

Department of Anthropology
Introduction to Social and Cultural Anthropology
Anth 101-011/Anth101-081
Fall 2011

Class Time: 10:10am - 11:00am
Instructor: Dr. Donna Budani
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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 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, 2nd edition*; Barbara Miller, author, Pearson Prentice Hall, Publisher 2010. Make sure that you purchase the 2nd 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*
3. *All American Yemeni Girls: Being Muslim in a Public School* Loukia K. Sarroub, author. Publisher: University of Pennsylvania Press 2005

COURSE OBJECTIVES

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

- Understand key concepts relevant to cultural anthropology
- Understand major theoretical contributions of 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

PART 1

COURSE POLICIES

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 excuse for missing class i.e., illness, sick

child, 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 before 1P.M. on the day for which you are 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 4 points from your final grade. Please note that each unexcused absence will result in a four 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 includes doing the assignment for each class meeting. Taking part in group discussion, watching films, and answering questions when called upon. Participation requires that you come to class prepared by doing the assignment for the class session.

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. 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 access 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 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. I expect 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 EXAMS

It is not my policy to give make-up exams or give extensions for all hand-in assignments. However, I will take into account certain situations of illness or injury *provided 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. Permission to make-up exams is limited to seven days. No make-up exam will be given after the 7th day. However, 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 LATE SUBMISSION OF REQUIRED WORK

As a matter of strict policy, I do not permit work after the due date and I never accept work that is submitted via email. In the case of illness or injury, you must submit either a doctor's note (not from university health service) or/and copies of prescriptions. If you are having problems keeping current with assignments, you should speak to me as soon as possible. **NO WORK WILL BE ACCEPTED LATE WITHOUT MY PERMISSION.** Check Sakai web page for this course, You will see that all assignments are listed. You are given a start date and a close date. No work will be accepted after the close date and time.

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 before and after Thanksgiving break to go over your grades and find out your standing in the class. Please note that office hours are listed on the first page of this syllabus. See first page of syllabus for office hours

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 exams and if you require a note taker. The need for special accommodations must be documented.

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.

EXPECTED ADULT BEHAVIOR

Once class begins, I EXPECT QUIET IN THE CLASSROOM AND I EXPECT YOUR ATTENTION; You may think you are whispering 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 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 there is any chance that you may leave class before class is over. In other cases, 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. It is un-acceptable to leave class during a lecture, a power point presentation and film. If you do any of these things, 10 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 your reading your textbooks, learning key terms and concepts and finish the complete assignment before coming to class. Some students, particularly upper classmen, expect a 101 class to be 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 section to intro anthropology. 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 CENTER

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 GRADING

Students will receive a final grade that reflects the quality of their work according to guidelines in this syllabus. **GRADES WILL NOT BE NEGOTIATED.** If, for some reason, you believe your final grade deserves to be reviewed, YOU MUST BRING TWO COPIES OF A ONE PAGE 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

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. There are two ways to engage *MYANTHROLAB*: First, per each class date, you will find very specific assignments. Assignments may include working with flash cards, watching a video, 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. Be sure you click the button that says **SUBMIT FOR GRADE** so that your exercise will be graded.

Second, 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 whether it is an assigned activity or a self study exercise.

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 FRIDAY, THE LAST DAY OF CLASSES FOR THE WEEK TASKS ARE ASSIGNED.** Assignments are due by 11:30 P.M. Exceptions are those quizzes which are graded by *MYANTHROLIBRARY*. *These are due on the date of the assigned reading(s).* **NO QUIZ GRADE WILL BE ACCEPTED IF YOUR QUIZ IS SUBMITTED AFTER THE DUE DATE.** Be aware that grade tracker keeps records of the time you did the exercise and how many times you completed a particular exercise.

As for the assignments from *MYANTHROLAB*, I prefer that students complete all FLASH CARD QUIZZ AND CHAPTER QUIZ assignments on the day of the assignment. Read your assignments very carefully because, more often than not, there will be multiple parts to your assignments. Remember that all assignments from *MYANTHROLAB* with the exception of *NPR comments, Video comments and Web exercises* are forwarded for grading at the completion of the assignment. *NPR, Video and Web exercises* are submitted to Sakai for grading. **NO LATE ASSIGNMENTS WILL BE ACCEPTED.** An assignment is late if it is received after 11:30pm on the Saturday following the last class day – Friday – of the week’s assignment. You are responsible for monitoring your own grades. Most of the your grades will be collected and categorized by grade tracker a feature found on all the assignments you will be asked to complete.

MYANTHROLAB EXPLAINED

Course ID cm843605

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*

Topic Page appears. Check your assignment and listing of MYANTHROLIBRARY topic and specific reading assignment. On Topic Page select the first letter of your topic. For example, if your topic is fossils, then click the letter "f" for fossils. The next page will list specific readings. Click on the assigned reading. On following page, download the reading assignment. Read assignment and when finished take quiz. Be sure to send your quiz to grade tracker for grading. Alternatively, you can access your reading by clicking on tab "Title" an scrolling down until you find the title of the assigned reading.

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"

After you have read the assigned Chapter, then TAKE the CHAPTER QUIZ. Be sure to send completed chapter quiz to be graded. Do this for all assigned chapters

NEXT, Click on Flash Cards. Study terms and definitions SPECIFIC FOR THE CHAPTER assigned. Create Quiz. You create a quiz by clicking on a flash card. Do this after you have studied the terms and definitions. Take Flash Card Quiz. Be sure to send completed Flash Card Quiz to be graded. 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. Once you have completed the quiz, click tab that says Grade book. Be sure to forward your completed quiz to grade book for credit. Do this for all assigned chapters.

Next, Click on Essay Questions. Answer Essay Questions listed. Finished answering the essay questions & submit your answers for grading. Do this for all assigned essay questions per chapter

Go to top center of the page

Click on tab Multimedia Library

Find center page: Audio NPR Broadcasts, Flash Cards, 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. Write two paragraphs in which you state the title of the broadcast, the name of the NPR broadcast, the name of the moderator and guest(s). Very briefly tell what the broadcast is about and comment on the information presented and/or identify two important issues raised by the broadcast. Answer the following questions: What information did you learn about the topic? What do you think were the point(s) most important to you? Critique the broadcast: presentation of the information, the role of the moderator (NPR person) contribution of guest(s). Was the broadcast worthwhile to listen to? If not, why not? 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.

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.

Go back to left side of screen. Click Resources. MySearchLab and MySearchLab ACTIVITIES appear on left side of page under heading Resources. 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. Once you have completed the exercise click the tab grade tracker so that your work will be graded.

PART IV

PERFORMANCE REQUIREMENTS

THREE EXAMS MULTIPLE CHOICE 300 POINTS

Exam 1 Date Monday, October 10 100 points

Exam 2 Date November 7, 2011 100 points

Exam 3 Date Monday, December 5, 2011 100 points

MYANTHROLIBRARY READINGS QUIZ 100POINTS

Grade for this activity is the average of 14 quizzes with each quiz worth 100

MYANTHROLAB CHAPTER EXAM 100 POINTS

Grade for this activity is the average of 13 Chapter Exams

MYANTHROLAB FLASH CARD QUIZ 100 POINTS

Grade for this activity is the average of 13 Flash Card Quizzes

MYANTHROLAB NPR EVALUATIONS 100 POINTS

Grade for this activity is the average of 8 to 10 NPR Evaluations

MYANTHROLAB VIDEO EVALUATIONS 100POINTS

Grade for this activity is the average of 8 to 10 Video Evaluations

MYANTHROLAB/MYSEARCHLAB THEME QUIZ 100POINTS

Grade for this activity is the average for 8 Responses to 8 Themes

MYANTHROLAB WEB EXERCISES

Grade for this activity is the average score for the total number of assigned activities.

CRITICAL BOOK REVIEW 100POINTS

Write a critical book review of the assigned ethnography *All American Yemeni Girls: Being Muslim in a Public School* by Loukia K. Sarroub, ethnography. This book is ethnography. Ethnography is a written account of anthropological research also known as fieldwork. The author conducted anthropological research in Dearborn, Michigan. Dearborn is home to an Arab/Muslim community. Arabs are Muslims but not all Muslims are Arabs. The author is concerned with the community of Yemeni Arabs, in particular adolescent girls in public high school. She comments on the bicultural identities of the girls as well as American popular culture and its effects on the girls studied.

The author also writes about the immigration experience, acculturation and the conflict in aspirations, values and beliefs. The author lived within the Arab community in Dearborn and shadowed the girls in school observing their experiences and reactions. She also observed their families and the clash of different values and beliefs of American and Yemeni culture. Most importantly, she studied the girls' development of bi-cultural identities with each cultures different rules and expectations. Islam is discussed as the centerpiece of the girls' bi-cultural identities. The ethnographer must tell her readers the purpose of her research, state her research questions, provide information on the current state of research, how she incorporated herself as part of the community and how she went about collecting information to answer her research questions. An important aspect of the ethnography is the details the author provides when she returns to the community after September 11, 2001. She re-enters the community in order to ascertain the community's reactions to increased surveillance as the community re-think their place in American society. The attacks of 9-11 have rendered the Arab and Muslim community targets of increased scrutiny and surveillance.

HOW TO WRITE A CRITICAL BOOK REVIEW

Your review should have two goals: first, to inform the reader about the content of the book and second, to provide an evaluation that gives your judgment of the book's quality. Your introduction should include an overview of the book that both incorporate an encapsulated summary and a sense of your general judgment. This is equivalent to a thesis statement. **DO NOT SPEND MORE THAN A THIRD OR SO OF THE PAPER SUMMARIZING THE BOOK.** This summary should consist of a discussion of highlights of the major themes, features, trends, concepts, ideas and characteristics of the book where applicable. While you may use direct quotes from the

book (make sure you always give the page number), such quotes must not be the bulk of your summary.

As a general rule, your summary should be no longer than one-third of your review. Most of your grade will depend on how well you describe and explain (analysis) the material **IN YOUR OWN WORDS**. You might want to take a major organizing theme of the book and use it to organize your own discussion. This does not mean that I want a chapter by chapter summary. I do not want this and I will fail any who hands in a critical review with a chapter by chapter summary. Your goal is a unified essay.

So what do I want, if not a summary? I want you to provide a critique of the book – hence the title: A Critical Book Review. A critique consists of thoughts, responses, impressions and reactions to the book. (Read the book with a pencil and pad at hand. Annotate the book by commenting on what you read, mark what you notice that is significant and note your reactions, responses and mark what seems to you to be themes which organize the book). A critique is not necessarily negative; it is an analysis of the contents of the book. Nor is it necessary that you need to know as much the subject as the author. The skills you need are the ability to follow an argument and evidence given in support of that argument

Here are a number of questions that you can address as part of your critique. You need not address them all, but these questions are essential to any critical book review. **AND THESE QUESTIONS ARE ABSOLUTELY NOT TO BE ANSWERED ONE AFTER THE OTHER. DO NOT HAVE ONE PARAGRAPH THAT ANSWERS ONE QUESTION AND THEN THE NEXT PARAGRAPHS THAT ANSWERS THE NEXT QUESTION, ETC.** The answers should be part of a carefully constructed essay, complete with topic sentences and transitions.

Question 1

What is your overall opinion of the book? On what basis has this opinion been formulated? That is, tell the reader what you think and how you arrived at this judgment. What did you expect to learn when you picked up the book? To what extent – and how effectively – were your expectations met? What were you surprised to learn? Did you nod in agreement (or off to sleep)? Why? Did you wish you could talk to the author and/or people presented by the author? Amplify upon and explain your reactions.

Question 2

What was the ethnographer's aim for her research? Is there a need for this type of research? Explain. What were her research questions? Does she provide answers to these questions? Describe how she conducted her research. How did she go about collecting information? Identify the ethnographer's thesis and explain it in your own words. In other words, what did she want to do and why? Is this thesis proven? Use examples to amplify your responses. If arguments or perspective were missing, why do you think this might be? Does the ethnographer's presentation seem fair and accurate? Is the interpretation biased? Explain. Can you detect any distortion, exaggeration or diminishing of the data? If so, for what purpose might this have been done and what effects does it have on the over-all presentation.

Question 3

What are the author's aims? How well have they been achieved, especially with regard to the way the book is organized? Are these aims supported or justified? (You may look back at the introduction – Chapter 1 – of the book for help) How closely does the organization of the material follow the author's aims? Identify the assumption made by the author in both the approach to and the writing of the book. How effectively are those assumptions worked into the over-all presentation of the information and of the analysis? What assumptions do you think should not have been made? What conclusions does the ethnographer reach and how clearly are they stated. Do these conclusions follow from the thesis and aims and from the ways in which they are developed? In other words, how effectively does the book come together

PUBLIC ANTHROPOLOGY PROJECT IS VALUED AT 15/30 POINTS

Every semester the Society for Public Anthropology sponsors 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 download 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

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

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
 ANTH101-011/081
 FALL 2011

**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 I think necessary 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.*

Wednesday, August 31

Welcome to Anthropology 101

Assignment:

Review Course

Review Course Text Books

Form Discussion Groups

Friday, September 2

Jill and David Representatives from Pearson Prentice Hall

Review *MyAnthroLab Explained* in syllabus

Course ID

Bring Lap Tops to Class

Wednesday, September 7

Assignment:

1. *In MyAnthroLibrary*: Topic Anatomy--Reading *Lucy's Baby*, Kate Wong, author. Take Quiz for Wong reading; and Topic Chimps – Reading *Bono Sex and Society*, D.M. De Waal, author. Take Quiz for De Waal reading.
2. Read Chapter 1, Introduction to Cultural Anthropology in Miller's Cultural Anthropology in a globalizing world.
3. *In MyAnthroLab*: Take Chapter 1 Flash Card Quiz

4. In Lecture: Power Point Presentation Chapter 1

Friday, September 9

Assignment:

1. *In MyAnthroLibrary*: Topic “Early Human Evolution” – Reading *Early Human Fossils from Africa*, Kate Wong, author. Take Quiz for Wong reading; and Topic “Bioanthropology” – Reading *Does Race Exist?* Randolph M. Nesse and George C. Williams, authors. Take Quiz for Nesse and Williams reading.
2. *Read Chapter 1 in Miller or listen to Chapter Audio*. Take notes
3. *In MyAnthroLab*: Select Study ~~Plan~~, Take Chapter 1 Exam. Submit for Grading
4. *In MyAnthroLab*: Answer Chapter 1 Essay Questions. Submit for Grading
5. *In Lecture*: Film, House of the Spirit: perspectives on Cambodian health care VHS 5165

Monday, September 12

Assignment:

1. *In MyAnthroLibrary*: Topic “Brain Evolution” – Reading *Why Are Some Animals So Smart?* Carel Van Schaik, author. Take Quiz for Van Schaik reading; and Topic “Archaeology” – Reading *The End of Angkor*, Richard Slone, author. Take Quiz for Slone Reading
2. *In MyAnthroLab*: Select from *Multimedia* tab on top of screen NPR Broadcast, Listen Theme 2 *The Concept of Culture*. Select *Program Discovery News* Title: Cool Jobs Archaeologist; Then, Select *Program All Things Considered* Title: Clifford Geertz, Pioneering Cultural Anthropologist. Write NPR Comments & Evaluations for one NPR program and submit to Sakai
3. *In MyAnthroLab*: Select from *Multimedia* Tab on top of Screen, *Videos*. Select Video *“Being an Archaeologist”*. View and take Quiz; Select Video *“Dawn of Civilization”*. View and Take Quiz
4. *In MyAnthroLab*: Select from *Multimedia* Tab on top of Screen, *Readings* Entitled *“Ethnicity and Race”*. Read from “Overview” to “American Diversity Patterns”. Write Evaluation and Submit to Sakai

Class Discussion: Make a list of the aspects of visiting other cultures that you believe you would have the most trouble adapting to. If you are from another culture, make a list of what you found most shocking about life in America and how have you adapted to life in America?

Wednesday, September 14

Assignment:

1. In Miller, read Chapter 2, Researching Culture OR, listen to audio Chapter 2
2. In *MyAnthroLab*: Select *Flash Cards*. Review *Flash Cards*. Take Flash Card quiz for Chapter 2 and Take Chapter 2 Exam
3. In *MyAnthroLab*: Answer Chapter 2 Essay Questions and Submit answers for Grading
4. In *MyAnthroLab*: Select *Multimedia* at top of screen. Click *NPR Broadcasts* and Select Theme 3: Evolutionary Origins of Culture. Select the following programs: NPR Talk of the Nation, *Hominid Skeleton Find*; Write Comments /Evaluation and submit to Sakai.
5. In *MyAnthroLab*; Select *Multimedia* & then Select *Video* entitled, *Relativity*. Write Summary and Evaluation – what did you learn from video?

Lecture: Power Point Presentation *Doing Cultural Anthropology*.

Friday, September 16

Assignment:

1. In *MyAnthroLab*, Select Resources (top center screen); Select *MySearchLab* for *Cultural Anthropology*. Select *Theme* Introduction to Cultural Anthropology; Answer Questions 1&2. Submit answers for grading.
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 summary and evaluation grouping all three broadcasts and submit to Sakai

Film: Panihari: The Water Women of India DVD2756

Monday, September 19

Assignment:

1. In *MyAnthroLibrary* Topic: "Applied Anthropology" – *A Shaman to Organizations*, Andrew W. Miracle, author. Take Quiz for Miracle Reading; Topic "Citizenship" – *Human Rights Violations*, Paul C. Rosenblatt, author. Take Quiz for Rosenblatt Reading.
2. In *MyAnthroLab*, Select Resources (top center screen); Select *MySearchLab* for *Cultural Anthropology*. Select Theme Concept of Culture; Answer Questions 1&2. Submit answers for grading

Class Discussion: Consider your own responses to cultural practices that offend you. Is it reasonable to maintain an attitude of cultural relativism in the face of practices such as torture, slavery, genocide and female circumcision? Is there such a thing as universal human rights?

Wednesday, September 21

Assignment:

1. In *MyAnthroLibrary*: Select Topic: "Adolescence, Status and Activities" --Read *Morocco Adolescents in a Small Town*, Susan Schaefer Davis, author. Take Reading Quiz – Submit for grading; Select Topic "Artificial Kin Relationships", read *Huichol: Becoming a Godmother*. Stacey Schaefer, author; Take Reading Quiz – Submit 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 a paragraph identifying three things you learned about Language as a result of this reading. Submit paragraph to Sakai

Class Discussion: In the United States, how closely is linked both to American identity and to ethnic identity? To what degree can a person be a full citizen of America without speaking English as a primary language? Multiple languages are great assets in the global economy. Instead of mandating English only, would it be better to mandate increased second language training for Americans?

Friday, September 23

Assignment

1. Read Miller Chapter 9, Communication
2. In *MyAnthroLab* for Chapter 9, Select Chapter Resources. Scroll down for Flash Cards. Click view. Study terms and definitions. Take Quiz and Submit For grading
3. In *MyAnthroLab* for Chapter 9, Select *Study Plan*, Select *Chapter Exam*. Take Exam and Submit for Grading.
4. In *MyAnthroLab*, Select *Essay Questions*. Answer *Essay Questions and Submit for Grading*
5. In *MyAnthroLab*, Select *Multimedia*, Click Readings. Scroll to Chapter 9.0 Reading; Select Pidgins and Creoles. Read Article & *Write One Paragraph identifying three important things about Pidgin and Creole languages you learned as a result of reading the article*. Submit to Sakai for Grading

Class Discussion: Make a list of current common slang words you think will be around in use three years from now. Identify two or three common slang terms that have been around since the year 2005

Monday, September 26

Assignment

1. In *MyAnthroLibrary* Select Topic "*Early Human Evolution*" – Select *Early Human Fossils from Africa*, Maeve Leakey and Alan Walker, authors, Take Reading Quiz and Submit for Grading; & Select Topic "*Homo Erectus*" – Select Reading "*Out of Africa Again – and Again*" Ian Tattersall, author, Take Reading Quiz and Submit for Grading
2. Film: *The Ax Flight* VHS 5234 30 minutes. A four part analysis by Chagnon (anthropologist) and Timothy Asch of a fight in a Yanomamo Indian Village between local descent groups; includes slow motion replay of the fight and a discussion of the kinship structure of the fight

Wednesday, September 28

Assignment

1. In Miller, Read Chapter 3, Economic Systems
2. In *MyAnthroLab*, Select Chapter 3 Study Plan, Select *Chapter Exam*. Take Chapter Exam and Submit for Grading
3. In *MyAnthroLab*, Select Chapter Resources, Select *Flash Cards*. Study Terms and Definitions. Take *Flash Card Quiz*. Submit *Quiz* for Grading

Class Discussion: *What cultural, social, personal and other obstacles do you see as standing in the way of opening possibilities for changes in American food habits? What are some of the changes in American Culture and Society that might result from changes in American food practices?*

Friday, September 30

Assignment

1. In *MyAnthroLab*, Select Chapter 3, Select *Essay Questions*. Answer *Essay Questions* and Submit for Grading
2. In *MyAnthroLab*, Select *Multimedia*, Select *NPR Broadcasts Theme Food and Production*. Select Program: Talk of the Nation, September 13, 2006, Title *Gates and Rockefeller Turn to Feeding Africa*; Select (new) Program The Paula Gordon Show, October 1, 1998 Title: *Sources of Power: Conversations with Jared Diamond*. Write two paragraph summary and evaluation of broadcasts; include three things you learned from the broadcast. Submit to Sakai for Grading.
3. In *MyAnthroLab*, Select *Multimedia*, Select *Video*, Chapter 3.0 *Patterns of Settlement*. Write two paragraphs. What did you learn as a result of watching the video? Submit to Sakai for grading.
4. In *MyAnthroLab*, Select *Multimedia*, Select *Readings* and Scroll to Chapter 3.0 *Reading: Indigenous Farming System*; Write 2 paragraphs about 3 things about what you found interesting in the reading?

Group Discussion Question: *Historically, the introduction of cheap, mass produced goods has undercut existing economies and draw people in as consumers of low quality merchandise and low wage earners. Given this, should anthropologists be involved in the design and marketing of products to groups about which they have expertise?*

Monday, October 3

Assignment

In **Discussion Group**: Prepare a budget based on a salary of \$4,272 per month. Include all expenses from Rent or Mortgage, Utilities, Health Care, Car Insurance, MD and Pharmacy expenses, Life Insurance, Investments, Expenses, Dental Care, Credit Card Debt, College Loan Debt, Other Debt, Car Maintenance, Gasoline, Utilities, Groceries, Restaurants, Travel, Clothes, Cleaners, Telephone, Internet, Cell Phone, Household Repair, Grounds Maintenance; Entertainment, Gifts, Computers, Savings and any other category that come to mind.. **Consider yourself head of household with two children.** Members of each group should work collaboratively to develop one budget per group.

1. In MyAnthroLab, Select Resources and then Select MySearchLab Activities for Cultural Anthropology, Select Theme – Tribes. Follow Directions, Answer Question 1 and Submit for Grading; Next, Select Theme – Chiefdom, Follow Directions, Answer Questions and Submit for Grading; Next, Select Theme – Agricultural State, Follow Directions, Answer Questions and Submit for Grading
2. In MyAnthroLab, Select Multimedia then NPR Broadcast. Select Theme 9 – Bands. Select Program Day to Day, Title, Drought Threaten Nomads in Horn of Africa; & Program Day to Day July 29, 2008, Title, Tale of Two Alaskan Villages, & Program P.R.I. The World, Title Conservation Refugees: An Interview with Mark Dowie. Write three paragraphs: discuss three things you found most interesting about the broadcasts. Submit to Sakai for grading

Wednesday, October 5

Assignment

1. In Miller, MyAnthroLab, Read Chapter 4 Reproduction and Human Development or Click Chapter Audio. Listen and Take Notes
2. In MyAnthroLab, Select Study Plan – Take Chapter 4 Exam and submit for Grading
3. In MyAnthroLab, Select Chapter Resources – Select Flash Cards – Take Chapter 4 Flash Card Quiz. Submit for Grading
4. In MyAnthroLab, Select Chapter 4 Essay Questions. Submit answers for grading
Lecture: Power Point Presentation Chapter 4

Friday, October 7

Assignment

1. Video The Human Animal: A Natural History of the Human Species. DVD 2606 Vol.4, The Biology of Love
2. In MyAnthroLab, Select Chapter Resources, Scroll down to Videos, Select Video Anthropology of Childhood, View and take Quiz. Submit Quiz for Grading; & Select Video Population Growth, View and take Quiz. Submit Quiz for Grading; & Select Video Rites of Passage, View and take Quiz, Submit Quiz for Grading
3. In MyAnthroLab, Select Multimedia Library, Scroll down to Web Resources. Select Chapter 4.0 Web Exercise. Write 1 page summary of Cody's account of female ancestors and coming of age of Apache girls ceremonies and compare these ceremonies with coming of age ceremonies/markers for girls in your own culture. Submit to Sakai for grading

Monday, October 10

Exam 1 Covering Chapter 1 - Chapter4

Wednesday, October 12

Assignment

1. In MyAnthroLibrary, Topic "Sexuality", Title: *Variations in Sexual Attitudes, Norms, and Practices*. Gwen J. Brouda, author. Take Reading Quiz and Submit to Grade Tracker; & Topic "Sexual Behavior and Identity" Title: *She's a Professional Like Anyone Else: Sexual Identity Among Brazilian Sex Workers*. Laura et al Take Reading Quiz. Submit to Grading
2. In MyAnthroLab, Select Multimedia – NPR, Select Theme 17 Sex, Gender and Culture, Select Program NPR Day to Day June 16, 2008. Title: *The Connection between Gender, Roles and Sex*; & Program Presented by WGBH & Campaign Reform Title: *Lani Giunier: Race, Gender, and Power*. Write one assessment of the programs. What are things you learned about race, sex and gender? Submit to Sakai for grading.

Class Discussion: In many cultures, female genital circumcision marks the important transition of girls to women with the added status of a full adult within her community. Yet, many western organizations resist the practice and treat it as a violation of human rights. Consider the following: *Should female circumcision be*

outlawed globally as a valuation of women's and children's rights, even if it is a valued cultural tradition in many societies? What does the example of female genital operations suggest about the possible limits of the anthropological principle of cultural relativism?

Friday, October 14

Assignment

1. In, *MyAnthroLab* Select *Multimedia Library*. Scroll down to *Video, Ch 6 Title Are You Popular*. Write a Critique of the Video: Is popularity the same today or different. Submit to Sakai for Grading.
2. In, *MyAnthroLab* Select *Multimedia Library "Readings"*, Scroll down to *Reading Ch 4.0 Title: Bride Burning and dowery death in India*. Write a Critique of the Reading. Submit to Sakai for grading
3. In *MyAnthroLab* Select *Resources*, Select (on left side of screen) *MySearchLab Activities for Cultural Anthropology*. Select *Theme Marriage and Family*. Answer *Question2*. Submit Answers for grading
4. Film: Saheri's Choice: Arranged Marriages in India DVD 4910

Monday, October 17

Assignment

1. Re-read Chapter 3 Economic Systems, Industrialism and The Information Age, pp 61 - 74
2. In *MyAnthroLab*, Select *Multimedia Library*, Select *Audio/NPR Theme 29 Globalization in Latin America*, Select *Theme 29 Globalization in Latin America, Africa and the Caribbean*, Program *Tell Me More, October 9, 2008, Title: Latin America Grapples with the U.S. Financial Crisis*, & Program *PRI's The World November 6, 2009, Title: Electricity for Nicaragua*. Write your assessment of the broadcasts. What did you learn that is noteworthy?
3. In *MyAnthroLab*, Select *Resources (top center screen)*, Select *MySearchLab Activities for Cultural Anthropology*, and Select *Theme Industrial States*, Answer three questions and submit for grading.
Film: Hot Money VHS 3382

Wednesday, October 19

Assignment

1. *Book Review All American Yemeni Girls*
2. *Film DVD 3654 Covered Girls*

Friday, October 21

Assignment

1. In Miller read *Chapter 5 Disease, Illness, and Healing*, OR, Click Chapter 5 and Select Chapter Audio. Listen and Take Notes
2. In *MyAnthroLab Chapter 5*, Select *Study Plan*, Take *Chapter Exam*. Submit for *Grading*
3. In *MyAnthroLab Chapter 5*, Select *Chapter Resources Flash Cards*. *Study Terms and Definition*. Take *Flash Card Quiz* and Submit it for *Grading*.
4. In *MyAnthroLab Chapter 5*, Select *Essay Questions*, *Answer Questions* and Submit for *Grading*
5. Film: *Healers of Ghana DVD 1330*

Monday, October 24

Assignment

1. In *MyAnthroLibrary*, Topic "*Medical Anthropology*", Title: *Soft Target or Partners in Health? Retail Pharmacies and Their Role in Tanzania's Malaria Control*. Vinay R. Kamat & David J-Nyato Take Reading Quiz and Submit for Grading
2. In *MyAnthroLab*, Select *Resources*, then Select *MySearchLab Activities for Cultural Anthropology*, Theme – *Medical Anthropology*. Answer Three Questions Submit For grading
3. In *MyAnthroLab*, Select *Chapter 5*, Select *Internet Exploration Activity*, Answer 4 questions. Submit for grading.

Wednesday, October 26

Assignment

1. In Miller, Read Chapter 6, Kinship and Domestic Life, Or In MyAnthroLab, Chapter 6, Select Audio Take Notes
2. In MyAnthroLibrary, Topic "Marriage Patterns" – Title: Varieties of Marriage Relationships, Lewellyan Henedrix, author, Take Reading Quiz and Submit for Grading; & Topic "Domestic Violence, Religious Beliefs" – Title: Using Traditional Spirituality to Reduce Domestic Violence Within Aboriginal Communities. Chassidy Puchala et. al, authors, Take Reading Quiz and Submit for Grading.
3. In MyAnthroLab, Select Study Plan, Take Chapter Exam & Submit For Grading
4. In MyAnthroLab, Select Chapter Resources, then Select Flash Cards. Study Terms and Definitions for Chapter6. Take Flash Card Quiz and Submit For Grading.
5. In MyAnthroLab, Select Essay Questions, Answer Essay Questions and Submit for Grading.

GROUP DISCUSSION: Consider the outlawing of polygamy in the United States in spite of the freedom of religious practice guarantees by the Constitution. How would you build a case either for or against criminalization of the religious based form of marriage?

Friday, October 28

Assignment

1. Access data base Project Muse (Select Libraries on Home Page, Select Library, Select Old Library Page – see left of screen. Select Database, "P" for Project Muse, Sign in, Select Browse Journals) Search CR: *The New Centennial Review for the article entitled "Misusing Immigration Policies in the Name of Homeland Security."* Bill Ong Hing , author, Volume 6, Number 1, 2006 pp. 195 – 224. What are three ways Immigration Policies are misused in the name of Homeland Security? What are some of the results of mis-using immigration policies? Summarize three important points of what do we really need. What is the main reason the author gives for legitimizing undocumented immigrants? What does the author identify as what we do not need? What major point does the author make in the closing?

2. Group Discussion: Based on above reading and questions
3. **BOOK REVIEW DUE TODAY SUBMIT TO SAKAI BY 11P.M. SATURDAY, OCTOBER 29 BY 11:00P.M.**

Monday, October 30

Assignment

1. In Miller's *Cultural Anthropology* Read Chapter 8, *Political and Legal System*. Or, In. *MyAnthroLab*, Select *Chapter 8, Chapter Audio*. Listen and Take Notes
 2. Take Chapter 8 Exam, Submit for Grading.
 3. In *MyAnthroLab*, Select Chapter 8 *Essay Questions*. Answer Essay Questions and Submit for Grading
 4. In *MyAnthroLab*, Select Chapter 8, *Flash Card, Study Terms and Definitions*, Take *Flash Card Quiz*. Submit for Grading
- Lecture: Chapter 8 Power Point Presentation

Wednesday, November 2

Assignment

1. In *MyAnthroLab*, Select *Resources*, Select Theme: *Chieftdom*. Answer 1 question. Submit for Grading.
2. In *MyAnthroLab*, Select *Resources*, Select Theme: *Law, Order and War in Non-States Societies*. Answer 3 questions. Submit for Grading
3. In *MyAnthroLab*, Select *NPR Audio*. Select Theme *Chieftdom*. Select *All Things Considered August 21, 2005, Title: 1491. Comment on Broadcast*; In *MyAnthroLab*, Select Program: *Day to Day November 25, 2004, Title: Shamanism Endures in Evolving. Comment on Broadcast*. Submit Responses to Sakai for Grading
4. Group Discussion: What Do You Think: *Pick someone you consider a leader who has no authority but has substantial power? What do you think is/are the sources of their power? What kinds of solution would you suggest to the problem of undocumented immigration? Do you think that the construction of a border fence will make a substantial contribution in addressing this problem? Why? Why not? If you feel that there should be restrictions on immigration, what criteria would you use for admitting immigrants?*

Friday, November 4

No Class

Monday, November 7

Second Exam Cover Chapters 4, 5, 6,

Wednesday, November 9

Assignment

1. In Miller's Cultural Anthropology, Read Chapter 8, *Social Groups and Social Stratification*. OR, In *MyAnthroLab*, Select *Chapter Audio, Listen and Take Notes*
2. In *MyAnthroLab*, Select Chapter 8 *Study Plan*. Select *Chapter Exam, Complete Exam and Submit for Grading*
3. In *MyAnthroLab*, Select Chapter 8 *Essay Exam, Complete Essay Exam and Submit for Grading*.
4. In *MyAnthroLab*, Select Chapter 8 Chapter Resources, Select *Flash Cards, Study Terms and Definitions, Take Flash Card Quiz*. Submit for Grading
Lecture Power Point Presentation Chapter 8, Social Groups and Social Stratification

Friday, November 11

Assignment

1. In *MyAnthroLab*, Select Chapter 8 Chapter Resources *NPR Audio, Program Talk of the Nation, May 16, 2001, Title: Barbara Ehrenreich: Nickled & Dimed. Comment on Broadcast;* & Program Presented by WGBHB & Ford Hall Forum, November 9, 2006 Title: *Color of Wealth: The U.S. Racial Wealth Divide, Comment on Broadcast;* & Program NPR *All Things Considered, February 5, 2007, Title: Does Wealth Imbalances Threatens Society's Fabric? Comment on Broadcasts. Submit to Sakai for grading*
2. In *MyAnthroLab*, Select Chapter 8, *Internet Exploration Activity. Do 5 Activities, Submit for Grading*

Film: The Philadelphia Story VHS 7892

Monday, November 14

Assignment

1. In Miller's *Cultural Anthropology*, Read Chapter 10 Religion Or, In MyAnthroLab, Chapter 10 Select Chapter 10 Chapter Audio. Listen and Take Notes
2. In MyAnthroLab Chapter 10 Select Study Plan Select Chapter Exam. Complete Chapter Exam and Submit for Grading.
3. In MyAnthroLab Chapter 10 Select Essay Questions. Complete Essay Questions and Submit for Grading
4. In MyAnthroLab Chapter 10 Select Chapter Resources, Flash Cards. Study Terms and Definitions. Take Flash Card Quiz

Lecture: Power Point Presentations Chapter 10 Religion

Wednesday, November 16

Assignment

1. In MyAnthroLibaray, Topic: "Religious Beliefs and Practices", Title: *Iroquois: The Tree of Peace and the War Kettle*, Thomas Abler, author. Take Reading Quiz. Send Quiz to grade tracker; & Title: *Sierra Otomi: People of the Mexican Mountains*, James W. Dow, author. Take Reading Quiz. Send Quiz to Grade Tracker.
2. In MyAnthroLab Chapter 10, Select Chapter Resources, Select NPR Audio, Select View, Select Theme 25 Religion Select Program Tell Me More, September 29, 2008, and Title: *Rabbi Describes Finding Religious Identity in Judaism. Comment of Broadcast*; & Program All Things Considered March 25, 2008, Title: *Class Teaches New Muslim's About Faith Practices. Comment on Broadcast*. Submit Comments to Sakai
3. 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 paragraphs. Submit to Sakai for Grading

Film: El Dia la noche y los muertos/*Day of the Dead*

Friday, November 18

Assignment

1. In MyAnthroLibrary, Topic "Shamanism", Title – *Bakairi: The Death of an Indian*. Debra Picchi, author, Take Reading Quiz and Submit to Grade Tracker; & Topic "Shamans and Psychotherapist", Title – *Saraguro: Medical Choices, Medical Changes*, Ruthbeth Finerman, author. Take Reading Quiz and Submit to Grade Tracker.
2. Film: *Between Two Worlds VHS 2031 / Hmong Shamanism*
Group Discussion: *If the majority in a community finds a religious representation offensive, should it be censored? Why? Why Not?*

Monday, November 21

Assignment

1. 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 Quiz and Submit to Grade Tracker.
2. Go to Library on Home Page. Select Libraries; Select Old Access Page, Select; Database ; Select the letter "P" Select "Project Muse"; Access "Project Muse" Select "Browse", Select "Journal of American Folklore" , Find *Journal of American Folklore Volume 114, Number 453, Folk for Whom? Tourist Guidebooks, Local Color, and the Spiritual Churches of New Orleans* Claude F. Jacob, author. Read Summary and then read Article. Be prepared to answer the following questions: *As used in the article, what does the terms local color mean? Describe characteristics of New Orleans featured in all tourist Guides. What does the author mean when he states "... minstrel like appropriation and commodification of black culture? What is the relationship between tourism and local color in New Orleans? How do members of Spiritual Churches see themselves as compared to how tourists been led to see church members based on information found in guide books from two periods: the 1930s during the Federal Writers Project and the 1990s during the boom in Louisiana Tourism.*
Submit Answers to Sakai

Wednesday, November 23

CLASS CANCELED

Friday, November 25

NO CLASS THANKSGIVING BREAK

Monday, November 28

Assignment

1. If possible, rent and watch movie *Monsoon Wedding* over Thanksgiving break. If not possible, do a Google search *Monsoon Wedding summary*. Click on *Monsoon Wedding – Plot Summary – Fanango.com* Or any other site that is a summary of the movie plot.
2. Access *Project Muse*, Browse Journals, Select Journal *Meridians: feminism, race, transnationalism*. Access *Meridians: feminism, race, transnationalism* Volume 6, Number 1, 2005 *Gender, Nation and Globalization in Monsoon Wedding and Dilwale Dulhania Le Jayenge*. Jenny Sharpe, author. Be prepared to answer the following questions. *The author states that the film presents contradictions of India – globalized and traditional India. What are some of these contradictions? The author uses the terms transnational and transnationalism cultural literacy. Based on your reading what does the author mean by these terms? Why is the film Mother India important to scholars of Indian culture and society? If young men embodied the triumph of India's underclass over social injustice, what are the messages of current Indian films? How have films transformed the cultural significance of rural village life in India? What are some features of the 1990s family dramas in India films? What are some of the contradictions of new global India mentioned in the article? Submit your write-up to Sakai*

Wednesday, November 30

Assignment

1. In *MyAnthroLab*, Select *NPR Audio*, Select Theme 29 *Globalization in Latin America, Africa and Caribbean Program All Things Considered, September 30, 2008* Title: *South American Watches as U.S. Alters Free Market Tune. Comment on Broadcast.& Program P.R.I. The World October 26,2009* Title: *Fast Food in Nigeria*
Lecture: Power Point Presentation Globalization and Change

Friday, December 2

Assignment

1. In Miller's *Cultural Anthropology* Read Chapter 12, *People On The Move*. OR, In *MyAnthroLab* Select, Chapter 12 Select, *Chapter Audio*. Listen and Take Notes
2. In *MyAnthroLab*, Select Chapter 12 Study Plan, Select *Study Plan*, Select, and *Chapter Exam*. Complete Exam and Submit for Grading
3. In *MyAnthroLab*, Select Chapter 12 *Essay Questions*. Complete Essay Questions
4. In *MyAnthroLab*, Select Chapter Resources, Select *Flash Cards*, Take *Flash Card Quiz*. Submit for Grading

Group Discussion: *Is Bill Gates right that today it is better to be a genius in China or India than an average person in America? Why? Why not? Do you think your opportunities would be greater if you were born in China or India? Why? Why not? & do you believe that global culture will be more or less homogeneous? Why? Why not? What do you think will remain distinctive about American Culture and Society? Why? Why not?*

Monday, December 5

Third Exam

Wednesday, December 7

Student Grade Consultation Day