

# Anthropology 110 – Cultural Anthropology

Spring 2024

Wednesdays, 10am – 11:50am

TBD

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

**Office Location:** Sciences Building, B341

**Student Time:** Wednesdays, 12-12:45 and 3-4pm  
or by appointment

**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>	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).

	<ol style="list-style-type: none"> <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>
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**Course Learning Outcomes**

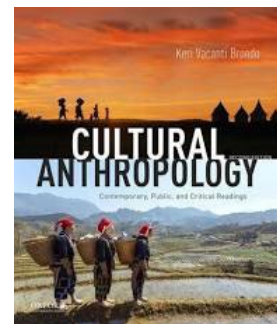
Students who successfully complete this course will be able to:

1. Through historical and contemporary ethnography, 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 meaning is constructed 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. Weekly in-class free writes (15 total)            | 75 points         |
| 2. Critical Thinking Skills Quiz                     | 5 points          |
| 3. Documentary/Film Reflection Essays (2)            | 40 points         |
| 4. Anthropology Research Project                     | 140 points        |
| a. Participant Observation Jottings & Notes (25 pts) |                   |
| b. Analytic Memo (45 pts)                            |                   |
| c. Ethnography (70 pts)                              |                   |
| 5. Visual Anthropology Project                       | 80 points         |
| a. Project (60 points)                               |                   |
| b. Share in small group (20 pts)                     |                   |
|  | <b>340 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**

The course format will include small and large group discussion, lecture, multi-media, and in-class activities. For the asynchronous portion of the course (30%), you will watch documentaries related to content and write a brief reflection linking the documentary with content from the course.

## **Structure of this Class 10am – 11:50**

10am-10:45	Lecture & multi-media
10:45-11:00	Free write
11-11:30	Small group / large group discussions
11:30-11:50	Wrap up and choose ethnography reading in small groups
During some class periods, we may watch a documentary related to that week's content and then have small and large group discussions.	

## **COMMITMENT TO STUDENT WELLNESS**

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success.

You may be experiencing a range of issues that can create barriers to learning, such as tense relationships, anxiety, alcohol/drug issues, feeling down, difficulty concentrating, or lack of motivation. These mental health concerns or stressful events may lead to weakened academic performance or a decreased ability to participate in daily life. UWSP is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, please be aware that services are available. You can learn more about the broad range of confidential mental health services available on campus here:

[https://www3.uwsp.edu/counseling/Pages/default.aspx?gclid=Cj0KCQjw3JanBhCPARIsAJpXTx5C5xE0P51z-IDP9ezUMZjVU8P-tEvUdbYTLDrMJB4Ho2O1L3Wt6MaAptmEALw\\_wcB](https://www3.uwsp.edu/counseling/Pages/default.aspx?gclid=Cj0KCQjw3JanBhCPARIsAJpXTx5C5xE0P51z-IDP9ezUMZjVU8P-tEvUdbYTLDrMJB4Ho2O1L3Wt6MaAptmEALw_wcB)

For physical health concerns, please see information here:

<https://www3.uwsp.edu/stuhealth/Pages/default.aspx>

As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting [here](#).

## **Best Practices for Course Learning**

Learning how to learn effectively is a skill unto itself! To get the most out of our course learning experience, I recommend the following:

- Attend class; this is truly the best way to increase your knowledge and learning.

- Take notes on what you read, either directly in the book or somewhere else, and jot down all of the questions you have.
- Test yourself on what you have read by trying to summarize key points without looking back at the text.
- Ask questions! During class, in office hours, and asynchronously over email or Canvas. I welcome all questions and will address them individually with you, or collectively during class or via a Canvas announcement.

Review these [Online Learning Resources](#) from UWSP's Tutoring and Learning Center (TLC).

### **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 are Wednesdays: 12-12:45 and 3-4pm, or by appointment.

### **Attendance and Class Participation**

You are expected to **attend class sessions, read all assignments, and watch documentaries, if assigned**, before the class for which they are assigned. It is important that you **attend every class session** due to the way the course is structured.

Our classes will be highly interactive. I may lecture for about 30 minutes throughout class, but it will be predominantly discussion based. This will be a space for us to dig into anthropological concepts to further our understanding of human behavior across cultures.

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 an alternate due date; you must do this **BEFORE THE DUE DATE**. Please be aware that I do not check email consistently on the weekends; as such, if you want to request an extension you will want to send that request prior to Friday at 4pm. Requesting an extension does not automatically mean that you will receive one. **No assignments will be accepted if they are turned in more than two weeks past the due date.**

*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!*

### **Workload Expectation**

This class is mostly in-person learning (70%) but does contain an asynchronous learning component. Our in-person learning will occur every week on Wednesday; for the asynchronous

portion of the course, you will watch documentaries related to readings and course content and write your reflection essays. Be sure to watch all assigned documentaries on schedule as we will discuss them in class.

Expect to spend approximately 7+ hours per week on this course:

2 hours = class time

1 hour = time to watch assigned documentaries and complete your reflection essays (30% asynchronous work)

4+ hours = reading, major assignments

### **Professional 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 4:00 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 4:00 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.

### **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.

### **Inclusivity Statement**

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you

have the right to report it using this link. You may also contact the Dean of Students office directly at [dos@uwsp.edu](mailto:dos@uwsp.edu).

I commit to doing my part as well by keeping myself informed on the most recent research and practices that best support inclusive learning. I last completed UWSP's Safe Zone training in Spring, 2020.

### **Technical Assistance**

If you need technical assistance at any time during the course or to report a problem with Canvas you can:

- Connect with the [Tech Essentials Program](#)
- 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](mailto:techhelp@uwsp.edu)

### **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.

## **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.



*Simply reciting this acknowledgement statement is not enough. To truly live the statement, I encourage you to explore this topic more deeply to examine your biases and increase your 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 keep the content for that week fresh. 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>

### **Equal Access for Students with Disabilities**

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

*If modifications are required due to a disability, please inform the instructor and contact the [Disability Resource Center \(DRC\)](#) to complete an Accommodations Request form.*

Email: [drc@uwsp.edu](mailto:drc@uwsp.edu); Phone: 715-346-3365  
108 Collins Classroom Center (CCC)  
1801 4th Ave.  
Stevens Point, WI 54481

### **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.

### **Recording and Sharing Recorded Class Content / 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 anthropology concepts 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?

I recommend taking handwritten notes while you are doing the readings. This article in Scientific American (06-03-14) suggests that handwritten notes help with learning and deepen understanding of a topic: [A Learning Secret: Don't Take Notes with a Laptop](#)



<u>Week</u>	<u>Topics</u>	<u>Textbook Parts/Chapter(s)</u>	<u>Activities &amp; Assignments</u>	<u>Due Date</u>
<b>1</b> 01/21 to 01/28	<b>Introductions, Course Overview, and Textbook Introduction</b>	<b>Syllabus</b>	Watch: <i>Darkest Austria</i> before next week's class <b>Complete:</b> Information Sheet	01/28
<b>2</b> 01/29 to 02/04	<b>Practicing Anthropology: Being Critically and Publicly Engaged Ethics in Qualitative Research; Critical Thinking Skills in Anthropology</b>	<b>Textbook intro. (pp. 1-12) and AAA ethics (in Canvas)</b>	<b>Watch:</b> <i>Introduction to Critical Thinking</i> (14 minutes) on your own time <b>Due:</b> Critical thinking quiz  Watch the film <i>Arrival</i> before next week's class	02/04
<b>3</b> 02/05 to 02/11	<b>Thinking Anthropologically and Doing Fieldwork; Communicating Culture: Language and Expressive Culture; Discussion of the film <i>Arrival</i></b>	<b>1 &amp; 2</b>	<b>Due:</b> Film Reflection Essay ( <i>Arrival</i> )  Choose field site for your participant observation.	02/11
<b>4</b> 02/12 to 02/18	<b>Belief Systems</b>	<b>7</b>	Watch the doc <i>Bitter Honey</i> before next week's class	
<b>5</b> 02/19 to 02/25	<b>Kinship and Family; Discussion of the doc <i>Bitter Honey</i></b>	<b>8</b>	<b>Due:</b> Doc Reflection Essay ( <i>Bitter Honey</i> ) if you've chosen this as your 2 <sup>nd</sup> essay.  Complete your participant observation soon!	02/25
<b>6</b> 02/26 to 03/03	<b>We will NOT meet for class.</b>  Use this time to conduct your participant observation, write up your notes, catch up on readings and assignments, etc.	None	<b>Due:</b> Participant Observation jottings & notes  Work on your analytic memo	03/03

<p><b>7</b> 03/04 to 03/10</p>	<p><b>Gender, Sex, and Sexuality</b></p>	<p><b>9</b></p>	<p><b>Due:</b> Analytic Memo We will watch <i>Raised without gender</i> (30 minutes) in class.</p> <p>Watch the doc <i>Skin Deep</i> (53 min.) before next week's class</p>	<p>03/10</p>
<p><b>8</b> 03/11 to 03/16</p>	<p><b>Race, Ethnicity, Class, and Inequality; Discussion of the doc <i>Skin Deep: Race and Ethnicity on Campus</i></b></p>	<p><b>10</b></p>	<p><b>Due:</b> Doc Reflection Essay (<i>Skin Deep</i>) if you've chosen this as your 2<sup>nd</sup> essay.</p> <p>Watch the doc <i>CrazyWise</i> (1 hour, 22 minutes) before next week's class</p>	<p>03/16</p>
<p><b>03/16 to 03/24</b></p>	<p>SPRING BREAK!</p>			
<p><b>9</b> 03/25 to 03/31</p>	<p><b>Medical Anthropology; Discussion of the doc <i>CrazyWise</i></b></p>	<p><b>11</b></p>	<p><b>Due:</b> Doc Reflection Essay (<i>CrazyWise</i>) if you've chosen this as your 2<sup>nd</sup> essay.</p> <p>Watch the doc <i>The Anthropologist</i> (1 hour, 18 min) before class on 03/27</p>	<p>03/31</p>
<p><b>10</b> 04/01 to 04/07</p>	<p><b>Environmental Anthropology and Foodways; Discussion of the doc <i>The Anthropologist</i></b></p>	<p><b>12</b></p>	<p><b>Due:</b> Doc Reflection Essay (<i>The Anthropologist</i>) if you've chosen this as your 2<sup>nd</sup> essay.</p>	<p>04/07</p>
<p><b>11</b> 04/08 to 04/14</p>	<p><b>Visual and Media Anthropology</b></p>	<p><b>13</b></p>		
<p><b>12</b> 04/15 to 04/21</p>	<p><b>Globalization, Development, and Relief</b></p>	<p><b>3</b></p>	<p><b>Due:</b> Ethnography</p>	<p>04/21</p>
<p><b>13</b> 04/22 to 04/28</p>	<p><b>Economics and Cultures of Capitalism</b></p>	<p><b>4</b></p>	<p>Work on your Visual Anthro Project</p>	

<b>14</b> 04/29 to 05/05	<b>Power, Politics, Conflict and Violence &amp; Migration and Displacement</b>	<b>5 6</b>	<b>Due:</b> Visual Anthropology Project	05/05
<b>15</b> 05/06 to 05/12	<b>Anthropology in the Here and Now</b>	<b>14</b>	Share your Visual Anthropology Project in your small group during class	

## **ASSIGNMENTS**

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

### **Weekly In-class Free Writes 15 @ 5 points each = 75 points**

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, free writing exercises, 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**

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

### **Documentary/Film Reflection Essays 2 @ 20 points each = 40 points**

#### ASYNCHRONOUS WORK

This course is 70% synchronous/in person and 30% asynchronous/online, which is work you complete outside of class. Watching the documentaries prior to class and writing two reflection essays fulfills the 30% asynchronous portion of the course.

The purpose of the documentary/film reflection essays are to connect content from the readings to real-world anthropological topics and issues as shown in the assigned documentary. The documentaries breathe life into the anthropological concepts under our consideration.

For each activity you will be expected to read the assigned chapter, watch the film and your chosen documentary, and then identify, analyze, evaluate, and construct reasoning in deciding the conclusions to draw (argumentation) or actions to take (decision-making and problem-solving) based on documentary content.

You will complete a reflection essay for the film *Arrival* – Communicating culture and language.

You will choose one of the following documentaries for your second reflection essay; next to each doc, note the anthropological concept the doc is addressing:

- Bitter Honey – Kinship and family
- Skin Deep: Race and Ethnicity on Campus – Race, ethnicity, class, and inequality
- CrazyWise – Medical anthropology

- The Anthropologist – Environmental anthropology

### **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**

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/RSV, etc., you might consider a field site where you find yourself on a regular basis in your daily activities; also, you might consider a field site that is virtual (e.g., gaming, X/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. Your field notes will be as objective as possible, ie, what you saw, heard, smelled, etc.

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.

#### ➤ **Analytic Memo 45 points**

You will write the memo after you complete your observation. Analyze your jottings and notes. What was interesting, significant, meaningful, surprising, about what the participants said or did? What behaviors did you notice? Are there any themes of note? 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 full page, double spaced.

#### ➤ **Ethnography 70 points**

This assignment will expose you to the primary way anthropologists present their observations and data. Integrate the findings from your jottings and analytic 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?

### **Visual Anthropology Project 80 points**

Project – 60 points

Share your project in your small group – 20 points

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 (e.g., foodways, rituals and belief systems, language, kinship, etc.); 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.

Alternatively, you may also “grab” images from the internet.

You will share your project in small groups and submit 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](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)