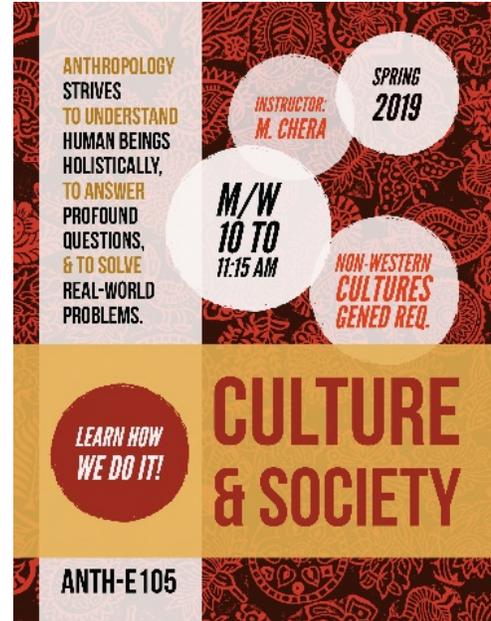


ANTH-E105: Culture & Society

3 credits | Campus-Wide General Education Credit for Contemporary Social Values: Non-Western Cultures
Spring 2019 | M/W 10-11:15AM | DW 1290

with **Madeline Chera**
mchera@iu.edu | DW 2267

Office Hours:
M 11:30AM-1PM
W 4-5PM
by appointment in DW 2267
or on Zoom (pre-arrange)



Course Description:

A grasp of the world’s cultural diversity and of culture’s significance in various facets of life is critical for all of us, as social animals navigating a globalized, multicultural world. Cultural anthropology is the field of study dedicated to gaining and sharing that understanding through in-depth, holistic study and comparison of the cultures of different human groups in historical context. It is a dynamic field that draws on fieldwork and theory to answer profound questions and to solve real-world problems. Through this course, you will become oriented to cultural anthropology, explore the kinds of questions anthropologists study, and utilize anthropological methods to address your own questions about human beliefs and behaviors. The anthropological lens will allow you to see your own culture and the cultures you encounter as dynamic and complex and give you the tools to think about them in new ways.

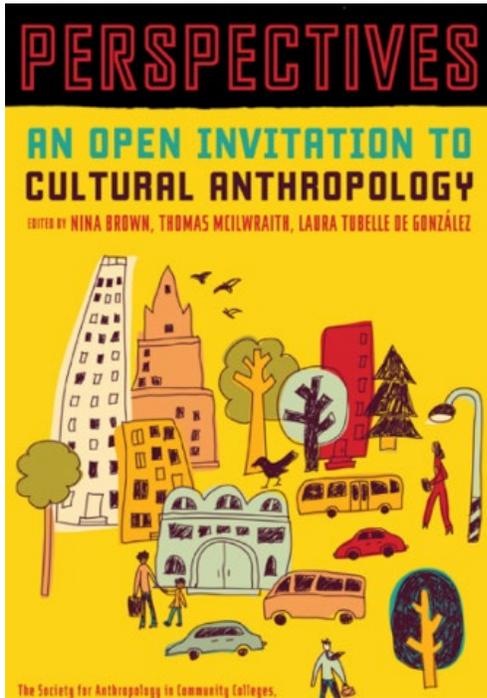
Course Learning Objectives:

Students who successfully complete this course will be able to:

Objective	Corresponding Activities*
Describe how anthropology utilizes the scientific method and the relationship between culture and society	⌘ § » «
Define the concepts of ethnocentrism and cultural relativism and analyze taken-for-granted assumptions about how the world works	~ ⌘ § «
Apply anthropological concepts and theories to real-world issues and discover how anthropology is useful or applicable in one’s life and career, now and in the future	§ » «
Recognize examples of a range of non-Western cultural practices	~ ⌘ § »
Collaborate with peers to achieve a mutual goal	~ »
Communicate ideas clearly and effectively	~ § » «
Identify relevant resources and coordinate primary and secondary research	» «

*Key: ~ In-Class Activities, ⌘ Course Readings & Reading Quizzes, § Exams
» Contemporary Research Project, « Ethnographic Project

Required Text and Supplemental Resources:



The required text for this course is a free e-book published by the American Anthropological Association (AAA) and produced by the Society for Anthropology in Community Colleges (SACC). It is called *Perspectives*, and it is available for download in PDF and EPUB formats on our Canvas page and at <http://perspectives.americananthro.org/>.

The textbook is peer-reviewed and open-access. The benefits of using an open educational resource (OER) like this book include: low financial burden on you and support for a movement to make knowledge freely and widely accessible. Our library has some more information about these benefits here: <https://library.iusb.edu/research-support/schpub/oer.html/>.

The book is free, but I welcome (encourage even!) you to make a donation to the SACC through the textbook website above to support the efforts of the society to offer such resources to the public.

A few additional readings and supplemental resources are available as PDFs or links in our Canvas page.

You are welcome to print out copies of the textbook chapters or any other resources if you prefer to read and annotate in hard copy.

Course Assessments:

Summary

Assessment Group	Point Value
Class Community Contributions	13
Reading Quizzes (10)	15
Contemporary Research Project (multi-part)	20
Ethnographic Project (multi-part)	27
Exams (2)	25
Total	100

Overview

This is an introductory course, so it is important for you to learn foundational content, while also developing analytical skills. For this reason, and because we all learn in different ways, there are several types of assessment in this course, including quizzes, exams, interactive activities, secondary (literature-based) research, hands-on primary research, written essays, and two short presentations. Some of the work you will do individually, and some of it you will complete in teams. The projects will be built up from smaller parts with guidance and feedback from me and your peers. All of this is to ensure that everyone can do well and meet the objectives of the course.

Grading Scale

	Points		Points		Points		Points		Points
A+	97 to 100	B+	87 to <90	C+	77 to <80	D+	67 to <70	F	0 to
A	93 to <97	B	83 to <87	C	73 to <77	D	63 to <67		<60
A-	90 to <93	B-	80 to <83	C-	70 to <73	D-	60 to <63		

Important Dates in the Academic Calendar

January 13	100% refund period ends
January 21	MLK Jr. Day—no class (Monday)!
March 10	withdrawal with automatic grade of W using eDrop ends
March 10–17	Spring Break—no classes (Monday & Wednesday)!
April 24	last day to withdraw ends at 4:00PM
Apr. 26–May 2	final exam date and time to be announced by the Registrar

Consult the Registrar for additional refund and drop periods and deadlines for other credit options:
<https://students.iusb.edu/registrar/calendars/2019-spring.html>.

Late and Missed Work

I will accept written components of the Contemporary Research Report and Ethnographic Project components late, with a penalty of 10 points per day, up to five days after the deadline. Reading quizzes and exams will be available online for fixed periods of time, and so you are expected to be able to take them during the scheduled time. The other assessments will not be accepted late, because they are completed in class. You must attend class on the dates we are doing project work together to receive credit (Contemporary Research Project In-Class Work on Jan. 16 and Feb. 6, and Presentation Audience Presence on Feb. 13; Ethnographic Project In-Class Work on Feb. 27 and Presentation Audience Presence on Apr. 24). With all assessments, I welcome you to talk to me if you have extenuating circumstances, and we will investigate if alternatives are fair and feasible.

Monday, April 22, is the deadline by which all written assignments must be submitted for inclusion in the final course grade. Please check the Gradebook in Canvas frequently and especially on this date to make sure that your submitted work is reflected there. Communicate with me if you have any questions.

Grading Disputes

I am more than willing to re-evaluate or explain your grade for any assignment, but all grade disputes must be brought to my attention in writing and with rationale within one week of my posting the grade on Canvas and then followed up with an in-person appointment. I will announce in class and via Canvas announcements when grades for each assignment have been posted.

Class Community Contributions: 13 points

I will assess your contributions to the class community based on in-class work, activities, and discussion. You must attend class on the dates we are doing project work together to receive credit for those days (see section above). The in-class work those days, along with a required meeting between your project group and me, is worth a total of 8 points. I will assign up to 5 additional points at the end of the course based on my observations of your consistent attendance, thorough preparation, and thoughtful participation in the class meetings. Barring emergencies, please be on time and stay for the entire class; coming and going during the class meeting is distracting to me and to your classmates. See “Attendance and Course Commitment Policy” below for more details.

The component distribution for this assessment group is as follows:

Component	Due Date	Point Value
Contemporary Research Project In-Class Work 1	Wed., Jan. 16	2
Contemporary Research Project In-Class Work 2	Wed., Feb. 6	2
Group-Instructor Meeting	Wed., Feb. 6	1
Contemporary Research Project Presentation Audience	Wed., Feb. 13	0.5
Ethnographic Project In-Class Work	Wed., Feb. 27	2
Ethnographic Project Presentation Audience	Wed., Apr. 24	0.5
Engagement	Wed., May 1	5
	Total	13

Reading Quizzes: 15 points

To ensure that you do not fall behind on reading our course materials, there will be frequent reading quizzes due before Monday class meetings at 9am. There will be 11 reading quizzes throughout the course, and your lowest scoring quiz will be dropped, so that your highest 10 quizzes will be compiled for your course grade. The quizzes are short, open-book/-note, and administered through Canvas for 1.5 points each. You must complete the quizzes individually. You may take each quiz twice, with the average of the two scores recorded as your final score. They are comprehension checks, to help you review some key areas of the readings and give you a low-stakes way to earn credit and stay on pace with the material. Reading quizzes are non-cumulative and will cover new readings since the previous quiz. The due dates for reading quizzes are the following: Jan. 14, Jan. 28, Feb. 4, Feb. 18, Feb. 25, Mar. 4, Mar. 18, Mar. 25, Apr. 1, Apr. 8, Apr. 15.

Contemporary Research Project: 20 points

This project is a review of professional anthropological literature. You will find one peer-reviewed journal article related to your major (or a topic of interest, if you do not have a major). You will summarize the anthropological research methods and conclusions of the article, discuss how it relates to our course materials, and evaluate the application of anthropology in your field. You will write a research report individually on your unique article and will also work with a small group of classmates based on shared area of interest to create an in-class presentation on your reports. This is a popular project that many of the introductory Anthropology courses at IUSB utilize, and I have adapted it from Profs. Wells and VanderVeen here in the Sociology & Anthropology Department.

We will work together on this project two days in class, and you will meet with me early in the semester, along with the rest of your group. You will receive credit for participation in all three activities.

The component distribution for this project is as follows:

Component	Due Date	Point Value
Bibliography	Wed., Jan. 30	3.5
Report	Mon., Feb. 11	10
Group Presentation	Mon., Feb. 11 and Wed., Feb. 13	5
Project Reflection & Group Feedback	Wed., Feb. 20	1.5
	Total	20

Ethnography Project: 27 points

This project is a “hands-on” application of what we are learning about in this course and will give you a chance to try out planning and conducting primary research. You will utilize some of the hallmark methods of cultural anthropology by participant-observing human behavior, writing notes about your observations, and analyzing what you observed in conversation with the course materials and one additional source. Before you undertake the field work and analysis, you will create a project proposal that considers feasibility, ethical considerations, and impact and/or relevance of the study, along with an annotated source of existing research. You will submit at least two sets of fieldnotes from your observations as part of the project. We will discuss the details of devising a project in greater detail in class.

The component distribution for this project is as follows:

Component	Due Date	Point Value
Proposal	Wed., Mar. 6	5
Annotated Source(s)	Wed., Mar. 20	3
Fieldnotes #1	Wed., Mar. 27	3
Fieldnotes #2	Wed., Apr. 10	3
Essay	Wed., Apr. 17	11
Presentation	Mon., Apr. 22 and Wed., Apr. 24	2
	Total	27

Exams: 25 points

There will be a midterm exam worth 10 points and a cumulative final exam worth 15 points. These exams will be administered through Canvas’s quiz function, and you will be able to take them, individually and independently, wherever you have access to Canvas and a reliable internet connection. We will not meet for class on the days of the tests. Each exam will consist of a mix of multiple choice, matching, true/false, and/or fill-in-the-blank questions, along with essay responses. The exams are based on the readings and on in-class discussion and activities.

Exam	Date	Material Included	Point Value
Midterm	Wed., Mar. 6	course content from Weeks 1 through 9	10
Final	Finals Week (to be announced by Registrar)	cumulative of the entire semester, but focused on course content from Weeks 11 through 16	15
		Total	25

Student Rights and Resources:

Religious Accommodation

IU respects the right of all students to observe their religions, and I do, too. Faculty make reasonable accommodation, upon request, for such observances. Please notify me in a timely manner concerning your need for such an accommodation. Contact me after class, during my office hours, or by individual appointment to discuss your request and identify appropriate options.

Disability Services

IU is committed to providing equitable access to learning opportunities for all students, and I am, too. The Office of Disability Services for Students (DSS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, neurological, or physical), please contact DSS to arrange a confidential discussion regarding equitable access and reasonable accommodations (Administration Building, Rooms 167-170; telephone number 520-4460). If you are already registered with DSS and have a current letter requesting accommodations, please contact me as soon as possible to review how your accommodations will be applied in our course. Remember, accommodations are your legal right! In the same vein as the University's commitment to equal educational access, I am dedicated to cultivating a classroom environment and exercising instruction that is as accessible as possible to all students. I invite you to discuss your unique learning needs with me, regardless of your documentation status with DSS. For more information, please visit the web site for the Disability Support Services: www.iusb.edu/~sbdss. (adapted from Cleary 2007)

Sexual Misconduct and Title IX

As your instructor, one of my responsibilities is to create a positive learning environment for all students. Title IX and IU's Sexual Misconduct Policy prohibit sexual misconduct in any form, including sexual harassment, sexual assault, stalking, dating violence, and domestic violence. If you have experienced sexual misconduct, or know someone who has, the University can help.

If you are seeking help and would like to speak to someone confidentially, you can make an appointment with:

IU South Bend Student Counseling Center at 574-520-4125 (counseling services)
Campus Health and Wellness Center at 574-520-5557 (health and medical services)

It is also important that you know that Title IX and University policy require me to share any information brought to my attention about potential sexual misconduct with the campus Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, those people will work to ensure that appropriate measures are taken and resources are made available. Protecting student privacy is of utmost concern, and information will only be shared with those people who need to know, to ensure the University can respond and assist.

I encourage you to visit stopsexualviolence.iu.edu to learn more.

Support for Veterans

I am aware of the complexities of being a student veteran or service member. If you are a veteran, on active duty, or in the reserves, or a spouse or dependent, stay in contact with me if an aspect of your present or prior service makes it difficult for you to fulfill the requirements of the course. Training and drill schedules, calls to active duty, VA appointments, GI Bill disbursements, and other aspects of service can disrupt academic progress. If you make me aware of a complication, I will work with you and put you in contact with university staff who are trained to assist you. Campus resources for veterans, service members, and families are located in the Office of Veteran Student Services (AI 101). The OVSS can be reached by calling (574) 520-4115 or you can email the Veteran Counselor and Program Coordinator at rhiannon@iusb.edu.

Other Resources

IUSB offers many forms of support for students. I recommend checking out the Student Engagement and Success page at <https://students.iusb.edu/> for quick access to many of them. These include the

following, as well as offices dedicated to helping international students, Career Services, and information about financial aid and scholarships. If you need help with something, I am happy to assist you in finding what you need to the best of my ability, so just let me know.

Student Counseling Center (SCC)

If you find that life stressors are interfering with your academic or personal success, I encourage you to contact the SCC as early in the semester as possible. SCC services can help with issues that range from coping with life's transitions to dealing with more serious emotional problems. Group counseling is available for issues such as test anxiety and ADHD. All enrolled students are eligible for personal and confidential short-term counseling services at no cost. Over 80% of students who utilize the SCC report that it helps them with their academic success.

The best way to request services is by calling 520-4125. The SCC is located in the Administration Building, Room A130. Hours are generally 9AM-5PM, Monday through Friday, but can vary slightly each semester. For more information, visit <https://www.iusb.edu/student-counseling/index.php>.

Titan Success Center

Success coaching is available to help students improve their college experience and their academic performance through a holistic program. For more information, visit <https://students.iusb.edu/academic-success-programs/titan-success-center/index.html>.

Academic Centers for Excellence

Tutoring services are offered free of charge from four centers to help students master content and develop skills and strategies for academic success. Tutors can help you with writing and subject content across disciplines, as well as with coaching in study skills. Resources and tutoring are available in person and online. For more information, visit <https://students.iusb.edu/academic-success-programs/academic-centers-for-excellence/index.html>.

Schurz Library & Other IU Libraries

IU Libraries own an enormous collection of resources, in print and digital, and we have immediate access to many of them here on campus through Schurz Library. Look for information, request assistance, and request materials at <https://library.iusb.edu/> or in person at the library. There are trained staff whose job it is to help you with research! For Sociology and Anthropology, our subject librarian is Nancy Colburn, who has made a guide for discipline-specific resources at <http://libguides.iusb.edu/sociologyandanthropology/>. You can contact her or other staff for help with your projects.

Student Engagement Roster (SER)

The SER is a course-based feedback tool that faculty use to communicate with you about how you are doing in the course, to make recommendations on improving your learning and performance, and to alert you of other academic opportunities. Faculty periodically update the SER throughout the semester, so you should review it weekly for updates. The SER can be accessed through One.IU by searching "SER Student" and selecting the "SER-Student Engagement Roster (Student)" tile. It can also be accessed within Canvas by selecting a course and then choosing "Student Engagement Roster (Student)" from the list in the left-hand menu bar.

IUSB and Course Expectations & Norms:

Flexibility

This syllabus provides an outline of the plan for the semester. I reserve the right to make modifications to the syllabus through the semester, to meet your collective needs and make sure we are on target to meet the course objectives. Changes to the syllabus will be announced in class, through email, and/or through Canvas, and the up-to-date syllabus will always be available on Canvas.

Coursework Communication

I commit to checking my email regularly, and similarly, I expect that you will be checking your IU email account and Canvas page at least once per day during the semester. If you are having trouble with any of your IU accounts, please contact UITS Support Center staff at Wiekamp 1245, (574) 520-5555, or helpdesk@iusb.edu, and/or get help online at <https://uits.iusb.edu/>.

You can use Canvas, Zoom, and other IU-provided digital tools, like the G suite (Google apps), as easy ways to communicate and collaborate with other classmates, too.

Attendance and Course Commitment Policy

As a student in this course, you are expected to attend scheduled class meetings and actively participate in all class activities. That is my expectation as a basic condition for you meeting the objectives of the course. Your insights and questions will help the rest of us learn, and we lose that opportunity if you are not with us. Your contributions to the class community will be assessed based on active participation and often on submission of documentation of in-class work.

Sometimes life intervenes, and you might not be able to be with us. In this case, it is your responsibility to get notes from a classmate and arrange any make-up work, where applicable, but I can and will help you. I recommend communicating with me as soon as possible if you will have to miss consecutive class meetings or have any other issues.

Attendance and participation are also official expectations of IUSB. This course has been approved to enforce the IU South Bend Attendance and Course Commitment Policy, and the full text of this policy is available at <http://registrar.iusb.edu/attendance.php/>. What this means to the University is that students who miss the first week of the semester or who do not attend 50% of the scheduled class meetings before the end of the fourth week of the semester may be subject to administrative withdrawal. Regardless of attendance, students who do not actively participate in this class by not submitting a majority of their assignments by the posted due date are subject to administrative withdrawal. Students who are administratively withdrawn from this class after the fourth week will not be eligible for a tuition refund. Administrative withdrawals may have an impact on your financial aid awards and visa status.

I have to report this attendance information to the University through the Student Engagement Roster. It helps IUSB, but it also helps students who are unable to take the course but who forget or are unable to withdraw themselves, by saving them from failing the course.

Technology Use

This course uses a digital textbook, so you are welcome to bring a digital device (e.g., laptop or tablet) to class. In fact, I expect you to have access to the textbook or your notes about the reading, either digitally or on paper, during class meetings.

If you do bring a device to class, I expect you to use it only for class purposes: to take notes and to reference the textbook or other resources related to what we are doing in class (like Canvas or Google Docs). Using digital devices for any other purpose can impede your ability to remember and comprehend course material and is distracting to other students and to me. Also, it is rude. If you think you might be tempted by distractions on your own device, consider turning off your Wi-Fi while in class and closing other apps. Unless you use headphones as a disability-related accommodation, or I have invited you to use them for an activity, please do not wear headphones/earbuds during class.

Even if you are using a device, bring traditional writing implements (pen/cil and paper) for note-taking in case of tech problems and for participating in class activities.

Document Submission

Any documents you submit for the course or share with me should be in .docx, .rtf, or .pdf format, and uploaded to Canvas, unless otherwise discussed.

Academic Honesty

It is your responsibility to know of prohibited actions under the “Code of Student Rights, Responsibilities, and Conduct,” such as cheating, fabrication, plagiarism, and academic and personal misconduct. It is also your responsibility to avoid them. All students are held to the standards outlined in the code. Please reference the entire code for a complete listing (<https://www.iusb.edu/judicial/>). Any violation may result in serious academic penalty, which could entail receiving a warning, failing the assignment, failing the course, or expulsion from the University.

Part of academic honesty is citing other people’s ideas and work. A good general rule: Always give credit! We will work on some basics of research and citation during in-class work days, but I recommend meeting with a librarian at Schurz Library or a writing tutor at the Writer’s Room (4th floor of Schurz), to get further help with conducting research, writing it down, and formatting references and citations. If you need to quickly check on something, a handy resource I use myself is the Purdue Online Writing Lab, which has reference and citation guidance at

https://owl.purdue.edu/owl/research_and_citation/resources.html. We will use Chicago author-date style in this course, since it is the preferred style of the American Anthropological Association.

Test-Taking

All quizzes and exams for this course are taken through the Canvas site, not in the classroom. You may use your textbook and class notes as resources. I expect that you will work alone on your tests. I keep a log of all test times and IP address locations of test takers to keep track of everything. Do not sit at a computer next to another member of this class when taking your test. Evidence of cheating will be grounds for failure on the test and possibly the course for all parties involved.

About Me, the Instructor:

Academic Background

I earned an MA in Anthropology from IU Bloomington, and am working to finish my PhD in that program right now. I have a dual BA from the interdisciplinary Humanities and Honors programs at Villanova University. I have taught at IU Bloomington and Fordham University, and have conducted anthropological research in India, Belize, and the US. I am a cultural anthropologist who specializes in the study of food and of the environment, and my main research site is in Madurai, Tamil Nadu, India. I am a Future Faculty Teaching Fellow in the Sociology & Anthropology program here at IUSB this year, where I taught this course in Fall 2018, and an active participant in teaching trainings on and off campus.

Teaching Philosophy

I believe that anthropology offers insights, information, and skills that are useful to anyone and everyone. I want to share some of these with you and help you apply them to your goals and interests.

Research on teaching and learning, as well as my personal experience, indicate that we comprehend and remember information more fully when we are actively using it rather than just hearing it. Whether it is through application to new problems, discussion with other people, or written reflection, I will invite you through this course to be engaged in learning. I will present some information in a lecture format, because I am an expert in my field of knowledge, and I have relevant life experiences related to the topics we will be discussing. But you bring other expertise and experience from which we all can learn, and it is valuable, too. My role is not to unload information onto you or beat it into your head; it is to guide and facilitate our collective learning, using my training in anthropology and in pedagogy (teaching). Your role is to prepare in advance, show up, share what you know and your questions, listen to what others have to say, complete the course activities, including readings and assessments, and think about it. The last part is harder than it sounds, and critical to a holistic and meaningful education.

I try to keep a “growth mindset,” meaning that I believe we all have the potential to develop skills and intelligence in different areas, with time, effort, support, and other resources. Our ability to learn, especially from each other, is one of our most significant adaptations as humans and one of the primary functions of culture!

Communicating with Me

You are welcome to call me “Ms. Chera” (like “chair-uh”) or “Maddie” and to use “she”/“her” in reference to me. Alternately, you may call me “Instructor” or “Professor.”

The two easiest ways to communicate with me are:

1. in person, during my schedule office hours on Mondays 11:30AM to 1PM and Wednesdays 4 to 5PM, or by appointment in DW 2267; and
2. electronically, through email at mchera@iu.edu or through Canvas. Canvas messages are forwarded directly to my email (we all have this setting turned on by default—I recommend keeping it so!).

Alternatives include: calling my office phone number at (574) 520-4613 (leave a voicemail if I do not answer; it should go to my email) and arranging to have a digital meeting over Zoom.

I check my email regularly between the hours of 9am and 9pm, Monday through Friday, during the term. I check less frequently on weekends, but will still check at least once per day.

Course Schedule:

Week	Day	Date	Focus Question(s)	Reading	Notes
0	Look at course Canvas page, download the textbook, respond to Introductory Survey				
	M	Jan. 7	Who is the teacher? Who is in the class? How will this course operate?	Syllabus (PDF)	
1	W	Jan. 9	Does everybody have a culture? What do anthropologists mean when they talk about culture?	"The Culture Concept" (P)	
Academic Calendar note: 100% refund period ends on Sunday, January 13. *Check the Registrar's Academic Calendar for other refund dates: https://students.iusb.edu/registrar/calendars/2019-spring.html .*					
	M	Jan. 14	How can "seeing like an anthropologist" help us address society's problems?	"Seeing Like an Anthropologist" (P)	due: Reading Quiz 1
2	W	Jan. 16	How can secondary research help us maximize the value of existing information?	"Interview with Carolyn Nordstrom" (P) <u>AND</u> "Interview with Philippe Bourgois" (P) <u>AND</u> "Contemporary Research Project Guidelines" (PDF)	in class: Contemporary Research Project work together
<i>MLK Jr. Day: Monday, Jan. 21 – no class and campus closed!</i>					
3	W	Jan. 23	What do anthropologists actually do? How can participant-observation help us make sense of other people's behaviors?	"Doing Fieldwork" (P)	
	M	Jan. 28	How can you turn hanging out with people into an analytical argument?	"Selling Crack in El Barrio" (excerpt) by Bourgois (PDF)	due: Reading Quiz 2
4	W	Jan. 30	How has the systematic study of humans changed over time? What are some trends in anthropology today?	"The Development of Anthropological Ideas" (P)	due: Contemporary Research Project Bibliography
	M	Feb. 4	How do global phenomena manifest differently in various contexts? Is globalization a good thing?	"Globalization" (P)	due: Reading Quiz 3
5	W	Feb. 6	Why is the anthropological approach relevant to other professional fields?	"My Anthropological Moment" & "Profile" series from <i>Anthropology News</i> (PDF)	due: Group-Instructor Meeting in class: Contemporary Research Project work together

Week	Day	Date	Focus Question(s)	Reading	Notes
6	M	Feb. 11	How can working with a team help us improve our accountability and planning skills? How does collaboration improve the outcome of our work?	(no new reading)	due: Contemporary Research Project Report in class: Contemporary Research Project Group Presentation (1st set)* *active audience presence required
	W	Feb. 13	How can telling a coherent and engaging story help us communicate effectively?	(no new reading)	in class: Contemporary Research Project Group Presentation (2nd set)* *active audience presence required
7	M	Feb. 18	Do rituals and beliefs about the supernatural serve any social and psychological functions? What patterns mark changes in stages of life cross-culturally?	"Religion" (P)	due: Reading Quiz 4
	W	Feb. 20	Which features of human language are universal? Are some ways of talking "right"?	"Language" (P)	due: Contemporary Research Project Reflection/Feedback
	M	Feb. 25	Is race biological? Are genetic ancestry tests legitimate? Are we all "ethnic"?	"Race and Ethnicity" (P)	due: Reading Quiz 5
8	W	Feb. 27	How do we turn interests and questions into research? How can we plan data collection that is feasible and ethical?	"An Ethnographic Exploration of Food and the City," by Wegerif (PDF) <u>AND</u> "Ethnographic Project Guidelines" (PDF) <u>AND</u> "Tips for Writing Thick Descriptions for Ethnographies and Case Studies" (PDF)	in class: Ethnographic Project In-Class Work
9	M	Mar. 4	Are gender roles biologically determined? How are our understandings of our bodies and our selves shaped by culture?	"Gender and Sexuality" (P)	due: Reading Quiz 6
	W	Mar. 6	<i>no class meeting – take midterm on Canvas</i>		due: Ethnographic Project Proposal online: midterm exam

Week	Day	Date	Focus Question(s)	Reading	Notes
Academic Calendar note: Withdrawal with automatic grade of W using eDrop. Ends on Sun., Mar 10. *Check the Registrar's Academic Calendar for other withdrawal and credit type dates: https://students.iusb.edu/registrar/calendars/2019-spring.html .*					
10	<i>Spring Break: Mar. 10–17 – no classes and campus closed!</i>				
	M	Mar. 18	Are children always their mother's? How can drawing a family tree help us understand a culture's values?	"Family and Marriage" (P)	due: Reading Quiz 7
11	W	Mar. 20	How do societies without leaders maintain stability? How can we encourage social integration and overcome loneliness in a large society?	"Political Anthropology" (P)	due: Ethnographic Project Annotated Source(s)
	M	Mar. 25	Is capitalism the only economic system at work in our world today? What do birthday gifts have to do with anthropology?	"Economics" (P)	due: Reading Quiz 8
12	W	Mar. 27	How does culture connect economics, politics, subsistence, and other aspects of daily life? How do we turn confusion into knowledge?	"Eating Christmas in the Kalahari" by Lee (PDF)	due: Ethnographic Project Field Notes #1
	M	Apr. 1	How can we use research to challenge our assumptions and myths about how the world works? Are peasants backwards? Can local systems of knowledge and practice teach us effective ways to use resources?	"Subsistence" (P)	due: Reading Quiz 9
13	W	Apr. 3	Is protection of natural resources the right way to conserve the environment? What is the Anthropocene?	"Culture and Sustainability" (P)	
	M	Apr. 8	Is biomedical (/“Western”/allopathic) science universal? Is it “true”? How do biology and culture interact to affect human bodies?	"Health and Medicine" (P)	due: Reading Quiz 10
14	W	Apr. 10	Can the creators of media control the way media is perceived? Does new technology put traditional cultural practices at risk?	"Media Anthropology" (P)	due: Ethnographic Project Field Notes #2

Week	Day	Date	Focus Question(s)	Reading	Notes
15	M	Apr. 15	Are we all just “acting” in our daily life? Does the meaning change when a film is remade or a story is retold?	“Performance” (P)	due: Reading Quiz 11
	W	Apr. 17	How can we apply the anthropological approach in our daily lives?	“Can Anthropology Save the World?” (P)	due: Ethnographic Project Essay
16	M	Apr. 22	How can we transform our participant-observations into information relevant for others? How could we expand our research if we had the opportunity?	(no new reading)	due: all coursework (except for the presentation and final exam) must be submitted by this date for consideration in your final course grade in class: Ethnographic Project Presentation (1st set)* *active audience presence required
	W	Apr. 24	How can we concisely and clearly communicate the most important information about a topic?	(no new reading)	in class: Ethnographic Project Presentation (2nd set)* *active audience presence required
Academic Calendar note: Last Day to withdraw ends at 4:00 p.m., on Wednesday, April 24.					
Finals Week	<i>Final exam date and time to be announced by the Registrar for Apr. 26–May 2: https://students.iusb.edu/registrar/calendars/index.html</i> Final exam will be online through Canvas.				
Academic Calendar note: Transcripts with final course grades will be available on Tuesday, May 7.					

*(P) = *Perspectives* e-textbook (all other readings will be individual PDFs on Canvas).