

ANTH 200 (62025) WI: CULTURAL ANTHROPOLOGY (Writing Intensive)

(3 credits)

TR 11:15-12:30, Manaleo 116**Spring 2008**

INSTRUCTOR Pamela DaGrossa
OFFICE Na‘auao 125
OFFICE HOURS MW 9:15-10:15am, 4:15-5:15pm; TR 9:30-11:00am, 2:00-2:45pm; and by appointment
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WCC MISSION STATEMENT

Windward Community College is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing, culturally aware members of our community.

WCC DISABILITIES ACCOMMODATION POLICY

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale ‘Ākoakoa 213 for more information.

NON-DISCRIMINATION POLICY

WCC does not tolerate discrimination in employment, educational programs, and activities on the basis of race, national origin, ancestry, color, creed, religion, sex, age, disability, veteran status, sexual orientation, gender identity, political affiliation, arrest and court record, or associational preference.

CATALOG DESCRIPTION

Examines the concept of culture and cultural variation among humans. Introduces basic anthropological concepts and approaches to studying and analyzing cultural behavior. Assists students in being able to view their own and others' cultures more objectively. (3 hrs. lect.) WCC:DS

Anthropology has four major subfields: archaeology, linguistics, physical anthropology, and cultural anthropology (the largest subfield). Cultural anthropology involves the systematic, comparative study of groups of people from all over the world and the knowledge those groups have that defines their cultures. We will draw on what we learn about other cultures to teach us something about our culture(s) and ourselves.

STUDENT LEARNING OUTCOMES

This course intends to assist students in developing competency to

1. explain how anthropologists study and talk about economic, kinship, political, gender, and religious systems, and cultural change;
2. apply the concept of culture to analyze cross-cultural issues in Hawai‘i, the US, and the world;
3. identify cross-cultural differences and similarities in multicultural societies such as Hawai‘i;
4. describe patterns of culture in societies which utilize various strategies of adaptation to their environments, including subsistence patterns, political organization, social organization, and stratification;
5. carry out ethnographic fieldwork in a subculture on O‘ahu and produce a written description of the culture;
6. apply anthropological perspectives and research methods to careers and research outside of the discipline; and
7. examine his/her own life and culture in a more critical manner in relation to the lives of people in other cultures.

TEXTBOOKS

- Kottak, C. (2004). *Mirror for Humanity: A Concise Introduction to Cultural Anthropology*. [4th edition]
- Quinn, D. (1995). *Ishmael: An Adventure of Mind and Spirit*.
- Shostak, M. (2000). *Nisa: The Life and Words of a !Kung Woman*.

COURSE REQUIREMENTS

(ACTIVITIES *REQUIRING OUT-OF-CLASS TIME* ARE IN ITALICS)

Readings. You must read the before each class for which they are due. You will write a Notebook Journal entry for each assignment. Texts are available on reserve for use in the library.

Fieldwork project. The hallmark of anthropology is fieldwork. This assignment is to write a mini-ethnography of a subculture in Hawaii or use an ethnographic approach to address an issue or problem in a community. You will submit a project proposal, an outline, a draft, and a final paper, and present your research in class.

Service Learning Option. Service Learning offers students the opportunity to practice what they learn in their classes. Working with the instructor, students who choose a service-learning component apply their learning through active participation in an approved community site. Students who choose the service-learning option will write about their experiences as part of their weekly course work. They will complete a service-learning project in the community **in lieu of the fieldwork project**. Service-learning projects might include a volunteer activity, community service, and/or an internship. If you choose this option, please see me during the first week of class to discuss your eligibility for approval.

Synthesis Essays. You will respond to a question for each topic discussed. The purpose is to allow you to reflect on the concepts covered in class and in the readings and see how well you have synthesized. Homework assignment due dates are noted in the schedule. Late assignments will receive lower grades. You are encouraged to revise your essays after in-class discussion and resubmit them for a higher grade.

Notebook Journals. You will keep a notebook journal for this course. You may organize it any way you wish. It must contain class notes; the main ideas of *Nisa*, *Ishmael*, and article assignments; your thoughts, ideas, observations on course-related materials and activities; reflective writing on previous notes and ideas. Notebook journals will be submitted twice during the course, once in the first half, once in the second half. For each submission, you will mark 3 pages that illustrate significant learning or development of thought and with which you are especially pleased.

Examinations. A mid-term examination will cover the first half of the course, and a final examination will cover material from the entire course (75% second half; 25% first half).

Attendance & participation. Attendance and participation are required. A cultural anthropology class is most useful and enjoyable when good discussions take place. If you are not comfortable speaking spontaneously, bring written questions, comments, or outside materials to share in class.

EXTRA CREDIT

You may receive up to 21 total extra credit points by writing an entirely original 1-2 page response paper (your reactions, thoughts, analysis, etc., up to 3 points each) after attending cultural events, viewing films relevant to the topics and concepts discussed in class (see the list on my website), and attending WCC Common Book, Women's History Month and skills-related presentations. Extra credit papers may be submitted in class or by e-mail.

EVALUATION

To calculate your own grade: $\text{Your Points} \div \text{Possible Points} = \text{Your Grade}$

Attendance (31 days x 1 = 31)	10%	31
Participation (20)	6%	20
Synthesis Essays (12 x 5 = 60)	18%	60
Notebook Journal (40)	12%	40
Fieldwork Project ("paper" = 50)	15%	50
Midterm Exam (50)	15%	50
Final Exam (75)	23%	75
TOTAL POSSIBLE POINTS	99%	326

COURSE POLICIES

Attendance. A good Cultural Anthropology course requires full participation of the instructor *and* the students. This class will be enriched by your presence and participation. You receive credit for attending; please sign in each day.

Punctuality. Please be on time so as not to disrupt class. Repeated lateness will lower your participation grade.

Preparedness. All class assignments are to be done *before* class begins to receive full credit. You are advised to take notes and bring any questions or comments to class. Good notes will help you tremendously on the exams. Use the key concepts listed in your syllabus to help you organize your notes. Homework assignments allow you to demonstrate your mastery of the material for the week.

Classroom etiquette. Doing anthropology requires good listening skills, demonstration of respect for others, and seeing things from others' points of view. Please maintain an atmosphere that is comfortable, professional, and polite. Please turn off all cell phones during class.

Make-up work. Midterm and final examinations cannot be made up except in the case of a severe (and documented) emergency. Assignments submitted late, without prior approval, will receive lower grades.

Writing. Anthropology requires good writing skills (grammar, spelling, organization, expression). If you are not confident in your writing ability, please obtain feedback on your work before turning it in. I encourage you to utilize The Learning Center and its resources, as well as the expertise of library staff. I am available to assist with writing and language issues. You may turn in multiple drafts of your fieldwork paper. Plagiarism will earn in zero points on the assignment.

SCHEDULE OF CLASSES

NOTE: MH = *Mirror for Humanity*; N = *Nisa*; I = *Ishmael*; All articles are available on the website. You are expected to understand key concepts by the end of the topic unit.

Week	Assignments due	Topic & Key Concepts
1	1/15 1/17 -- Extra Credit #1 (optional) Using Anthro (McCurdy) N intro	ExCred: How do you learn best? Take the quiz at http://www.vark-learn.com/english/ (click on <i>questionnaire</i>). Briefly summarize Vark's recommendations and write your own thoughts on the <i>exercise</i> and the <i>recommendations</i> (1 full page, 1.5 spacing) Introducing Anthropology 4 subfields of anthropology, adaptation, history of anthropology (when started, where, doing what), ethnography, ethnology, holistic
2	1/22 1/24 MH 1 SE #1 N 1-3 Tricking & Tripping (Sterk)	Anthropological Methods: Doing Research differences between anthropology and sociology (quantitative/ qualitative methods), ethnographic techniques (participant observation, formal interviews, informal interviews, life histories), surveys, emic/ etic, tacit/ explicit, informants
3	11/29 1/31 MH 2 SE #2 N 4-7 Eating Christmas (Lee) Submit 3-5 project topics	Culture subculture, ethnography, ethnology, ethnocentrism, cultural relativism, enculturation, mechanisms of culture change (cultural diffusion, acculturation, independent invention), globalization, homogeneous/ heterogeneous, symbols, real/ ideal culture, subculture <i>NOTE: 2/3 is the last day to drop and erase the course</i>
4	2/5 2/7 MH 3 SE #3 What is Maori? (Butcher) Extra Credit #2 (optional) Project description due	Ex Cr: Visit www.understandingrace.org and browse whichever sections interest you. Take notes on any discomfort you experience while viewing the site; note anything with which you disagree; note anything that surprises you; note anything that is "news" to you. Write a "journal" in response to your notes. (1 full page, 1.5 sp) Identity: Ethnicity and Race ethnicity, ascribed/achieved status, minority/majority group, race, racism, shifting statuses, assimilation, plural society, multiculturalism, prejudice, discrimination (<i>de facto</i> , <i>de jure</i>), ethnocide, colonialism, genotype, phenotype, causes of phenotype variation (genetic mutation, natural selection, genetic drift), cline, folk taxonomy, rule of hypodescent
5	2/12 2/14♥ MH 4 SE #4 N 8-10	Language and Communication language in human vs. non-human species, displacement, phonology (phonemes), grammar/syntax), morphology (morphemes), semantics, Sapir-Whorf hypothesis, sociolinguistics, linguistics, code-switching, pidgin, creole Nisa Intro – 10 Discussion
6	2/19 2/21 MH 5 SE #5 The Hunters: Scarce (Lee) N 11-13	Economies: Subsisting, Surviving Cohen's Typology of Adaptive Strategies (characteristics & examples of foraging, horticulture, pastoralism, agriculture, industrialism), economy, technology (tools, skills, knowledge), carrying capacity, egalitarian, nomadic/ sedentary

7	2/26 2/28	MH 6 SE #6 N 14-epilogue Bring questions! Last chance to submit journals	<i>Nisa</i> – entire book Review for Midterm Exam
8	3/4 3/6	Bring a pencil! The Baseball Bat War (Stanfel)	Midterm Exam Political Organization band, tribe, chiefdom, state, Max Weber's 3 dimensions of social stratification (wealth, power, prestige), taboo, headman, big man, social control, law, diwaniya
9	3/11 3/13	MH 7 SE #7 I parts 1-3 The Visit (Geertz)	Kinship: Descent and Marriage kinship diagram, ego, biological kin types, kinship terms, cosanguinal/affinal kin family patterns (nuclear, extended, descent group), descent group (bilateral, matrilineal, patrilineal), clan, totem, residence patterns (neolocal, virilocal, uxorilocal, bilocal), marriage (polygamy, polyandry, polygyny, sororate, levirate, monogamy, serial monogamy), exogamy, endogamy, bridewealth, dowry, incest
10	3/18 3/20	MH 8 SE #8 Woman's Curse (Small)	Gender & Sexuality gender, sex, sexual dimorphism, gender role, nature v. nurture, gender stereotypes, gender stratification, gender roles, division of labor;
3/24-28 <i>Spring Break – no classes</i>			
11	4/1 4/3	Article TBA Ishmael parts 4-8	Gender (cont.) heterosexuality, homosexuality, third genders: <i>mahu</i> (Hawaii), berdache (Native Americans), <i>hijra</i> (India), <i>kathoey</i> (Thailand) Ishmael discussion parts 1-8
12	4/8 4/10	MH 9 SE #9 Baseball Magic (Gmelch)	Religion/Supernaturalism functions of religion, Tylor's Stages of Religion (animism, polytheism, monotheism), magic (Malinowski), mana, taboo, shaman, priest, ritual, rite of passage, Radcliffe-Browne's phases of rites of passage (separation, marginalization, aggregation), Wallace's 4 Types of Religion (shamanic, communal, Olympian, monotheistic)
13	4/15 4/17	MH 10 SE #10 Drought Follows (Fagan) I 9-10	The World System & Industrialization development of the world system, monocrop, capital, colonialism, factors of industrialization, Romer's Rule, Protestant Ethic, effects of industrialization, Max Weber, World System Theory (3 positions of nations = core, semiperiphery, periphery)
14	4/22 4/24	MH 11 SE #11 Why Can't People Feed (Lappé & Collins) I 11-13	Colonialism and Development imperialism, "postcolonial," intervention philosophy, Green Revolution, goals of development, equity, characteristics of successful development projects Ishmael Discussion (entire book) Present Fieldwork Projects
15	4/29 5/1	MH 12 SE #12 Fieldwork Projects Due	Present Fieldwork Projects Present Fieldwork Projects
16	5/6	Bring questions to the review.	Review for Final Exam
Tue, 5/13		3:30-5:20pm	Final Exam -- Bring a #2 pencil!

 SYNTHESIS ESSAYS

1. Indicate your career plans, if known, and describe how you might apply the knowledge you learn in an introductory anthropology course in your future vocation. If you have not yet chosen a career, pick one of the following: economist, engineer, diplomat, architect, or elementary schoolteacher. Why is it important to understand the culture and social organization of the people who will be affected by your work?
2. Compare and contrast ethnographic and survey research. When is each appropriate? What advantages might a project that combines both quantitative and qualitative techniques have over one that uses only one or the other? Describe a research situation in which a combined strategy might be most appropriate.
3. How is the anthropological concept of *culture* (as we've talked about it in class) the same or different from your own (up until now)? Kottak speaks of culture as being both *adaptive* and *maladaptive* (both involve change). What does he mean by this? Why is it important to understand that culture can be both adaptive and maladaptive? Give specific examples to illustrate your points.
4. How do you understand "race"? How is your understanding the same or different from the average American? What aspects/criteria of "race" are biological? What aspects/criteria are cultural? Defend the position that "race" is either an empirical biological reality, or that it is a cultural/social construct.
5. How does language reflect a) socioeconomic (class) differences?; b) ethnic differences?; and c) gender differences? Give specific examples.
6. What are some of the primary differences and similarities between foraging and horticultural groups? You might consider the following: what they do, the technology (tools, skills, knowledge) they use, how they use or relate to the land, how much labor is required and how it is divided, population density, social organization, their settlements, mobility, differences in status (prestige, wealth, power), and values.
7. Palau's political organization does not fit neatly into Elman Service's typology of political organizations. Evaluate Palau in terms of Service's typology.
8. Imagine that you are a Na (Mosuo). Write a "Dear Diary" entry reflecting back on your day/week.
9. A.) Explain and discuss how *homosexuality* and *heterosexuality* are culturally defined in U.S./your culture. Why do anthropologists regard them as culturally constructed? Give specific examples.
or
B.) Explain and discuss how *masculinity* and *femininity* are culturally defined in U.S./your culture. Why do anthropologists regard them as culturally constructed? Give specific examples.
10. A.) What is a rite of passage? What phases ordinarily constitute a rite of passage? Describe a rite of passage with which you are familiar, explaining it, in good detail, in terms of Radcliffe-Brown's 3 phases.
or
B.) Pay attention to your surroundings for a day or two (at school, at work, TV, movies, radio, at the mall, on the street, at church...). Describe, in detail, 3 incidences where you observed *magic* being utilized. Be sure to explain why each is an example of *magic*.
11. How are the *capitalist world system* and the *Industrial Revolution* related? How is the *everyday life* (family, home, time, tasks, values) of the ordinary worker different in a capitalist, industrial society than in earlier forms of economies (e.g., foraging, horticultural, agricultural)? How is his/her relationship to his/her work different? (Please offer at least 2 specific examples.)
12. Some describe Hawaii as having been colonized. If you agree, what evidence leads you to this conclusion and what are some of the effects of it we see today? If you disagree, what evidence leads you to this conclusion and why do you think others describe what happened as colonialism?

FIELDWORK PROJECT: MINI ETHNOGRAPHY OR SERVICE LEARNING

There are 2 options for fulfilling this requirement. You may collect information to write a **mini-ethnography** (a description of a subculture). You may alternatively choose to do a **Service Learning Project**.

Mini Ethnography

Through first-hand, in-the-field experience, learn about and describe a (sub)culture to which you have never belonged. Help your reader to understand the subculture from its members' point(s) of view. You may work individually or in groups of 2-3. (If you choose to work in groups, I recommend that you agree up front how the project will be carried out and how responsibilities will be divided.) You will select a topic, do all necessary planning and research, and write up and present a final report.

You will utilize anthropological fieldwork methods: participant-observation, interviews, and/or life history. You may also consider using a "mixed" methodology by incorporating a questionnaire or survey into your study if it is appropriate. Anthropological studies take time – they are done over the course of the semester.

In ethnographic research, anthropologists strive to...

- minimize ethnocentricity (i.e., describe and evaluate a culture by its own standards, not your own)
- learn through participant-observation (experience the culture firsthand, interact, do what members do)
- describe your informants' knowledge/experience, not your own (its not about you, as interesting as you may be)
- write carefully, clearly, and in enough detail for the reader to understand the culture as an insider does

You might consider including the following sections:

1. Introduction: What is the subculture? When and where was the research done? On what aspects of the culture do you focus?
2. Methodology: How did you approach the subculture? What methods did you use in your research? Who were your informants? How did you find them? How many were there?
3. Description of the Culture: Describe the knowledge members of the share that the larger culture does not. Use specific examples to illustrate your points. Quote informants using EXACT words only when it helps to make a point. You need not describe everything; focus on a few particular aspects and describe them well. It may help to think about the culture in terms of cognitive aspects (ideas, symbols, values), behavior (how they act, gestures, social interactions), and artifacts (material objects). Consider organizing your paper by broad topics on which you collected information. Devote 1-2 paragraphs to each topic.
4. Conclusion: Summarize your findings. You may also want to make broader analytical observations.

Choose a culture with which you are not familiar. For example, the religious sect to which you belonged as a child is NOT a good choice. For inexperienced ethnographers, a familiar culture is much more difficult to describe because they have already internalized some of the cultural knowledge and do not have enough practice doing ethnography to "step back" from the familiar. Choose a culture that is new to you -- one that interests you.

Some student ethnographies are posted on the class Web site – please have a look.

Details: 4-5 pages, 1" margins, 11 point Times New Roman, 1.5 line spacing, .doc/.txt/.rtf

Service Learning

Service learning combines community service with course learning objectives and deliberate reflection. A service-learning project will allow students to learn about a subculture in their communities through the performance of service (volunteer) work. This can be done through an internship, a volunteer position, or participation in a non-profit organization. If you are interested in this option, please see Dr. DaGrossa during the second week of class to confirm your eligibility and make a tentative plan.

Service-learners will be exempted from the outline/draft/final report requirements of the course in lieu of performing their service work and keeping a weekly journal on their experiences.

Service-learners must also meet with Dr. DaGrossa at least twice during the semester to discuss project and provide feedback.

Dr. DaGrossa will assist you in finding an appropriate service-learning position if you do not have one in mind or do not have appropriate contacts.