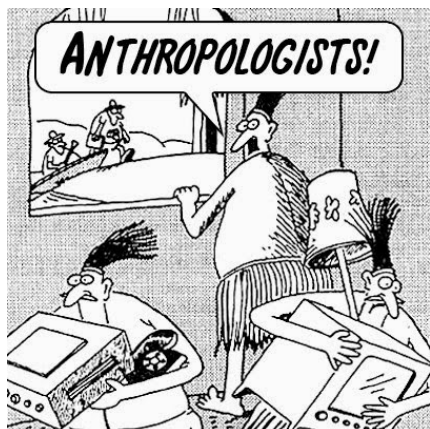


## Anthropology 110 – Cultural Anthropology

Summer 2022

100% Asynchronous / Online

May 23 – July 1, 2022



**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)

### 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 – ourselves?

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

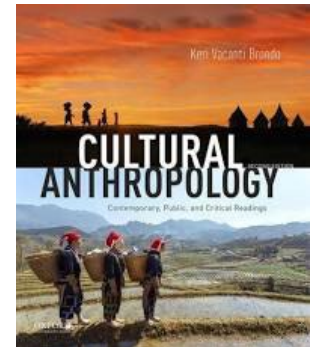
Students who successfully complete this course will be able to:

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. Participation / Discussion Board          | 180 points        |
| 2. Introduce yourself post                   | 10 points         |
| 3. Critical Thinking Skills Quiz             | 10 points         |
| 4. Anthropology Research Project             | 200 points        |
| a. Participant Observation Jottings (50 pts) |                   |
| b. Analytic Memo (50 pts)                    |                   |
| c. Ethnography (100 pts)                     |                   |
|  | <b>400 points</b> |

<u>Grading Scale</u>		
	=	<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 6 week course is asynchronous and 100% online. The course format will include group discussions on Canvas, recorded lectures, documentaries, and completion of a qualitative research project.

## Workload Expectations

As this is a 6 week course and 100% online, the workload expectations are more intense than a "regular" course. I recommend that you develop a schedule so that you stay current with readings, video lectures, the discussion board, and assignments. Each week you will:

- Read the introduction to assigned chapter(s) in the textbook (2-3 pages)
- Choose one ethnography from each assigned chapter to read (typically, 5-10 pages)
- Watch the recorded lecture (1 hour to 1 ½ hours; maybe 2 hours if I include a documentary)
- Engage with the discussion board
- Work on your research project

## 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.

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

### Week 1 May 23 – May 29

What are we focusing on this week?

- Syllabus and Course Overview
- Practicing Anthropology: Being Critically and Publicly Engaged (textbook, pp. 1-12)
- Thinking Anthropologically and Doing Fieldwork (Part 1)

<b><u>Reading and watch list for this week:</u></b> <ul style="list-style-type: none"><li>• Read the syllabus</li><li>• Read Textbook Intro (pp. 1-12) &amp; Part 1 (intro and choose 1 ethnography)</li><li>• Watch syllabus overview video</li><li>• Watch recorded lecture</li></ul>	<b><u>Discussion Board</u></b> <ul style="list-style-type: none"><li>• My prompt will post Tuesday, May 24</li><li>• Respond by Wednesday, May 25</li><li>• Respond to others by Thursday, May 26</li></ul> <p>*this is a holiday weekend so the posts will occur prior to the weekend</p>	<b><u>Due May 27:</u></b> <ul style="list-style-type: none"><li>• Introduce yourself on the discussion board</li></ul>
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### Week 2 May 30 – June 5

What are we focusing on this week?

- Communicating Culture: Language and Expressive Culture (Part 2)
- Belief Systems (Part 7)
- Critical thinking
- Research Project

<b><u>Reading and watch list for this week:</u></b> <ul style="list-style-type: none"><li>• Read Part 2 (intro and choose 1 ethnography) and Part 7 (intro and choose 1 ethnography)</li><li>• Watch <i>Introduction to Critical Thinking</i> (14 minutes)</li><li>• Watch recorded lecture</li></ul>	<b><u>Discussion Board</u></b> <ul style="list-style-type: none"><li>• My prompt will post Wed, June 1</li><li>• Respond by Friday, June 3</li><li>• Respond to others by Sunday, June 5</li></ul>	<b><u>Due June 5:</u></b> <ul style="list-style-type: none"><li>• Critical thinking skills quiz</li><li>• Begin to think about your research project</li></ul>
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### Week 3 June 6 – June 12

What are we focusing on this week?

- Globalization, Development, and Relief (Part 3)
- Economics and Cultures of Capitalism (Part 4)
- Ethics in Qualitative Research

<b><u>Reading and watch list for this week:</u></b> <ul style="list-style-type: none"><li>• Read Part 3 (intro and choose 1 ethnography) and Part 4 (intro and choose 1 ethnography)</li><li>• Read AAA Ethics Forum (link in Canvas)</li><li>• Watch recorded lecture</li></ul>	<b><u>Discussion Board</u></b> <ul style="list-style-type: none"><li>• My prompt will post Wed, June 8</li><li>• Respond by Friday, June 10</li><li>• Respond to others by Sunday, June 12</li></ul>	<b><u>Due June 12:</u></b> <ul style="list-style-type: none"><li>• Choose your field site for your research project</li></ul>
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### **Week 4 June 13 – June 19**

What are we focusing on this week?

- Power, Politics, Conflict and Violence (Part 5)
- Race, Ethnicity, Class, and Inequality (Part 10)
- Participant observation notes and jottings

<b><u>Reading and watch list for this week:</u></b> <ul style="list-style-type: none"><li>• Read Part 5 (intro and choose 1 ethnography) and Part 10 (intro and choose 1 ethnography)</li><li>• Read Geertz's <i>Deep Play</i> (posted to Canvas)</li><li>• Watch recorded lecture</li></ul>	<b><u>Discussion Board</u></b> <ul style="list-style-type: none"><li>• My prompt will post Wed, June 15</li><li>• Respond by Friday, June 17</li><li>• Respond to others by Sunday, June 19</li></ul>	<b><u>Due June 19:</u></b> <ul style="list-style-type: none"><li>• Participant observation notes/jottings</li></ul>
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### **Week 5 June 20 – June 26**

What are we focusing on this week?

- Kinship and Family (Part 8)
- Gender and Sexuality (Part 9)
- Analytic Memo

<b><u>Reading and watch list for this week:</u></b> <ul style="list-style-type: none"><li>• Read Part 8 (intro and choose 1 ethnography) and Part 9 (intro and choose 1 ethnography)</li><li>• Watch recorded lecture</li></ul>	<b><u>Discussion Board</u></b> <ul style="list-style-type: none"><li>• My prompt will post Wed, June 22</li><li>• Respond by Friday, June 24</li><li>• Respond to others by Sunday, June 26</li></ul>	<b><u>Due June 26:</u></b> <ul style="list-style-type: none"><li>• Analytic Memo</li></ul>
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### **Week 6 June 27 – July 1**

What are we focusing on this week?

- Medical Anthropology (Part 11)
- Environmental Anthropology and Foodways (Part 12)
- Mini-ethnography

<b><u>Reading and watch list for this week:</u></b> <ul style="list-style-type: none"><li>• Read Part 11 (intro and choose 1 ethnography) and Part 12 (intro and choose 1 ethnography)</li><li>• Watch recorded lecture</li></ul>	<b><u>Discussion Board</u></b> <ul style="list-style-type: none"><li>• My prompt will post Mon, June 27</li><li>• Respond by Wed, June 29</li><li>• Respond to others by Friday, July 1</li></ul> <p>*this is a short, final week so the posts will occur prior to the weekend</p>	<b><u>Due July 1:</u></b> <ul style="list-style-type: none"><li>• Mini-ethnography</li></ul>
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HAPPY SUMMER!

### **ASSIGNMENTS**

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

### **Participation / Discussion Board 190 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 each week.

- **Introduce yourself (10 points)**

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

- **Participation / Discussion Board (180 points)**

Your interaction with the discussion board will count toward your participation points. Each week I will post a discussion prompt; the prompt could be related to the textbook, the documentary, my lecture, or your research project. Here is the structure of this assignment:

1. I will post a prompt
2. You will respond to my prompt = 15 points
3. You will respond to others = 15 points

Each prompt will have specific instructions and expectations.

### **Critical Thinking Skills Quiz 10 points**

Due June 5

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

### **Research Project 200 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”) 50 points**

Due June 19

Choose a field site of interest to you. Find a place where you can watch the interactions of people over a two hour period without being intrusive. If you are concerned about exposure to COVID, you might consider a field site where you find yourself on a regular basis; also, you might consider a field site that is virtual (e.g., gaming, twitter, Instagram, etc.).

During your period of observation, you will take detailed notes (“jottings”) of what you are observing. At this point in your research, you will NOT analyze or extrapolate on what you are observing.

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

- **Analytic Memo 50 points**

Due June 26

You will write the memo after you complete your 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 2 pages, double spaced.

- **Ethnography 100 points**

Due July 1

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

For this assignment you will examine your jottings and the analytic memo to formulate a narrative with a “thick description.” 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 culture prior to your participant observations? Did your perception of the group change?
- **What goes on here:** What can you say about this group? This section is the bulk of your paper. Drawing from your fieldnotes, tell us 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 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?

## **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.

If you would like to chat in Zoom or in person, you may send me an email to set that up. However, if your question is related to a more general matter, consider asking it on the discussion board dedicated to this so that all may benefit. I welcome the opportunity to meet with students via Zoom, cell, or email to discuss assignments and/or course content.

### **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

### **Netiquette Guidelines**

Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community.

The following netiquette tips will enhance the learning experience for everyone in the course:

- Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Popular emoticons such as ☺ or ;) can be helpful to convey your tone but do not overdo or overuse them.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Never make fun of someone's ability to read or write.
- Share tips with other students.
- Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions will be respected.
- Think and edit before you push the "Send" button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable

Adapted from:

Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). Netiquette: Make it part of your syllabus. *Journal of Online Learning and Teaching*, 6(1). Retrieved from [http://jolt.merlot.org/vol6no1/mintu-wimsatt\\_0310.htm](http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm)

Shea, V. (1994). Netiquette. Albion.com. Retrieved from: <http://www.albion.com/netiquette/book/>.

### **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.

### **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.

## **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**

- ◆ 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)