

ANTHROPOLOGY 116W – ANTHROPOLOGY OF RELIGION – 3 units

Instructor: Michael Eissinger, Ph.D.

Schedule # Digital Campus (online class)

Email: meissinger@csufresno.edu

Fall Semester 2017 Digital Campus (online)

www.meissinger.com (everything you need to know)

SPIRITUAL HEALTH WARNING: If you are a fundamentalist of one sort or another (Animist, Buddhist, Christian, Hindu, Jewish, Moslem, Zoroastrian, etc.), this class could be dangerous to your "spiritual health." We shall look at magico-religious phenomena from an extremely objective and, for the most part, materialist perspective, much as an entomologist looks at a bug on a slide. No religious tradition will be privileged, least of all the Judeo-Christian tradition. If the prospect of such an approach to religion threatens you, I suggest you consider taking another class (source: *Prof. C. Scott Littleton. Spring, 2001: Anth 350 Magic and Religion*).

COURSE DESCRIPTION

This course introduces how anthropologists examine religious belief systems and their associated ritual practices in human society, across a variety of cultures. The form of instruction includes lectures and class discussions of selected readings, film presentations, and possibly an occasional guest speaker. A second focus of this course is aimed toward assisting students with developing college level writing skills and techniques. Therefore, students will be required to write papers of varying lengths and types, in and out of class, throughout the semester.

COURSE OBJECTIVES

This course is designed to enable students to gain:

- a better understanding of the many and diverse ways humans contemplate and address ideas of the supernatural through systems of belief and associated rituals and practices.
- knowledge of fundamental social science theories, methods, and analytical tools for examining and explaining belief systems and their related sociocultural phenomena.
- a more developed and refined set of writing skills enabling one to function properly at the collegiate level and to succeed outside of academia.

REQUIRED READING

Covington, Dennis. 1995. *Salvation on Sand Mountain: Snake Handling and Redemption in Southern Appalachia*. New York: Penguin Putnam Inc.

McCarthy Brown, Karen. 2011. *Mama Lola: A Vodou Priestess in Brooklyn*. Berkeley: University of California Press

Monaghan, John & Peter Just. 2000. *Social & Cultural Anthropology: A Very Short Introduction*. London: Oxford University Press

Eller, Jack David, editors. 2007. *Introducing Anthropology of Religion: Culture to the Ultimate*. New York: Rutledge ¹

Supplemental Course Materials and Information – can be located online.

¹ online copy in Discussion Boards

CLASS SCHEDULE

ASSIGNMENT (minimum page length)	VALUE	DUE DATES
Ethics Paper (5-7 pages)	100	10/21
Observation Proposal (100-200 words)	10	9/16
Observation Paper (5 pages)	90	11/18
Abstract for Final Paper & Annotated Bibliography (500-1000 words)	10	10/28
Final Paper: Research Paper (5-7 pages)	90	12/9
Participation	100	
Other points from on-line assignments		

GRADING POLICY

The minimum requirements for a passing grade of ‘C’ or ‘CR’ in this Anth 116W course are:

1. full completion of all course assignments
2. an overall 70% average (approximately 700/1000 points) for all course work
3. a 70% or higher score on the final research paper (*Any score below 70% on the final research paper will result in a course grade no higher than a D.*)

Online Discussions	200 points ²		A/CR 90-100%
Research Paper	100 points ³		B/CR 80-89%
Observation Paper	100 points ⁴		C/CR 70-79%
Ethics Paper	100 points ⁵		D/NC 60-69%
Participation	100 points ⁶		F/NC <60%

Papers are to be *minimally 1500 words in length* (approx. 6 pages) – excluding the works cited (references) section, and/or the abstract section in research paper two – and should not exceed 2000 words (approx. 7-8 pages). Word count, *not the number of pages*, will be checked via the electronic copy. Format requirements must be followed! Please note: I do not accept late papers

Be advised that I routinely submit all student research papers to a plagiarism detection service for an authenticity review. The process is conducted electronically and I am the only person who has access to the results. A copy of the paper is stored in the system’s electronic databank, which protects the student’s intellectual property by identifying anyone who might improperly attempt

² These discussions will be completed within the discussion board (NOT Blackboard™) and will account for a combination of your participation and your writing requirements. Specific instructions will be made available, at the time of the discussions.

³ The details for the research paper will be distributed, separately. The proposal and annotated bibliography for the research paper is required and is included in this amount, for the purposes of this syllabus (it will have an individual grade bucket in Blackboard™).

⁴ The observation paper grade includes your proposal (which will have an individual grade bucket in Blackboard™), your actual observation, and your observation paper.

⁵ This includes the online discussions on the ethics case studies and the paper.

⁶ This includes in-class and online participation.

to use their paper or any parts of their paper at some future date. *Students may opt, however, to take this course from an instructor who does not use a plagiarism detection service.*

PROBLEMS, DIFFICULTIES, AND EXTENUATING CIRCUMSTANCES

Instructions and guidelines provided in this syllabus are meant to provide clarity regarding course requirements and procedures, and will be strictly adhered to. Students are strongly urged to request additional clarification regarding any aspect of the course requirements, assignments, and/or instructions as they may deem necessary. Most important, should any problem, difficulty, or extenuating circumstance arise impacting your performance or ability, please immediately inform the instructor of the situation. Direct and immediate communication with the instructor is the best way to seek a solution to the academic impact of a given situation.

Advisory: College is for adults. This is not an entitlement program. Students are encouraged to behave in a professional manner and to be courteous to each other and to the instructor. Anyone who is rude or disruptive will be asked to leave. If that happens, assume that you are done for the semester because you will not be welcomed back.

COURSE READINGS AND ASSIGNMENTS SCHEDULE

The following schedule of topics is tentative and may be altered, as circumstances dictate. All assignments are to be completed prior to the date for which they are assigned.

The following schedule covers all the assignments for the semester. Notice that there are many Fridays when there is no class – this is to allow you time to do the online assignments.

Week 1: Introduction

READ: Eller Chapter 1: *Studying Religion Anthropologically: Definitions and Theories*

READ: *Non-Overlapping Magisteria*

READ: *Darwin's Rib*

VIDEO: *Anthropology of Religion*

DUE: Discussion Board Assignment

Week 2: Readings and Discussion

READ: Eller Chapter 2: *Religious Entities and Concepts*

READ: Just pp. 1-12: *Very Short Introduction*

Week 3: Creation Myths

VIDEOS: *Big Story & Creation Myths* (The Big Myth)

DUE: Discussion Board Assignment

DUE: Observation Paper Proposal

Week 4: Not All Religions Are the Same

VIDEO: *Not All Religions Are the Same*

READ: *Anthropology of Religion*

DUE: Discussion Board Assignment

Week: 5 Myth, Symbolism, and Worldview

READ: Eller Chapter 4: *Religious Language*
DUE: Discussion Board Assignment

Week 6: Religious Perspectives in Anthropology
READ: Just Chapter 3: *A Brief Encounter*
READ: Eller Chapter 7: *Religious Change and New Religious Movements*
VIDEO: *Is Final Fantasy Anti-Religious*
DUE: Discussion Board Assignment
DUE: Ethics Paper

Week 7: Taboo
READ: Eller Chapter 6: *Religion, Morality, and Social Order*
READ: Just Chapter 4: *Fernando Seeks a Wife: Sex and Blood*
READ: *Taboo*
DUE: Discussion Board Assignment

Week 8: Religious Specialists
READ: Eller Chapter 3: *Religious Symbols and Specialists*
READ: Begin reading McCarthy Brown
VIDEO: *From Shaman to Priest*
VIDEO: *Shaman in Nepal*
DUE: Discussion Board Assignment

Week 9: Altered States and Religion
READ: Continue reading McCarthy Brown
READ: Eller Chapter 5: *Religious Behavior*
VIDEO: *Peyote Road*
VIDEO: *Sacred Peyote*
DUE: Discussion Board Assignment
DUE: Observation Paper

Week 10: Shamanism, Shaman, and Healing
READ: Finish reading McCarthy Brown
READ: *Shamanism*
READ: Eller Chapter 9 *Religious Violence*
READ: *Female Circumcision*
VIDEO: *Between Two Worlds: Hmong Shaman in America*
DUE: Discussion Board Assignment
DUE: Research Paper Abstract/Proposal

Week 11 (3/27-3/31): *Mama Lola*
DUE: Discussion Board Assignment

Week 12: Magic
READ: *Baseball Magic*
READ: Eller Chapter 10: *Secularism and Irreligion*
VIDEO: *Religion & Magic*

DUE: Discussion Board Assignment

Week 13: Witchcraft & Sorcery

READ: Covington Chapters 1-4

VIDEO: *A Very British Witchcraft: Gerald Gardner & Wicca*

VIDEO: *History of Real Life Witches*

DUE: Discussion Board Assignment

Week 14: Death, Ancestors, Ghosts, and Souls

READ: Covington Chapters 5-8

VIDEO: *Confucian Ancestor Worship*

VIDEO: *Yoruba Ancestor Worship*

VIDEO: *Buddhist Ancestor Worship*

DUE: Discussion Board Assignment

DUE: Research Paper ROUGH DRAFT⁷

Week 15: Fundamentalism and Belief

READ: Just Chapter 5: *La Bose Becomes Bakar: Cast, Class, Tribe, Nation*

READ: Eller Chapter 11: *Religious Fundamentalism*

READ: Eller Chapter 12 *Religion in the USA*

READ: Covington Chapters 9-12

READ: *Global Rise of Secular Nationalism*

VIDEO: *Holy Ghost People*

DUE: Discussion Board Assignment

Week 16: Voodoo & Related

READ: Covington Chapters 9-12

READ: Eller Chapter 8: *World Religions*

VIDEO: *Haitian Voodoo* (NatGeo)

VIDEO: *Haiti Voodoo: Physical Manifestations of the Spirit*

DUE: Discussion Board Assignment

Week: **DUE: Research Paper FINAL DRAFT**

ASSIGNMENTS & YOUR GRADE

Essentially, there are three formal written assignments (Observation Paper, Rough Draft and Final Draft) and a number of online discussion assignments required for this class. I have tried to provide as much support material as possible to make completing these assignments as straight forward, as possible. I understand, especially with an online class, that clarity isn't always possible, so be sure to ask me (or your classmates) for clarification if needed.

All citations must be formatted using the Chicago inline (not footnote) style guide. You can find a good breakdown at <https://owl.english.purdue.edu/owl/resource/717/02/>.

⁷ Bring a copy of your rough draft to the Friday class – we will do peer-editing/review, on that date. Attendance is required.

Online Discussions

Most weeks, in the discussion boards online you will find your online assignment for the week. (<http://meissinger.boards.net/board/19/anthropology-religion>). During the first week of classes you should go to the message boards and sign up. Please, upload a recent selfie (you know you have dozens) to your profile. This helps humanize and personalize you and should facilitate your online discussion with your peers. These online assignments may include a chapter in your textbook (usually signified by the last name of the author “Eller”), supplemental readings (the links are provided) and one or more videos. Some of these videos are more than an hour in length, while others are just a few minutes long. As this is an online class, your requirements for this are to watch the video(s) and complete the reading(s) and then participate in an online discussion with your classmates about that material. Essentially, these online activities are intended to simulate the time (and material) we would spend (or cover) in face-to-face lectures. Therefore, I want you to consider the following when you post. I do not want to see 40 individual posts restating the obvious. This needs to be a discussion. If someone has already posted a point and you want to elaborate or argue against that point, you should reply and expand upon that discussion. I also don’t want to see a bunch of people waiting for others to post and then go in and post a bunch of “I agree.” or “That’s how I see it, also.” Sorts of postings. I need to know that you’ve engaged the material (videos and readings). Therefore, you need to be specific. You need to use specific examples from the assigned source material. You might need to bring in outside material.

As these may represent topics that can become very personal to you or your classmates, keep the basic rules of netiquette in mind. You may criticize an idea or a concept, but never make it personal. It’s one thing to critique and another to be hurtful. Keep in civil and academic.

One final note about the online assignments. This is an UPPER DIVISION writing class at a 4-Year University. This is not a basic, freshmen, introduction to writing course. Therefore, your postings MUST be grammatical, free from spelling errors. Understand that the online portion of your grade is 50 percent of the total for this class – take it seriously as it can severely hamper your ability to get out of this class, alive.

Writing Assignment 1: Anthropological Ethics Statement (100 points):

Anthropology is one of the few social science disciplines that has an official, published ethics statement to which all professional (academic or private) anthropologists are held accountable. For this assignment, you will go online to the discussion board and complete the following steps for this assignment.

1. At the top of the Ethics thread in the discussion boards, you are to read the Statement of Professional Responsibility (Ethics statement) from the official website of the American Anthropological Association (AAA).

2. The other threads in that section of the discussion board present several case studies. You are to go into, at least, three, of these internal threads and engage in the discussions with your classmates and peers. You will notice that there are already discussions in these threads from other (past and present) sections of this class. While I don't want you to directly respond to anything posted prior to the start of this term, you might find it useful to read the earlier discussions – you might even quote someone from a prior term that helps clarify a point in the current discussion.
3. You are not to post inane things like, “I agree” or “Good point!” This is a discussion and you need to participate, fully.
4. As the discussions progresses, you will need to start focusing on just one case study and engage that topic with your peers. You should examine every side of each issue, in the discussions and be fully engaged.
5. Finally, you will extract from the discussion board elements from the threads of **one** of the case studies that best represent your discussion. You will cut and paste these into a word document that you will then edit and reformat, so that I can follow YOUR particular journey investigating the topic. You need to include your postings, as well as those posts to which you respond and the responses you get. In other words, I want to be able to follow your discussion with your peers and see your thinking and how you came to your conclusions.

This paper, when finished, should be approximately 5-7 pages. My preference is for you to format it like a script. Either place the speaker's name on the left hand margin, with the text indented on the right hand side (like a play/movie script) or place the poster's name (even if it's you) on one line, either centered or aligned left, followed on the next line, by the text.

You should delete portions of each post that do not make your point.

Remember this is a “W” class, so all of your postings will be graded for grammar and spelling. This assignment goes toward your word count, so it needs to comply with the standards of any capstone writing class, here at the university.

The URL for the Ethics Tread is:

<http://meissinger.boards.net/board/23/ethics-discussion-all-classes>

Writing Assignment 2: Ethnographic Observation Activity (100 points):

Most effective Applied Anthropology starts with solid ethnographic observations. This activity will familiarize you with this sort of research. There are two components to this assignment:

Observation and Context.

One component is composed of a sustained 15-minute period of systematic observation and writing on social interaction. The other component includes contextual features described below. Your goal should be about 3-4 pages of observation notes and about 2 pages of contextual features.

IMPORTANT: Do not observe something with which you are very familiar. You need a fresh look at a fresh context for your nervous system actually to notice the novel evidence in front of you. So, determining *what* you plan to observe is a balancing act. **It should be something related to your major or future plans, but it needs to be some activity that you do not observe on a regular basis.**

You **MUST** turn in a 100-200-word observation proposal, before actually conducting the observation (see the schedule, for details).

-->COMBINE the Observation and Context COMPONENTS INTO A SINGLE DOCUMENT BEFORE SUBMITTING IT.<--

Observation

Students will systematically observe and “write up” a religious observance or festival. To ask you to “record everything” is absurd. At some point during any person’s observational process, things are being attended to and others are being ignored. What you need to do is figure this out prior to your observation. Be careful as you take your notes not to fall into the trap of writing creative nonfiction. Also, be sure that your notetaking does not create a distraction to those around you. While it is tempting to embellish your observations with what you perceive your subjects to be doing, be careful, there are often motivations at work that are unseen to you. If you would like to interpret the actions of those you are observing make sure to indicate which notes are your thoughts and which are your observations. A good way to do this is to set up your notes in two columns, one which contains a list of your observations and another which contains your interpretation and thoughts. Another popular method is to bracket your thoughts within the body of your notes. For example: Subject A is crying [I think he is sad because subject B took his toy]. Remember, these are your notes. You will turn in an actual, well-structured observation paper – this is part of your writing requirement for this class.

Context

Answer the following questions (in essay format – do not list the questions and the answers. Answer the questions within your essay.

1. Where and who are you observing? When were you there?
2. Describe in detail the physical setting in which you observed – pretend that the reader has never been to such a place before and be specific (e.g., how big is the room in feet and inches? How many tables, chairs, desks are there?). Maps and diagrams are helpful.

3. What are the stated and unstated rules regulating behavior in this setting? Give this some thought, as this is a central feature of ethnography and cultural anthropology.
4. Note general patterns of behavior, speech, interaction – what are most people doing most of the time? (This is what I meant by “general summaries” above).
5. Describe those observed in general terms: how many of them are there, what are the gender/ethnicity/linguistic divisions, are there other characteristic that distinguish them as a group (uniforms, physical characteristics, et al.).

Reflect on your own feelings and thoughts while you were in this setting.

Assessment of the **Observation**

I will evaluate this portion of this assignment on the detail of the observations. If they are general “summaries” of actions, you will earn no better than a C. If the observations are reports of actual behavior for a sustained period of time, you will receive a B or A depending on how well you describe what you observed (detail, spelling, grammar, references to theory or examples from class, your readings, or elsewhere).

Assessment of the **Context**

Please follow these guidelines as closely as possible during your observations, and when you write up your observations. If you respond to all of these points, this section will receive full credit.

NOTE: Submit the paper as one single document. Do not turn your notes. Do not do the context section as a numbered list of questions and answers – incorporate the questions into the first half of your essay.

Writing Assignment 3: Research Paper on ANY religion, other than your own (100 points)

Write a five-to-seven-page paper (including a 100-200-word abstract) explaining the basic principles of the Anthropology of Religion. The paper I expect to see from you, here is essentially, Make this project very personal.

Your paper topic **MUST** be approved by the instructor. To submit your topic, simply write an abstract/thesis statement of 100-200 words and an annotated bibliography of a minimum of four academic sources that you believe will be helpful when writing the paper. These must be legitimate academic sources.

Your annotated bibliography will include your abstract, at the top (100-200 words), followed by your first, properly formatted bibliographical reference. That will be immediately followed by a brief (100-200 words) description of the source and how you intend to utilize it, in your paper. Repeat those last two steps for the minimum of 4 academic sources (and descriptions). Remember, your citations **MUST** be in Chicago style.

A minimum of four scholarly sources is required for this paper. The course text is full of “scholarly sources” if you do not know what they are, look there.

Please, remember, some of you may be taking this class on-line and others are taking it face-to-face, but the line is quite fuzzy between the two versions of the class. All assignments are to be turned in, on-line. The textbook and other readings are all on-line. The discussion boards are on-line. Basically, the bulk of the scheduled lecture periods will consist of lectures on various Anthropological methods, theory, and techniques (supplemental to what’s on-line, in the textbook) or on writing (this is a “W” class). People in the online version of the class are free to attend the lectures & discussions.

Class Schedule

ASSIGNMENT (minimum page length)	VALUE	DUE DATES
Ethics Paper (5-7 pages)	100	10/21
Observation Proposal (100-200 words)	10	9/16
Observation Paper (5 pages)	90	11/18
Abstract for Final Paper & Annotated Bibliography (500-1000 words)	60	10/28
Final Paper: Research Paper (5-7 pages)	90	12/9
Participation	100	
Other points from on-line assignments		

Extra Credit

When I offer extra credit, I focus on the word *extra*. Therefore, I do not look at extra credit as a substitution for doing the regular assignments. Understand that you must complete all the other so-called regular credit assignments before I will add any of the extra credit points to your grade. Most weeks, you have an online assignment – I expect you to participate in every one of them (miss one, and there is no option for extra credit). There are three writing assignments (this is a

W class). You must turn in all three (as well as the proposal and the abstract with the annotated bibliography) or I will not assign any extra credit points. Make your work count. Do all the extra credit you wish to, with the understanding that it only counts if you have completed all regular assignments. That said, I offer two forms of extra credit.

The first consists of occasional activities for which I will provide a handout with an activity. This could be a cultural or religious event, something related to my research, or something I think might be of interest to everyone and that I feel might provide a solid learning activity, for you.

The second form of extra credit is something that you can do, at any time. In the discussion forum there is a section called **Savage to Self**. This is a series of short radio programs from BBC Radio that discuss a wide array of subjects pertaining to Sociocultural Anthropology. At any point, you can go into the discussion forum and listen to one of the recordings (I suggest you do them in order, as they approach the topics progressively). You will then write 100-200 words about the broadcast. This can be in the form of a discussion (my preference) by engaging with what others have written, or you can start fresh. Do NOT just parrot what prior posters wrote, though. Go beyond just summarizing the material and try to bring other readings, lecture, or other items, issues, or concepts into the discussion.

For each discussion topic, you can earn up to 10 points, for a total of 100 points of extra credit. This is a significant amount of extra credit, therefore, I expect your work to be of the highest caliber (these are not freebee points).

UNIVERSITY POLICIES

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811)

Cheating and Plagiarism: “Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one’s grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term ‘cheating’ not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one’s own work.” Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University’s policy regarding cheating and plagiarism, refer to the Schedule of Courses (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Computers: “At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www/csufresno.edu/ITS>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University’s information resources.”

Disruptive Classroom Behavior: “The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained....Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which student and faculty may learn to reason with clarity and understanding of the community in which they live ... Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.”

California State University, Fresno - General Education Writing Rubric

Scoring Level	Knowledge of Conventions	Clarity and Coherence	Rhetorical Choices
A/B - Accomplished	In addition to meeting the requirements below, the writing is essentially error-free in terms of mechanics. Models the style and format appropriate to the assignment.	In addition to meeting the requirements below, the writing flows smoothly from one idea to another. The writer has taken pains to assist the reader in following the logic of the ideas expressed.	In addition to meeting the requirements below, the writer's decisions about focus, organization, style/tono, and content made reading a pleasurable experience. Writing could be used as a model of how to fulfill the assignment.
B/C - Competent	While there may be minor errors, the paper follows normal conventions of spelling and grammar throughout and has been carefully proofread. Appropriate conventions for style and format are used consistently throughout the writing sample. Demonstrates thoroughness and competence in documenting sources; the reader would have little difficulty referring back to cited sources.	Sentences are structured and words are chosen to communicate ideas clearly. Sequencing of ideas within paragraphs and transitions between paragraphs make the writer's points easy to follow.	The writer has made good decisions about focus, organization, style/tono, and content to communicate clearly and effectively. The purpose and focus of the writing are clear to the reader and the organization and content achieve the purpose well. Writing follows all requirements for the assignment.
D - Developing	Frequent errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure and/or other writing conventions distract the reader. Writing does not consistently follow appropriate style and/or format. Source documentation is incomplete. It may be unclear which references are direct quotes and which are paraphrased.	Sentence structure and/or word choice sometimes interfere with clarity. Needs to improve sequencing of ideas within paragraphs and transitions between paragraphs to make the writing easy to follow.	The writer's decisions about focus, organization, style/tono, and/or content sometimes interfere with clear, effective communication. The purpose of the writing is not fully achieved. All requirements of the assignment may not be fulfilled.
F - Beginning	Writing contains numerous errors in spelling, grammar, and/or sentence structure which interfere with comprehension. Style and/or format are inappropriate for the assignment. Fail to demonstrate thoroughness and competence in documentation.	Sentence structure, word choice, lack of transitions and/or sequencing of ideas make reading and understanding difficult.	The writer's decisions about focus, organization, style/tono, and/or content interfere with communication. The purpose of the writing is not achieved. Requirements of the assignment have not been fulfilled.

Course Do(s) and Don't(s)

The following policy statements are intended to inform you of the classroom environment and procedures that I maintain. These policies are not open to debate. Therefore, by remaining in the course you agree to abide by these classroom policies and those of the course syllabus.

1. Do try to come to class on time. If you are late, then you are late. Come to class anyway and get whatever information you can. If you wait outside the classroom to be polite, you will be absent, not late.
2. If you miss class, ask another student about what you may have missed. If you have questions, see me during office hours. Do not email me asking for the missed information to be presented to you in a return email.
3. Do not say "I did not know" what is expected in a particular assignment or on any particular day of class. The syllabus lists all dates, assignments, when they are due, the lecture schedule, and much more.
4. Do not wait until the last minute and expect me to extend a deadline. If a real emergency occurs at the last minute, you should be able to demonstrate to me that your project is also in its final stage and *very* near completion. In that case, I will consider your emergency situation.
5. Limit your emails to personal issues and the like. Note that I do not need to know that you will be late for class, that you will be absent because you are ill, or anything that can be asked or communicated to me in class or during my office hours. *But do email me when necessary.*
6. Please notify me in advance if you need to leave a class session early. If you become ill during class and must leave, just leave and send me a courtesy email as soon as possible to explain the fact that you had become ill. I do not expect anyone to ask for permission to leave the classroom to go to the restroom. Simply leave when needed and return thereafter as soon as possible.
7. Cell phones must be turned off during class and should be stowed in your pocket, purse, or the like. If I can see your cell phone, I will assume it is visible because you are using it during class! I have zero tolerance and levy significant penalties for such matters as well as for those who step out into the hallway to use their cell phone and then return to class.

Citation Guide: Anthropology

I have found, over the last several years of teaching at several community colleges and three universities, that students are horrible at using the computer as a tool, rather than as an entertainment or communication machine. You are now in college. You have access to one of the most powerful tools ever invented for doing a wide array of tasks; the most important for your academic career being an electronic word processor. Imagine, if you will, as recently as the 1980s, when all papers needed to be typed, by hand, on a typewriter: a machine where you fill a physical page, from top-to-bottom, in one operation. No editing. No automatic pagination. No automatic footnotes or endnotes. No automatic citations. No automatically generated tables of contents, lists of illustrations, indexes, or figures. Every bit of that had to be done, by hand, on an 18th Century device that used to require years of training. Now that you're here, and you're taking a university level course, perhaps it's time for you to master something other than Facebook™, Tinder™, Google™, or Angry Birds™.

The easiest way to fail one of my classes is to improperly cite quotes, paraphrases, and facts. In high school, you were probably forced to learn MLA format citation and page format. You **SHOULD** have some sort of understanding how (and when) to cite. If not, arrange to meet with me, outside of class. This is an History class. Therefore, you will do all citation using Turabian's implementation of the footnote-style of Chicago Style citations and Works Cited. Anything else, is a fail. Anything else will result on a zero for your paper. Do you really want to put in the effort, writing (perhaps) an amazing paper and earning a zero before I even read it. Trust me: If you fail this one part of the paper, I will simply give it a zero (0) and move on. I won't read a single word.

So, step one: Go to the website at Cal State LA and go through all the basics:

<http://web.calstatela.edu/library/guides/3chicago.pdf>

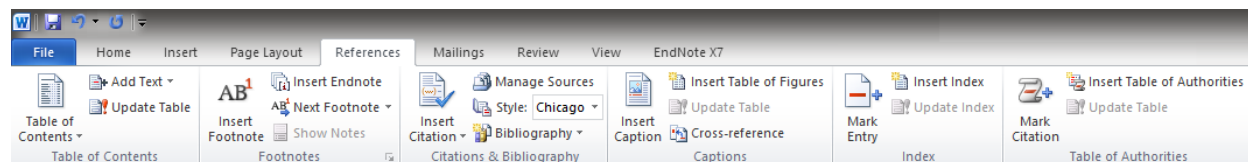
There is on-line version of these same guidelines on my website at:

<http://www.meissinger.com>

Finally, to make it work, you should learn how to use one of the most useful parts of Word.

At the top of your Word™ window (I am assuming you're using the locally installed Windows™ version, however Word365™ works similarly, as does the Apple™ version, look first at the main menu section called **References**:

Clicking on "References" opens this submenu (yours may look a little different because I have additional add-on products incorporated into my copy of Word™.



Pay particular attention to the Citations and Bibliography section. Place your cursor at the place in your document where you want to insert the citation (normally at the end of the sentence. Note: if it's a quote, the footnote goes after the quotation marks (which should follow the final period, ellipse, question or exclamation mark, or other punctuation). Then, click the option for "Insert Citation..." and Word™ will automatically open the following dialogue box.

The image shows a 'Create Source' dialog box. At the top, 'Type of Source' is set to 'Book'. Below this, the 'Bibliography Fields for Turabian' section contains several input fields: 'Author' (with an 'Edit' button), 'Corporate Author' (with a checkbox), 'Title', 'Year', 'City', and 'Publisher'. At the bottom of the dialog, there is a checkbox for 'Show All Bibliography Fields', a 'Tag name' field containing 'Placeholder1', and 'OK' and 'Cancel' buttons.

Key in the basic information, including the type of source (use the closest to what you're trying to do). If you need to enter additional fields (editor, etc.), click on the "Show All Biography Fields." Once you finish filling in the appropriate blanks, simply click "OK" and Word™ will insert a properly formatted citation.

Here is how the first use of a work should look (assuming that the material I quoted or otherwise needed to cite came from pages 99-100:

(Pollan 2006: 99-100).

Note, the period FOLLOWS the citation. This links the citation to what proceeds it.

Subsequent times when you cite the same author and book/article/etc., simply select (rather than re-enter) the existing entry:

Finally, every paper you write for me must have a *Works Cited* page. NOT a Reference(s) Page, not a Bibliography. These latter two have very different meanings than a *Works Cited* page and are used for different things. You will only include works actually cited, so it's a *Works Cited* page. For that, the Chicago entry is slightly different than any of the footnote settings. All entries should be alphabetical by LAST name, and look like this:

Pollan, Michael. *The Omnivore's Dilemma: A Natural History of Four Meals*. New York: Penguin, 2006.