

ANTH 2AH Honors Cultural Anthropology



Section 01H - CRN 31145
 Meets TTh. 8:00 - 9:50 a.m. in Room 3101
 January 8th through March 26th
 Prof. Kathryn Maurer

*Do you recognize any of these images?
 What's going on in each of them?
 Where are they from? How can you tell?
 Do YOU relate to any of them? How?
 What do these images tell us about what
 it means to be human?*

Instructor Information

Dr. Kathryn Maurer holds an M.A. and Ph.D. from UCLA and has conducted fieldwork in Mexico, Belize, Guatemala, Ecuador, Italy, Greece, Spain, Ireland and the Southwest and Bay Area of the United States. She has directed Study Abroad programs in Greece and Spain, and has worked as an applied anthropologist in the public sector. She is currently Chair of the Foothill Department of Anthropology.

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Office Hours held in Room 3102: T & Th 10:15-11:45 a.m. and by appointment

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Course Description and Learning Objectives

We shall not cease from exploration and the end of all our exploring will be to arrive where we started... and know the place for the first time. - T.S. Eliot

We don't see things as they are, we see things as we are. - Anaïs Nin

The purpose of anthropology is to make the world safe for human differences. - Ruth Benedict

This course is an introduction to the basic principles of cultural anthropology, one of the four fields of the broader discipline of anthropology. Literally meaning “the study of humankind,” anthropology sits on the boundaries between the natural sciences, social sciences and even the humanities, and ponders basic questions about what it means to be human.

Cultural anthropology focuses on the diverse ways people around the world and through time have interacted with their environments, communicated with each other, organized their social lives, made sense of their world, and responded to emerging conflicts and challenges. In this class you will be introduced to the study of culture, and the importance of cultural awareness in our globally-interconnected lives.

Specifically, you will learn concepts, theories, and methods used in the comparative study of sociocultural systems. Topics will include a cross-cultural exploration of language and communication; social, political and economic organization; marriage and kinship; religion; gender; ethnicity and race; social inequality; culture change; and the effects of colonialism and globalization. You will learn how anthropologists study and write about cultures around the world, including an exploration of the inherent power dynamics and politics involved in ethnographic fieldwork and writing. We'll look at how anthropological inquiry contributes to a deep understanding of the interconnections and interdependence of culture, society, and individual and group identity. Finally, you will also learn how to put anthropological understandings into practice to become better equipped to respond to cross-cultural encounters in your personal and professional lives.

As a participant in the honors course, you will have the unique opportunity to explore these concepts in a seminar-style fashion, and carry out first-hand fieldwork culminating in a final project and presentation.

Students who successfully complete this course can expect to achieve the following learning outcomes:

Outcome 1 – Tools for Understanding and Appreciating Diversity of Human Behavior

Students will have tools to better understand and appreciate the diversity of human behavior in small-scale and more complex societies, including their own, through an ability to recognize and articulate the characteristics and elements of culture, and the ways in which anthropologists study and explain the diversity of human behavior around the world.

Outcome 2 – Exposure to Different Cultures and Ways of Being

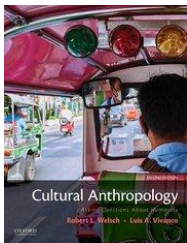
Students will expand their awareness of the peoples of the world, and the different ways of living and being in the world, through an exposure to a variety of ethnographic studies and cross-cultural explorations.

Outcome 3 – Skills for Solving Conflicts and Social Issues

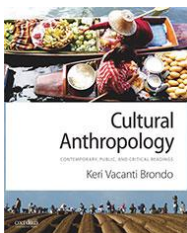
Students will have a new set of skills to better understand and address conflicts and social issues by learning to apply anthropological methods and principles, particularly holism, recognizing ethnocentric biases, and practicing cultural relativism, to solve human problems on the local, regional and world scales.

Required Materials

We will be reading, viewing and discussing a variety of materials throughout the quarter including: a text covering the major concepts; a text providing rich ethnographic data in the form of case studies; other materials and handouts provided to you by the instructor during lectures or on reserve in the Foothill library. You need to have these materials and from the first week to be successful in this class. *Please plan on bringing the Brondo reader with you to class daily.*



Welsch, Robert L. and Luis A. Vivanco. 2018.
Cultural Anthropology: Asking Questions About Humanity. 2nd Edition.
New York: Oxford University Press. ISBN: 9780190679026.



Brondo, Keri Vacanti. 2017.
Cultural Anthropology: Contemporary, Public, and Critical Readings.
New York: Oxford University Press. ISBN: 9780190253547



The Foothill Anthropology Department has purchased multiple copies of this book for students to check out from the Foothill Library **FOR FREE for the entire quarter! Be sure to go ASAP to pick yours up!** If you would like to own your copy of the text or you are unable to get to the Foothill library, the text is also available at the [Foothill Bookstore](#), and from many other 3rd party sources. If you find a copy from another source (friend, other online site, etc.), be sure you are buying the correct editions of these texts.

In addition, you will be expected to access resources I will post in Canvas, our online course management site. You may also be directed to access other required materials on the web (e.g. [YouTube](#)) and [Foothill Library](#) resources (e.g. [Foothill Library Databases by Subject](#) and [Films on Demand](#)). These journals and film databases are password protected for currently enrolled students. Check your access by clicking any of the database links, and enter your student id. If you are denied access, please contact a Foothill librarian at 650.949.7611.

I will demonstrate logging into the Canvas site during the first week of class.

Course Components, Evaluation & Grading

This course consists of a combination of lectures, discussions, films, presentations, readings, individual and group activities & exercises, fieldwork opportunities and exams. Attendance combined with active and quality participation in all course components is essential to achieve the learning objectives and a corresponding high grade. All components complement each other in supporting the course learning objectives (see above under Course Description and Learning Objectives), yet are graded separately. The following two charts explain the percentage of your final grade by course component and the grading scheme for the final letter grade for the course:

Table 1: Course Components & Max Point Award

Component	Max Points	% of Grade
Weekly Activities = 40%		
Participation & Class Assignments	200	20%
Article Reflections	200	20%
Ethnography Projects = 20%		
Culture Partners	50	5%
Ethnography Project	150	15%
Exams = 40%		
Mid-Term Exam	200	20%
Final Exam	200	20%
Total All Components	1000	100%
Extra Credit	25	n/a

Table 2: Final Grading Scheme

Points	Grade	Points	Grade	Points	Grade	Points	Grade
99% +	A+	87% – 89.9%	B+	77% – 79.9%	C+	63% – 66.9%	D
93% – 100%	A	83% – 86.9%	B	70% – 76.9%	C	60% – 62.9%	D-
90% – 92.9%	A-	80% – 82.9%	B-	67% – 69.9%	D+	Below 60%	F

General Expectations (i.e. how to be successful in this class)

I've designed my class to be engaging and demanding, and hopefully also fun and interesting :), and to meet the standards of a 4-unit, UC and CSU-transferrable honors course. During a regular 12-week quarter, a 4-unit class has 4 hours of lecture each week, and roughly another 8 hours of homework (reading, assignments, studying, etc.) each week.

In addition to the time commitment and discipline, here are some other things you can do that will help you do well in my class:

- Approach the class material with an interest in learning and an appreciation for the material. (*A good but respectful sense of humor is a great asset as well!*)
- Complete your assignments on time and fully. Be proud of your work. Be sure to read the detailed expectations below for each course component.
- **Be an advocate for your learning:** get to know your learning needs, request the supports to meet those needs, and always know *why* you received a certain grade—especially really good ones!—on an assignment.

Detailed Expectations by Course Components

Weekly Activities: Participation & Class Assignments

Anthropology is a subject that is greatly enriched by different—yet informed—perspectives and viewpoints. Students are expected to participate actively and respectfully (see Statement of Inclusion below) in all class discussions and in all exercises and activities in and outside of class. Points are awarded twice during the quarter, based on an evaluation of both engagement (i.e. “being there,” on time, both physically and mentally, at the start of class and after each break), as well as the quality of your contribution to the discussion, or completion of the activity. Participation in discussions, including rotating discussion facilitator role assignments, in-class group work, individual in-class writing, take-home handouts, etc., are graded as part of this course component.

Homework: Article Reflections

You will have graded homework to complete each week in the form of “Article Reflections.” These assignments will guide you through the assigned reading, and ask you to reflect on the key concepts raised in the readings (specifically the Brondo articles), as well as apply the concepts to your own experiences. The article reflections are important to complete timely, as they also serve as preparation for in-class discussion and activities. Reflections will be **submitted weekly in Canvas**. One reflection (with the lowest grade) will be dropped.

Ethnography Projects

Your first ethnography project will be the Culture Partners project. In this project you will be partnered with another student to plan and conduct an ethnographic interview, and submit a write-up of your process and findings. Additional guidelines will be given in class.

You then will have the choice of working individually or in groups of your choice on an ethnography project of your choice. You will learn about and utilize ethnographic fieldwork methods and anthropological concepts to research, document, analyze and write about or visually present the “ethnographic reality” of a specific place, group or community (i.e. a “microculture”) you are familiar with, or would like to know more about, AND/OR a specific topic

or issue affecting this place/group/community. The project will be divided into segments (each graded individually), culminating in a final paper and an oral presentation. Written guidelines and evaluation criteria will be presented in class.

Exams

There will be an in-class mid-term and cumulative final exam, with a combination of question types such as multiple choice, T/F, short-answer and essay. See the lecture schedule for exam dates & times. Make-up exams for the mid-term will be given at the discretion of the instructor, only in the case of severe illness, accident or other monumental life events (proof will be required). The make-up exam will be in a different format, and must be taken within 1 week of the test date. No make-ups are allowed for final exams.

Extra Credit

There are multiple opportunities for extra credit. You may read and reflect in writing on any additional articles in the Brondo text which are not part of the required reading of the course. These reflections need to be shared to the Canvas site in a designated Extra Credit Discussions Forum. Each write-up or reflection will be awarded a maximum of 10 points, with a maximum of 25 extra credit points total for the quarter. Only one extra credit assignment per week may be submitted and the last day to turn in extra credit is the day before the final exam. In addition there may be other extra credit opportunities presented in class during the quarter (specific assignments and point awards will be indicated with each opportunity).

Other Important Stuff...

Statement of Inclusion

We will have many small group and all class discussions during the quarter about a range of topics many students will connect to on a deeply personal level (e.g. religion, politics, gender, race and ethnicity). Given the highly sensitive, personal, profound and often conflictive nature of these subjects for many individuals around the world, and in this class, it is imperative that we come to the subject with an open-mind, a spirit of respect, and a desire to analyze and comprehend all viewpoints as forms of social and cultural expression without judgment or derogatory language. I commit to doing everything in my power to create a safe and comfortable learning environment for everyone in the class, and I require you to do the same. I will enforce a strict line between expression of personal opinion and belief (very welcome in class) and expressions of prejudice (e.g. racism, sexism, religious intolerance, homophobia, transphobia) in your language or non-verbal behavior (not welcome in class). If at any time you are concerned about the classroom environment, please see me right away.

Online Access

Although this is a face-to-face class, you still *must* have access to a reliable computer and consistent access to the Internet to download and submit assignments, and to access some course materials (I'm really trying cut down on all those photocopies and save some trees, folks!). If you do not have a computer or reliable internet, there are many computers accessible to students on campus. Check the Computer Labs tab on the [Online Learning Student Resources webpage](#). You also must have an email account and check it regularly, at least 3-4

times a week. Announcements will be delivered via email through My Portal or via the Canvas site so be sure to maintain current your email account in [My Portal](#).

If you are concerned about success in this class due to challenges with the online assignments, please see below under “Technological Barriers” and visit me during Office Hours during the first week of class.

Turning in Written Assignments

All work completed at home should be typed, double-spaced and be in a standard 10-12 point font. Type your name, class title, assignment title and date in the upper right-hand corner of your assignments. Please use Spell Check and proofread your work before submitting it. Be sure to cite other sources used, including quotes from the readings. Please see below under Academic Integrity for additional comments related to written work.

Each assignment will direct you how to submit it (Canvas site or hard copy in class). No work will be accepted via email or private message unless you have received prior approval from the instructor. When submitting an assignment in Canvas, please submit your assignment as a file upload with one of the following file extension types: .doc, .docx, or .pdf. **Please do not submit a .pages document** (it doesn't interface well with Canvas). If I cannot open the attachment, your assignment will not be counted as turned in.

Academic Honesty & Integrity

As a Foothill instructor, I am committed to working very hard to provide you with an opportunity for a quality education. I expect that you will also work hard (see above notes on the time committed expected from you for this class), and adhere to [Foothill's Academic Integrity policy](#).

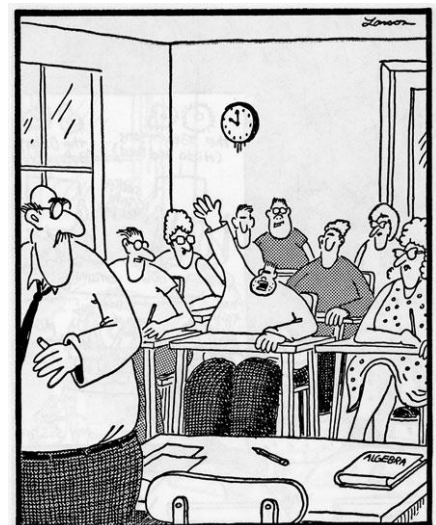
Academic dishonesty will result in 0 points awarded for the specific assignment or exam, and will also result in being reported to the administration. Some examples of academic dishonesty are:

Cheating

- Copying, in part or in whole, from someone else's test;
- Sharing copies of quizzes or exams, or questions from those quizzes and exams, with other students who have not yet taken the test;
- Submitting work presented by you or anyone else previously in another course;
- Using or consulting during an examination materials or devices not authorized by the instructor;

Plagiarism

- Incorporating the ideas, words, sentences, paragraphs, or parts of another person's writings, without giving appropriate credit, and representing the product as your own;
- Submitting a paper purchased from a research or term paper service, including the Internet;
- Undocumented Web source usage.



Please note that I randomly run student papers through [Turnitin](#) to check for plagiarism.

Late Work Policy

All homework is due by the beginning of class on the specified due date, and is considered late any time after that. Late homework will be allowed for a **maximum of 9 days past the due date**, but will be **marked down 10% of the maximum grade** for every calendar day the assignment is past due. No work will be accepted after the start of the final exam.

Attendance and late arrivals to class

Foothill College has general attendance requirements for all classes, which you must meet in order to stay enrolled in the course. Students who do not attend the first class day may be dropped, and students who do not attend for two weeks at any time during the quarter may be dropped. Attending regularly is key to your success in this course. If you are ill or cannot attend for any reason, you are responsible for:

- Ensuring all work due that day is submitted timely.
- Getting class notes, handouts and/or new readings or assignments from another student (***not the instructor***).
- (Day of an exam or presentation only) Contacting me at the earliest opportunity to notify me of an illness or monumental barrier (*not due to poor planning on your part*) that will keep you from attending. I might require written verification to excuse the absence and allow you to make up the missed assignment.

***Important note about arriving late to class:** Roll is often taken right at the beginning of class and/or right after the break. If you miss roll, it is your responsibility to do the following *after class or at a break*:

1. Notify the instructor that you were present in class (to avoid being marked absent).
2. Get important announcements from a fellow student (***not the instructor***), that are usually given at the beginning of class or after a break.
3. Pick up handouts that are passed out at the beginning of class or after a break.

Dropping or withdrawing from the class

I am committed to providing support to all students to help them be successful in my class (see all other areas of this syllabus), but I do understand that sometimes it is in the best interest of the student to drop or withdraw from the class if it is not going well. It is your responsibility to manage your enrollment, and all students enrolled in the class after the final day to withdraw will receive a letter grade.

Winter 2019 deadlines:

- January 20th – last day to drop a class without a grade
- March 1st – last day to drop a class (with a “W” for “withdrawal” grade)

Student Resources & Support

Foothill College is a campus committed to student equity. Students with particular needs or barriers to learning are encouraged to seek out all the available support on campus. I also encourage you to contact me early in the quarter, so we can decide together how I can best support you to be successful in this class. Finally, I encourage all of you to take full advantage of our excellent Counseling Services at Foothill – Academic, Career and Personal Counseling. Check out the [Counseling website](#) for services and how to make an appointment.

For students needing some help with the reading & homework

The [Teaching & Learning Center](#) is one of the most amazing resources Foothill has to offer! You can schedule one-on-one tutoring sessions with Foothill *faculty*! They can help you learn to read your textbook more efficiently, and they can help you understand your assignments. You can also use their computer lab to get work done in a quiet environment. Go there and check it out! And...of course don't forget about my office hours!

For students with disabilities and learning differences

To obtain disability related accommodations, students must contact [Disability Resource Center \(DRC\)](#) as early as possible in the quarter. To contact DRC, you may:

Visit DRC in Room 5400
Email DRC at drc@foothill.edu
Call DRC at 650.949.7017 to make an appointment

If you already have an accommodation notification from DRC, please contact me privately to discuss your needs.

For international students and English language learners

Please let me know if you have language barriers that may affect your participation and performance. I will work with you to develop strategies to keep up with the reading and assignments. Also be sure to visit the [International Student Office](#) in Room 1933 to see what services are available to you.

For veterans

Please visit the [Veterans Resource Center](#) (VRC) in Room 5403 to find out all the support available to you, including specialized financial aid, and many other student support services to address your unique challenges. I also welcome you to my office so I can best understand your needs to be successful in the classroom.

For students without a computer or reliable internet

Some students may not have easy or frequent access to a reliable computer or an internet connection. Other students may not have ever had experience with a computer or online assignments. I do NOT want this to be a barrier to doing well in my class, and I want to support you in addressing this important barrier to your overall success in school. Please see me if this is your situation.

For students who are also working while studying

There are many opportunities for financial aid and scholarships which may allow you to reduce your work hours and give you more time to study. Be sure to attend financial aid workshops, talk to a counselor and always be looking for new opportunities. To find out more go to the main [Financial Aid Office](#). Please see a Counselor for assistance in helping you determine an appropriate course load for your circumstances.

For students who are also full-time parents

As a mom myself, I definitely recognize the unique challenges of taking care of your family while advancing your studies. Please see me if this is your situation, and you anticipate needing some adjustments to due dates.

Weekly Schedule of Topics, Readings & Assignments

A couple of important notes about the schedule and assigned readings:

- **This schedule, including required readings and assignments due, will likely change (a little) during the course. Please be sure you are checking *weekly* the most up-to-date schedule, found in the online syllabus in Canvas.**
- The readings for a specific date and topic should be completed *in advance* of that week, unless otherwise specified.
- **Please bring your Brondo reader to class.** We may not use it every day, but I often plan class activities that rely on it. Thanks!

Date	Topic	Readings and Course Prep (have done before class)	Assignments Due/Events
Week 1 – Welcome & Introduction to the Course			
Tue 1/8	Welcome, Course Overview & Meet <i>Ongka</i>	Syllabus	
Thu 1/10	Module 1: The Essence of Anthropology in a Diverse World	Key Questions & Concepts #1 <i>Welsch & Vivanco</i> Chapter 1 <i>Brondo</i> #7.1: “Eating Christmas in the Kalahari”	<i>Ongka</i> Handout Get texts Syllabus Quiz
Week 2 – The Essence of Anth & The Concept of Culture			
Tue 1/15	Module 1 continued...	<i>Brondo</i> #4.2 “Death Without Weeping” <i>Brondo</i> #1.3: “Cultural Relativism and Universal Human Rights”	<i>Nacirema</i> Handout Reflection #1: Essence of Anth
Thu 1/17	Module 2: Concepts & Constructs of Culture	Key Questions & Concepts #2 <i>Welsch & Vivanco</i> Chapter 2	
Week 3 – Ethnography: Studying and Analyzing Culture			
Tue 1/22	Module 3: Ethnography: Studying and Analyzing Culture	Key Questions & Concepts #3 <i>Welsch & Vivanco</i> Chapter 3 <i>Brondo</i> #1.1: “A Dispute in Donggo: Fieldwork and Ethnography” <i>Brondo</i> #1.2: “Tricking and Tripping: Fieldwork on Prostitution in the Era of AIDS”	Reflection #2: Ethnography
Thu 1/24	Intro to Ethnography Projects		
Week 4 – Language & Communication in a Cultural Context			
Tue 1/29	Module 4: Language & Communication in a Cultural Context	Key Questions & Concepts #4 <i>Welsch & Vivanco</i> Chapter 4 Online: “How Language Shapes Thought” by Lera Boroditsky <i>Brondo</i> #2.2: “What Are You Laughing At? Assessing the ‘Racial’ in U.S. Public Discourse” <i>Brondo</i> #2.3: “Sex, Lies, and Conversation: Why Is It So Hard for Men and Women to Talk to Each Other?”	Reflection #3: Language
Thu 1/31		<i>Brondo</i> #2.4: “Speaking Like a Model Minority: ‘FOB’ Styles, Gender and Racial Meanings Among Desi Teens in Silicon Valley” <i>Brondo</i> #11.2: “#Ferguson: Digital Protest, Hashtag Ethnography, and the Racial Politics of Social Media in the United States”	Culture Partners Write-Up

Date	Topic	Readings and Course Prep (have done before class)	Assignments Due/Events
Week 5 – Globalization & Culture; and the Mid-Term Exam			
Tue 2/5	Module 5: Globalization, World Systems and Culture	Key Questions & Concepts #5 <i>Welsch & Vivanco</i> Chapter 5 <i>Brondo</i> #9.1: “The Price of Progress” <i>Brondo</i> #9.2: “Being Indigenous in the 21 st Century” <i>Brondo</i> #10.2: “Dispelling the Myths: Unaccompanied, Undocumented Minors in U.S. Immigration Custody”	Reflection #4: Globalization Ethnography Project Proposal
Thu 2/7	Mid-Term Exam	Review <i>Welsch & Vivanco</i> Chapters & <i>Brondo</i> Articles Bring a pen and a pencil.	
Week 6 – Material Aspects of Social Life: Foodways & The Environment			
Tue 2/12	Module 6: Foodways, the Environment and the Intersection of Nature & Culture	Key Questions & Concepts #6 <i>Welsch & Vivanco</i> Chapters 6 & 7 <i>Brondo</i> #7.2: “Real Belizean Food: Building Local Identity in the Transnational Caribbean” <i>Brondo</i> #7.5: “American Meat”	Reflection #5: Foodways
Thu 2/14		<i>Brondo</i> #8.1: “Seeing Conservation Through a Global Lens” <i>Brondo</i> #8.3: “‘If We Didn’t Have Water’: Black Women’s Struggle for Urban Land Rights in Brazil”	
Week 7 – Foundations of Social Organization: Economics, Politics and Violence			
Tue 2/19	Module 7: Economics, Politics and Violence	Key Questions & Concepts #7 <i>Welsch & Vivanco</i> Chapters 8 & 9 <i>Brondo</i> #6.1: “An Anthropology of Structural Violence” <i>Brondo</i> #8.2: “Negotiating Land and Authority in Central Mozambique”	Reflection #6: Econ & Politics
Thu 2/21		<i>Brondo</i> #10.3: “The Non-National in Jordan: Statelessness as Structural Violence Among Gaza Refugees in Jordan”	
Week 8 – Understanding Racial & Ethnic Identity and Social Inequality			
Tue 2/26	Module 8: Race, Ethnicity and Class	Key Questions & Concepts #8 <i>Welsch & Vivanco</i> Chapter 10 AAA: Statement on Race http://www.aaanet.org/stmts/racepp.htm <i>Brondo</i> #5.1: “Can White Men Jump? Ethnicity, Genes, Culture, and Success” <i>Brondo</i> #5.2: “Maintaining Whiteness: The Fear of Others and Niceness”	Reflection #7: Race & Ethnicity
Thu 2/28		<i>Brondo</i> #5.4: “Birthdays, Basketball, and Breaking Bread: Negotiating with Class in Contemporary Black America”	Ethnography Project Progress Report
Week 9 – The Cultural Construction of Self Identity and Worldview & THANKSGIVING!			
Tue 3/5	Module 9: Sex, Gender and Sexuality	Key Questions & Concepts #9 <i>Welsch & Vivanco</i> Chapter 11 <i>Brondo</i> #4.3 “Hijra and Sadhin: Neither Man nor Woman in India” <i>Brondo</i> #4.4 “Virginity Testing as a Local Public Health Initiative”	Reflection #8: Sex & Gender

Date	Topic	Readings and Course Prep (have done before class)	Assignments Due/Events
Thu 3/7	Module 10: Kinship, Marriage and the Family	Key Questions & Concepts #10 <i>Welsch & Vivanco</i> Chapter 12 <i>Brondo</i> #4.1 “When Brothers Take a Wife”	
<i>Week 10 - The Cultural Construction of Self Identity and Worldview continued</i>			
Tue 3/12	Module 11: Religion and Worldview	Key Questions & Concepts #11 <i>Welsch & Vivanco</i> Chapters 13 & 14 <i>Brondo</i> #3.1 “Baseball Magic”	Reflection #9: Religion
Thu 3/14	Ethnography Project Presentations		
<i>Week 11 – Ethnography Projects & Course Wrap-Up – Applying what you’ve learned beyond the class!</i>			
Tue 3/19	Ethnography Project Presentations		
Thu 3/21	Module 12: Global Challenges and the Role of Anthropologists	Key Questions & concepts #12 <i>Welsch & Vivanco</i> Epilogue <i>Brondo</i> #10.1 “Do Muslim Women Really Need Saving?” <i>Brondo</i> #12.1 “So You Want to Be an Anthropologist” <i>Brondo</i> #8.5 “On the Mundane Significance of Bike Lanes...And the Pursuit of Anthropology in the Here and Now” Skim through <i>Brondo</i> “Anthropology In Practice” pages from all 12 sections.	Reflection #10: Global Challenges
<i>Week 12 – Finals Week – Good Bye!</i>			
Tue 3/26	FINAL EXAM 8:00 – 10:00	Review; Bring a pen and a pencil.	FINAL EXAM Ethnography Projects (Submitted in Canvas or in class)