

Department of Anthropology  
Introduction to Social and Cultural Anthropology  
Anth 101-010/Anth101-080  
SPRING 2011 SYLLABUS

Class Time: 11:00am - 12:15pm  
Instructor: Dr. Donna Budani  
Class Room: Kirkbride Hall Room 204  
Office: 138 Munroe Hall  
Office Hours: Wednesday  
Voice Mail: 831-1859  
Email: [budani@udel.edu](mailto:budani@udel.edu)  
Web Page: [www.udel.edu/anthro/budani](http://www.udel.edu/anthro/budani)

### COURSE DESCRIPTION

This course is an introduction to global diversity through the discipline of cultural anthropology. Cultural anthropology offers a way of understanding both the commonalities across societies as well as the diversity of human societies. It offers tools for understanding the distinctive ways in which people made sense of their world and frames our own world in a new perspective. Although it is impossible to cover the global scope of cultural diversity in one semester, through readings, lectures, class discussions, videos and films, we will explore the tremendous variety in worldview, cultural traditions, and social organization among people and cultures different from our own culture. The course introduces key concepts including ethnocentrism, cultural relativism, kinship, gender, culture, religion, race, nationalism, and globalization and provides an opportunity to learn more about these concepts in a variety of social and cultural contexts within and outside the U.S. A critical goal of anthropology is to show how people make sense and give meaning to their lives. Culture is best viewed as a system of knowledge that both generates and interprets behavior. Everywhere, cultural knowledge is encoded in peoples' values, behaviors, norms, attitudes and world views. One's own culture is invisible while the culture that is different from one's own culture is clearly visible. Students will learn about the cultural diversity found worldwide. This learning process involves a fascinating experience in which our western ideas and assumptions are revealed to us and challenged when we learn about the cultures in non-western societies.

### COURSE BOOKS

1. ***Cultural Anthropology in a Globalizing World, 3<sup>rd</sup> edition***; Barbara Miller, author, Pearson Prentice Hall, Publisher 2010. You need to make sure that you purchase the 3<sup>rd</sup> edition.
2. You are also responsible for the ELECTRONIC ACCESS CODE to the MYANTHROLAB website which accompanies the Miller text. There is no additional cost for the access code to MYANTHROLAB as it is included in the purchase price of Miller's *Cultural Anthropology in a Globalizing World, 3e* COURSE ID cm578819
3. ***Moving The Rock: Poverty and Faith in a Black Store Front Church*** Mary E. Abrums, author Rowman & Littlefield Publisher
4. ***Changing Identities: Vietnamese Americans 1975-1995***. James M. Freeman, author. Publisher, Allyn & Bacon
5. ***Buzkashi: Game and Power in Afghanistan***. G. Whitney Azoy, author. Third Edition Waveland Press, Publisher.
6. ***The Swallows of Kabul***. Yasmina Khadra, author. Anchor Books, Publisher.

### COURSE OBJECTIVES

This course fulfills the multicultural requirement. Upon successful completion of the course, students will

- Understand key concepts relevant to cultural anthropology
- Recognize and understand general patterns in social organization
- Have an increased appreciation and respect for the values of cultural diversity
- Change your perspective of cultures different from your own as well as alter your perspective of your own culture

### IMPORTANT TO KNOW

This course is rigorous and demanding. If you take this section of Anth101, you will have multiple assignments for most class session. Also, I designed the course to enhance skill acquisition in critical reading, writing and thinking. If you read the assignments carefully you will find that the actual work required is manageable. In fact the majority of the assignments require that you will primarily read and listen. Writing is not extensive.

Keep in mind that for Sakai assignments, you are not expected to complete assignments until Saturday by 11:30 pm of the week assigned. For example, if you have an assignment which is submitted to Sakai on Tuesday, February 14<sup>th</sup>, it is not due until Saturday, February 18<sup>th</sup> at 11:30pm and if you have an assignment for Sakai for Thursday, February 16, the assignment is not due until Saturday, 18<sup>th</sup> at 11:30pm. Assignments on *MyAnthroLab* are self-paced **so long as all assignments for *MyAnthroLab* are completed by May 10, 2012.** However, if, after you review the syllabus, you feel that the course requirements are excessive, then I suggest you drop the course or try to change into another section sections. Also, I advise you to read Course Policies to ensure you can comply with these policies

## **PART 1 COURSE POLICIES**

### **CHANGES IN ASSIGNMENT SYLLABUS**

I reserve the right to make changes to the course and syllabus as I deem necessary. Students are responsible for reading the syllabus thoroughly so that they are familiar with all policies and the consequences for violating these policies.

### **ATTENDANCE**

Regular and consistent attendance is mandatory. Your success in this course is dependent upon your regular attendance and participation. I will take attendance for each class session. An attendance form will be past-out at the beginning of class. If you should miss the attendance form, it is your responsibility to check the attendance form before you leave class. Otherwise, if your name appears without a check mark you will be counted as absent.

If you have a legitimate reason for missing class i.e., illness, sick child or child care problem, car troubles, athletic activities, death in the family and family responsibilities, you are eligible for an excused absence. An excused absence requires that I receive an email explaining your absence the day before 11:00 am for the day which you will be absent. To obtain an excused absence, you must have my permission for your absence. If I do not receive notice explaining your absence, your absence is unexcused; thus, you will forfeit 7 points from your final grade. Please note that each unexcused absence will result in a 7 point forfeit from your final grade. Students, who must miss class, are responsible for obtaining class notes from another student and should attend office hours to review missed material

### **TIMELY ARRIVAL TO CLASS**

Students are expected to arrive in class on time. Arriving late distracts me and causes disruption in the class. Four points will be deducted from your final grade for each late arrival. If there are circumstances beyond your control which prevents your timely arrival to class, it is your responsibility to speak to me early in the class term.

### **PARTICIPATION**

Participation includes coming to class on time having completed the assignment for the class. Participation also means that you have done all the assigned work by the end of class. Please be aware that if you do not do the assignments for the until the last few weeks before the end of class, it is highly unlikely that I will have completed grading your work and thus I will be unable to give you full credit for your work even if you complete all assigned work. So it is your interest to set a steady pace and complete the assignments in a timely fashion. Finally, you should be aware that assignments submitted to Sakai are due date controlled. If you miss a due date and time, you will not be able to submit your work and you will forfeit 50 or 100 points depending on the assignment. *Under no circumstances will I accept late work due to be submitted to Sakai and I will not re-open a Sakai assignment site once it is closed.*

### **TECHNOLOGY POLICY**

As a general rule all CELL PHONES, IPODS, IPHONES, BLACKBERRY DEVICES, LAPTOPS AND ALL OTHER ELECTRONIC DEVICES MUST BE TURNED OFF AND PUT AWAY upon entering the classroom. Electronic devices are distracting and it is disrespectful to listen to your iPod, send text messages, send email or read email on your cell phone and/or blackberry during class. If you use your computer/laptop for any reason in class you will forfeit 10 points per occasion of use.

While laptops aid in note taking they are also distracting as you are tempted to surf the web and visit social network sites such as Face book, You Tube and Twitter.

**THEREFORE, THERE IS A NO LAPTOP POLICY IN THIS CLASS.** If you engage in the aforementioned behaviors, you will forfeit 10 points from your final grade. The only circumstance under which a student may have a laptop in the classroom is if this is a necessary as part of the lecture and a necessary part of a documented disability accommodation. Students may not record this course in any fashion without written permission from me.

### POLICY PERSONAL SPECIAL CIRCUMSTANCES

I assume that many of you work more than 20 hours a week, travel to school in cars that break down or you have a demanding major or you have academic special circumstances or you have obligations to your family or you may have children of your own. Also, I suspect that some of you are freshmen learning how to be a good college student. Please make me aware of any special circumstance that has the potential to or will impact on your performance in this course. I will do all I can to work with you so that your chances of getting a good grade is supported

### POLICY CONCERNING MAKE-UP IN CLASS EXAMS OR ETHNOGRAPHIC EXAMS

**It is not my policy to give make-up exams or to accept late ethnographic exams on reading assignments. Under no circumstance should Ethnographic Exams be sent to me via email.** On a case by case basis I might consider special circumstances. In this case I will consider only those situations beyond your control. I require *that appropriate documentation is given to me*. Appropriate documentation must be in the form of a doctor's note (no note from the university health service will be accepted) and/or copies of physician prescriptions. In cases of serious illness, I might give permission to make-up an exam. If you miss an in class examine, do not assume you will be given permission to make-up the missed examine. Make-up exams is limited to seven days after the exam was originally given. No make-up exam will be given after the 7th day. Do keep in mind that it is not my policy to grant permission for make-up exams or extend dates for written work.

### POLICY CONCERNING ASSIGNMENTS ON MYANTHROLAB

As a matter of strict policy, I do not accept work after the due date (May 10, 2012) and I never accept work that is submitted to me via email. **Also, it is not my policy to re-open Sakai assignments once they are closed.** If you are having problems keeping current with assignments, you should speak to me as soon as possible.

While all assignments from MyAnthroLab are self paced, you would be wise not to fall behind in completing these assignments. It is in your interest to complete all assignments for MyAnthroLab by May 10, 2012. If you do not complete these assignments, in this time frame, I cannot guarantee that all your work will be graded in time to be included in the calculation of your final grade. **Moreover, if all assignments for MyAnthroLab are not completed by May 10, 2012, you will forfeit 10 points from your total earned points**

### OFFICE HOURS

I encourage all students to stop by my office hours about any questions related to the course. Office hours are the single most important resources you have as a student in this university. Take advantage of this resource. Office consultations provide an excellent opportunity for you to get additional information and help with the course material. I ask that all students utilize office hours FIRST instead of email, particularly for questions that require a more in depth answers. Also, I strongly advised all students come to office hours after SPRING BREAK to go over your grades and find out your standing in the class. Please note that my office hours are from 9:00am to 1:00pm on Wednesday and by special appointment on Fridays if I am available.

### POLICY CONCERNING SPECIAL ACCOMMODATIONS

Please see me early in the semester as possible if you require special accommodation. This course seeks to accommodate university students of all learning abilities. Please inform me if you have a disability that requires you to take additional time for written assignments, in class quizzes and exams and if you require a note taker. The need for special accommodations must be documented.

### POLICY CONCERNING STUDENT COURTESY

I value the perspective of all students in my class and I look forward to the productive discussions we will have throughout the semester. Be advised that we may cover course material that challenges your viewpoint and beliefs. I ask that students be respectful to each other in the classroom to foster a comfortable space in which all students feel free to share their perspective throughout the semester.

**Please keep in mind that a university is a place for adults. Everyone in the class is an adult and I expect adult behavior at all times.** The classroom is a setting for learning and not for socializing. Many students make the mistake to think that since this is a large class, I cannot see students talking and socializing. I have a very good vantage point to see each and everyone in the class. If juvenile behavior persists, I reserve the right to remove the offending students and tell them not to return to class until they can behave as adults.

### **POLICY CONCERNING IN CLASS BEHAVIOR**

Once class begins, **I EXPECT QUIET IN THE CLASSROOM AND I EXPECT YOUR FULL ATTENTION**; you may think you are whispering quietly, but your whispering is loud and I can hear you. It is distracting. Once you enter the classroom and take your seat, I consider you committed to staying for the full class period. **If there is the slightest possibility that you do not intend to stay for the entire class or the entire film, please do not come to class.** If you intend to leave class before the end of lecture, you must inform me before class, sit in the back close to the door and leave class as quietly as possible. Be sure not to slam the door. **What I will not allow is if, once you are seated, you decide to sneak out of class. I will identify you and you will forfeit 15 points from your final grade.**

To restate for emphasis, please do not come to class if there is any chance that you may leave class before class is over. Leaving class during lecture (one may leave and return) is rude, distracting and cowardly, especially when my back is turned to the class. I am offended by this rude behavior. Therefore, I expect, if not otherwise informed, that when you come to class you intend to stay in class for the full lecture. Finally, I expect that there will be no talking or chatting or social conversations during class. Class is not a social event. Except for reasons of personal physical comfort, it is un-acceptable to leave class during a lecture, a power point presentation and film. **If you do any of these things, 15 points will be deducted from your total points earned at the end of the semester.**

### **POLICY CONCERNING RELIGIOUS OBSERVANCE**

It is the policy of the university to excuse student absences that result from religious observance and to provide for a rescheduling of exams and course work that may fall on a religious holiday. Please tell me at least a week in advance of your intended absence due to religious observance so that accommodations may be made.

## **PART II IMPORTANT TO KNOW**

### **IT'S A 101 COURSE. SO IT'S EASY. RIGHT?**

This course is challenging and rigorous. It requires that you learn new terms, concepts and ideas – knowledge that is not like anything you studied before. To do well in this course begins with faithfully doing your reading assignments BEFORE you come to class and completing your assignments for MYANTHROLAB in a timely fashion.

Some students, particularly upper classmen, expect a 101 class to be simple and easy. **If you think this to be true, then this is not the class-section for you. I highly recommend that you drop this section and add another introduction to anthropology section. You will find that this course is demanding and rigorous.**

### **ANTHROPOLOGY MAY BE INTERESTING BUT WHAT USE IS IT?**

Regardless of your major, the study of cultural anthropology is useful because, no matter what your career, you will be dealing in a multi-cultural work environment, where knowledge of how to interact with people culturally different from yourself is invaluable. Doctor's will have colleagues and patients from other cultures. The same is true for nurses. In fact, the same applies to just about every major at UDEL including engineers, mathematicians, business, psychology, social work, early education, teaching criminal justice, international relations, marketing and just about everything else. We live and make our living in a multi-cultural global universe. To function in this universe, you need the skills anthropology teaches you

### **WRITING**

Writing is an important part of this course. Students who would like assistance with their composition are encouraged to contact the Writing Center on campus. I highly encourage students to utilize this resource as it will provide one-on-one assistance and feedback on your writing at any stage of the writing process.

### **\*IMPORTANT: A NOTE ON FINAL GRADES\***

Students will receive a final grade that reflects the quality of their work according to guidelines in this syllabus. **GRADES WILL NOT BE NEGOTIATED OR DISCUSSED ON THE PHONE, VIA EMAIL OR IN PERSON. Grades will not be negotiated means exactly that.** If, for some reason, you believe your final grade deserves to be reviewed, YOU MUST BRING TWO COPIES OF A TWO PARAGRAPH TYPED (SINGLE SPACED) PETITION IN PERSON TO MY OFFICE HOURS ON A DATE I DESIGNATE AT THE END OF THE SEMESTER. No inquiries regarding grade change will be entertained via email or telephone or without petition.

### **MUTUAL RESPECT**

Once class begins we become a community that has rules. The purpose of our gathering is learning not entertainment, though there is no reason why learning can't be fun. We each have expectations of the other. You expect me to be prepared and to be a good teacher. I expect you to participate in your learning about cultural anthropology. I expect you come to class prepared, having done your reading, and ready for class participation. The course schedule gives you information about the topic and participation requirements for each class. Review these requirements and come to class prepared to participate. One way to demonstrate mutual respect is, once class begins, you focus on the day's business in class. Other ways to demonstrate respect include there is no talking or whispering during lecture; you do not leave class while I am speaking and you do not leave class when a movie is shown.

### **PART III**

#### **MYANTHROLAB**

**Register for MYANTHROLAB BY INSERTING COURSE ID cm578819**

There are an extraordinary number of resources available on *MYANTHROLAB* website. There are videos, flash cards, quizzes, essay questions, research themes, study plans, images, videos, National Public Radio broadcasts, and Internet exploration activities. In addition, you will find an important resource, *MYANTHROLIBRARY* which contains short and to the point ethnographic readings covering all subjects central to this course.

Some of the aforementioned activities will be assigned – see course schedule. You will engage *MYANTHROLAB* by doing the assignments for each class. Assignments may include watching a video AND/OR WATCHING VIDEOS ON YOUTUBE, taking a chapter quiz, answering essay questions and doing research on a theme using *MYSEARCHLAB* which is a component of *MYANTHROLAB* accessed by clicking on the resource tab to the left of the screen.

Besides the assigned ethnographies, you will be assigned short readings from *MyAnthroLibrary*. After you have finished the reading, take the multiple choice quiz and submit your answers to Grade Tracker. Be sure you click the button that says SUBMIT FOR GRADE so that your work will be graded. The more time you spend using *MYANTHROLAB* non-assigned activities the more you will get out of this course. Each activity you engage in is graded when you send your activity to the GRADE TRACKER – be sure to forward your completed activity to grade tracker when it is an assigned activity.

### **GENERAL GUIDELINES FOR USING MYANTHROLAB**

Since most of your final grade is based on exercises that require your familiarity with *MYANTHROLAB*, it is wise to read the instructions that follow so that you know how to access the different parts of *MYANTHROLAB*. Ideally, assignments should be completed before class. HOWEVER, AS A GENERAL RULE ALL ASSIGNED EXERCISES ARE DUE ON THE SATURDAY FOLLOWING THURSDAY THE LAST DAY OF CLASSES FOR THE WEEK EACH TASK IS ASSIGNED. Assignments are due by 11:30 P.M ON SATURDY.

Please note: Be aware that grade tracker keeps records of how many times you completed a particular exercise. To find the assigned reading select and click *MYANTHROLIRARY* on the home page of MyAnthroLab and find your reading by searching *TITLE*.

Remember that all *MYANTHROLAB* Assignments including CHAPTER EXAM, CHAPTER ESSAY QUESTIONS, Internet exploration Activity, Video Quizzes, Reading

Quizzes, Search MyAnthroLab Activities, Web Resource activities are sent to Grade Tracker for grading. On the other hand NPR, YOUTUBE, ETHNOGRAPHY QUIZZES, CRITICAL LITERARY ANALYSIS AND EXAM SCORES are submitted to Sakai. For these assignments follow instructions in your course schedule. Completion time of the exercise is recorded. **NO LATE SAKAI ASSIGNMENTS WILL BE ACCEPTED AFTER THE CLOSE DATE. No Sakai site will be re-open once it is closed.** If an assignment is late – submitted after 11:30 am on Saturday, you will not receive any credit for the exercise. . Do not send the assignment to me via email. I will not accept it. You are responsible for monitoring your assignments and your own grades.

### **MYANTHROLAB EXPLAINED**

Course ID cm578819

Log on to MYANTHROLAB.

When you log in, the page on the screen is the HOME PAGE

Notice Tabs across top of screen and tabs on left side of screen

Notice in center of the page a box MYANTHROLIBRARY

Click on MYANTHROLIBRARY

In your syllabus, find your reading assignment by searching through TITLE. Click on the title of the assigned readings. On following page, download the reading assignment. Read the assignment and when finished take the quiz and be sure to send the results to Grade Tracker.

Go back to Home page.

On Left Side of your screen find “Navigate” under which is listed

Pearson Text and Chapter Audio File

The “E” text is the on line electronic version of your text.

Continue on Left Side of Screen

Click Chapters

Notice all chapters are listed

Click on Chapter 01

There are several sub headings under Chapter 01

Click on “Study Plan”

TAKE the CHAPTER EXAM. Be sure to send completed Chapter Exam to be graded.

Do this for all assigned chapters

NEXT, Click on Flash Cards. Study terms and definitions SPECIFIC FOR THE CHAPTER assigned. Study the terms and definitions for they will appear on your in-class exams. Flash cards are an easy way to learn key terms and concepts. Take notes. Study terms and definition – click the side of the card with term and on the other side has the definition. Make your own quiz. Notice that on card with term on it, there is a place to click which send the term to the quiz maker. Learn all terms and definitions; then click take quiz. *Do this for all assigned chapters.*

Next, Click on Essay Questions. Answer Essay Questions listed. Finish answering the essay questions & submit your answers to Grade Tracker. *Do this for all assigned essay questions per chapter*

Next, click on 'Internet Exploration Activity'. This feature if found in all chapters on MyAnthroLab. Follow the instructions Send your answers to Grade Tracker

Then, return to top center of the page

Click on tab Multimedia Library

Center page: Find Audio NPR Broadcasts, Images, Maps, Readings, Slide Shows, Videos and Web Resources.

Read your assignments carefully. Most assignments will contain several different activities. Be sure you understand exactly what the assignment requires you to do.

On center screen find NPR Broadcasts. Click View. A new Screen opens. Find broadcast assigned. Do the following for credit: listen to broadcast and take notes. Follow instructions stated in the assignment. Be sure to include the name of the NPR broadcast, the name of the moderator and guest(s). Very briefly tell what the broadcast is about. Follow more detailed instructions stated in the assignment. Submit your NPR broadcast evaluation to appropriate place on Sakai.

Scroll down to Readings. Do assigned readings or self select readings.

Scroll down to Slide Show. View Slide Show

Please Note: When readings and slide shows are assigned, read instructions carefully.

Either you will be asked to complete a quiz or you will be asked to write comments and submit to Sakai

Scroll down to Videos. Watch Assigned Videos. Write two paragraphs single spaced wherein you do the following: State the name of the video and write a very brief summary of the video. How does the video relate to the assigned chapter? What do you think is the most important point the video makes. Was the video informative? Why? What would you add to the video to make it better and more relevant to college students? How do you rate the quality of the video? Use single spacing and one inch margins all around. Use no font larger than 12. Submit VIDEO EVALUATION to Sakai.

YOUTUBE assignments. Search the titles given in your assignment on YOUTUBE . Read assignment carefully. Instructions for all YOUTUBE activities are stated in detail in each assignment.

Go back to MULTIMEDIA.. Click Resources for *MySearchLab* and *MySearchLab ACTIVITIES* appear on left side of screen. *MySearchLab* contains various databases which you will need to access to complete exercises in *MySearchLab Activities*. Exercises are organized as themes. Read your assignment to identify the theme(s) assigned. Next, click on the Theme STATED IN YOUR ASSIGNMENT. You will be prompted to Log out and then Log in. When you click the Theme tab, one or two or more activities appear. Each activity directs you to the data base which contains the reading necessary to complete the exercise. Follow directions to identify data base required by the exercise. Once you have completed the exercise click the tab grade tracker so that your work will be graded.

## PART IV

## **PERFORMANCE REQUIREMENTS**

### **1. THREE EXAMS 300 POINTS**

Exam 1 Date 100 points

Exam 2 Date 100 points

Exam 3 Date May 15, 2012 100 points

Each exam will contain multiple choice; fill in the blank and true/ false questions. Exams will cover chapters in the Miller text which I will identify prior to the exams. Questions from assigned readings from *MYANTHROLIBRARY* will also be on the exams. Your score for each quiz will be recorded on Sakai. Keep in mind that it is my policy not to allow make-up exams for missed exams. Exceptions might be made. Speak to me about your situation. No make-up exam may be taken without my written permission which you must show to the person administering the exam.

**2. QUIZ ON ETHNOGRAPHIC READINGS. Each quiz is valued at 50 points.** Three ethnographies are assigned: 1. *Moving The Rock: Poverty and Faith in a Black Store Front Church* Mary E. Abrams, author. 2. *Changing Identities: Vietnamese Americans 1975-1995.* James M. Freeman, author. 3. *Buzkashi: Game and Power in Afghanistan.* G. Whitney Azoy, author. Quiz questions will be sent to you via email before the quiz due date. Each Quiz will consist of three questions from which you are to select any two questions. Answer the question in one introductory paragraph and three paragraphs for the answer. Submit to Sakai for Grading. You are responsible for reading the ethnography in a timely fashion.

### **3. Assignments on MyAnthroLab.**

Assignments from MyAnthroLibrary, Chapter Exams and Chapter Essay questions, Web Exercises, Internet Activity for Cultural Anthropology, MySearchLab activities and Readings from MyAnthroLibrary are valued at 100 points each. Once you have completes the activity, you send your work to Grade Tracker for grading. All other assignments from MyAnthroLab are valued at 50 points each and are submitted to Sakai

### **4. Literary Analysis 100 points**

Write a 1200 to 1500 word literary analysis about *THE SWALLOWS OF KABUL* by Yasmina Khadra. This book is set in Kabul, Afghanistan under the Taliban in the mid 1990s.. It is about the terror experienced by two Afghan couples as they try to live safely all the while experiencing the horror of the Taliban. The book specifically focuses on the effects of terror on the characters everyday life, especially women

### **HOW TO WRITE A LITERARY ANALYSIS**

The purpose of a literary analysis is to carefully analyze and evaluate a work of literature. As with any analysis, this requires you to break the subject down into component parts. Examining the different elements – story, characters, setting, aim of author – is a process to help you better appreciate and understand the work of literature as a whole. Questions are important. For example, what are the major themes of the novel? What are the strengths and weaknesses of the major characters? What is the aim of the author in creating the type of characters he creates? What are the themes the author develops in the novel? How does the author develop his themes through his characters? How are we to understand the feelings and actions of the characters, both major and minor characters? Why does the author create the characters in the way he does? In other words, what do the characters represent? How does the novel help us understand the setting and everyday life of the characters?

Your essay must have a central idea (thesis). It must have several paragraphs that grow systematically out of the central idea or thesis and everything in the paragraphs must be directly related to the central idea and contribute to the reader's understand of that central idea. Your thesis statement tells your reader what to expect: it is a restricted precisely worded declarative sentence that states the main idea of your essay, i.e. the point you are trying to make. Without a carefully conceived thesis, an essay has no chance of success.

The best place to put your thesis statement is at the end of your introductory paragraph. The introduction is successful if it engages the interest of your reader. You may also want to include background information relevant to your thesis and necessary for the reader to understand the position you are taking. In the body of your essay, you present the paragraphs (at least 5 for a 1200 word essay) that support your thesis statement. Be sure to write topic sentences for the paragraphs in the body of your analysis.

Successful literary analysis provides an explanation of your ideas and evidence from the text that support your ideas. Textual evidence consists of summary, paraphrase, specific details and direct quotations. Textual evidence should be used judiciously. Each of your paragraphs of your essay should contain a topic sentence(usually the first sentence in the paragraph) which states one of the topics associated with your thesis. The purpose of the topic sentence is twofold: 1. to tie the details of the paragraph to your thesis statement and 2. To tie the details of the paragraph together

Your literary analysis should have a concluding paragraph that gives your essay a sense of completeness and lets your reader know that they have come to the end of your analysis. Your concluding paragraph might restate your thesis in different words, summarize the main points you have made in your analysis or make a relevant comment about the literary work you are analyzing but from a different perspective. Your concluding paragraph is followed by a paragraph in which you reflect on the novel, its setting and characters and comment upon your own reaction.

It is essential that you give your essay a title which is a description of the stance or position you are taking in your essay. Just as you did in your introductory paragraph, try to get the reader's attention. Using only the title of the literary work you are analyzing is unsatisfactory and unacceptable.

Finally, your aim is to write an analysis not to summarize the novel and not to retell the story of the novel. You can assume that I have read the novel so if you tell me something I already know, there should be some purpose connected to your thesis as to why you are telling me something I already know. I am first and foremost interested in your own ideas and how well you develop your ideas.

### **Technical Guidelines for Literary Analysis**

Margins are set at 1 inch all around. Use 1.5 line spacing and no font larger than 12. Place your name in the left corner of the page and center your title; then drop two spaces and begin your analysis. Do not use direct quotes from the novel unless absolutely necessary.

## 5. HONOR SECTION

In addition to the daily assignments, Honor students will be responsible of completing three written assignments. The purpose of these assignments is to introduce the student to anthropological fieldwork and anthropological thinking. I will email the assignments to the Honor students once a month starting in the beginning of March. Assignments will not be time intensive. Also, I want to take this opportunity to welcome Honor students to the class and invite them to take advantage of office hours so that we may get to know one another.

## 6. PUBLIC ANTHROPOLOGY PROJECT IS VALUED AT 15/30 POINTS

Every semester the Society for Public Anthropology sponsor a nationwide competition involving leading American Colleges and Universities. The competition involves registering for the project, receiving reading material and writing a 700 to 900 word Op-Ed piece. Students are required to submit their completed Op-Ed sample on the Community Action Website of Public Anthropology on the required date.

In the next stage of the project, you will receive op-eds from other students you will evaluate the Op-Eds, written by students from one of the 100 or more institutions participating in the project. Participating students whose op-eds are selected for first place receive a certificate from the director of the Society for Public Anthropology and an extra 15 points for earning first place.

This class is registered for the second period of the competition. A ten dollar registration is required for which you receive from SPA a free down load of a book important to your participation in the project. The subject of the Op-ed is usually related to the ethics of anthropological research. At the beginning of the semester, the SPA will send me information concerning the competition. I will post the information on my web page [www.udel.edu/anthro/budani](http://www.udel.edu/anthro/budani)

Public Anthropology Project is given each semester and students in my class are often awarded first place in the national competition. If your Op-Ed is selected you will be awarded a total of 30 points. As a result of participation in the project, you are given the opportunity to influence public policy for the well being of an indigenous cultures and/or the practice of anthropological research.

## COURSE GRADE

### HOW I CALCULATE FINAL GRADES:

Number of points earned on Sakai assignments divided by the total available points = average for your work submitted to Sakai

Sakai Average + MyAnthroLab Grade Tracker Average divided by 2 = Final Grade

Example:

642 points available for all Sakai assignments; Earned points on all Sakai assignments 598; 598 divided by 642 = .93146

MyAnthroLab Grade Tracker average = 88%

Sakai average: .93146 + MyAnthroLab average: .8800 = 1.81146 divided by 2 = .9057 or .91 or A-

Distribution of Grades

A = 94%    A- = 90%    B+ = 87%    B = 85%    B- = 80%

C+ = 77%    C = 75%    C- = 70%    D+ = 67%    D = 65%

D- = 60%    F = 59% or below

**\*COURSE SCHEDULE AND ASSIGNMENTS**  
**INTRODUCTION TO SOCIAL AND CULTURAL ANTHROPOLOGY**  
**ANTH101-010/101-080**  
**SPRING 2012**

*\*Please note: Based on pedagogical considerations, I may decide to make modifications of this assignment schedule. This schedule is subject to change in due dates, performance requirements and in any other area, including the addition of quizzes, I think necessary and beneficial to the course and its students. Changes in the syllabus will be announced in class and followed-up by an email to the class. Changes will be announced in enough time so as not to cause undue stress or disadvantage to students regarding the changes.*

Tuesday, February 7

Welcome to Anthropology 101

Assignment:

Review Course & Course Books

Assignment:

1. YOUTUBE View Videos: Search Title: *Complete Inuit Shaman Life Story*; Next, Search Title: *Cultural Differences National Geographic*; Next Search Title: *Cross Cultural Communication [construction site]*; Search Title: *Cultural Anthropology: Cultural Relativity and Ethnocentrism*

Thursday, February 9

Representatives from Pearson Prentice Hall

Review *MyAnthroLab Explained* in syllabus

Course ID cm578819

Bring Lap Tops to Class

Assignment:

1. In, *MyAnthroLibrary*, Select Title "*Abelman: Giant Yams and Cycles of Sex, Warfare and Ritual.*" Richard Scaglione, author. Take Scaglione Multiple Choice Quiz. Submit to Grade Tracker for Grading. Next, Select Title "*Destination Enlightenment: Branding Buddhism and spiritual tourism in Bodhgaya, Bihar.*" David Geary, author. Take Geary Multiple Choice Quiz. Submit to Grade Tracker for Grading.
2. YOUTUBE: Search Video Title (1): "*Doing Anthropology*"; Search Video Title (2) "*Thinking like an Anthropologist*"; Search Video Title (3): "*Forensic Anthropology*"; & Search Video Title (4) "*Dr. Tanya Packmann: Forensic Anthropologist*"; Write one introductory paragraph and two single spaced paragraphs commenting on videos. Submit to Sakai
3. ***Begin Reading the Ethnography: Moving the Rock: Poverty and Faith in a Black Store Front Church***

Tuesday, February 14

Assignment:

1. *In MyAnthroLibrary*: "Abkhazians: Growing in Age and Wisdom", Paula Garb, author. Take Multiple Choice Quiz for Garb reading. Submit to Grade Tracker for grading; Next Reading, "Australian Aborigines: An Adolescent Mother and Her Family", Victoria Burbank, author. Take Multiple Choice Quiz for Burbank reading. Submit to Grade Tracker for Grading
2. Read Chapter 1, Introduction to Cultural Anthropology in Miller's Cultural Anthropology in a Globalizing World.
3. *In MyAnthroLab*: Select Chapter 1 Study Plan, Take Chapter 1 Exam. Submit for Grading to Grade Tracker
4. *In MyAnthroLab*: Select Chapter 1, Answer Chapter 1 Essay Questions. Submit for Grading to Grade Tracker
5. *In MyAnthroLab*, Select Chapter 1, Select Internet Exploration Activity. Answer all questions. Send Answers to Grade Tracker for Grading.
6. *In MyAnthroLab*, Study Flash Cards for Miller Chapter 1
7. YOUTUBE. Search and view the following videos: "Tribe meets white man for first time 1/3" uploaded by crazybrity June 24, 2011; video "Tribe meets white man for first time 2/3" uploaded by crazybrity June 24, 2011; video "Tribe meets white man for first time 3/3" uploaded by crazybrity June 24, 2011. Write two single spaced paragraphs wherein you comment on the video.

Lecture: Introduce Key Terms and Concepts Chapter 1

Thursday, February 16

Assignment:

1. In *MyAnthroLibrary*: "*Austrians: Development of a National Culture.*" Robert Rotenberg, author. Take Multiple Choice Quiz for Rotenberg reading. Submit to Grade Tracker for grading; Next Reading "*Badagas: Sometimes Refugees in a New Land.*" Paul Hocking, author. Take Multiple Choice Quiz for Hocking reading. Submit to Grade Tracker for grading
  2. In Miller, Read Chapter 2
  3. Study Flash Cards for Chapter 2.
  4. In *MyAnthroLab*, Select Chapter 2 Study Plan. Complete Chapter 2 Exam & Chapter 2 Essay Questions. Send Answers to Grade Tracker for grading
  5. In *MyAnthroLab*, Select Chapter 2 Internet Exploration Activity. Answer all questions. Submit to grade Tracker for Grading.
  6. YOUTUBE: Search Video Title: *Anthropological Fieldwork: a personal account in Nepal.* View Video. Write two paragraphs about the video and submit to Sakai
- Lecture: Introduce Ethnography & Review Chapter 2 Terms

Tuesday, February 21

Assignment:

1. In *MyAnthroLibrary*: First reading, "*British Female Converts to Islam: Choosing Islam as a Rejection of Individualism.*" Louise Soufar, author. Take Multiple Choice Quiz for Soufar reading. Submit answers to Grade Tracker for Grading; Second Reading, "*Bulgaria: Anthropological Correction to Cold War Stereotypes.*" Gearld W. Creed, author. Take multiple choice quiz for Creed reading and submit to Grade Tracker; Third Reading, "*Casino Capitalism and the Financial Crisis.*" Rebecca Cassidy, author. Take multiple choice quiz of Cassidy reading. Submit to Grade Tracker.
  
2. In *MyAnthroLab*: Select Multimedia (top middle of screen) & Select NPR Audio Broadcasts. Select "Audio"; Select Theme 5 *Exploration and Evidence*, Select Program *All Things Considered* May 23, 2000, Title *Ethnography*; Next, Select Program *Rapport: The Informal Ethnographer Pod Cast*, Title *RIEP4: Preparing for the Field*. Write one introductory single spaced paragraph and three single spaced paragraphs about three things that strike you as most interesting about the broadcasts. Submit to Sakai for grading
  
3. YouTube: Search Title: "*cannibalism in papua new guinea*" View video uploaded by suzijon 1 on June 27, 2009; & Search Title: "*First Contact (BBC 4 Anthropology Season)*" View Part 1, 2 and 3. Write two paragraphs on "First Contact" video wherein you discuss the video. Submit to Sakai.

Thursday, February 23

## Assignment:

1. In *MyAnthroLab*: From *Multimedia Tab on top of Screen, Select Readings; Select Readings Ch 1.0 Entitled "Ethnicity and Race"*. Read from "Overview" to "American Diversity Patterns". Write one introductory single spaced paragraph and two single spaced paragraphs about three things you learned from the readings. Submit to Sakai for Grading
2. In, *MyAnthroLibrary, First Reading, "Ethnocentrism and Ethnic Conflict."* Marc Howard Ross, author. Take Multiple Choice Quiz on Ross reading & submit to Grade Tracker for grading. Second Reading, "Racism: The Production, Reproduction and Obsolescence of Social Inferiority." Melvin D. Williams, author Take multiple choice quiz on Williams reading. Submit to Grade Tracker for Grading.
3. YouTube: Search Title "*First Contact (BBC 4 Anthropology Season)*" View Part 4, 5, and 6. Write three single spaced paragraphs commenting on the videos. Submit to Sakai

Tuesday, February 28

## Assignment:

1. Read Miller Chapter 9, Communication
  2. Study Flash Cards Chapter 9
  3. In *MyAnthroLab, Select Chapter 9; Select Study Plan*. Take Chapter Exam. Submit answers to Grade Tracker for Grading
  4. *Select Chapter 9 Essay Questions. Submit Essay Question Answers to Grade Tracker for grading*
  5. In, *MyAnthroLab, Select Chapter 9 Internet Exploration Activity*. Answer 4 Questions. Submit answers to Grade Tracker for Grading
  6. In *MyAnthroLab, Select Multimedia, Click Readings*. Scroll to Chapter 9.0 Reading; Select Pidgins and Creoles. Read Article & *Write three single spaced paragraph identifying three things you find most interesting about Pidgin and Creole languages you learned as a result of reading the article*. Submit to Sakai for Grading
  7. In, *MyAnthroLibrary, Select Title 'Cherokee: The European Impact on the Cherokee Culture.'* William L Anderson, author. Take Multiple Choice Quiz on Anderson reading. Submit to Grade Tracker for Grading.
  8. YouTube: Search Title: *Nova The Lost Tribe Part 1 – Part 6*. Write three single spaced paragraphs: Is it a real discovery? Is it a hoax? Why? Submit to Sakai
- Lecture: Chapter 9 Key Terms

Thursday, March 1

Assignment:

1. In *MyAnthroLibrary* Select Title "*Cultural Adaptation of Birthing Services in Rural Ayacucho, Peru*" Sabine Gabayach, author. Take Multiple Choice Quiz for Gabayach Reading & Submit to Grade Tracker for Grading; Next Select Title "*Degrees Without Freedom: The Impact of Formal Education on Dalit Young Men in North India.*" Craig Jeffery, author. Take Multiple Choice Quiz for Jeffery Reading & Submit to Grade Tracker for Grading.
2. In *MyAnthroLab*: Select Multimedia & then Select Readings. Scroll down until Ch1.0 *Sociolinguistics Basics: Do You Speak American?* Click view. Read about Sociolinguistics. Left Side of Screen, select and read *Correct American & Language as Prestige*; Right Side of Screen, select and read *Social Identity & Managing Language*. Write three single spaced paragraphs mentioning three things you learned about Language as a result of this reading. Submit paragraph to Sakai
3. YOUTUBE: View 1. Search Title: *Language and Culture*. View 2. Search Title: *Group 4: Chapter 2: Language, Culture and Identity*; View3. Search Title: *Cultural Identity and Language Maintenance in Sidney* Write three single spaced paragraphs about what seemed most interesting to you about language and culture.
4. In *MyAnthroLab*, Click Chapter 9 > Select *Internet Exploration Activity*. Complete all Questions. Submit for Grading

Tuesday, March 6

Assignment:

1. In *MyAnthroLibrary*: 1) Select Title: "*Morocco Adolescents in a Small Town*," Susan Schaefer Davis, author. Take Multiple Choice Quiz for Davis reading – Submit to Grade to Grade Tracker for grading; 2) Select Title: *Ethical Dilemmas? UK Immigration, Legal Aid Funding Reform and Case Workers.*" Deborah James and Evan Killick, authors. Take Multiple Choice Quiz for James and Killick reading. Submit to Grade Tracker for Grading; 3) Select Title: "*Ethnicity and Culture Amidst 'New Neighbors' The Runa of Ecuador's Amazon Region.*" Theodore MacDonald, author. Take Multiple Choice Quiz for MacDonald reading. Submit to Grade Tracker for Grading.
2. At Multimedia Select Resources>Select (left screen) *My Search Lab Activities for Cultural Anthropology*>Select Theme *Ethnicity, Race and Racism*. Answer three questions. Submit to Grade Tracker for Grading
3. YOUTUBE: Search Title 1. Video: *Cultural Gaffes beyond your borders*; 2. Search Title: *Cultural Gaffes at home and abroad*; 3. Search Title: *American slang hurts international business*; 4. Search Title: *Common Cultural Blunders*; 5. Search Title: *Steinfeld Cross Cultural Differences*. Write three single spaced paragraphs: what did you learn about cross cultural communication? Submit to Sakai
4. Receive Quiz for ***Moving The Rock: Poverty and Faith in a Black Storefront Church***. Answer 2 essay questions. Total value 50 points Submit to Sakai no later than 11:30pm Saturday March 10. Essay answers should be about 4 paragraphs long.

Thursday, March 8

## Assignment

1. In *MyAnthroLibrary* Select Title "From *Healing Rituals to Music Therapy: Bridging the Cultural Divide between Sudanese Refugees.*" Carolyn Jones et al, author. Take Multiple Choice Jones et al Reading quiz. Submit to Grade Tracker for Grading. Next, Select Title "*Japan: Glimpses of Everyday Life.*" Margaret Locke, author. Take multiple choice quiz for Locke reading. Submit to Grade Tracker for grading. Then, Select Title: "*Haitians: From Political Repression to Chaos.*" Robert Lawless, author. Take multiple choice quiz for Lawless reading. Submit to Grade Tracker for grading.
2. In, Miller Read Chapter 3
3. In *MyAnthroLab* Select Chapter 3 Study Plan, Select *Chapter Exam*. Take Chapter Exam & Submit to Grade Tracker for Grading
4. In *MyAnthroLab*, Select *Chapter 3 Essay Exam*. Answer Essay Questions and submit to Grade Tracker for Grading.
5. In *MyAnthroLab*, Select Multimedia Library> Select Audio> Select View> Select Theme 14 Economy>Select *Program Talk of the Nation, September 23, 2008*> Select Title: *Human Greed Lies at Root of Economic Crisis*. Listen to broadcast and write two single spaced paragraphs explaining the role of human greed in the economic crisis.

Lecture: Making a Living: Economic Systems in Anthropology – Key Terms Chapter 3

Tuesday, March 13

First Objective Exam on Chapters 1, 2, 3 and 9

Begin Reading Ethnography *Buzkashi: Game and Power in Afghanistan,*

Thursday, March 15

## Assignment

1. In *MyAnthroLab*, Select Chapter 3>Select *Internet Exploration Activity*. Answer Questions. Submit for Grading
2. In *MyAnthroLab*, Select *Multimedia*, Select *Readings* and Scroll to *Chapter 3.0 Reading: Indigenous Farming System*; Write 2 paragraphs what you found interesting in the reading. Submit paragraphs to Sakai for Grading.
3. In *MyAnthroLab*, Select *Multimedia Library*>Select *Audio & View*> then *NPR* >Select *Theme 9 – Bands*. Select Program *Day to Day*, Title, *Drought Threaten Nomads in Horn of Africa*. Write two full paragraphs about the impact of the drought Submit paragraphs to Sakai.
4. YouTube: Search Video Title 1: *Lessons on Cultural Relativism*; Search Video Title 2 : *Cardinal McCarrick on Catholic-Muslim Relations-My Fellow Americans*; Search Video Title 3.: *ethnocentrism2*; Search Video Title 4.: *Ethnocentrism: Belief in the Superiority of One's Ethnic Group*; Search Video Title 5: *Ethnocentrism Video* Write one single spaced paragraphs about the message in the Cardinal McCarrick video and write one single spaced paragraph: which video on ethnocentrism has the strongest message?

Tuesday, March 20

## Assignment

1. In Miller, Read Chapter 4
2. In *MyAnthroLab*, Select *Chapter 4*> Select *Internet Exploration Activity*. Answer 2 questions. Submit to Grade Tracker for Grading.
3. *MyAnthroLibrary*, Select Title: "*Bonobo Sex and Society*." Frans B.M. De Waal. Take De Waal Multiple Choice Quiz. Submit to Grade Tracker for Grading; Next, Select Title: "*Nutrition Transition in Amazonia: Obesity and Socioeconomic Change in the Surui Indians From Brazil*" Ana Eliza Port Lourenco, author. Take Lourenco multiple choice quiz. Submit to Grade Tracker for grading
4. In *MyAnthroLab*, Middle Top Screen >Select *Resources*> Select *MySearchLab Activities for Cultural Anthropology*>Select *Theme – Reproduction*. Answer 1 Question. Submit For Grading

Lecture: Chapter 4 Key Terms

Thursday, March 22

Assignment

1. YOUTUBE, 1. Search Video Title: *Witness – A Maasai Tale –Part One*; 2. Search Video Title: *Witness – A Maasai Tale – Part Two*; 3. Search Video Title: *Maasai Tribe: The meaning of love and polygamy Tribal Wives BBC*; 4. Search Video Title: *Maasai Tribe: Arranged marriage views Tribal Wives BBC*.
2. In, *MyAnthroLibrary*, Select Title: *Talking the Talk: Debating Debate in Afghanistan*. Magnus Marsden, author. Take Marsden multiple choice quiz. Submit to Grade Tracker for grading.

**SPRING BREAK**

Tuesday, April 3

Assignment

1. In Miller, Read Chapter 5
  2. *MyAnthroLab*, Select Chapter 5 Resources > Select Flash Cards. Study Terms and Definitions. Scroll Down to Video>Select Video “*Generation of Hope*” Take Quiz. Send to Grade Tracker for Grading.
  3. In *MyAnthroLab Chapter 5*, Select Study Plan, Take Chapter 5 Exam and submit answers to Grade Tracker for grading.
  4. In *MyAnthroLab Chapter 5*, Select Essay Questions. Take Chapter 5 Essay Exam. Submit to Grade Tracker for Grading
  5. In, *MyAnthroLab* Select Title: *Soft Target or Partners in Health? Retail Pharmacies and Their Role in Tanzania’s Malaria Control*. Vinay R. Kamat & David J-Nyato, authors. Take Multiple Choice Quiz for Kamat and Nyato reading. Submit to Grade Tracker for Grading; Select Title: *A Postmodern Pandora’s Box: Anti-vaccination misinformation on the Internet*. Anna Kata, author. Take Multiple Choice Quiz. Submit Answers to Grade Tracker for grading
  6. Receive Ethnographic Quiz for *Buzkashi: Game and Power in Afghanistan*. Submit to Sakai no later than 11:30pm Saturday ,April 7
- Lecture; Medical Anthropology Key Terms

Thursday, April 5

## Assignment:

1. In *MyAnthroLab*, Select from *Multimedia Select Resources*>*Select MySearchLab Activities for Cultural Anthropology*> *Select Theme: Medical Anthropology*. Answer 3 Questions. Submit for Grading
2. In *MyAnthroLab*, Select *Chapter 5*>*Select Internet Exploration Activity*> Answer Questions 4 questions. Submit for Grading
3. YOUTUBE: Search Video Title: *Tribal Wives Kitava –Pat 1*; Search Video Title: *Tribal Wives Kitava – Part 2*; Search Title Part 3 – 6; Search Title: *Protecting the tribes – Amazon Truth &Myth –BBC Places*

Tuesday, April 10

## Assignment

1. In, Miller, Read Chapter 6, Kinship and Domestic Life.
2. In, *MyAnthroLab*, select Study Plan & Select Chapter 6 Chapter Exam &Chapter 6 Essay Questions. Submit Answers to Grade Tracker for Grading
3. In *MyAnthroLab*, Select *Chapter 6 Resources*>*Find Flash Cards*>*Scroll down to “The Yanomamo”*> *Click view*> *Read Marriage*> *Write a three single spaced paragraph summation of marriage Among the Yanomamo*. Submit to Sakai for grading
4. In, *MyAnthroLab*, Select *Multimedia*>*Resources*>*Select MySearchLab Activities*>*Select Theme Marriage*. Answer Questions Submit for Grading
5. YOUTUBE: Search Title 1. *Tribal Wife-Waorani BBC2 Series 1*; Search Title 2: *Gabon Tribal Wives episode 2 – BBC Two*; Search Title 3: *Rat for Dinner – Tribal Wives episode 5 Thailand – BBC Two*; Search Title 4: *Tears of Happiness – Tribal Wives episode 6 – BBC Two*
6. Begin Reading *Ethnography “Changing Identities: Vietnamese Americans 1975 -1995*

Lecture: Who are our relatives? Key Terms

Thursday, April 12

Assignment

1. In *MyAnthroLibrary*, Select Title: "A Visa for a Dream." Patricia R. Pessar, author. Take Multiple Choice Quiz for Pessar Reading. Submit to Grade Tracker for Grading. Next Select Title "Varieties of Marriage Relationships" Lewellyan Henedrix, author, Take Multiple Choice Quiz of Hendrix Reading & Submit to Grade Tracker for Grading.
2. In, *MyAnthroLab* Select *Multimedia Library*> *Select Readings*,> *Scroll down to Reading Ch 4.0 Title: Bride burning and Dowery death in India.* Read & Write a Cultural Relativist Review (three single spaced paragraphs) of the Reading. Submit to Sakai for grading
3. In, *MyAnthroLab*, Select *Multimedia*> *Select Audio*> *Select View*> *Select Theme 20 Marital Residence and Kinship*. Select *Program News & Notes, November 2, 2007*>Title: *Parents Increasingly Adopting Children of Another Race*. Listen to Broadcast and write three paragraphs wherein you summarize the topic of the broadcast and the reasons leading to the adoption of other race children. Why this happening and what is are the consequences? Next, Select *Program NPR All Things Considered*>Title: *Rural Ethiopia Ignores Law Against Child Brides*. Listen to Broadcast and write three paragraphs wherein you summarize the program subject and roles of the participants and explain why the law is ignored and what are the consequences?

Tuesday, April 17.

Assignment

1. In Miller, Read Chapter 7 Social Groups and Social Stratification
  2. In MyAnthroLab, Select Chapter 7 Study Plan. Complete Chapter 7 Chapter Exam and Chapter 7 Essay Questions, Submit Answers to Grade Tracker for Grading
  3. In MyAnthroLab, Select Chapter 7 Chapter Resources NPR Audio, Select (1) Program *Talk of the Nation*, May 16, 2001, Title: *Barbara Ehrenreich: Nickled & Dimed. Broadcast*; Next (2) Program Presented by WGBHB & Ford Hall Forum, November 9, 2006 Title: *Color of Wealth: The U.S. Racial Wealth Divide*; &(3) Program NPR *All Things Considered*, February 5, 2007, Title: *Does Wealth Imbalances Threatens Society's Fabric? Comment on Broadcasts*. Write three full single spaced paragraphs in which you comment on something interesting that you learned from each of the broadcasts. Submit paragraphs to Sakai for grading
  4. In, MyAnthroLab, Select Resources in Multimedia; Select MySearchLab Activities for Cultural Anthropology. Scroll down to *Theme Social Stratification*> Answer 2 questions. Submit for Grading
  5. **Receive Ethnographic Quiz: Changing Identities: Vietnamese Americans 1975 - 1995 Submit to Sakai No Later than 11:30pm Sunday, April 22**
- Lecture: Social Stratification and Wealth Divide in American Society

Thursday, April 19

## Assignment

1. In Miller, Read Chapter 8 Political and Legal System
  2. In *MyAnthroLab*, Select Chapter 8 Study Plan. Complete Chapter Exam and Chapter Essay Questions. Submit your answers to Grade Tracker
  3. In, *MyAnthroLab*, Select *Multimedia>Select Audio> Select Theme 28> Select Program: Morning Edition, November 11,2008; Title: Iraqi Refugees Find Michigan Is Not Land of Plenty*. Write three paragraphs summarizing the main points of the broadcast and offer your own opinion. Submit to Sakai; Select Audio, Select Theme 29 *Globalization in Africa> Select Program PRI's The World, October 26, 2009> Title Electricity for Rural Nicaragua*. Write three paragraphs about what you found most interesting in the broadcast. Submit to Sakai
  4. In, *MyAnthroLab*, Select Chapter 8> Select *Internet Exploration Activities for Chapter 8> Answer the Questions and Submit Answers for Grading*
- Lecture: Political Anthropology: Influence, Authority and Power

Tuesday, April 24

## Assignment

1. Exam 2 Chapters 5, 6, and 7

Thursday April 26

Assignment

1. In, Miller Read Chapter 10 Religion
2. In *MyAnthroLab*, Select Chapter 10 Study Plan. Complete Chapter Exam and Essay Questions. Submit answers to Grade Tracker for Grading.
3. In *MyAnthroLab* Select *Chapter10 Internet Exploration Activities*.> Answer all questions. Submit for Grading.
4. In *MyAnthroLab Chapter 10*, Select *Chapter Resources*, Select *NPR Audio*, Select *View*, Select *Theme 25 Religion*, 1) Select Program *Tell Me More, September 29, 2008, Title: Rabbi Describes Finding Religious Identity in Judaism*; Next 2) Select Program *All Things Considered March 25, 2008, Title: Class Teaches New Muslim's About Faith Practices*. Write 2 single spaced paragraphs for each broadcast- in which you mention what you learned in each broadcast. *Submit Comments to Sakai*
5. In *MyAnthroLab Chapter 10*, Select *Multimedia Library*, Select *Web Resources*, Select *Chapter 10 Title: Chichen Itza. Read about Mayan Religion. What knowledge did the ancient Mayan have that surprises you?* Length 2 single spaced paragraphs. Submit to Sakai for Grading

Lecture: Religion and Anthropology: Key Terms and Concepts

Tuesday, May 1

## Assignment

1. In Miller, Read Chapter 12
2. In *MyAnthroLab* Select Chapter 12 study Plan. Complete Chapter Exam and Essay questions. Submit answers to Grade Tracker for Grading.
3. In *MyAnthroLab*, Select *NPR Audio*, Select Theme 29 *Globalization in Latin America, Africa and Caribbean* Select Program *All Things Considered, September 30, 2008* Title: *South American Watches as U.S. Alters Free Market Tune*. Write two full paragraphs on the information you learned in the broadcast. Submit paragraphs to Sakai. .& Next, Select Program *P.R.I. The World October 26,2009* Title: *Fast Food in Nigeria* Write two single spaced paragraphs about what you find significant in the broadcasts. Submit to Sakai
4. In, *MyAnthroLab*, Select Chapter 12>Select *Interne Exploration Activity*> Answer 3 questions. Submit for Grading
5. YOUTUBE: Search Video Title *Afghan refugee fraught route to Australia*; & Search Video Title *Hazara refugees Australia*

Thursday, May 3

## Assignment

1. In Miller, Read Chapter 13 *People Defining Development*
2. In *MyAnthroLab*, Select *Chapter 13* Study Plan. Complete Chapter 12 Chapter Exam and Essay Questions
3. In *MyAnthroLibrary* Topic “*Tourism, Arts, Cultural Adaptations*”, Title – *The Development of Tourist Art and Souvenirs – The Arc of the Boomerang From Hunting, Fighting and Ceremony to Tourist Souvenir*, David L. Hume, author. Take Reading Multiple Choice Quiz and Submit to Grade Tracker.
4. On top of Center Page, Select *Resources*>Select *MySearchLab Activities for Cultural Anthropology*>Select *Theme Applied Anthropology*. Answer question. Submit for Grading.
5. YOUTUBE: Search Video Title: *The Challenge to Make Chocolate Child Labour Free (Part 1/3)*; View Part 2 and Part 3; Search Video Title: *Child Labour: A Day in the Life*; Write two single spaced paragraphs summarizing your reactions to the videos. Submit to Sakai

Tuesday, May 8

Assignment

1. YOUTUBE Search Video Title: *Love Crimes of Kabul, Afg- Part 1 of 5*. View Part 2, 3, 4, and 5. Understanding that you are viewing women and their situations in a culture different from your own and therefore neither comparison or judgment is appropriate, what insights do you have about the video? Write three single spaced paragraphs submit to Sakai and bring a copy of your assessment to class.
  
2. YOUTUBE Search Video Title: *Life Inside Kabul's Prison For Hazara & Tajik Women - BBC Report*. Keeping cultural differences in mind, leaving comparison and judgment aside, what insights do you have about women and the law in Afghanistan? Write two single spaced paragraphs and submit to Sakai. Bring a copy of your assessment to class

\*Thursday, May 10 *Last Day to Complete MyAnthroLab Assignments*

CLASS CANCELED

Tuesday, May 15

Exam 3 Chapters 8, 10, 12 and 13

Wednesday, May 16

Grade Consultation Day

Come to my office 138 John Munroe Hall from 9:00am to 4:00pm.

