

## **ANTH 105W Applied Anthropology Fall 2017**

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Mon/Wed/Fri: 12:00 – 12:50  
Tues/Thurs: 9:30 - 10:45

Office Hours: by appointment.  
Telephone: 559-240-8117 (text or leave a message)

Location: Science II Rm 210

### **Course Description**

This course will familiarize students with *Applied Anthropology* (British Anthropology calls this sub-discipline *Engaged Anthropology*) as both a sub-discipline of Anthropology and as a profession. Since the earliest era of the field, Anthropologists have employed both basic (i.e., “pure”) and applied research to better understand the human condition and solve human problems. All of the sub-fields of anthropology have benefited from the theoretical and methodological contributions of applied research and today about one-half of professional anthropologists are working in nonacademic (i.e., “applied”) contexts. As a writing intensive course, special emphasis will be given to students' written work while learning about Applied Anthropology.

Most semesters, I teach this class both as an on-line class and face-to-face in a brick and mortar classroom. I use the same materials, assignments, and schedules in both classes. This allows on-line students who wish to connect, face-to-face, to join us in the regular classroom, as well as allow us to conduct the face-to-face class as a hybrid – up to 30% of our class time will be spent, on-line (many Fridays, we will not be meeting, as you will have an on-line assignment for that day). Some of our in-class discussions will further expand on topics from the on-line textbook (which is why on-line students are welcome in the classroom, if there is desk space, available).

### **Course Outcomes**

This course meets the General Education, Area MI Goal for Area MI: Multicultural/International. The Multicultural/International component of General Education is included to prepare students to live in an international multicultural world.

*Student Learning Outcomes for Area MI: Multicultural/International:* Students completing courses in Area MI will be prepared to function in an international multicultural world, or one that addresses the roles of specific ethnic or gender groups in contemporary America.

### **Technical Requirements**

Internet Access; Microsoft Office or equivalent; A Fresno State email address.

### **Websites & Discussion Boards:**

At the time I wrote this syllabus, I had elected to not use Blackboard™, this term. Rather, I will use materials from my website. If I change my mind, between now and the start of the semester, I will inform you, in writing.

Therefore, you need to go to my website – [www.meissinger.com](http://www.meissinger.com) and find the page for this class (<http://meissinger.com/anth-105w.html>).

By Monday of week 2, you must also go to my discussion boards (click on “Forums” from my website’s menu, or go to <http://meissinger.boards.net/>). You must go to the discussion board, enroll as a member, and set up your profile. You MUST upload a recent photograph of yourself (I know you have a billion duck-lipped selfies, but I need a picture where I can recognize you and associate your name and face, for participation grade purposes – for the face-to-face class).

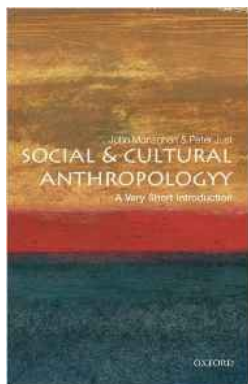
You must then go to the Introduction thread at the top of the Anthropology 105w section and introduce yourself (<http://meissinger.boards.net/thread/21/welcome-introduce>). In the introduction thread, please include your full name (as it is in the gradebook) – again, this allows me to match face and name – your major, your reasons for taking the class, and a brief biography so that all of us know you a little better.

In addition to make it possible for me to calculate participation scores (matching names and faces), this helps overcome a problem (regardless if you are in the face-to-face or online class). Throughout the course of the semester, you will be required to get into a number of online discussions on the forum/discussion boards. While I wholeheartedly support free expression in this class, I know from past experience that common decency and manners can often fall to the wayside in online discussions because posters a) feel anonymous or b) don’t see others online as fully-formed human beings, being little more than an icon or avatar.

Posting your short bio and by having your picture next to every one of your postings, makes it less likely that the discussion will get out of hand, resulting in personal attacks or other poor netiquette practices.

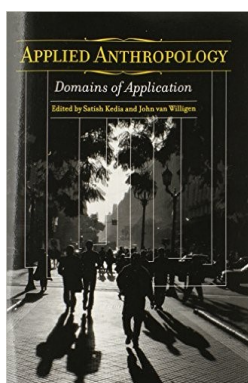
### **Course Texts:**

This course requires two textbooks and several additional readings. The books SHOULD be available at the Kennel Bookstore. I suggest you purchase used copies online from *Amazon* or *AbeBooks* (the latter being one of the best online sources for used books). Although both are currently in their first edition, I know, for a fact, you can find used copies, online. Additional readings will be posted in the discussion boards. See the schedule for details.



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

This is part of a series of books from Oxford University Press that covers a wide array of topics in a tiny, concise, and compact no-nonsense volume that covers all the basics of the discipline. We will use much of this book for either in-class or on-line discussions



Kedia, Satish & John van Willigen. *Applied Anthropology: Domains of Application*. Westport CT: Praeger Publishers, 2005.

I looked at many texts and found this to be the best for our application. It is an excellent read and provides individual chapters that relate well to many majors and careers of interest to Fresno State students. Hopefully, you'll find yourself (or someone very much like you) in this text and gain a better understanding of **applying** Anthropology, based on the readings.

Some chapters are not assigned; however, they may help you approach a specific discipline or topic.

### Writing Guidelines

Writing assignments are to be typed, doubled spaced in a font comparable to Times New Roman 12-point (i.e., at least 250 words per page). Pages should have one-inch margins on all sides and include page numbers. Also, correct spelling, grammar and uniform scholarly citations are expected (you must, for this class use the citation style known as *Chicago inline format*. **This is required**). *No citations, you will receive a zero. No Works Cited page, you will receive a zero. Using MLA, APA, Turabian, etc., instead of Chicago, you will receive a zero.* Web sites are typically NOT scholarly citations. As a writing intensive course, form and structure, as well as content, will influence your grade.

You are expected to write at least 5000 words during the course. Therefore, for the course, you are expected to write the equivalent of at least 20 pages (250 words per page). This is NOT a general guideline but a minimalexpectation with regard to this course's identifications as a "W" or Writing course. Therefore, for example, a two page paper will mean a paper that contains at least 500 words.

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### **Final Grades**

90-100%: A 80-89%: B 70-79%: C 60-69%: D 59% and below: F

### **Submitting Work**

All written work for the face-to-face version(s) of this class will be submitted, physically, in person, in class. Other work will be completed in the class' online discussion board/forum. Online students will turn in assignments online.

All work for the online section(s) of the class will be turned in, online.

### **Getting Questions Answered**

As The Rebel Buddha, Dzogchen Ponlop says, "There can be no clear answer to a half-baked question." Please be very specific about what you need to know. I suggest you first run this by your colleagues in the discussion board since they are usually more helpful than I am able to be. Warning: I will henceforth respond to vague questions with this quotation, with a reminder to read the syllabus or not at all.

### **Overall Concept of the Class**

Hopefully, you will come to understand that the purpose of this class is to demonstrate ways in which you can use Anthropological theory and practice in a range of activities, in your professional or vocational future. In other words, the purpose of the class called *Applied Anthropology* is to give you the tools to **apply** Anthropology in your daily life. Therefore, consider that everything we will do, in this class, is part of one big puzzle. Therefore, everything you do, in this class, should be relatable (in some way) to your major or other future endeavors. Consider the following assignments: An Observation paper, an Ethics paper, and your final writing assignment. Consider that both the Observation and Ethics Papers lead up to your final writing assignment. In other words, when you decide what to observe, it **should be related to your major or your career goals**. If you're a nursing student, your observation should be health-related; an ag major, your observation and ethics paper should be ag-related. That way, the earlier papers are actually part of your research for your final paper.

### **Writing Assignments: General Guidelines**

This is a "W" class, at Fresno State. This is a capstone writing class. All assignments must adhere to the highest standards, including formatting, grammar, spelling, and style. As such, remember that every word you write – on paper or in online postings – is part of that word count. Do not post sloppy, texting-style posts online. Always check spelling and be careful concerning your grammar.

I will also schedule, at least one, peer review sessions for each written assignment where you will be required to bring in a rough draft of your paper and work with me and your classmates to improve your paper (here's a chance to get proofing help, and feedback BEFORE turning in the paper).

NOTE: If you are in an online version of this class, you are welcome to join us on review days, just understand that it might be crowded. I may also schedule additional times (normally on a Thursday or Friday) for online students to meet with me in the classroom for this (or any class-related) purpose.

**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” an interaction between two or more individuals for a minimum 15-minute period. 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. Once you know what you will note (and ignore), pick a location and observe and record what you see for 15 minutes. Be careful as you take your notes not to fall into the trap of writing creative nonfiction. 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: How Can YOU Apply Anthropology? (100 points)**

Write a five-to-seven-page paper (including a 100-200-word abstract) explaining the basic principles of Applied Anthropology and **the ways in which you can apply, at some level, the things you’ve learn in this class, to your future job, business, or career.** The paper I expect to see from you, here is essentially, “Could the principles and methods of anthropology be of benefit to my field of expertise?” I want to 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)	10	10/28
Final Paper: <i>How to Apply Anthropology</i> (5-7 pages)	90	12/9
Participation	100	
Other points from on-line assignments	TBD	

**Full Class Schedule: Monday, Wednesday, & Friday**

The following illustrates the day-by-day unfolding of this course for the face-to-face sections. Online classes should consider that they should complete the same reading, writing, and online activities as the face-to-face class during the listed week.

Understand that these are somewhat flexible. If any changes are made, you will be notified

	Monday	Wednesday	Friday
<b>Week 1</b> 8/23 - 8/25		Introduction: Class Overview, Assignment Details, & Writing Guidelines.	<b>READ:</b> Miner: <i>Body Ritual Among the Nacirema</i> . We will discuss this reading, in class
<b>Week 2</b> 8/28 - 9/1	<b>READ:</b> M&J: <i>A Very Short Introduction</i> (1-12)  <b>LECTURE:</b> <i>Ethnocentrism. Emic/Etic Perspectives. Colonial Foundations of Modern Anthropology</i> <sup>1</sup>	<b>READ:</b> K&W, Chapter 1: <i>Applied Anthropology: Context for Domains of Application</i> <sup>2</sup>  <b>Be prepared to discuss in class.</b>	<b>NO CLASS</b> <b>READ:</b> Applied Anthropology by Read, Ann M. at <a href="http://www.indiana.edu/~wanthro/theory_pages?Applied.htm">http://www.indiana.edu/~wanthro/theory_pages?Applied.htm</a> <b>Discuss this reading on the class DISCUSSION BOARDS</b>
<b>Week 3</b> 9/4 - 9/8	<b>NO CLASS</b>  <b>LABOR DAY HOLIDAY</b>	<b>LECTURE:</b> <i>Anthropological Perspectives. The Concept of Culture</i>  <b>READ:</b> K&W, Chapter 2: <i>Anthopology &amp; Development</i>	<b>NO CLASS</b> <b>LISTEN:</b> <i>From Savage to Self: Participating and Observing</i> . <a href="http://www.bbc.co.uk/programmes/b06zdkb7">http://www.bbc.co.uk/programmes/b06zdkb7</a> <b>Discuss this audio on the class DISCUSSION BOARDS.</b>
<b>Week 4</b> 9/11 - 9/15	<b>LECTURE:</b> <i>Ethnographic Fieldwork: Comparative Method</i>	<b>READ:</b> M&J: Chapter 1: <i>A Dispute in Donggo: Fieldwork and Ethnography</i> <b>Be prepared to discuss in class.</b>	<b>DUE: OBSERVATION PROPOSAL</b>  <b>FILM:</b> <i>An Idiot Abroad</i> (China)
<b>Week 5</b> 9/18 - 9/22	<b>LECTURE:</b> <i>Race</i>	<b>Lecture</b> (continued)	<b>NO CLASS: READ:</b> Diamond: <i>Worst Mistake</i> . <b>Discuss this reading on the class DISCUSSION BOARDS</b>
<b>Week 6</b> 9/25 - 9/29	<b>LECTURE:</b> <i>Gender, Sexuality, Age and Social Values</i>	<b>READ:</b> M&J: Chapter 3: <i>A Brief Encounter: Society</i> .  <b>Be prepared to discuss in class.</b>	<b>NO CLASS</b> <b>READ:</b> K&W: Chapter 10: <i>Applied Anthropology &amp; the Aged</i> . <b>Discuss this reading on the class DISCUSSION BOARDS</b>
<b>Week 7</b> 10/2- 10/6	<b>LECTURE:</b> <i>Kinship, Family, &amp; Marriage</i>	<b>READ:</b> M&J: Chapter 4: <i>Fernando Seeks a Wife: Sex and Blood</i> . <b>Be prepared to discuss.</b>	<b>NO CLASS:</b> <b>READ:</b> Goldstein: <i>When Brothers Share a Wife</i> . <b>Discuss on DISC. BRDS</b>

<sup>1</sup> M&J = John Monagan & Peter Just, *Social & Cultural Anthropology: A Very Short Introduction*

<sup>2</sup> Satish Kedia & John van Willigen, *Applied Anthropology: Domains of Application*.

<p><b>Week 8</b> 10/9 - 10/13</p>	<p><b>LECTURE:</b> <i>Ethics</i></p>	<p><b>READ:</b> AAA Statement on <i>Ethics: Principles of Professional Responsibility</i> <b>Be prepared to discuss in class.</b></p>	<p><b>NO CLASS</b> <b>DUE:</b> Ethics Postings in Discussion Forum</p>
<p><b>Week 9</b> 10/16 - 10/21</p>	<p><b>READ:</b> K&amp;W: Chapter 3: <i>Agricultural Anthropology.</i> <b>Be prepared to discuss in-class.</b></p>	<p><b>Review Session:</b> Bring in a draft of your Ethics Paper for peer (and, instructor) review</p>	<p><b>DUE: ETHICS PAPER</b></p>
<p><b>Week 10</b> 10/23 - 10/27</p>	<p><b>LECTURE:</b> <i>Exchange / Gifts / Reciprocity</i></p>	<p><b>DUE: ABSTRACT for Final Paper</b>  <b>FILM:</b> <i>An Idiot Abroad</i> (Peru)</p>	<p><b>NO CLASS</b> <b>READ:</b> Mauss: <i>The Gift</i> (Introduction, only) <b>Discuss this reading on the class DISCUSSION BOARDS</b></p>
<p><b>Week 11</b> 10/30 - 11/3</p>	<p><b>LECTURE:</b> <i>Symbolism</i></p>	<p><b>READ:</b> K&amp;W: Chapter 4: <i>The Domain of the Environment</i>  <b>Be prepared to discuss in class.</b></p>	<p><b>NO CLASS</b> <b>Read:</b> Murray, Gerald F. <i>The Domestication of Wood in Haiti: A Case Study in Applied Evolution</i> <a href="http://web.clas.ufl.edu/users/murray/Research/Haiti/Domestication_of_wood_in_Haiti.pdf">http://web.clas.ufl.edu/users/murray/Research/Haiti/Domestication_of_wood_in_Haiti.pdf</a>. <b>Discuss this reading on the class DISCUSSION BOARDS</b></p>
<p><b>Week 12</b> 11/6 - 11/10</p>	<p><b>LECTURE:</b> <i>Language &amp; Culture</i>  <b>DUE:</b> Annotated Bibliography for Final Paper</p>	<p><b>READ:</b> Diamond: <i>Easter's End.</i>  <b>Be prepared to discuss in class.</b></p>	<p><b>NO CLASS</b>  <b>VETERANS DAY HOLIDAY</b></p>
<p><b>Week 13</b> 11/13 - 11/17</p>	<p><b>LECTURE:</b> <i>Class &amp; Inequality</i>  <b>READ:</b> K&amp;W: Chapter 8: <i>Anthropological Practice in Business</i></p>	<p><b>DUE: Observation Paper.</b> For this class session, we will discuss our observation experiences, as a class. <b>READ:</b> M&amp;J: Chapter 6: <i>A Feast in Nuyoo: People and Their Things.</i></p>	<p><b>NO CLASS</b> <b>READ:</b> Van Willigen &amp; Channa: <i>Law, Custom, and Crimes Against Women</i> <b>Discuss this reading on the class DISCUSSION BOARDS</b></p>
<p><b>Week 14</b> 11/20</p>	<p><b>LECTURE:</b> <i>Economies &amp; Social Organization</i></p>	<p><b>NO CLASS</b>  <b>THANKSGIVING HOLIDAY</b></p>	
<p><b>Week 15</b> 11/27- 12/1</p>	<p><b>LECTURES:</b> <i>Ethnicity &amp; Nationalism AND Globalization, Localization, and Transnationalism</i></p>	<p><b>READ:</b> M&amp;J: Chapter 5: <i>La Bose Becomes Bakar: Caste, Class, Tribe, Nation.</i> <b>Be prepared to discuss</b></p>	<p><b>NO CLASS</b> <b>READ:</b> Anderson: <i>Imagined Communities</i> <b>Discuss on the class DISCUSSION BOARDS</b></p>

<p><b>Week 16</b>  <b>12/4</b>                      -  <b>12/6</b></p>	<p><b>LECTURE:</b> <i>Health &amp; Illness</i></p> <p><b>READ:</b> K&amp;W: Chapter 5: Applied Anthropology and Health and Medicine.</p>	<p><b>DUE: Final Paper.</b></p> <p><b>READ:</b> K&amp;W: Chapter 11: <i>Emerging Trends in Applied Anthropology</i> AND M&amp;J: <i>Afterward: Some Things We've Learned</i> (144-146).  <b>Be prepared to discuss</b></p>	<p><b>NO CLASS</b></p> <p><b>DEAD DAYS</b></p>
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	Tuesday	Thursday
<p><b>Week 1</b>  <b>8/23 -</b>  <b>8/25</b></p>		<p>Introduction: Class Overview, Assignment Details, &amp; Writing Guidelines.</p>
<p><b>Week 2</b>  <b>8/28</b>                      -  <b>9/1</b></p>	<p><b>READ:</b> M&amp;J: <i>A Very Short Introduction</i> (1-12)</p> <p><b>LECTURE:</b> <i>Ethnocentrism. Emic/Etic Perspectives. Colonial Foundations of Modern Anthropology</i><sup>3</sup></p> <p><b>READ:</b> Miner: <i>Body Ritual Among the Nacirema</i>. We will discuss this reading, in class</p>	<p><b>READ:</b> K&amp;W, Chapter 1: <i>Applied Anthropology: Context for Domains of Application</i><sup>4</sup></p> <p><b>Be prepared to discuss in class.</b></p> <p><b>READ:</b> Applied Anthropology by Read, Ann M. at <a href="http://www.indiana.edu/~wanthro/theory_pages?Applied.htm">http://www.indiana.edu/~wanthro/theory_pages?Applied.htm</a></p> <p><b>Discuss this reading on the class DISCUSSION BOARDS</b></p>
<p><b>Week 3</b>  <b>9/4</b>                      -  <b>9/8</b></p>	<p><b>NO CLASS</b></p> <p><b>LABOR DAY HOLIDAY</b></p>	<p><b>LECTURE:</b> <i>Anthropological Perspectives. The Concept of Culture</i></p> <p><b>READ:</b> K&amp;W, Chapter 2: <i>Anthopology &amp; Development</i></p> <p><b>LISTEN:</b> <i>From Savage to Self: Participating and Observing.</i>  <a href="http://www.bbc.co.uk/programmes/b06zdkb7">http://www.bbc.co.uk/programmes/b06zdkb7</a></p> <p><b>Discuss this audio on the class DISCUSSION BOARDS.</b></p>
<p><b>Week 4</b>  <b>9/11</b>                      -  <b>9/15</b></p>	<p><b>LECTURE:</b> <i>Ethnographic Fieldwork: Comparative Method</i></p> <p><b>READ:</b> M&amp;J: Chapter 1: <i>A Dispute in Donggo: Fieldwork and Ethnography</i></p> <p><b>Be prepared to discuss in class.</b></p>	<p><b>DUE: OBSERVATION PROPOSAL</b></p> <p><b>FILM:</b> <i>An Idiot Abroad</i> (China)</p>
<p><b>Week 5</b>  <b>9/18-</b>  <b>9/22</b></p>	<p><b>LECTURE:</b> <i>Race</i></p>	<p><b>NO CLASS: READ:</b> Diamond: <i>Worst Mistake.</i></p> <p><b>Discuss this reading on the class DISCUSSION BOARDS</b></p>

<sup>3</sup> M&J = John Monagan & Peter Just, *Social & Cultural Anthropology: A Very Short Introduction*

<sup>4</sup> Satish Kedia & John van Willigen, *Applied Anthropology: Domains of Application.*

<p><b>Week 6</b> 9/25 - 9/29</p>	<p><b>LECTURE:</b> <i>Gender, Sexuality, Age and Social Values</i> <b>READ:</b> M&amp;J: Chapter 3: <i>A Brief Encounter: Society.</i> <b>Be prepared to discuss in class.</b></p>	<p><b>NO CLASS</b> <b>READ:</b> K&amp;W: Chapter 10: Applied Anthropology &amp; the Aged. <b>Discuss this reading on the class DISCUSSION BOARDS</b></p>
<p><b>Week 7</b> 10/2 - 10/6</p>	<p><b>LECTURE:</b> <i>Kinship, Family, &amp; Marriage</i> <b>READ:</b> M&amp;J: Chapter 4: <i>Fernando Seeks a Wife: Sex and Blood.</i> <b>Be prepared to discuss in class.</b></p>	<p><b>NO CLASS:</b> <b>READ:</b> Goldstein: <i>When Brothers Share a Wife.</i> <b>Discuss these readings on the class DISCUSSION BOARDS</b></p>
<p><b>Week 8</b> 10/9- 10/13</p>	<p><b>LECTURE:</b> <i>Ethics</i> <b>READ:</b> AAA <i>Statement on Ethics: Principles of Professional Responsibility</i> <b>Be prepared to discuss in class.</b></p>	<p><b>NO CLASS</b> <b>DUE:</b> Ethics Postings in Discussion Boards</p>
<p><b>Week 9</b> 10/16 - 10/21</p>	<p><b>READ:</b> K&amp;W: Chapter 3: <i>Agricultural Anthropology.</i> <b>Review Session:</b> Bring in a draft of your Ethics Paper for peer (and, instructor) review</p>	<p><b>DUE: ETHICS PAPER</b></p>
<p><b>Week 10</b> 10/23 - 10/27</p>	<p><b>LECTURE:</b> <i>Exchange / Gifts / Reciprocity</i> <b>DUE: ABSTRACT for Final Paper</b> <b>FILM:</b> <i>An Idiot Abroad (Peru)</i></p>	<p><b>NO CLASS</b> <b>READ:</b> Mauss: <i>The Gift</i> (Introduction, only) <b>Discuss this reading on the class DISCUSSION BOARDS</b></p>
<p><b>Week 11</b> 10/30 - 11/3</p>	<p><b>LECTURE:</b> <i>Symbolism</i> <b>READ:</b> K&amp;W: Chapter 4: <i>The Domain of the Environment</i> <b>Be prepared to discuss in class.</b></p>	<p><b>NO CLASS</b> <b>Read:</b> Murray, Gerald F. <i>The Domestication of Wood in Haiti: A Case Study in Applied Evolution</i> <a href="http://web.clas.ufl.edu/users/murray/Research/Haiti/Domestication_of_wood_in_Haiti.pdf">http://web.clas.ufl.edu/users/murray/Research/Haiti/Domestication_of_wood_in_Haiti.pdf</a>. <b>Discuss this reading on the class DISCUSSION BOARDS</b></p>
<p><b>Week 12</b> 11/6- 11/10</p>	<p><b>LECTURE:</b> <i>Language &amp; Culture</i> <b>DUE:</b> Annotated Bibliography for Final Paper</p>	<p><b>READ:</b> Diamond: <i>Easter's End.</i> <b>Be prepared to discuss in class.</b></p>
<p><b>Week 13</b> 11/13 - 11/17</p>	<p><b>LECTURE:</b> <i>Class &amp; Inequality</i> <b>READ:</b> K&amp;W: Chapter 8: <i>Anthropological Practice in Business</i> <b>DUE: Observation Paper.</b> For this class session, we will discuss our observation experiences, as a class.</p>	<p><b>NO CLASS</b> <b>READ:</b> Van Willigen &amp; Channa: <i>Law, Custom, and Crimes Against Women</i> <b>Discuss this reading on the class DISCUSSION BOARDS</b></p>
<p><b>Week 14</b> 11/20</p>	<p><b>LECTURE:</b> <i>Economies &amp; Social Organization</i> <b>READ:</b> M&amp;J: Chapter 6: <i>A Feast in Nuyoo: People and Their Things.</i></p>	<p><b>NO CLASS</b> <b>THANKSGIVING HOLIDAY</b></p>

<p><b>Week 15</b>  <b>11/27</b>          -  <b>12/1</b></p>	<p><b>LECTURES:</b> <i>Ethnicity &amp; Nationalism AND Globalization, Localization, and Transnationalism</i>  <b>READ:</b> M&amp;J: Chapter 5: <i>La Bose Becomes Bakar: Caste, Class, Tribe, Nation.</i>  <b>Be prepared to discuss in class.</b></p>	<p><b>NO CLASS</b>  <b>READ:</b> Anderson: <i>Imagined Communities: Reflections on the Origin and Spread of Nationalism</i>  <b>Discuss this reading on the class DISCUSSION BOARDS</b></p>
<p><b>Week 16</b>  <b>12/4</b>          -  <b>12/6</b></p>	<p><b>LECTURE:</b> <i>Health &amp; Illness</i>  <b>READ:</b> K&amp;W: Chapter 5: Applied Anthropology and Health and Medicine.  <b>READ:</b> K&amp;W: Chapter 11: <i>Emerging Trends in Applied Anthropology AND M&amp;J: Afterward: Some Things We've Learned (144-146).</i>  <b>Be prepared to discuss in class.</b></p>	<p><b>DUE: Final Paper.</b></p>

**Scoring Rubric for Written Work**

Scoring Level	Knowledge of Conventions	Clarity and Coherence	Rhetorical Choices
4 – Accomplished	In addition to meeting the requirements for a “3,” 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 for a “3,” 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 for a “3,” the writer’s decisions about focus, organization, style/tone, and content made reading a pleasurable experience. Could be used as a model of how to fulfill the assignment.
3 – Competent	While there may be minor errors, the carefully proofread paper follows normal conventions of spelling and grammar throughout. Appropriate style and format conventions used consistently throughout. 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/tone, 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.
2 – Developing	Frequent errors in spelling, grammar, sentence structure and/or other writing conventions distract the reader. 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/tone, 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.
1 – 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/tone, and/or content interfere with communication. The purpose of the writing is not achieved. Requirements of the assignment have not been fulfilled.

Rubric score	Grade	Percentage	100 pt scale
9+	A	90%	90
7-8	B	80%	80
4-6	C	70%	70

## University Policies

I have cited several important sections of the General Catalog for your benefit. ALL THAT IS STATED BELOW APPLIES TO THIS CLASS.

**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).

**Honor Code:** "Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities." You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that "I have done my own work and have neither given nor received unauthorized assistance on this work." If you are going to use this statement, include it here.

**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/csfresno.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.

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<http://www.csufresno.edu/library/libraryinformation/campus/copyright/faqcopyright.pdf>

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**STANDARDS FOR WRITING COURSE REQUIREMENTS**

W courses at CSU Fresno are designed to meet the CSU Graduation Writing Assessment Requirement (GWAR), a measure created to ensure that all CSU graduates are capable of communicating in writing at a level appropriate to their advanced education. Consequently, this upper division requirement measures more than basic competency in written English.

While W courses in different departments will have specific requirements that are unique to their disciplinary contexts, it is still possible to clarify what W courses should have in common. To ensure some uniformity of instruction in writing in university W courses, the University Writing Competency Subcommittee proposes the following general requirements to be met by all W courses offered at CSU Fresno.

To provide more curricular and pedagogical direction to departments and faculty offering W courses, the following W-course requirements are proposed and under consideration in the 2008/2009 academic year:

The W course should be grounded in writing pedagogy. Subject area content (i.e. Anthropology and Interpretation, or Business and Ethics) provides a framework for the class so students and instructors can engage in academic conversations as a means of performing academic literacy.

Students will write a minimum of 5000 words total in at least 5 different writing tasks. A minimum of two assignments will require multiple drafts in which the student participates in writing workshops.

The W course will require one writing textbook or equivalent that features strategies for researching, planning, organizing, drafting, revising, and editing (e.g. *The Penguin Handbook*, by Lester Faigley: Pearson/Longman, ISBN 0 536 45587 2). The text should support student understanding of writing as a process of decision-making, with particular attention to genre conventions specific to the subject area.

Faculty will provide multiple forms of feedback to students about their writing. Research in writing indicates rubrics, teacher revision demonstrations, and student teacher conferences are among the most successful methods of feedback. Student writing will be returned in a timely manner.

The instructor's criteria for evaluating student writing will be explicitly articulated. Assessment in the writing course should focus on both substance and form, validating students' use of substantive elements like coherence, argument, explanation, analysis, interpretation, complexity of thought, and effective use of information as well as conventions of grammar and usage.

A grade of "C" or better is required to earn W course credit.

Students must complete the lower division writing requirement before they enroll in a W course. Additionally, students should complete at least 56 units prior to enrolling in a W course.

Following C4 guidelines, enrollment in each W course will be limited to 25 students per section.