

# Anth 110: Introduction to Cultural Anthropology

Our course begins August 19 2013. Not submitting the first quiz will result in being dropped from the course by the instructor through census.

*If you receive an add code for the class, please sign up for the class by August 23 at 3pm.*

**Units:** 3.00 Online FALL 2013 CRN: 91524

**Transfer** CSU: DSI, UC (IGETC: 4)

**Description:** This course is an introduction to the various customs, traditions, and forms of social organizations in both Western and non-Western societies. Multicultural perspectives are examined for such topics including subsistence methods, belief and religious systems, linguistics, arts, kinship systems, marriage and family systems, technology, war, politics, and changes due to internal and external forces.

## Contact information for Professor Einhorn

[einhornj@smccd.edu](mailto:einhornj@smccd.edu) 650-306-3311 Bldg. 3-235

**Office Hours:** Available by email Monday thru Friday.

If you email me, I will get back to you within 24 hours. Skype office hours are also available upon request.

## Course Format

Online. Includes tutorials, quizzes, an essay, an activity, and reading articles from a textbook. In addition, use the chat section to network with other students, form study groups, and help each other with questions.

## Tutors

are available free of charge to you in the Learning Center in building 9, second floor. In addition to Anthropology tutors, English tutors can be of help for the essay assignment.

## Online Classes

Note: if you are new to online classes, be prepared. They are not easy. Studies indicate that grades are significantly lower in online courses. The main reason for this is due to the requirement that you, the student, be proactive and responsible for completing the assignments on time and seeking help if you need it. I recommend that you commit yourself to the class and plan your time.

## Grading

Your grade will be calculated on the following scale:

Quizzes (15 at 20 points each)....300

Grocery Store Activity.....20

Essay.....80

Discussion Board.....100

500 points are possible

Your grade will be calculated on a 90/80/70/60 percentage scale. For example, 90 to 100 pts.=A, 80 to 89= B, and 70 to 79 =C. Here is the breakdown of the course requirements:

## **TUTORIALS**

Tutorials are assigned weekly to study. The tutorials are free and found at

<http://anthro.palomar.edu/tutorials/cultural.htm>

Study the tutorials assigned each week by reading the topics, reviewing the practice quiz at the end of each topic, study the flashcards, crossword puzzles, and other exercises.

Studying the tutorials will pay off by helping you prepare for the quizzes in addition to your textbook readings and watching film.

## **REQUIRED TEXT BOOK**

Articles written by anthropologists are assigned weekly to read from

*Conformity and Conflict: Readings in Cultural Anthropology* by James Spradley and David W. McCurdy 14<sup>th</sup> edition. (Articles make up the chapters of the text.)

## **FILMS**

An ethnographic film is assigned to watch weekly. Ethnographic films are made by Anthropologists or by a filmmaker that has worked closely with an Anthropologist during production of the films. They are cultural products themselves, and may be a very different genre of film than you've seen before. Each week a film will be suggested to watch that is on the topic you are studying about. These films are free and can be watched online through the ethnographic film database.

To get to the database, go to our college library's web page at

<http://canadacollege.edu/library/index.php>

Click on the *Articles* tab. Under *Browse Database from A-Z*, click on the *To find films on the ethnographic database*, go to the Canada College library's web page, click on *articles* tab. Click on "Please make a selection..." and scroll down to *Ethnographic Video Online*. Click on *Go*. The log in is your library card number and the last 4 digits of your phone number you had when you set up the card or your last name. You can then search for films by filmmaker, geographic area, etc. If you need help logging in or need a library card see a librarian at our Canada College. The library is in building 9, on the second floor.

## **QUIZZES-**

15 quizzes at 20 points each. Each quiz is multiple choice, 20 questions, 1 point each. Quizzes are due by 8am of the date listed. Each quiz will involve questions based on the content of the text, film, and online tutorials (see schedule below). You will have 45 minutes to finish each quiz. Once you have logged into the quiz you will not be allowed to log into the quiz again. The system will log you out after 45 min so be mindful of the time and use reliable Internet. Only one attempt is allowed. No make up quizzes. However, if you have an emergency, send me "proof" of the emergency and I can give you an alternative assignment to complete.

Quiz scores cannot be viewed in the grade book until after the quiz is closed. This means your scores won't appear in the grade book until your class can no longer take the quiz anymore.

**Tutorial/Text book/Film/Quiz Schedule:**

**Week 1** Make sure you have a good understanding of the syllabus, and that you can log into Web Access and the Ethnographic Film Database. Begin Studying for the first quiz, and watch the film: *Through These Eyes* 2003 (55 min). In addition, watch any of the 30 minute segments of the *Netsilik Eskimo series* that the documentary *Through These Eyes* discusses such as *At the Winter Sea Ice Camp*, *Fishing at the Stone Weir*, *Group Hunting on the Spring Ice*, *Jigging for Lake Trout* that were part of the school educational program banned by Congress.

**Week 2** Read article 1; Tutorial 1-What is Anthropology?  
Quiz 1 due August 29 at 8am; Film: *A Man Called "Bee": Studying The Yanomamo*, by Asch Timothy and Chagnon Napoleon, in Yanomamö 1974, 40 minutes.

**Week 3** Read articles 2, 3; Tutorial 2-Human Culture; Quiz 2 due September 5  
Film: *Forest of Bliss*, Gardner Robert, 1986, 90 minutes.

**Week 4** Read articles 4, 5 Tutorial 9-Process of Socialization; Quiz 3 due September 12  
Film: *A Month In The Life of Ephantim D.*, by Balikci Asen, 2003, 56 minutes.

**Week 5** Read articles 6, 7, 8; Tutorial 3-Language and Culture; Quiz 4 due September 19  
Film: *The Village*, by Paul Hockings, 1968, 70 minutes.

**Week 6** Read articles 9, 10, 11; Tutorial 4-Patterns of Subsistence; Quiz 5 September 26  
Film: *The Hunters*, by Marshall John, in !Kung, 1957, 72 minutes.

**Week 7** Read articles: 12, 13, 14 ; Tutorial 5-Economic Systems; Quiz 6 due October 3  
Film: *Fishers of Dar*, by Fruzzetti Lina and Ross Steven and Östör Ákos, 2001, 38 min.

**Week 8** Read articles 15, 16, 17 Tutorial 6-Social Organization; Quiz 7 October 10  
Film: *Threads of Life: Hemp and Gender in a Hmong Village*, by Culhane-Pera Kathleen A., 1994, 28 minutes, and Film: *Cheerleader*, by Bassford Kimberlee, 2005, 24 minutes.

**Week 9** Read articles 18, 19, 20; Tutorial 7-Kinship; Quiz 8 October 17  
Film: *The Ax Fight*, by Chagnon Napoleon, 1975, 30 minutes.

**Week 10** Read articles 21, 22; Tutorial 8-Sex and Marriage; Quiz 9 October 24  
Film: *Eunuchs: India's Third Gender*, by Yorke Michael, 1991, 49 minutes.

**Week 11** Read Articles 23, 24, 25 Tutorial 10-Ethnicity and Race;  
Quiz 10 October 31  
Film: *Benjamin and His Brother*, by Howes Arthur, 2002, 88 minutes.

**Week 12** Read articles 26, 27; Tutorial 11-Political Organization; Quiz 11 November 7  
Film: *¡Luchando! Cuba's Struggle to Survive*, by Porter Russell, 1994, 55 minutes.

**Week 13** Read articles 33, 34, 35; Tutorial 12: Social Control; Quiz 12 November 14  
Film: *Dead Birds*, by Gardner Robert, 1964, 83 minutes.

**Week 14** Read articles 28, 29, 30, 31; Tutorial 13-Anthropology of Religion;  
Quiz 13 November 21  
Film: *A Balinese Trance Seance & Jero on Jero: A Balinese Trance Seance Observed*, by Asch Patsy and Asch Timothy and Connor Linda, in Jero Tapakan, 1981, 47 minutes.

**Week 15** Read articles 36, 37, 38 Tutorial 14-Medical Anthropology;  
Quiz 14 November 27 (November 28<sup>th</sup> Thanksgiving)  
Film: *Baby catchers of the Amazon*, 2005, 52 minutes.

**Week 16** Read articles 32, 39, 40; Tutorial 15: Culture Change; Quiz 15 December 5  
Film: *Mr. Patterns*, by Plumley Jo and Testoni Nic, 55 minutes.

**Week 17** *Grocery Store Ethnography* due December 12 by 8am; email me your scanned notes (or typed up responses to the questions) and a photo of you in the store or a receipt showing you went. Reading assignments TBA.

**Week 18** *Essay and Extra Credit* due December 17 by 8am  
Reading assignments TBA.

## **GROCERY STORE ETHNOGRAPHY**

Pick a grocery store that deals with an ethnicity- such as an Indian Market- that you do not buy groceries at and are not familiar with. Take field notes as an anthropologist would on the questions below, responding to the questions asked. This does not need to be typed up, handwritten notes turned in are fine.

Due December 12 by 8am, 20 points. Email me your scanned handwritten notes that you wrote down at the store in response to the questions below. You can add notes to your field notes after you leave the store, but do this the same day. This is important as it is really how Anthropologists work. We try to complete our notes for the day the same day, or data can easily be forgotten. It's amazing how many details of life we forget in a very short time.

Send a photo of you in the store or a receipt showing you went. The purpose of this activity is to get you out in the world to apply what you have learned this semester in our course. As you write notes on the specific questions below think about what you learned this semester and what can be applied to the store. You are now the Anthropologist taking notes, documenting the culture. These questions are only prompts to get you thinking. I

would plan on spending around an hour at the store.

In which way is the store organized?

Are food items categorized in a way that makes sense to you? Why?

Is it easy for you to find the things you are looking for?

Did you find items that you didn't expect?

From your observation, who does the typical shopper seem to be? Young, old, male, female? Is this what you expected? How does this visit during this time of the day do you think differ from other times of the day?

In what extent does the store seem to be identified with a certain culture or subculture?

What does the type of food and product selection tell you about this culture?

What products are available, and what products are not available?

What is the behavior of shoppers and shopkeepers?

What variety of items are available (for example, different alcoholic beverages or fish..)

What is the behavior of shoppers and shopkeepers?

What products are at eye level versus higher and lower on the shelves?

How are items packaged and presented visually?

In what ways do you think that culture is reflected in the components of everyday life, such as in stores?

What is different about this store from other grocery stores (especially food stores in other countries or that cater to members of identifiable ethnic or minority groups)?

From this exercise, what can you infer about the cultural values, attitudes, and beliefs of those that shop at this store based just on material culture?

### **ESSAY and EXTRA CREDIT**

Due December 17 at 8am Choose one of the following options for the essay assignment. Another option that you chose not to do for the essay assignment can be chosen for extra credit. You can earn up to 15 points in extra credit, and 80 points for the essay. The requirements are the same for extra credit as for the essay assignment—Times New Roman, 12 point font, 1.5 spacing, 3-4 pages, use scholarly sources found on JSTOR (no Wikipedia!), source your references (use APA or MLA), and have a thesis statement. Use Cultural Anthropology vocabulary and specific concepts that you have

learned in our course to express yourself in the essay you choose to do.

Compare one male sporting event with the same female sporting event somewhere in the United States (soccer for example) while addressing, afterwards, the following issues: From your observations of the two sporting events, as well as your own experiences, what are the similarities and differences in the ways that American male athletes and female athletes think about sports, play sports, and reap rewards from sports? What are the similarities and differences in the ways that coaches coach, fans support, and the sports media cover male athletics and female athletics, and to what degree, if at all, do these shape the way that male athletes and female athletes experience sports? Finally, which of the two “sport experiences” do you prefer and what, if anything, do you think male athletes can learn from the way female athletes experience sports, and what can female athletes learn from the way male athletes experience sports? You can watch the sporting events in person, on TV, or online.

**OR**

Stereotyped images create false ideals that real people can't hope to live up to, foster low self-esteem for those who don't fit in, and restrict people's ideas of what they're capable of. Pick a cartoon from an American newspaper to analyze from an anthropological perspective, and discuss gender roles and stereotypes within the cartoon. Look at the portrayal of gender in the cartoons. Point out details from the piece supporting that cartoons stereotype gender roles (e.g., male characters outnumber female characters; and female characters are flatter than male characters). Second, provide the holistic context of the joke, the cultural information that its audience must know to understand it. A joke is extremely culture specific, requiring listeners to be familiar with so much context but alluding to all that context with just the barest of clues. A joke requires such artistry and subtlety in its design and delivery that when it is dissected, it disappears. Why do all cultures have jokes and humor? What makes a particular joke funny, and why do we laugh? Anthropologist Mary Douglas developed a cultural explanation from Freud's psychological theory of humor. Jokes are basically subversive, she proposes; they challenge control and formality. They reveal what we accept or take for granted is not inevitable or necessary. Explore how embedded in the culture the joke in the cartoon is, and how this single joke relies upon much cultural context. Although its message contains theses common throughout the world (the foolishness of pride, or the tension between genders, for example), to explain a joke to someone from another culture or subculture is not going to produce laughter because the outsider lacks the context. A joke might depend upon familiarity with a newspaper comic strip, or on recognition of symbols or images associated with a particular occupation. The jokester usually assumes that listeners are familiar with the latest fashions and current events. The jokester usually provides clues that listeners will associate with a certain socioeconomic class, gender, or occupation. In literate cultures, cartoons are a form of visual and verbal joke. 1- Describe the aspects of American culture that this cartoon pokes fun at. 2-Which Americans will probably laugh at this cartoon and which, because of their cultural background or gender, won't? 3-What context will you have to explain to a reader from the Trobriand Islands, for example, to “get” the joke? Make sure to scan in the cartoon and email me a copy so I understand what you're talking about.

**OR**

Go to the MOMA or De Young museum in San Francisco. Pick a piece of art. Specifically write about what the piece has to do with humans and culture, making connections to class discussions, lectures, and readings. For example, how does race, gender, stereotypes, dehumanization, ethnocentrism and/or culture shock relate to the piece of art? What can anthropologists learn from art, and how does studying the art of a culture contribute to successful anthropological fieldwork (think of symbolism to answer this question)? Thursday nights are half off at the MOMA. Make sure to take your student I.D. card for a discount. Scan and email me your ticket or a picture of you at the museum.

**OR**

Take a trip to a homeless shelter, food kitchen, welfare office, hunger relief agency, or similar facility that provides services to the poor. Call ahead and set up an appointment. Interview someone who works there using both formal and informal interview techniques. What work do they do? What are their most pressing needs and demands? Describe the various types of clients they serve based on race, age, sex, and other characteristics. What vocabulary is used? How does this assignment relate to your readings for this class? Scan and email your interview notes in addition to your paper, as well as a photograph of you in front of where you attended.

**OR**

Attend a worship service as an anthropological observer involving a faith other than your own (The service must be at a different world religion. For example, if you are Catholic will need to go to a service that is non-Christian. Catholics are Christians.) Pay close attention to how the people mingle before, during, and after the service; the emphasis of the sermon; special robes or garb worn by the members and the one(s) leading the service; symbols displayed in the place of worship; rituals performed; and other activities that take place. How does what you observed relate to what you learned in our course, what you believed the symbols and rituals meant, and the impact the service had on the people attending. Scan in and email your field notes along with your paper. Also, make sure that you include a photograph of yourself in front of where you attended or a pamphlet if one was handed out.

**Discussion Board**

Weekly posts will be expected, and will vary depending upon the content of the question. You should respond to one of the questions, and then respond to a classmate's answer.

**Plagiarism**

Plagiarism in this course is defined as:

- Having someone else complete class work for you, including a company.
- Working with someone else on a quiz, or paying a company to take your quizzes.
- Comparing or discussing answers on a quiz, as well as giving another student an answer(s) for a quiz and/or receiving answer(s) for a quiz.

If you plagiarize in any form, you will:

- Receive an F on the assignment.
- Be reported to the Vice President of Student Services.
- Documentation will be placed in the student's file.

\*Note: a faculty panel may review assignments and change a grade up to one year after the submission of assignment.

\*Breaches of conduct such as organized (more than one student) cheating/plagiarism, or facilitating such behaviors, will result in the student being required to meet with the Vice President of Student Services and face a Conduct Hearing. Students found responsible for cheating or plagiarizing will face penalties ranging from a behavior contract to suspension from classes for one or more semesters.

### **Special Accommodation**

If you have a learning disability, please email me the first week of class. Let DSPPS know to email a letter stating your accommodation needs to me.

## **WebAccess: Student Access (where to take the quizzes)**

What students need to know to utilize an instructor's WebAccess site.

### ► Requirements for Site Users

1. Registration in an SMCCCD class, a my.smccd.edu email address, and Internet Access
2. Current browser—PCs use Internet Explorer or Firefox; Macs use Firefox, *not* Safari.
3. Acrobat Reader (if teacher uses pdf's). Available free from <http://www.adobe.com>
4. Word Processing software such as Microsoft Word.
- 5.

### ► Logging Into SMCCCD WebAccess

1. Go to: <http://smccd.mrooms.net>
2. **Log in** using your **G number** and **6-digit birth date**—MMDDYY—no spaces/hyphens.

### ► Enroll in Class Website

1. To find your class website, click on your college; then use the "Search" field at the bottom of the page to search for your class by class name (i.e, Engl 110) or by course CRN.
2. Click on the course name, not the instructor's name. When prompted, click the OK button to enroll and enter the course.
3. In the future, after you log into WebAccess, you'll see your courses at left. Simply click on the WebAccess course you want to enter.

### **Getting WebAccess Support**

All student WebAccess questions should go to our WebAccess Support Center: <http://onlinecoursesupport.com/smccd>

*Email support* is available 7 days a week from 5am-9pm PST.



*Phone support* is available Monday-Friday from 6am-5pm PST. 1 (866) 440-8484