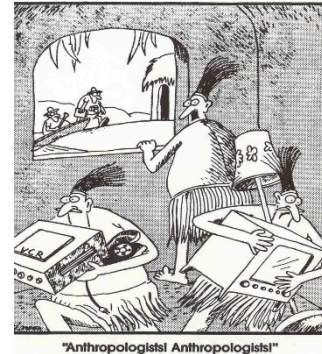


Anthropology 110 – Cultural Anthropology
 Spring 2023
 Tuesdays and Thursdays, 11am-12:15pm
 Science Building (SCI) B328

Instructor: Margaret Kubek (she, her), MSW, MS
Office Location: Sciences Building, B341
Student Time: Thursday 12:30 to 2:30 or by appointment
Email: 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.

GEP Category:	<i>Upon completing this requirement, students will be able to:</i>
Critical Thinking	<ol style="list-style-type: none"> 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, analyze, evaluate, and construct reasoning as it is applied

	<p>to general or discipline specific questions or issues.</p> <p>3. Communicate the analysis, evaluation, or construction of reasoning orally, visually, or in writing.</p>
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Course Learning Outcomes

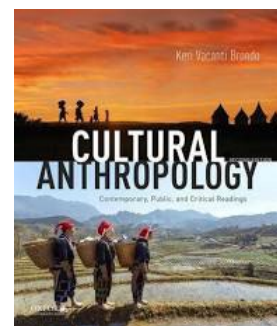
Students who successfully complete this course will be able to:

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.
5. Produce an oral presentation for a visual anthropology project which analyzes how groups construct meaning about and through imagery.

Course Materials

The following text is 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. Attendance & Participation | 70 points |
| 2. Critical Thinking Skills Quiz | 5 points |
| 3. Anthropology Research Project | 140 points |
| a. Participant Observation
Jottings & Notes (25 pts) | |
| b. Analytic Memo (45 pts) | |
| c. Ethnography (70 pts) | |
| 4. Visual Anthropology Project | 85 points |
| 5. Final Exam | 100 points |
| | 400 points |

<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

The course format will include small and large group discussions, lecture, exercises and activities, and multi-media.

CLASSROOM EXPECTATIONS

Attendance & Participation Expectations

- ◆ You are expected to **attend class** and **read all assigned readings 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 of your absence PRIOR to class.
- ◆ Our classes will be highly interactive. I will lecture on Tuesdays; we will have small and large group discussions on Thursdays.
- ◆ 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.

Civility and Respect for Diversity

To have meaningful, rich, and substantive dialogue during our class 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 involve some risk taking. I strive to make the 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.

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 which will typically fall within two weeks of the original due date. 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!

Plagiarism

It is a requirement that all work not original will be properly referenced. Students **MUST CITE ANY AND ALL** work which is not of a student's creation. Plagiarism will result in disciplinary action and will not be tolerated. Academic honesty is a foundation principle for personal and academic development. All University policies regarding academic honesty apply to this course. Academic dishonesty includes, but is not limited to, cheating or copying, plagiarism (claiming credit for the words or works of another from any type of source such as print, Internet or electronic database, or failing to cite the source), fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations,

submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Unless specifically mentioned in a course assignment, AI generated submissions, such as ChatGPT, are not permitted and will be treated as plagiarism.

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. 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.** Please keep in mind that I rarely check emails after 4:30 PM on weekdays or over the weekend.

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 during class 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.

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. My office hours for this semester are Thursdays from 12:30-2:30, but I can meet at other times as well.

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.



I encourage you to explore this topic more deeply to examine your biases and increase knowledge of the Native American community.

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>

Severe Weather

In the case of inclement weather, please check your email and Canvas announcements to determine if class will be held in-person or virtually. If the class is cancelled, you may receive instructions to complete a short alternate assignment to earn attendance points. Please view UWSP's information about severe weather here:

<https://www.uwsp.edu/emergency/Pages/severe-weather.aspx>

Policy Related to Sexual Violence on the UWSP Campus

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>

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>

Unless specifically mentioned in a course assignment, AI generated submissions, such as ChatGPT, are not permitted and will be treated as plagiarism.

Intellectual Property Policy

Lecture materials and recordings for UWSP classes are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my

permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor’s express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

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: the textbook readings are NOT in order.

READING TIPS

To help you prepare for each class meeting, it is useful to consider each of these questions as you complete assigned readings:

- What are the central points of the reading? What is the argument the author is making?
- What points, if any, do you like, agree with, or find helpful in terms of understanding issues discussed in the chapter? Why?
- What points, if any, do you dislike, disagree with, or find unhelpful in terms of understanding issues related to the chapter’s content? Why?
- Based on your personal experiences and other readings (academic and non-academic), what other perspectives might illuminate the topic?
- What are the connections with and/or implications for your specific discipline and/or future career?

Week 1 January 23 - 29

Syllabus and Course Overview

For Tuesday 01/24	For Thursday 01/26	Due
Read: Syllabus We will review the syllabus	We will review assignments We will watch: <i>Darkest Austria</i> (45 min) in class	Complete: Information Sheet in class

Week 2 January 30 – February 5

Practicing Anthropology: Being Critically and Publicly Engaged
Thinking Anthropologically and Doing Fieldwork

For Tuesday 01/31	For Thursday 02/02	Due
Read: Textbook introduction (pp. 1-12) and Part 1 in the textbook	Focus on: The Introduction, “Cultural relativism and universal human rights” pp. 21-25, and “Do Muslim	Nothing

	women really need saving?" pp. 26-31	
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Week 3 February 6 – 12

Critical Thinking Skills in Anthropology
Ethics in Qualitative Research

For Tuesday 02/07	Thursday 02/09	Due
Read: Deep Play: Notes on a Balinese Cockfight, Clifford Geertz (article posted to Canvas) and AAA Ethics Forum (link in Canvas)	Focus on: See Canvas for guiding questions as you read Deep Play; ethical issues as it relates to your proposed research project	Watch: <i>Introduction to Critical Thinking</i> (14 minutes) Submit: Critical thinking quiz by February 12

Week 4 February 13 – 19

Communicating Culture: Language and Expressive Culture

For Tuesday 02/14	For Thursday 02/16	Due
Read: Part 2 Watch: <i>Arrival</i> (2 hours)	Focus on: “The egg and the sperm” pp. 45-53 and “What are you laughing at?” pp. 54-62	Nothing

Week 5 February 20 – 26

Belief Systems

For Tuesday 02/21	For Thursday 02/23	Due
Read: Part 7	Focus on: “Body ritual among the Nacirema” pp. 230-232 and “Baseball magic” pp. 233-239	Choose field site for research project

Week 6 February 27 – March 5

Kinship and Family

For Tuesday 02/28	For Thursday 03/02	Due
Read: Part 8 In lieu of class on Tuesday 02/28, Watch: <i>Bitter Honey</i> (1 hour, 21 minutes)	Focus on: “When brothers share a wife” pp. 260-264 and “No more angel babies on the Alto” pp. 270-277	Nothing

Week 7 March 6 – 12

Gender and Sexuality

For Tuesday 03/07	For Thursday 03/09	Due
Read: Part 9 We will watch <i>Raised without gender</i> (30 minutes) in class.	Focus on: “Performing gender identity” pp. 304-312 and “Virginity testing as a local public health initiative” pp. 313-320	Submit: Participant observation jottings and full notes by March 12

Week 8 March 13 – 17

Race, Ethnicity, Class, and Inequality

For Tuesday 03/14	For Thursday 03/16	Due
Read: Part 10	Focus on: “Maintaining whiteness” pp. 336-344 and “Birthdays, basketball, and breaking bread” pp. 345-353	Submit: Analytic memo by March 17

March 18 – 26

HAPPY SPRING BREAK!

Week 9 March 27 – April 2

Globalization, Development, and Relief

For Tuesday 03/28	For Thursday 03/30	Due
Read: Part 3	Focus on: “Being indigenous in the 21 st century” pp. 90-93, “How sushi went global” pp. 94-99, and “Whose development?” pp. 118-123	Nothing

Week 10 April 3 – 9

No Class this week

- Catch up on readings
- Watch documentaries assigned for later in the semester
- Work on assignments

Week 11 April 10 – 16

Economics and Cultures of Capitalism

Power, Politics, Conflict and Violence

For Tuesday 04/11	For Thursday 04/13	Due
Read: Parts 4 and 5 Recommended reading: Part 6	Focus on: “Reciprocity and the power of giving” pp. 130-134, “The making of disaster” pp. 148-155, and “The pulse nightclub shooting” pp. 170-180	Submit: Ethnography essay by April 16

Week 12 April 17 – 23

Media and Visual Anthropology

For Tuesday 04/18	For Thursday 04/20	Due
Read: Part 13	Focus on: “#Ferguson: digital protest. . .” pp. 466-474 and “Policing childhood. . .” pp. 482-489	Choose topic for Visual Anthro Project

Week 13 April 24 – 30

Medical Anthropology

For Tuesday 04/25	For Thursday 04/27	Due
Read: Part 11 In lieu of class on Tuesday 04/25 watch: <i>CrazyWise</i> (1 hour, 22 minutes)	Focus on: “Migrant farmworkers and the pain of picking” pp. 370-379 and “Bad biocitizens?” pp. 380-388	Nothing

Week 14 May 1 – 7

Environmental Anthropology and Foodways

For Tuesday 05/02	For Thursday 05/04	Due
Read: Part 12 We will watch <i>The Anthropologist</i> (1 hour, 18 minutes) in class.	Focus on: “American meat” pp. 447-453	Submit: Visual Anthropology Project by May 7

Week 15 May 8 – 14

Anthropology in the Here and Now

For Tuesday 05/09	For Thursday 05/11	Due
Final Exam Review Read: Part 14	Focus on: “Growing up with the AnthroGENE” pp. 511-516	Visual anthropology small group presentations on Thursday 5/11

Exam Week May 15 – 19

Final Exam due May 19

HAPPY SUMMER!

ASSIGNMENTS

Details about assignments will be discussed in class; information is provided in Canvas.

Participation and Attendance 70 points

Ongoing.

You are expected to attend fully prepared, engaged, and participatory. The readings and multi-media assignments should be completed prior to class as we will spend time in class discussing them.

- **Attendance**

Please attend all classes ready to participate. If you are unable to attend a class, please contact me prior to class.

- **Participation**

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 in small and large groups, and being engaged in your small group discussions, etc.

- **Weekly Writing Prompts**

Every week during class you will write a brief 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. Alternatively, I might ask you to respond in writing to the assigned documentary. These short essays will be graded pass/fail.

Critical Thinking Skills Quiz 5 points

Due February 12

After you have watched the 14-minute webinar, Introduction to Critical Thinking, which is posted to Canvas, you will take a short quiz.

Research Project 140 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.

- **Participant Observation Jottings and Field Notes 25 points**

Due March 12

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 notes (“jottings”) of what you are observing; once you have finished your participant observation, you will immediately write your field notes based on your jottings. Your field notes will be a minimum of 2 full pages; double spaced, 1 inch margins, 12 point font, Times New Roman.

At this point in your research, you will NOT analyze or extrapolate on what you are observing.

For this assignment you will turn in:

- ✓ your jottings (if you took jottings on your computer, you will turn in those notes; if you took jottings on a piece of paper, you will take a photo of your notes and submit them to Canvas.
- ✓ Your typed field notes.

More information about this portion of the project is posted to Canvas.

➤ **Analytic Memo 45 points**

Due March 17

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 full pages, double spaced.

More information about this portion of the project is posted to Canvas.

➤ **Ethnography 70 points**

Due April 16

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 minimum 4 full 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?

More information about this portion of the project is posted to Canvas.

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)
- ◆ The Purdue Online Writing Lab is another resource for formatting papers: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Visual Anthropology Project 85 points

Due May 7

May 11 – you will share your project in your small group.

The purpose of this assignment is to help you think anthropologically and use visual images to capture how people make meaning in their lives about and through imagery.

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. You will 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.

You will share your project in small groups and submit to Canvas.

More information about this portion of the project is posted to Canvas.

Final Exam 100 points

Due May 19

The final exam will be a take home exam with 25-30 multiple choice, T/F, and 3 to 4 essay questions. You will have one week to complete the exam.