Welcome to Cultural Anthropology! In this course we will learn about different cultures from around the world, but we will also learn about the diversity of cultures here in Hawaii. This course will use anthropology to think about the beach and beach culture, learning to use an anthropological perspective to understand a place that we are all familiar with. Through his focus on the beach, we will learn how anthropologist think and do research on topics and questions that are close to home and connected to the communities in which we live. We will also do our own anthropological research on the beach that will allow us to learn how anthropologists understand the world and how anthropological insights can be applied to local challenges. I am excited to be teaching this course and look forward to learning from your ideas and perspectives.

WINWARD COMMUNITY COLLEGE MISSION STATEMENT

Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai’i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O’ahu’s Ko’olau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.

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:FGB

STUDENT LEARNING OUTCOMES

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.
7. Examine his/her own life and culture in a more critical manner in relation to the lives of people in other cultures.

FOUNDATIONS HALLMARKS

Global and Multicultural Perspectives (FGB):
1. Provide students with a large-scale analysis of human development and change over time.
2. Analyze the development of human societies and their cultural traditions through time in different regions (including Africa, the Americas, Asia, Europe, and Oceania) and using multiple perspectives.
3. Offer a broad, integrated analysis of cultural, economic, political, scientific, and/or social development that recognizes the diversity of human societies and their cultural traditions.
4. Examine processes of cross-cultural interaction and exchange that have linked the world's peoples through time while recognizing diversity.
5. Include at least one component on Hawaiian, Pacific, or Asian societies and their cultural traditions.
6. Engage students in the study and analysis of writings, narratives, texts, artifacts, and/or practices that represent the perspectives of different societies and cultural traditions.

**COURSE ASSIGNMENTS AND GRADING**

The courses grading policy is designed to give students complete control over their grade. You can get any grade that you would like depending on the amount of time and energy you put into the course work. Everyone is completely capable of achieving an A in the course if you put in the effort. This emphasizes that learning is about time and energy rather than innate academic ability. Because of this the final project involves multiple revisions with increasingly point values built into the process. If you miss class or an assignment, there are multiple opportunities for extra credit to make up the points that you have missed. All of this is purposely designed to put you in control over your time, energy, and grade in the course while providing clear guidance and structure. More complete instruction and examples for many of the assignment are available on laulima > resources.

**POINTS AND GRADING**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In Class</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance (30 days)</td>
<td>2 per day</td>
<td>60</td>
</tr>
<tr>
<td>Participation</td>
<td>1 per day</td>
<td>30</td>
</tr>
<tr>
<td>Ethnographic Labs (5 labs)</td>
<td>8 per lab</td>
<td>40</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Notes (7 chapters)</td>
<td>3 per chapter</td>
<td>21</td>
</tr>
<tr>
<td>Online Forums (18 posts)</td>
<td>4 per post</td>
<td>72</td>
</tr>
<tr>
<td>Ethnographic Project</td>
<td></td>
<td>80</td>
</tr>
<tr>
<td>Project Proposals</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Ethnographic Data</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Outline</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>First Draft</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Final Project</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Presentation</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>300</strong></td>
</tr>
<tr>
<td>Extra Credit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Documentaries</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>Additional Articles</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Office Hours</td>
<td>2 per visit</td>
<td>10</td>
</tr>
</tbody>
</table>

**IN CLASS**

**Attendance:** Attendance is an important component of this course. You must be here to learn. Attendance is worth 2 point per day, one for attending and another for arriving on time.

**Participation:** Come to class prepared to participate in class discussions. The class is built around interactive discussions and conversations. To earn full credit for participation you should plan on contributing something during every class. If you are shy, you can also earn participation points by participating in online discussions or by handing in class notes.

**Ethnographic Labs**
For the first half of class we will be learning how to do ethnographic research in class. You will hand these assignments in at the end of class that day or at the next class period. These assignments will include media analysis, social network and kinship analysis, surveys, interviews, and participant observation. These labs will teach you how to do anthropological research and these methods can be used to design your own ethnographic project for the final course project.

READINGS

Readings Discussion: Much of the learning for the course will happen through scientific and popular articles that support the course material. These readings will complement the course work and will help improve your understanding of core concepts. For each of these readings you need to complete online discussions about the readings on laulima to get these points. Each discussion post should be 150-250 words long. There will be a forum for each reading with several key questions. You can also get extra credit by reading an additional reading for a given week when there are two options.

Reading Notes: You will turn in handwritten or typed notes on each of the assigned chapters for Monaghan and Just as well. You will hand these notes when we have finished reading the books and will receive credit based on the completeness of your notes. There are seven assigned chapter and you can read the 8th for extra credit.

ETHNOGRAPHIC PROJECT

As a major part of this course, we will be doing an ethnography on some aspect of local culture here in Hawaii. We will then conduct anthropological research during the last six weeks of the quarter after we are familiar with anthropological theories and methods. We will collectively, individually, or in groups decide on a topic, conduct research anthropological research on that topic, and then provide a report on the findings of our research. There are a variety of components to this research. All of these should be typed and be your best work. For a complete description, rubric, and examples of each component of this project read the project description on laulima>resources>assignments.

EXTRA CREDIT

Documentaries: There is also a list of documentaries on laulima you can watch and write up a 400-500 word response for 5 points extra credit. This is a good way to make up the points if you missed class for whatever reason during the semester. Post these responses to laulima.

Additional Reading: See above in reading discussions.

Office Hours: I like to get to know students outside of class. If you come to talk to me during office hours and I can get to know you better which helps me get to know and meet the needs of the students. Because of this, I give two extra points every time you come to office hours up to 10 points.

PLAGIARISM

You are required to do all of your own work, unless the project is specifically designated as a group project. You must recognize where you get your information from and cite all sources appropriately using APA, Chicago or MLA citation guidelines. This is true for internet, print, or any of other kind of media. Failure to cite properly, or borrowing another person’s work without recognizing them is considered plagiarism. Anyone caught plagiarizing will receive zero points for the assignment. Repeated plagiarism will be referred to the Office of Student Affairs and can be considered grounds for failing the course. If you have any questions, please talk to me or to writing tutors to better understand plagiarism.

LEARNING RESOURCES


All other readings will be available as PDFs on Laulima or as hyperlinks on the syllabus.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>Date</th>
<th>Discussion Topics</th>
<th>Readings and Assignments</th>
</tr>
</thead>
</table>
| **1**     | 8/21 | Introductions  
Course Description  
Syllabus  
Project Based Learning  
Course Project (SENCER) |                                                                                   |
| 8/23      |      | What is Anthropology?  
Prezi  
4 Field approach  
How do Anthropologists think? | Read:  
Miner, Horace (1956) Body ritual among the Nacirema. (Online)  
Post:  
Week 1 Online Forum (In class) |
| **2**     | 8/28 | Ethnographic Methods Prezi  
Create groups | Read:  
Monaghan and Just (2000) Chapter 1: A dispute in Donggo: Fieldwork and Ethnography  
Post:  
Week 2 Online Forum |
| 8/30      |      | Ethnographic Lab 1  
Participant Observation |                                                                                   |
| **3**     | 9/4  | Labor Day Holiday |                                                                                   |
| 9/6       |      | Concept of Culture Prezi  
Ethnographic Lab 2  
Media Analysis  
Media and Popular Culture Prezi | Read:  
Monaghan and Just (2000) Chapter 2: Bee Larvae and Onion Soup: Culture  
Miller, D (2014) Photography in the age of snapchat (Online)  
Post:  
Week 3 Online Forum  
Due:  
EL 1 Participant Observation |
| **4**     | 9/11 | Concept of Society Prezi  
Discuss Media Representations | Read:  
Monaghan and Just (2000) Chapter 3: A Brief Encounter: Society  
Monaghan and Just (2000) Chapter 5: La Bose becomes Bakar: Caste, Class, Tribe, Nation |
| 9/13      |      | Kinship Prezi  
Ethnographic Lab 3  
Kinship and Social Network | Read:  
Monaghan and Just (2000) Chapter 4: Fernando Seeks a Wife: Sex and Blood |

*PREZI*
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Project Name</td>
<td>Due Date</td>
<td>Notes</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------------</td>
<td>----------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>10/11</td>
<td>Project: Organize Groups</td>
<td></td>
<td>Post: Week 8 Online Forum</td>
</tr>
<tr>
<td>10/18</td>
<td>Library Research and Annotated Bibliographies</td>
<td></td>
<td>Post: Week 9 Online Forum</td>
</tr>
<tr>
<td>11/1</td>
<td>Ethnographic Data</td>
<td></td>
<td>Due: Annotated Bibliographies</td>
</tr>
<tr>
<td>11/6</td>
<td>Anthropocene: Prezi</td>
<td></td>
<td>Post: Week 12 Online Forum</td>
</tr>
<tr>
<td>11/8</td>
<td>Ethnographic research</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Applied Anthropology: Government and NGOs

**Prezi Read:**

**Post:**
Week 13 Online Forums

**1/15**

**Outlines:** Bringing together data, research, and developing a thesis

Applying our research

**Due:**
Ethnographic Data

---

### Business Anthropology and Consumer Cultures

**Prezi Read:**

**Post:**
Week 14 Online Forum

**1/22**

**Ethnographic Writing**

---

### Writing

**Due:**
Outlines

**1/27**

Writing Workshop - Outlines

**1/29**

Writing Workshop

---

### Final Presentations

**Due:**
First Draft

**12/4**

Writing Workshop

**12/6**

Final Presentations

---

### Finals Week

**Due:**
Final Project

**12/15**

---

**DISABILITIES ACCOMMODATION STATEMENT**

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 ‘Akoakoa 213 for more information.