

Department of Anthropology
Introduction to Social and Cultural Anthropology
Anth 101-010
Spring 2011

Class Room: 006 Kirkbride
Class Time: 11:00am - 12:15pm
Instructor: Dr. Donna Budani
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COURSE DESCRIPTION

Anthropology is a social science/humanities discipline with four sub disciplines: Biological or Physical Anthropology, Archaeology, Cultural Anthropology, and Anthropological Linguistics. Each of the four sub disciplines study a facet of what it means to be human. This course is about cultural anthropology and it will introduce you to the ways anthropologists' study different cultures; you will learn the key concepts, terms and methods used by anthropologists in their studies of cultures We will also study the social, political and economic organization of diverse cultures in the world. Our studies will focus on how culture shapes human behavior and meaning. This goal implies the development of a working knowledge of the concept of culture and an awareness of the significance of cultural variation in the world. Culture can best be understood as a system of knowledge by which members of a culture interpret their own behavior and the behavior of others so that their behavior makes sense. Through our class readings, lectures, and films, students will learn about cultural knowledge system of cultures different from their own culture. My aim is to encourage students to 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.

LEARNING OBJECTIVES

1. To grant students the opportunity to become aware of the relativity of human values and the roles that culturally defined values play in affecting the behavior and ideas of members of our own culture as well as members of cultures different from our own
2. To afford students the opportunity to think critically about your own values, beliefs and assumptions that underlie your own cultural knowledge system
3. To give students the opportunity to obtain a greater degree of cross-cultural awareness by attempting to promote an understanding of and appreciation for richness and diversity of human culture.
4. To present students with the opportunity to correct their cultural biases and ethnocentric assumptions concerning the superiority of one's own culture, the alleged biological basis of race and the existence of so called "primitive" peoples.
5. To offer students with the opportunity to instill a fundamental respect for *peoples* of other cultures, their ways of living and their ways of making sense of their own experiences

REQUIRED BOOKS

1. **MyAnthroLibrary Student Access Code Card (available for purchase at UDEL bookstore) Pearson Education**
2. **The Imagination of Unreasonable Men: Inspiration, Vision and Purpose in the Quest to End Malaria Bill Shore, author**
3. **Creative Destruction: How Globalization is Changing the World's Cultures Tylor Cowen, author**

PART I PERFORMANCE REQUIREMENTS

BOOK REVIEWS 200 POINTS

See my web page www.udel.edu/anthro/budani for a file entitled *How to Write Critical Book Review* under the heading Spring 2011, Anthropology 101 wherein you will find very specific instructions about writing your book reviews. Book reviews are written for the following books: *The Imagination of Unreasonable Men and Creative destruction*. Technical guidelines for the Critical Book Review include one inch margins all around and line spacing is 1.5. Use a font that is 12 point. No need for a cover sheet. Place your name in the upper left corner of the page with the class designation, i.e., Anth101; drop two spaces and write the title of your book review. The length of your book review should be 10 complete paragraphs long. Submit your reviews to Sakai on the due date which is noted on your syllabus. Each book review is valued at 100 points. I WILL NOT ACCEPT YOUR BOOK REVIEWS IF IT IS SUBMITTED AFTER THE DUE DATE. See my policy for legitimate late submission of work. Carefully read the instructions for the book review so you know what I expect to see in your book review. If you have any questions, see me during office hours or send me an email. An "A" scholarly book review cannot be done in 24 hours before the due date. Such reports are easily recognized and will receive a 70 or less as its grade.

THREE SHORT ANSWER ESSAY QUESTION EXAMS 300 POINTS

Three short essay exams will be administered in class during the semester. See Course Schedule for Exam Dates. Exam questions are drawn from lecture material, films, and assigned readings in MYANTHROLIBRARY. Each exam is worth 100 points. **You will need to bring two or three blue books to class for the exam and a black or blue ballpoint pen. Pencil written exams will have 10 points deducted from total exam points. Students who do not bring the required number of blue books will have 10 points deducted from exam the total points.** Please write your answer on one side of the page. I prefer the large blue books instead of the small blue books. I will inform you of which case studies will be featured on the exams. Write clearly (especially if you have small handwriting) so I can easily read your answer. **If I can't read your answer I will not grade your answer.**

MYANTHROLIBRARY SITE READING TEST

On the title page of the ethnographic reading assignment, toward the left side of the exam, there is a link that says TAKE TEST. Once you have read the ethnographic case studies, taken notes and feel confident about the material, take the test. The value of the test is based on the number of questions asked multiplied by 2. For example, if there are a total of 10 questions, the total value of the exam would be 20 minus 2 points less for each wrong answer questions. So be sure you are ready to take the test because too many wrong answer questions can reduce your score considerably. There is a feature on the page which allows you to send me your test electronically. I will record your grades and if possible send you your grades by email.

PUBLIC ANTHROPOLOGY PROJECT 15/30 POINTS

A description of the PUBLIC ANTHROPOLOGY PROJECT will be posted on my web page www.udel.edu/anthro/budani sometime in February. We are scheduled for the second project period. I send an email containing the information about the project, just as I receive it from the Center of Public Anthropology Project. **PAP is given each semester and is a requirement of this course. Everyone in the class is required to participate. There is a ten dollar registration fee for which you are entitle to download a Public Anthropology Book from Amazon.com which you get free for your registration fee.** Once I receive information for the spring 2011 semester, I will email the information to the class. **It is important to pay the 10 dollar registration fee once registration is open. Public anthropology accepts credit and debit cards.** Although I am unaware of the upcoming topic, I can tell you that your tasks will be to write an op-ed piece to influence some policy makers. You will also be asked to evaluate the op-ed writing of other students from participating universities and colleges. Students who participate in the project receive 15 points; students who receive first place in the competition receive an additional 15 points.

FILM REVIEWS 200 POINTS

Two Film reviews are a requirement for this course. Go to my web page www.udel.edu/anthro/budani. See under the heading Spring 2011, Anthropology 101 for file entitled *How To Write A Documentary Film Review*. **You are required to review any five films for each film review. Please disregard the number of films for review mentioned in the file on my web page. Thus, your assignment is to write two film reviews each discussing 4 films viewed in class.** The instructions for writing film reviews are clear and you should have no trouble following instructions. Points will be taken off a review that does not follow the specific guidelines contained in the file. Due dates for the Film Reviews are listed on the course syllabus.

A WORD ABOUT THE FILMS

I am an enthusiastic believer in the value of films as a tool to teach anthropology 101. In nearly every case where a film is scheduled, the topic of the film compliments the assigned readings. In the past I have received mixed responses to the schedule of films. Some students have reacted positively to films shown in class. However, some students have reacted negatively to the number of films thinking that no film is a substitute for lecturing. Please be aware that I do not schedule movies as a substitute for lecture. Of the films scheduled for our class, many are 25 minutes or less which leaves time for comments. As you know, watching films is not a passive activity. Since you are responsible for writing 2 film reviews of 5 films per review for a total of 10 films; it will be necessary to take notes and reflect on the presentation of information in the film. As well, a review of the instructions for writing a film review requires that your review of the 5 films per review is specific and comprehensive. If you find that the number of videos scheduled for viewing is excessive, please bring your concern to my attention. I am approachable and I listen to what my students have to say. I welcome your comments about this or any other aspect of this course,

PART II

USEFUL INFORMATION ABOUT THIS COURSE

IT'S A 101 COURSE SO IT'S EASY, RIGHT?

It is true that this is a 101 course which, my teaching experience tells me, most of you think should not be a demanding course. I disagree. A 101 course does not mean that the course should not be challenging and rigorous. This course requires that you learn new terms, concepts and ideas – knowledge that is not like anything you studied before. It begins with attending class, doing the assignments, and learning key terms and concepts. It is important that when you do the reading assignment you take notes about what you read. Another important task to do is write questions on the assigned readings – questions that you want explained or clarified about something that you come across in your reading. Finally, this course requires that you think critically about the assigned readings

WHAT DO I DO WITH MY QUESTIONS AND COMMENTS?

I invite you to write questions based on the reading material, on the lectures and on the films. Or write a question on anything you would like to know about. Bring your questions to class. Leave them on the table in the front of the room. No need to identify yourself. Just write a question or two I will begin class by answering questions so there **MUST BE QUESTIONS!!!**

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 whose culture is different from your own 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 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.

SOMETHINGS YOU NEED TO KNOW.

A word about how you "feel" about this course. What you may feel about the course and about me is not important to me. What you learn and how well you do in this course is very important to me. Nearly all of you are taking this course because it fulfills a requirement. Some, I hope, are taking this course because you are curious about anthropology and think that anthropology may be interesting. Some of you think that the learning experience must have an element of entertainment or else you will be bored with me and with the course work. It is your job to develop and maintain an interest in the course material so that you will do well in this course. I am responsible for creating an interesting learning environment.

COURSE WORKLOAD

You are a student in a university where you are expected to do university level work. I am aware that the workload of this class is rigorous and demanding. The workload, however, is not excessive for competent and serious students who want to learn. I do not come to class to entertain you and you, I hope, do not come to be entertained. . **This is your class. If the class does not suit you, drop the course. You will get out of this class what you put into it.** Remember – speak up in class. I do not mind being interrupted

TEACHING STRATEGIES

In this course, I integrate lecture, power point presentations and films. Please note: **I lecture very close to the texts assigned for this course. I use outlines to teach from;** on the other hand, I might decide to lecture extemporaneously. At times, I may give a power point presentation. My approach to teaching is shaped by my view of my

students as independent active learners and I expect that, for the most part, you will be self-taught. My role is to introduce cultural anthropology as a new subject and to enable your understanding of how an anthropologist thinks and what she or he does during fieldwork. Anthropology has a unique research tool called participant observation. During fieldwork, an anthropologist fully immerses herself or himself in a foreign culture. One outcome of fieldwork is that the anthropologist learns to think and do things as if he or she were native to that culture

WILL I BE BORED? WHAT DO I DO IF I AM BORED?

Well, that depends on you. I am an enthusiastic teacher and I take my teaching effectiveness very seriously. But let's face it; you are probably overworked by the demands of your major, your job and the work demands of your other coursework. Moreover, it is difficult to sit still for 75 minutes!!! **If you find your mind drifting and wishing class was over, then you need to stop drifting and force yourself to pay attention.** The best way to deal with being bored is to ask questions. Ask hard questions. Try to stump me. If, during the term, there is something that does not suit you, please feel free to come to my office or contact me via email and we can work together to improve your experience of the class. *I care about the experience students have in my class.* It does not make sense for you to sit in class having a negative experience and it is not fair to me to read your criticisms at the end of the term when there is no opportunity to improve. I am very approachable and I listen to what students have to say about course work, my teaching and any other issue students may have regarding the course.

CAN YOU READ?

My question is serious. As most students, you are likely to be a passive readers — i.e., you listen to the voice in your head which is telling you something. If you think what you hear is important, you reach for a highlighter and turn the printed page into a yellow or blue page. *You need to be Active and Critical Readers to do well in this course. When you read, think of it as a conversation between you and the author. What are your impressions of what you are reading? Always ask the question "WHY?" Ask yourself what is it that the author is telling you about? Is it important? Why? Is this something I should know? If you print out the assigned reading, annotate your text — write in the margins of your copy or use post-it notes or keep a separate book for*

reading notes but do not highlight the printed text. Highlighting a text is a passive activity. All you accomplish is coloring the page. Before you reach for a highlight pen ask yourself: Is this section important? Why? Then write about it in the margins. As with any conversation, you will interrupt the author with questions and you want explanations. Write these kinds of things in the margins and make them the basis of your reading notes. Ask yourself what you know about the culture discussed in the assigned reading. You will probably know very little. Use this not knowing to devise a list of what you need to know so that you understand the author's point. Above all, the rhythm of reading should be read, annotate, reflect, annotate and begin again with read. Go to my web page www.udel.edu/anthro/budani and find the file How To Read Critically under the heading Courses for Spring 2010. Read this file and incorporate the suggestions as you read the various texts.

HOW DO I EARN AN "A" IN THIS COURSE?

Do your readings and come to class. Final grades are based on the total points you earn as a percentage of the total points available. Total points available are based on the full value of all performance requirements. Performance requirements are 1) Three short answer essay exams valued at 100 points each for a total of 300 points; 2) Two book reviews valued at 100 points each for a total of 200 points. 3) On line exams (See MyAnthroLibray valued at 10 points per question 4) Participation in the Public Anthropology Project is a class requirement and valued at 15 points for completing all parts of the project. If your op-ed receives a first place, you will receive an additional 15 points. 5) Film Reviews valued at 100 points each for a total of 200 points. There is no final exam scheduled for finals week for this course.

POLICY CONCERNING MAKE-UP EXAMS and LATE PAPERS

It is not my policy to give extensions for all hand-in assignments. Regarding the book and film reviews, I do not accept assigned work after the due date. If for some compelling reason you are not able to turn your work on time, you must have my permission to hand your work late. Any late submission without my permission will receive an F. If you miss an in-class exam, you must give me a compelling reason as to why you missed the exam scheduled for a specific date.

PART III COURSE BEHAVIOR POLICIES

COURSE ETIQUETTE

- The University is a place for adults. I expect that you will act like responsible, trustworthy, and reliable adults
- All cell phones, pagers, PDA's and other electronic devices must be turned off.
- Sitting in class doing work for another class or sending and receiving text messages WILL RESULT IN A LOSS OF 8 POINTS per incident FROM YOUR FINAL GRADE.
- Once class begins, I EXPECT QUIET AND YOUR ATTENTION. You may think you are whispering but your whispering is loud and I can hear you. It is distracting. If, during a class session, there is persistent chatter, or if your attention is elsewhere – texting and doing work for another course – 10 points will be deducted from the scores of students who attend class on that particular day
- **I expect that there will be no talking or chatting or social conversations during class. Once the lecture begins, Class is not a social event for talking or whispering.**
- Once you enter the classroom and take your seat I consider you committed to staying for the full class. If 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.
- Please do not come to class if you are not interested in the material or think that coming to class is not worth your while. However, please be advised that 6 points will be deducted for each absence. Students are allowed 2 excused absences for the entire semester.

- Leaving class during lecture (one may leave and return) is both rude and distracting whether I am facing the class or if my back is turned to the class. I am offended by this rude behavior. Therefore, I expect, if not otherwise informed, that if you come to class you intend to stay in class for the full lecture.

COURSE ATTENDANCE POLICY

Consistent consecutive attendance is required. Students are permitted two excused absences. One or more unexcused absences will result in a deduction of 6 points for each absence. Attendance will be taken regularly at each class session. You are required to sign in on the attendance sheet. If your signature does not appear on the sign in sheet and you do not have my permission for your absence; I will assume that you are absent. It is your responsibility to make sure that you sign the attendance list for each class. If your car breaks down or doesn't start, send me an email as soon as possible. Bottom line: you must have my permission to miss class or you will be charged 6 points. An unexcused absence is an absence for which you do not have my permission. For each unexcused absence 6 points will be deducted from your total points earned. An excused absence is one that I have given permission for the absence to a particular student..

Absences due to illness require a doctor's note. Absences because of university related activity, for example, sports events, require prior notice be given to me at least one week before the expected absence. Students are required to notify me via email prior to class about their absence. Notification after the absence is unacceptable. Absences due to religious observance are considered excused absences. However, students absent for religious observance are still required to inform me about their expected absence. In all other cases, I will use discretion on a case by case basis.

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 for class and to be an effective teacher. You expect to learn something about cultural anthropology. I expect that you come to class prepared, having completed all assignments scheduled for the day. I also expect that you take some responsibility for you own learning, by actively participating in class ,by making comments and asking questions.

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. 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

OFFICE HOURS

I refer you to the first page of this document where you will find the location of my office. I will announce my office hours the first week of class. I invite you to take advantage of my office hours. I encourage all students to regularly consult with me concerning lecture material, i.e. unclear or confusing notes, readings, any other matter affecting your performance in this class. Or, just come in for a friendly chat. If you prefer, consultation may be conducted via email. I promise a quick response to all emails.

END OF TERM CONSULTATION FOR GRADES.

It is your responsibility to arrange a consultation with me before the end of the semester to go over your grades so that you know approximately what your final grade will be. Once I submit final grades I do not change grades except if I have made an error in calculating your grade. If you did not do an assignment and thus have no grade, you will not be able to make up the assignment. Also, you are responsible for keeping track of your grades. I do not change A- or B to a higher grade unless your grade qualifies for a bump up to the next grade. If you have not taken the responsibility to consult with me about your grade, then you forfeit any consideration I may extend to you. All grades will be entered in the Sakai gradebook so you should have no trouble in monitoring your grades.

FINAL COURSE GRADES

Distribution of Grades

A = 93% A- = 89% - 87%
B+ = 86% - 85% B = 84% - 83%
B- = 82% - 80% C+ = 79% - 77%
C = 76% - 74% C- = 73% - 70%
D+ = 69% - 67% D = 66% - 64%
D- = 63% - 60% F = 59% or below

**COURSE SCHEDULE OF ASSIGNMENTS
INTRODUCTION TO SOCIAL AND CULTURAL ANTHROPOLOGY
ANTH101-010/080
SPRING 2011**

**Please note: This schedule is subject to change or modification. Changes to the syllabus will be announced in class and followed-up by an email to the class*

Tuesday, February 8

Syllabus Review

**Review of MYANTHROLIBRARY BY LAURA
PEARSON REPRESENTATIVE**

Thursday, February 10

Reading Assignment:

Film: Straightlaced: how gender got us all tied up

DVD6949

67 minutes

Tuesday, February 15

Reading Assignments:

In MyAnthroLibrary read, *Evolution – Early Apes, Pp. 1 - 12; Hominoid Evolution – Chimpanzee Hunting Behavior and Humans, Pp.1-25 & Do Apes Have Language? Pp.1-20.*

Film: Washoe (chimpanzee) DVD 1638 52 minutes chimpanzee/language/sign language/learning in chimpanzees

Thursday, February 17

Reading Assignment:

In MyAnthroLibrary read, *Ethnocentrism and Ethnic Conflict, Pp 1-18; Key Concepts Ethnocentrism and Cultural Relativism & Read in MyAnthroLibrary Human Rights Violations. Pp. 1-20*

Film: Everybody's Ethnic VHS 8350 22minutes

Tuesday, February 22

Film: A Village Called Versailles DVD 7068 Ethnicity/New Orleans/Vietnamese Refugees/Katrina 67minutes

Thursday, February 24

Reading Topics: Family and Kinship Relations

In MyAnthroLibrary read, *Family and Households: Who Lives Where, Why? Does It Vary and Why Is It Important?* Pp. 1-19& *Begin Reading, Changes and Conflict: Korean Immigrant Families in New York*, Pp. 1-30

Tuesday, March 1

Reading Topic: Kinship Relations

In MyAnthroLibrary read: *Changes and Conflict: Korean Immigrant Families in New York*, finish the case study

Subjects: Patrilineal and Matrilineal Kinship, Types of Families Nuclear and Extended Families, Male Dominant, Parent Siblings, Grandparents/Blood Kin/Kindred/Eskimo/Hawaiian /Omaha Kin Terminology/ Cross Cousin/Parallel Cousins

Thursday, March 3

Reading Topic: Gender, Roles and Status and Relations

In MyAnthroLibrary Read: *Nandi: From Cattle Keepers to Cash Crop Farmer*, Pp 1 - 27

Subjects: economics and the rest of culture components, culture change, male and female gender roles and status

Tuesday, March 8

First Short Answer In Class Essay Exam

Questions composed based on all prior reading assignments, lectures and films.

Thursday, March 10

Film: *The Red Billionaire* DVD 5788 50 minutes

Case Study of TCL China's First Multinational Corporation; inside view of Chinese Business Practices

Tuesday, March 15

Reading Topic: Ancestor Veneration & Longevity

In MyAnthroLibrary Read: *Ancestor Veneration In Lowland Mayan Society: A Case Study From K'axob, Belize*; Read: *Abkhazians: Growing in Age and Wisdom*

Subjects: Mayan Indians/ Ritual/ Systems of Belief/ Longevity

Film: *To Taste a Hundred Herbs: gods, ancestors, and medicine in a Chinese village* VHS 1123

Thursday, March 17

Reading Topic: Marriage

In MyAnthroLibrary Read: *Nayar's Tradition and Change*

Subject: Marriage/Polygny/Polyandry/ levirate/serrate/arranged marriage – why?/Nayar matrilineal descent/role of Mother's Brother

Film: *Saheri's Choice* DVD 4910 27 minutes

First Film Review Due Submit to Sakai

Tuesday, March 22

Reading Topic: Ritual & Religious Beliefs and Practices

In MyAnthroLibrary Read: *African Americans: Getting Into The Spirit, Pp.1-37 & Rotuma :Interpreting A Wedding.*

Film: *Fundamentalism Fervor* DVD 7675 26 minutes

Thursday, March 24

Reading Topic: Racism

In MyAnthroLibrary Read: *Racism: The Production, Reproduction and Obsolescence of Social Inequality*

Subjects: Obsolescence of Social Inequality

Film: *Race: Mirrors of Privilege: Making Whiteness Visible* DVD 3153

SPRING BREAK

Tuesday, April 5

Class Discussion: *The Imagination of Unreasonable Men*

Film: *Los Tepes* DVD3068

Thursday, April 7

Reading Topic: Sexuality

In MyAnthroLibrary Read: *Sexuality: Varieties of Marital Relationships, Pp1-23*

Film: *Sexual Stereotypes in the Media* DVD 4480 42 minutes.

Tuesday, April 12

Second In Class Short Answer Essay Exam

Thursday, April 14

Reading Topic: Religion

In MyAnthroLibrary Read: *Universals and Variation in Religious Beliefs & Sierra Otomi: People: People of the Mexican Mountains. Pp. 1-29*

Subject: Religious Universals/ Underlying Beliefs of Shamanism/Healing

Film: *Bloody Cartoons* DVD 5741 53minutes

Tuesday, April 19

Reading Topic: Social Stratification

In MyAnthroLibrary Read: *Variations in Stratification, Pp.1-17 & Poverty: Homeless, Pp. 1-19*

Film: No Place Like Home VHS 6463 25 minutes

Subject: social class – income and lifestyle/homeless/homeless families/ homeless children

Thursday, April 21

Reading Topic: Political Organization

In MyAnthroLibrary Read: *Political Participation Pp. 1-19 & Bulgaria: An Anthropological Correction To Cold War Stereotypes Pp. 1-27*

Book Review of *the Imagination of Unreasonable Men Due today; Submit your review to Sakai*

Subjects: Power/ Leadership /Influence/Generosity

Tuesday, April 26

Reading Topic: Law and Custom

In MyAnthroLibrary Read: *Do the Wrong Thing Pp 1-19 & Crime: Variations Across Cultures and Nations Pp 1-19.*

Subjects: Social Control/ Hunter Gatherers/ Tribes/ Divination/State Violence

Film: Correcting – Heart of the Dragon Series Part 5 VHS 147 China's Criminal Justice System

Thursday, April 28

Reading Topic: Ethos

In MyAnthroLibrary Read: *Norwegians: Cooperative Individuals Pp 1-44*

Subject: Ethos – shared fundamental traits / American Ethos

Tuesday, May 3

Class Discussion: *Cultural Destruction: How Globalization Is Changing The World's Cultures*

Submit your Book Review to Sakai

Film: *The Right To Choose Ethiopia VHS 7897*

Thursday, May 5

Reading Topic: Initiation Rites

In MyAnthroLibrary Read: *Australian Aborigines: An Adolescent Mother and Her Family*

Subject: Australian Aborigine/Hunter Gatherer/ "Dream Time"/Discrimination/Social Inferiority/

Film: *Stolen Generations DVD 1331 53 MINUTES*

Tuesday, May 10
Third In Class Short Answer Essay.

Thursday, May 12
Second Film Review Due Today Submit to Sakai

Tuesday, May 17
Last Day of Class