

Anthropology 110 – Cultural Anthropology
Spring 2022

Mondays & Wednesdays, 9:30am-10:45am

Mondays: On Zoom, see Canvas for link

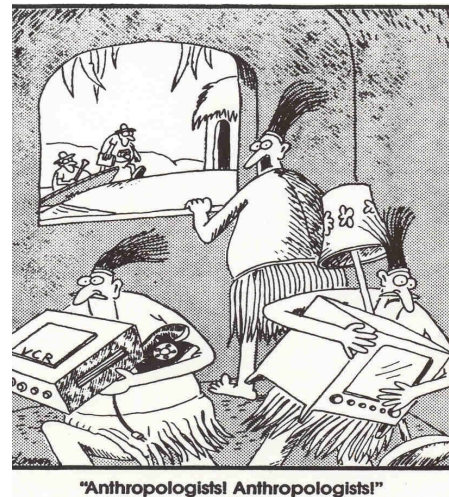
Wednesdays: In person, Science Building (SCI) A208

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

Office Location: Sciences Building, B341

Student Time: On Zoom or in person, Thursday 11am – 1pm or by appointment

Email: mkubek@uwsp.edu



Course Description

Cultural anthropology, although historically concerned with the study of non-western people, is focused today on how people create and define distinct ways of living and how these ways of living manifest over time and across space. Anthropologists are interested in all types of societies from rural indigenous communities to life in urban settings. Through participant observation and ethnography, cultural anthropologists document and compare the spectrum of human social forms and adaptations, explore themes and patterns in the human experience, and examine processes of, and resistance to, change in a range of socioeconomic, geographic, and political contexts.

Culture is the key word; one we will approach historically, cross-culturally and analytically by asking: What is culture? Is it possible to understand a very different culture? What does culture have to do with race, with gender and sexuality, with family configurations, with religious beliefs, with power and inequality? How might economic and environmental changes, globalization, or violence change cultures, and vice-versa? What are the ethical issues entailed in studying people unlike – or like – ourselves?

This course fulfills the requirement for “Critical Thinking” in the General Education Program.

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|----------------------|--|
| GEP Category: | <i>Upon completing this requirement, students will be able to:</i> |
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| | |
|--------------------------|---|
| Critical Thinking | <ol style="list-style-type: none"> 1. Recognize critical thinking as a process of identifying, analyzing, evaluating, and constructing reasoning in deciding what conclusions to draw (argumentation) or actions to take (decision-making and problem-solving). 2. Identify, analyze, evaluate, and construct reasoning as it is applied to general or discipline specific questions or issues. 3. Communicate the analysis, evaluation, or construction of reasoning orally, visually, or in writing. |
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Course Learning Outcomes

Students who successfully complete this course will be able to:

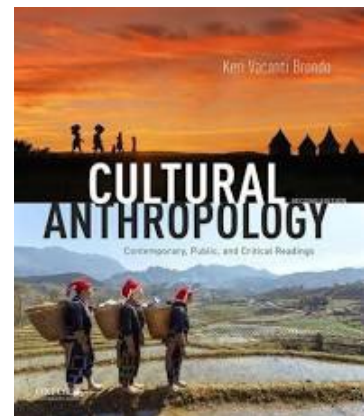
1. Recognize critical thinking as a process of identifying, analyzing, evaluating, and constructing reasoning in deciding what conclusions to draw (argumentation) or actions to take (decision-making and problem-solving).
2. Identify and describe how "culture" is a process of making meaning in everyday life from an anthropological perspective.
3. Design a qualitative research project to investigate human behavior around a cultural phenomenon; draw conclusions about the identified cultural group's process of making meaning of the world around them.
4. Produce a written ethnographic essay based on qualitative research methods including participant observation, jottings, and analytic memos.
5. Produce an oral presentation for a visual anthropology project which analyzes how groups construct meaning about and through imagery.

Course Materials

The following texts are required for this class:

Brondo, K. V. (2020). *Cultural anthropology: contemporary, public, and critical readings*. Oxford University Press.

Additional readings and multi-media will be posted to Canvas.



Course Requirements

| | |
|--|-------------------|
| 1. Attendance & Participation | 150 points |
| 2. Critical Thinking Skills Quiz | 5 points |
| 3. Anthropology Research Project | 100 points |
| a. Participant Observation Jottings (25 pts) | |
| b. Analytic Memo (25 pts) | |
| c. Ethnography (50 pts) | |
| 4. Visual Anthropology Project | 45 points |
| 5. Mid-term Exam | 50 points |
| 6. Final Exam | 50 points |
| | 400 points |

| <u>Grading Scale</u> | | <u>Percent</u> |
|----------------------|---|----------------|
| A | = | 94-100 |
| A- | = | 91-93 |
| B+ | = | 88-90 |
| B | = | 84-87 |
| B- | = | 81-83 |
| C+ | = | 78-80 |
| C | = | 74-77 |
| C- | = | 71-73 |
| D+ | = | 68-70 |
| D | = | 60-67 |
| F | = | 59 + |
| below | | |

Course Format

This course will meet on Mondays (Zoom) & Wednesdays (in person) unless otherwise indicated in the syllabus. The course format will include small and large group discussions, lectures, exercises and activities, and multi-media.

CLASSROOM EXPECTATIONS

Covid 19 and variants

We will remain adaptable and flexible during this time. Our class will make use of small group discussions. For safety and tracing purposes, everyone will remain in the same small group throughout the semester; additionally, everyone will have a seat assignment so that we can communicate should someone in the class test positive for COVID 19.

Should we need to switch our class meetings to Zoom, I will alert you to this as soon as possible. *Keep an eye on Canvas announcements.*

Face covering requirement:

Under the chancellor's order, and in an August 9, 2021 email sent by Chancellor Gibson that summarizes the order, "[A]ll students, employees and visitors to any UW-Stevens Point campus or facility will be required to wear face coverings when inside campus buildings and enclosed spaces with others outside of your household (e.g., in a UWSP vehicle). This policy is in effect until further notice."

Late assignments

You are expected to complete course work by the date that it is due. You are responsible for contacting me to negotiate for any alternate dates which will typically fall within two weeks of the original due date. You must do this **BEFORE THE DUE DATE**. Requesting an extension does not automatically mean that you will receive one.

With all of this in mind, please note that I am flexible and understanding of people's situations that might prevent an assignment from being turned in on time. Please keep the lines of communication with me open!

Communication

Please use professional writing skills when communicating with me by email. Professional communication via email includes: an email with a greeting and closing, spell check, and grammar review. Emails that are received between 8 AM and 4:30 PM, Monday through Friday, can expect a response by the close of the following business day; if you do not receive a response from me after 48 hours, please resend the email. Please keep in mind that I rarely check emails after 4:30 PM on weekdays or over the weekend.

If you would like to chat in Zoom or in person, you may send me an email to set that up. However, if your question is related to a more general matter, consider asking it during class so that all may benefit. I welcome the opportunity to meet with students via Zoom, cell, or email to discuss assignments and/or course content.

Civility and Respect for Diversity

To have meaningful, rich, and substantive dialogue during our class time, please keep the following in mind:

- Keep an open mind with respect to others' opinions. We want a robust dialogue which can only be fostered and achieved if a minority viewpoint can be expressed without hesitancy.
- Effective class discussions often involves some risk taking. I strive to make the classroom a safe place to practice this kind of risk taking. Students are expected to assist in attaining this goal.
- Demonstration of ethical behavior is expected in all aspects of academic performance. Professional/ ethical behavior is expected to be displayed during class and in the completion of assignments. Social workers engage with vulnerable populations who must be able to depend on the ethical standards of behavior from the professionals from whom they seek assistance.

There is an expectation that everyone will do their best to use non-sexist, non-racist, gender-neutral, and non-stigmatizing language during class time and in written work. Some useful guidelines for accomplishing this include:

- When referring to ethnic and racial groups, use the language that is presently acceptable to that group. (you may have to do some research, or connect with me, to achieve this.)
- When referring to people who have intellectual / cognitive and / or emotional challenges, individuals who are homeless, individuals experiencing poverty, etc., present this in a way that does not stigmatize them. Avoid using terms like "the mentally ill", "the disabled", "illegal aliens" or "the homeless". Instead use person-centered language, such as "individuals experiencing mental illness", "people with different abilities", undocumented immigrant or worker, etc. The use of person-centered language is a hallmark of the social work profession.

What is Office Time?

This is an opportunity for us to meet one-on-one or in small groups to discuss assignments, attendance, concepts covered in the textbook or mini-lectures, future career goals, etc. I enjoy meeting with students one-on-one so please take advantage of this time. My office hours for this semester are Thursdays from 11am - 1pm, but I can meet at other times as well.

UNIVERSITY POLICIES AND PROCEDURES



First Nation Land Acknowledgement

We must recognize that the University of Wisconsin-Stevens Point occupies the lands of the Ho Chunk and Menomonee people. Please take a moment to acknowledge and honor this ancestral Ho Chunk and Menomonee land, and the sacred lands of all indigenous peoples.



This course will offer resources to enhance our understanding of the First Nation peoples' experiences in this country. I encourage you to explore this topic more deeply to examine your biases and knowledge of the Native American community.

University Supports

The Dean of Students Office provides resources and referrals for students experiencing any personal issues or challenges: <https://www.uwsp.edu/dos/Pages/stu-personal.aspx>.

Rights and Responsibilities

For information on policies and resources associated with being a student at UWSP, please see the Student Handbook at: <https://www.uwsp.edu/dos/Pages/handbook.aspx>

Policy Related to Sexual Violence on the UWSP Campus

Please see the information on the Dean of Students webpage for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. <https://www.uwsp.edu/titleix/Pages/default.aspx>

Support for Students Requiring ADA Accommodations

Students who have special needs that affect their participation in the course may notify the instructor if they wish to have special accommodations considered in either instruction or examination. Students are encouraged to contact the instructor as early in the semester as possible to discuss special needs. If you have a disability or acquire a condition during the semester where you need assistance, please contact the Disability and Assistive Technology Center on the 6th floor of Albertson Hall (library) as soon as possible. DATC contact information: 715-346-3365 or DATC@uwsp.edu. More information about disability services is available at this website: <http://www.uwsp.edu/disability/Pages/students/studentInformation.aspx>

Academic Integrity

Academic Integrity is an expectation of each UW-Stevens Point student; work integrity is also an expectation within the social work practice community. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a UW-Stevens Point student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit

these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it. Please see this document for guidance:

<https://www.uwsp.edu/dos/Documents/AcademicIntegrityBrochure.pdf>

Guidelines for Written Assignments

- ◆ Papers will be graded on accuracy, breadth of content, consideration of anthropological principles, development of ideas, spelling, and grammar.
- ◆ Spelling and grammar should be checked prior to submitting assignments. Please do not rely on spell and grammar check as your only editorial tools.
- ◆ The UWSP Writing Center can provide support: [https://www.uwsp.edu/tlc/Pages/Online-Writing-Lab-\(OWL\).aspx](https://www.uwsp.edu/tlc/Pages/Online-Writing-Lab-(OWL).aspx)
- ◆ The Purdue Online Writing Lab is another resource for formatting papers: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

CLASS TOPICS, READINGS, AND MULTI-MEDIA

Please be aware that due dates and assignments may need to be changed; you will be made aware of any changes to the course schedule as soon as possible.

Week 1 January 24 – January 30

1/24 on Zoom (see Canvas for link), 1/26 in person (Science Building (SCI) A208)

Syllabus and Course Overview

Read: Syllabus

Complete: Information Sheet during Monday's Zoom class

Week 2 January 31 – February 6

1/31 on Zoom (see Canvas for link), 2/2 in person (Science Building (SCI) A208)

Practicing Anthropology: Being Critically and Publicly Engaged

Thinking Anthropologically and Doing Fieldwork

Read: Textbook introduction, pp. 1 – 12 and Part 1 in the textbook

Watch: *Darkest Austria* (45 min)

Week 3 February 7 – February 13

2/7 on Zoom, 2/9 in person

Critical Thinking Skills in Anthropology

Ethics in Qualitative Research

Read: Deep Play: Notes on a Balinese Cockfight, Clifford Geertz (**article posted to Canvas**) and AAA Ethics Forum <http://ethics.americananthro.org/category/statement/>

Watch: *Introduction to Critical Thinking* (14 minutes)

Submit: Critical thinking quiz February 13

Week 4 February 14 – February 20

2/14 on Zoom, 2/16 in person

Communicating Culture: Language and Expressive Culture

Read: Part 2

Watch: *Arrival* (2 hours)

Week 5 February 21 – February 27

2/21 on Zoom, 2/23 in person

Globalization, Development, and Relief

Read: Part 3

Week 6 February 28 – March 6

2/28 on Zoom, 3/2 in person

Economics and Cultures of Capitalism

Read: Part 4

Submit: Participant observation jottings March 6

Week 7 March 7 – March 13

NO CLASS THIS WEEK!

Recommendation: Work on analytic memo

Submit: Analytic memo by March 13

Week 8 March 14 – March 20

3/7 on Zoom, 3/9 in person

Power, Politics, Conflict and Violence

Mid-term Exam Review

Read: Part 5

Recommended reading: *Part 6 Migration and Displacement*

Submit: Take home mid-term exam due March 18

March 21 – March 27

HAPPY SPRING BREAK!

Week 9 March 28 – April 3

3/28 on Zoom, 3/30 in person

Media and Visual Anthropology

Belief Systems

Read: Parts 7 and 13

Watch: TBD

Week 10 April 4 – April 10

4/4 no class, 4/6 in person

Kinship and Family

Read: Part 8

In lieu of class on Monday 4/4, Watch: *Bitter Honey* (1 hour, 21 minutes)

Week 11 April 11 – April 17

4/11 on Zoom, 4/13 in person

Gender and Sexuality

Read: Part 9

Submit: Ethnography essay by April 17

Week 12 April 18 – April 24

4/18 on Zoom, 4/20 in person

Race, Ethnicity, Class, and Inequality

Read: Part 10

Week 13 April 25 – May 1

4/25 on Zoom, 4/27 in person

Medical Anthropology

Read: Chapter 11

Watch: *CrazyWise* (1 hour, 22 minutes)

Week 14 May 2 – May 8

5/2 no class, 5/4 in person

Environmental Anthropology and Foodways

Read: Part 12

In lieu of class on Monday 5/2 watch: TBD

Submit: Visual Anthropology Project by May 8

Week 15 May 9 – May 15

5/9 on Zoom, 5/11 in person

Visual anthropology small group presentations on Wednesday 5/11

Anthropology in the Here and Now

Final Exam Review

Read: Part 14

Watch: *The Anthropologist* (1 hour, 18 minutes)

Exam Week May 16 – May 20

Final Exam due May 18

HAPPY SUMMER!

ASSIGNMENTS

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

Participation and Attendance 150 points

Ongoing.

You are expected to attend fully prepared, engaged, and participatory. The readings and multi-media assignments should be completed prior to class as we will spend time in class discussing them.

- **Attendance**
Please attend all classes ready to participate. If you are unable to attend a class, please contact me prior to class.
- **Participation**

I take a fairly broad view of participation. To me participation is more than talking in the large group; it involves being prepared for class, asking questions verbally or in the chat when we're on Zoom, being engaged in your small group discussions, etc.

- **Weekly Writing Prompts**

Each Monday during Zoom class you will write a short essay in response to a question that I pose. The questions will be broad and will give you the opportunity to connect anthropological concepts to your own experiences. Alternatively, I might ask you to respond in writing to the assigned documentary or the doc we watch together on Zoom. These short essays will be graded pass/fail.

Critical Thinking Skills Quiz 5 points

Due February 13

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

Research Project 100 points

The purpose of the research project is to provide you with the opportunity to “think anthropologically.” You will connect concepts we are learning in class to things out in the world that you are interested in exploring.

- **Participant Observation with Field Notes (“jottings”) 25 points**

Due March 6

Choose a field site of interest to you. Find a place where you can watch the interactions of people over a two-hour period without being intrusive. If you are concerned about exposure to COVID, you might consider a field site where you find yourself on a regular basis; also, you might consider a field site that is virtual (e.g., gaming, twitter, Instagram, etc.).

During your period of observation, you will take detailed notes (“jottings”) of what you are observing. At this point in your research, you will NOT analyze or extrapolate on what you are observing.

Your field notes will be a minimum of 2 - 3 pages; double spaced or handwritten notes.

More information about this portion of the project is posted to Canvas.

- **Analytic Memo 25 points**

Due March 13

You will write the memo after you complete your observation. Analyze your jottings and interview notes. What was interesting, significant, meaningful, surprising, about what the participants said or did? What behaviors did you notice? This will include your reflections on the observation, interpretations of the observation, and your positionality as a researcher.

The analytic memo will be a minimum of 2 - 3 pages, double spaced.

More information about this portion of the project is posted to Canvas.

- **Ethnography 50 points**

Due April 17

This assignment will expose you to the primary way anthropologists present their observations and data. Integrate the findings from your jottings and memo to construct a minimum 4 page, double spaced paper.

For this assignment you will examine your jottings and the analytic memo to formulate a narrative with a “thick description.” You will write an ethnographic essay describing what you found and will include the following three sections:

- **Positioning yourself as the researcher:** Why did you choose this site and cultural group? How did you feel about it going in according to your own history (age, race, gender, background, etc.)? What assumptions did you make about this culture prior to your participant observations? Did your perception of the group change?
- **What goes on here:** What can you say about this group? This section is the bulk of your paper. Drawing from your fieldnotes, tell us what you saw and heard. Talk about artifacts related to the group, what you heard and observed, and the patterns and rituals you observed. What are the “rules” of this place? Which way is the right way to behave? How do you know who is an outsider/insider? Here you are creating a picture of the culture, so don’t forget about dialogue, descriptions, etc.
- **Reflections:** What have you learned about yourself in the process of studying this subculture? For example, if you researched in the library, do you now understand what aspects of the library surprised you or intrigued you? What have you learned about the group you studied or society as a whole?

More information about this portion of the project is posted to Canvas.

Visual Anthropology Project 45 points

Due May 8

The purpose of this assignment is to help you think anthropologically and use visual images to capture how people make meaning in their lives about and through imagery.

For this assignment you will choose a concept from the textbook readings that you find particularly interesting; once you’ve identified your concept, you will photograph it as you see it in the world. You will use your anthropological imagination to photograph the concept you’ve identified and how it manifests itself in people’s lives. You may take as many photos as you wish, however, you’ll turn in 5 with an explanation of how each photo captures the concept.

You will share your project in small groups and submit to Canvas.

More information about this portion of the project is posted to Canvas.

Mid-term Exam 50 points

Due March 18

The mid-term exam will be a take home exam with 20 multiple choice, T/F, and 3 to 4 essay questions. You will have one week to complete the exam.

Final Exam 50 points

Due May 18

The final exam will be a take home exam with 20 multiple choice, T/F, and 3 to 4 essay questions. You will have one week to complete the exam.