

ANTHROPOLOGY 105W-Web Enhanced
Applied Anthropology—6:00-8:50 p.m. Mon. Night Section 09
Fall 2010, Class #70864
Held in Sci. I, Room #143
California State University, Fresno

Final: Mon., Dec. 13th from 8-10 p.m.

INSTRUCTOR: Penny Verin-Shapiro

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I. COURSE DESCRIPTION AND GOALS:

Anthropology 105W, Applied Anthropology is a 3 unit course designed to meet the college writing requirement as well as an upper division course in Anthropology, one of the social sciences, which offers a broad perspective about the human condition. It has emerged during the twentieth century as both a pure and an applied science. This class studies different practical uses of Anthropological data and how those data are used to solve social problems in human society, outside of the classroom. Lectures and assigned readings will exemplify how such data may be helpful for planners, government agencies, policy makers, healthcare providers, law enforcement personnel, corporations, and citizens in general. As this is a writing class, you will also have many opportunities to practice your writing skills, and to receive feedback on them, while you use Anthropology as the topic of your papers. This course is web-enhanced.

This course fulfills requirements in the Multicultural/International area of the GE program. The Multicultural/International component prepares students to live in an international multicultural world. 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. Please see page 13 for details on how this course fulfills these goals. Please see page 11 for GE Writing Rubric.

II. STRUCTURE OF THE COURSE

A. TEXTS:

Podolefsky, Aaron and Peter J. Brown (eds.)

2007 *Applying Cultural Anthropology: An Introductory Reader* (8th ed.). Boston: McGraw Hill.

Briller, Sherylyn and Amy Goldmacher (eds.)

2009 *Designing an Anthropology Career: Professional Development Exercises*. Lanham: AltaMira Press.

B. LECTURES: Lectures parallel the readings and videos. Take careful notes as this material may end up on test questions. Lecture outlines are available under the Course Documents button in Blackboard. These do not replace coming to class.

C. STUDY: Expect to spend at least ten hours per week reading and outlining assignments, reviewing notes and studying. Relying primarily on last minute cramming or writing of papers is not recommended. Assigned reading is to be completed before the class that is supposed to cover that material, so that you will have a context for the lecture. This class moves quickly, so try not to fall behind, or you will have trouble catching up.

III. COURSE REQUIREMENTS AND GRADES

A. WRITING ASSIGNMENTS:

Midterm-essay/objective	100
Final- essay/objective	100
Research paper	200
Career exercises & report	100
Short writing exercises	100
TOTAL	600

B. Grades will be assigned by points.

530 -600 =	A or CR
460 - 529 =	B or CR
390 - 459 =	C or CR
320 - 389 =	D or NC
Below 320 =	F or NC

C. Please notice the following extremely important points:

1. Please remember that this is a content as well as a writing class. The content is data and theory drawn from Applied Anthropology and you will be expected to understand it as well as to write about it at the college level. Anthropology 2 is the pre-requisite for this course, and while I do not enforce it, those who have no background in Anthropology should be particularly careful to be attentive, to ask questions, enlist my help in making their notes understandable. Racism and ethnocentrism are incompatible with the basic stance of Anthropology and thus adherence to these views will affect your grade negatively.

2. Papers must be typed, double-spaced. They must employ American Anthropologist

style in quoting and references. The work may be edited, provided the editing is clear. **IT MUST BE PROOFREAD.** Please remember that in a "W" class I am obligated to evaluate your writing and to reflect that evaluation in the grade. I will award a Form+Content grade for long papers and Form+Content for short writing assignments.

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3. **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)

4. **PLEASE BE SURE THAT YOU UNDERSTAND UNIVERSITY POLICY IN RESPECT TO CR/NC GRADING, AND WITHDRAWALS FROM CLASSES. YOUR "SERIOUS AND COMPELLING REASON" INVOLVE EITHER ILLNESS OR EMPLOYMENT CHANGES. WHILE I DO NOT REQUIRE DOCUMENTATION, THE DEAN'S OFFICE HAS DECIDED TO DO SO. THESE POLICIES ARE MANDATORY AND MAY NOT BE ABROGATED AT THE WHIM OF EITHER THE INSTRUCTOR OR THE STUDENT.**

5. There will be no incompletes awarded during the Fall Semester, 2010.
In general, responsibility from you (attending, concentrating, note-taking, asking questions, studying satisfactory achievement, notification) will result in flexibility from me.

6. Regular attendance is intellectually and ethically mandatory. Habitual tardiness is not acceptable. I reserve the right to consider attendance, staying through the whole class and punctuality as a factor in determining your grade. If you are absent from class, it is your responsibility to find out any announcements you might have missed. You are also responsible to check the online Announcements in Blackboard at least on Sun evening, and Tues. and Thurs. mornings, if not more often. Important Announcements, instructions, and changes will be posted here. You will be held responsible for following what is said here, so check it frequently.

7. I urge you to devote 15 minutes before and after class (total 1/2 hour) to a review of the notes you have taken during class. Use that time to fill in gaps and to formulate

questions for the next class section so that I can help you make your notes make sense.

8. If you are at all concerned about the confidentiality of your grade on your term papers or final theme, please supply me with an envelope in which to enclose your work. Put your name on any corner of the envelope. If you want it mailed, self-address and stamp it.

9. *****I DO NOT ACCEPT LATE OR MAKE-UP PAPERS OR EXAMS.*****
However, you may be able to arrange with me to take exams early and are always welcome to turn in papers early.

10. **I reserve the right to make changes in the Syllabus at any time.**

11. **Students with Disabilities and E.S.L. students:** Upon identifying themselves to the instructor and the university, students with disabilities and students for whom English is not their native language will receive reasonable accommodation for learning and evaluation. For students with disabilities, you may obtain more information contacting Services to Students with Disabilities in Madden Library 1049 (559-278-2811, <http://studentaffairs.csufresno.edu/ssd/>).

12. Midterm, Final Exams, and Review Sheets:

There will be two 100-point in-class exams. Tests will include both essay questions and true/false or matching, so bring Blue Books. Essays must be written in black or dark blue ink. The final will not cover material from the midterm. Review sheets will be passed out in class or available online in the Course Documents section of Blackboard about two weeks prior to each exam. Try to fill out as much as you can in the review sheet, and then post questions you were unsure of or couldn't find answers to on the appropriate Discussion Board for that review sheet, and I will answer questions there. The Discussion Boards will be found under the Communication button in Blackboard when they become available. This will be announced at that time. I will run an in-class review session the last class before the test.

13. Research paper (10 pages required):

a. The research paper is designed to give you first hand knowledge of an Applied Anthropology subtopic with which you have not previously been familiar, such as Medical Anthropology, Psychological Anthropology, Anthropology of Development, Forensic Anthropology, Archaeology and Forestry or Construction, Anthropology of Education, Corporate Anthropology, etc. Last, a research paper gives you one more chance to practice basic research skills and to test your skills in what will be, for many of you, a new subject area.

b. Choose a subtopic that intrigues you, read about it, and select one aspect of it on which to research. You will then research that topic within the context of a particular society in which it has been studied and applied. Start by writing an abstract of the paper you are planning to write that will describe what you will be writing about and why it is

important. Include what culture, subtopic, time period, place, and specific aspects of the topic you will cover. You will find abstracts accompanying many of the papers you will be using as sources of your data, so you will have a chance to see how long they are and what functions they perform. You will type the abstract in a short single-spaced paragraph (100 words), titled, to be handed in as **"Research 1" (25 points)**. (For a sample, see an article abstract written for the American Anthropologist Journal). **Included on this page, you must list at least 3 of the 5 minimum sources required for this paper which you plan to use. This is due in class on 8/30th.**

c. Next, start writing the paper itself. The paper will have an introduction, a description of the culture you are examining and a description of the problem or need being addressed from both an emic and an etic perspective, a description of the particular application (sub-field) of Anthropology on which you will focus, describe the project itself (with target population chosen and methods used), an analysis of that application from both an emic and an etic perspective, and a conclusion. The first three sections will, together, make up **"Research 2" (75 points)** and will be typed, double-spaced, and handed in next. You will include citations for all the information about the culture and its religion that you use so that interested readers may check your sources. (For a sample, see below or see an article written for the American Anthropologist Journal). Do not panic if your paper topic turns out to deviate a bit from what you planned in your abstract; this is fairly common.

The introduction is similar to the abstract, but should not use the same exact wording, and will include additional information. It should include general information on what the paper will cover, specify the subtopic, the culture and time period and place in which it will be covered, and specify the order in which the different types of data you will discuss will be presented (i.e., overview of subtopic chosen, description of specific aspect of its application that is your focus, etic and emic analysis of significance of aspect(s) of subtopic studied, and conclusion discussing what you have learned). For the body of the paper, it is required that you use subheadings for the different sections of your paper for clarity and to help your organization of it. **This is due in class 10/11th. It must be 7 pages long, plus cover and reference sheet, and must include the required elements mentioned above, or points will be docked.**

d. Next, start working on the next section of your paper, the analysis of your data, as well as the conclusion. The analysis must be based in a cultural relativist stance. Present the strengths and the weaknesses of the project as it was actually carried out from both an emic and an etic perspective. **You will required to revise the abstract, introduction, and data sections and hand those revisions back in the final version, along with the analysis, conclusion, and bibliography. You will also hand back in your original Research 1 and 2 (with my comments on them) at this time so I can compare and see that you made the requested revisions. You will lose points if you do not follow these instructions.** That final version made up of all the parts will constitute **"Research 3" (100 points) and must be 10 pages long**. The conclusion should summarize the topics covered in the paper and state what you have learned about how well or poorly this project met the needs of those involved, and any contrasts between insider and outsider points of view on that. **This is due in class on 11/15.**

e. Please use *American Anthropologist* style (Examples given below). You can also refer to the website <http://www.usd.edu/anth/handbook/bib.htm> for further examples with some small modifications. Where instructions in this website vary from those given below, follow my instructions). **Please remember that data or ideas you use that are not thought up by you (even if paraphrased rather than directly quoted) MUST HAVE A CREDIBLE SOURCE (a source recognized by anthropologists) which must be CITED in the text. You CANNOT list sources on the Reference page if they have not been cited within the paper, and all sources used in the paper must be listed on the Reference page.** If you collect information from informants, known as primary data, tell me who they are. Journals, newspapers and magazines, and similar recognized reference sources are acceptable. You may also use credible websites as sources, especially if they are the project's website. **You need a minimum of 5 acceptable sources.**

f. If you have difficulty finding enough information on a single project in a single society to fulfill the requirements, you may write on a few different related projects in the same society. If this is also too hard to do in a single society, you may examine a few different societies who had similar projects done. This second option, however, will mean that you will have to describe each of these cultures and the problem the project was designed to address in each case.

f. Examples of American Anthropologist Style:

In Text Citations:

- 1) If you are paraphrasing someone's work from a particular page, in a single sentence, end that sentence with a parenthetical citation like this (Verin-Shapiro 2001: 5). Info given includes (Author year: #). The number is the page or pages used.
- 2) If more than one page used (Author year: 1-5). If the source is being paraphrased generally (Author year).
- 3) Note that the period goes after the end of the parenthesis if the citation is part of just that sentence.
- 4) If the paraphrase applies to the whole paragraph, then end the last sentence with a period. Then give the parenthetical citation separately, not followed by a period, like this. (Author year)
- 5) "If you are directly quoting someone, you MUST give the page number for the quote" (Author year: 3).
- 6) If the quote is four or more lines long, do the following:

Skip one line after the previous statement. Indent the passage quoted on both sides. Drop the quotation marks. Single space the quote. Give the parenthetical citation. Skip the line following the quote before continuing on.
(Author year: 4-5)

- 7) If you quote the same source (including the same year) twice on the same page without quoting or paraphrasing anyone else in between, then give the first citation as a full parenthetical citation the first time (Author year: 3). Then use Ibid. and the page number to cite the source the second time (Ibid.: 4). If you go on to the next page of your paper, you need to give that same citation in full at first opportunity, and then you can switch back to using Ibid.

Reference Page:

- 1) Alphabetize by first author's last name. Give date on second line, indented 2 spaces past where name starts on line above. Skip a couple spaces on same line as date, and then start article (in quotes) or book title (italicized or underlined). Give place of publication then colon and then publisher, ending with a period.
- 2) If only using a section of a book, give page numbers. If giving an article or chapter from an edited book, list author of article or chapter, then title of article or chapter. If from an edited book, say In and give the book title (italicized or underlined). Then give editors and publication information. Single space each entry and double space between them. If from a journal, then give journal title and specific volume and section numbers & pages.
- 3) Put in order by date from earliest to latest if you have more than one source by the same person. In this case, do not skip a line between entries by same author or repeat author's name for the second source.
- 4) Underline or italicize Book, Journal names, Video titles or Newspapers. Here are some examples:
- 5) Book:
Herskovits, Melville J.
1948 *Man and His Works: The Science of Cultural Anthropology*. New York: Alfred A. Knopf.
- 6) Edited book & Journal article by same author:
Malinowski, Bronislaw.
1941 War--Past, Present, and Future. In *War as a Social Institution: The Historian's Perspective*. J. Clarkson and T. Cochran, eds. Pp. 20-30. New York: Columbia University Press.
1942 An Anthropological Analysis of War. *American Journal of Sociology* 46:521-550.
- 7) Personal Interview done by you with an informant:
Frank, Anne.
2002 Personal Interview with Holocaust Survivor, conducted in Los Angeles, CA on Aug. 12th.
- 8) On-line Sources:
Please follow format given on separate website on such sources from the library (link on Syllabus section of Blackboard.)

14. Short Writing Web Assignments (20 points each):

There will also be 5 short (1 page) writing assignments (to be announced) given out throughout the semester, which will be done online, in response to films seen in class, or other assignments. They will be based on lecture, readings, and videos we see, as well as online research you will be asked to do. Regular and prompt attendance is in your best interest, as these assignments may not be explained more than one class in advance of the day they are to be done, and are not accepted late. The assignments will become available under the Blackboard assignment button the day before the assignment is given out or the film that goes along with it is shown. **Bring the list of questions with you to class to start answering while watching the associated film.** Often there will also be a **web search** component to them you will have to complete. These assignments will be typed, printed out **with in text citation of sources, and due in class during the next class period** after the one during which they are assigned (unless you are notified otherwise).

15. Career Exercises and Report (100 points):

Read through the book, *Designing an Anthropology Career: Professional Development Exercises*. Each chapter ends in a possible project to try out that particular professional development method. You will choose 2 of the projects listed that you feel are most

relevant to you (in consideration of your particular major and career goals—translate the terms to make sense for you) to carry out and write up your results. In addition, you will also complete Step 2 (p. 60) from Exercise 4 (explaining what an anthropological perspective is) and all parts of Exercise 14, noting what an anthropological perspective could do for you in your future career and the advantages it presents) to carry out and write up your results.

- a) First turn in an **Abstract** on your proposed project on **Oct. 18th**, noting which 2 projects you plan to do, why, what your major and career goals are, and what you hope to learn about yourself and marketing yourself through these exercises. Also note that you were assigned to complete step 2 of Exercise 4 and all of Exercise 14, and what these will help realize and express. This is the first 10 points out of the 100 total.
- b) **Follow the instructions given for each exercise chosen, and provide the information described for each.** Your report will also describe the specific exercises used, justify why you selected those particular exercises over others available, what the goals of each were and the results you got for each, all by using **complete sentences**. The result will be a **5 page (intro.-conclusion) typed summary report of the 3 exercises due Dec. 6th**. Also provide an **unnumbered reference page citing any sources used, including the text. Unnumbered Appendices should be given following the reference page, labeled by the exercise to which each chart or picture corresponds.**

16. HOW TO CONTACT ME:

a) OFFICE HOURS:

My office hours will be from 9:30-10:30 a.m. on Mon., Wed. & Fri. in **Science 144**. You can also contact me by phone (below), by e-mail (below), by topical discussion board (see below), or just after class where the class meets.

b) PHONE: (559) 278-8831 x 2

You can also leave a brief message at this number, with your name, phone number, and the best time to reach you and I will get back to you, if I am not in when you call. **I will check it during my office hours, unless I post an announcement saying otherwise.**

c) E-MAIL: pverin@csufresno.edu

I will check my e-mail during my office hours, so expect responses then and send your e-mails accordingly. This is a good way to send a message for me at any time or ask detailed questions whose topics are not already covered by a Discussion Board. **Please check the appropriate Discussion Boards before e-mailing me to see if your question was already covered. If your question relates to a topic covered by a Discussion Board, but was not yet asked and answered, please post it on the Discussion Board and just send me a brief e-mail to check that particular board.** If you will not be checking your e-mail before the next class, please let me know how you would like me to try to reach you. Also please leave a phone number where you can be reached in case my response to your e-mail bounces back.

If you are going to miss class, you can also e-mail me your short writing assignments in the body of an e-mail on or before the day on which it is due. **Also bring in a hard copy of it to the next class and remind me that you e-mailed it to me on the due date.** Any short assignment being turned in as an attachment must be saved as a “rich text format” document (found as an option in Word when you choose “save as” and pull down the drop down menu for “file type”), or I may not be able to open it. Also note, that Mac users will have to add the tag lines “.doc” or “.rtf” as necessary to the end of titles of documents, because Blackboard cannot read these documents without these tag lines, and Macs will not do this automatically for you.

Longer assignments should be turned in to class or to my office 144 Science Building (slip it under the door if necessary), because formatting often gets altered when sent by e-mail, and I don't want to have to print out a long paper. This includes Project Exercise Report and Research Papers. However, if it is a choice between you turning in a paper late or not at all, go ahead and e-mail it to me to be on time, but then drop off your paper in hard copy form to my office a.s.a.p., since that is what I will grade. It must exactly match the version e-mailed to me.

d) DISCUSSION BOARDS AND VIRTUAL CLASSROOM (CHAT ROOMS): The **Discussion Boards** will be found under the Communication button in Blackboard when they become available. This will be announced at that time. There will be separate Discussion Boards for problems using Blackboard (this one is available from the beginning of the semester on), for questions on review sheets, and for questions on the different paper assignments. Post your questions to the appropriate Discussion Board and then briefly e-mail me to check that board, so that I will answer your question there and others can benefit as well. Before posting a question or e-mailing me, check to see if your question has already been answered on the appropriate board. Also, if you are fairly confident that you know the answer to another student's question posted on the board, then please feel free to help out your fellow student, and post a reply to their question. This is especially true for those of you who have taken classes on Blackboard previously.

The **Virtual Classroom** (for live chat) will also be found under the Communication button in Blackboard when it becomes available. Don't bother checking it until the announcement is made, as it will be unavailable before this time. It will only be rarely used, if at all. Announcements will be posted in Blackboard to advise you of these times and dates.

Please use respectful and appropriate language in both the Discussion Boards and the Virtual Classroom, and avoid personal comments or discussions. Please refer to the “Netiquette” Document found under the Syllabus button in Blackboard for rules for proper online conduct. Inappropriate use of these tools will result in you being blocked from using them and may have other consequences listed below, in the University Policy on Computers.

e) ANNOUNCEMENTS:

Announcements posted to Blackboard will be one of my main ways of communicating with the whole class outside the classroom. **You will need to check Announcements posted frequently for updates, and at minimum on Mon. & Wed. mornings (as I will update them during my office hours or before). You will be held accountable for**

knowing what has been posted here and following directions given in Announcements, so check frequently for new ones. You need to **scroll down every time** since new Announcements sometimes appear towards the bottom of the list due to the listing of the permanent announcements at the top.

17. UNIVERSITY COMPUTER POLICIES: "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 or her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software (<http://www.csufresno.edu/ait/ait24.htm>). 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 <http://www.csufresno.edu/ait/ait-links.htm>) or the University Bookstore. For 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." **I will require you to have access to Microsoft Word, version 2000 or later, and an internet browser like Foxfire, Netscape 4.7.7 or Internet Explorer 5.0 or newer versions.** These are available from C.V.I.P. for a low cost for students. You can refer to **Digital Campus' Quick Start Page**, under the Course Documents button in Blackboard, from the Digital Campus web address given below, or the hard copy of it given out in class for more details and for how to get started on Blackboard.

Careful and ethical use of computing resources is the responsibility of every user. Students need to know they will be held to a **standard of accountability** (<http://www.csufresno.edu/ait/aitlen.htm> and <http://www.csufresno.edu/ait/aitgen99.htm>) in the way they use computers on our campus. Student network and e-mail accounts can be obtained at <http://email.csufresno.edu>.

Computer related questions are answered by the staff at the **University Help Desk** (559-278-5000, help@csufresno.edu) or the **Digital Campus** (559-278-7373, digitalcampus@listserv.csufresno.edu).

It is important for students to know that the **instructor can see course statistics that provide information about pages students have accessed within the course.** This information helps the instructor understand what problems students may be having. This is one way to make up for the inability to read facial expressions as is possible in a face-to-face course. However, the best way will be for the students to ask lots of questions on the discussion board.

18. 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 that are supportive of the learning process, and should promote an environment in which students and faculty may learn to reason with clarity and

compassion, share of themselves without losing their identities, and develop an understanding of the community in which they live. Student conduct that disrupts the learning process is not tolerated and may lead to disciplinary action or removal from class."

19. LIBRARY: You will find a **link to the campus library at the top of each Blackboard page**. The library has recently added an **electronic reserve service** (Docutek's Eres). Electronic Reserve provides online access to library materials placed on reserve by instructors for students enrolled in their courses. Electronic reserves are available 24 hours a day, seven days a week. As the semester progresses, I plan on placing some articles on E-reserves for your use, which you will be able to link with directly from Blackboard. **The password will be "applied"**. You may also want to view my Ant. 116W e-reserve files, and the password for that is "Religion". Some of your Short Writing Web Assignments may involve reading online materials from e-reserve and responding to questions about them. Some are currently available in the regular reserves. Also note that there are **links to library databases** on articles under the External Links button in Blackboard that may assist you in finding Journal articles for your research paper. I plan to also add some websites on applied anthropology during the course of the semester to this area for your use.

20. Help with Writing: This class is structured to encourage you to seek help with your writing. At each stage, I will be available to help you with your work. There are also other resources at the university that can help: The Writing Center can help with general writing problems and grammar. It is located in Lab School 137, 278-3052. The Learning Resource Center also provides help with writing style and organization of assignments. It is located in Education 184, 278-0334.

TENTATIVE SCHEDULE OF READINGS, FILMS, PAPERS, & EXAMS:

		IMPORTANT DATES,	
<u>WEEK</u>	<u>DATE</u>	<u>TEXT READING/LECTURE TOPICS,</u>	<u>EXAMS & PAPERS</u>
1	Aug. 23rd:	Introduction and Culture and Fieldwork (pp. 1-20)	
2	Aug. 30th	Language, Communication & Culture (pp. 21-47)	Research 1 Abs. due (100 words, and 3 sources)
		Film: <i>American Tongues</i>	
3	Sept. 6th	LABOR DAY-- NO CLASS	
4	Sept. 13th	Finish Above Sections. Culture and Food (pp. 48-74); Film: <i>Food for the Ancestors</i> <i>Food exercise: Today, bring in a dish to share from your heritage/ethnicity and for next week, write up the recipe and cultural significance of that dish, occasions for which it is</i>	

prepared, etc. This will be Short Writing Web Assignment 1 due Sept. 20th.

<u>WEEK</u>	<u>DATE</u>	<u>IMPORTANT DATES,</u> <u>TEXT READING/LECTURE TOPICS,</u>	<u>EXAMS & PAPERS</u>
5	*Sept. 20th:	Race and Ethnicity (pp. 75-94) Film: <i>Black Indians</i> 2 nd Web Assign. on today's film due 9/27	S.W. 1 due today.
6	Sept. 27th:	Kinship, Marriage, & Family (pp. 95-114) ****Go over Related terms only given in class. (Required attendance.)****	S.W. 2 due today.
7	*Oct. 4th:	No class meeting today. Finish Research 2 for next week.	
8	Oct. 11th:	Gender and Sexuality (pp. 115-150) Film: <i>Small Happiness</i> Complete Career Exercises Abstract (100 words) for next week from Briller and Goldmacher text, describing how you will customize each of the 3 projects for your personal career path and goals.	Research 2 due today (7 pages + cover & refs.)
9	Oct. 18th:	Work and Business (151-171) Film: <i>Managing the Overseas Assignment</i> 3 th Web Assign. on today's film due 10/25. Career Exercises Abs. due (100 words). today Download (under Course Documents) and Start working on Midterm Review Sheet on own or in groups	
10	Oct. 25th	Politics, Conflict, and Law (pp. 172-194) Film: <i>Secrets of the Body Farm</i>	3 rd Web Assign. due today
11	Nov. 1st:	Review for Exam (Bring print out of Review Sheet and the Questions you couldn't answer to class) Film: <i>Shaman's Apprentice</i> 4 ^h Web Assign. on today's film due 11/8	
12	Nov. 8th:	Midterm Exam (Bring bluebook—Covers Weeks 1-11) Film: <i>Hmong Hilltribe People of Laos.</i> Finish Research 3 for next week.	4th Web Assign due today.
13	Nov. 15th:	Culture, Religion and Healing (pp. 195-214)	Research 3 due today (10 pages)

(includes revision of R2 + Analysis and Conclusion; + cover, revised R1 & refs., also turn back in Old R1 & R2 with my comments)

*****Go Over Medical Anthropology Terms given ONLY in Class (Required attendance)******

Film: *Healers of Ghana*

5th Web Assign. on today's film due 11/29.

- 14 Nov. 22nd: **NO CLASS MEETING; Complete 5th Web Assign. for next week. Complete Project Exercises and Start Report. Bring any questions you have to next class.**
Final Review Sheet available for Download under Course Documents.
- 15 *Nov. 29th: Culture and Environment (pp. 215-240) **5th Web Assign due today**
Film: *In Good Hands*
Complete Career Exercises Report for next week.
Go over Final Review Sheet to see what you need help answering for next week.
- 16 Dec. 6th: **LAST CLASS: Globalization and Culture Change (pp.241-281)**
Film: *!Nai: Portrait of a !Kung Woman*
Review for Final (Bring Review Sheet)
Career Exercises Report Due
(5 pages + cover, appendices, refs.)
- 17 Mon., Dec. 13th: from 8-10 p.m. **FINAL EXAM (Bring Bluebook—Covers Weeks 11-16)**

Examples of Sample Paper Topics Done in the Past or Proposed:

Dowry Deaths in India and Pakistan
Wal-Mart's Impact on Small Town America
McDonaldization of India
Haiti tree planting article
HIV-AIDS projects in Africa (different parts or Uganda, Botswana)
Ebola Virus in Botswana
Bilingual Education Programs in specific settings (like Dual immersion)
Ebonics and education
Making treating Hmong patients culturally appropriate in Central Valley Hospitals
--*When the Spirit Catches You, You Fall Down* plus *Healing by Heart*;
Project TEAM, MATCH Project, etc.
RX: Spiritist as Needed (Harwood)—Spiritism and Santería and Mental Health
Service utilization among P.R.s in N.Y. or Cubans in Miami or P.R.s in P.R.
(*Women as Patients, Women as Healers: P.R. Spiritism*—Koss-Chionio)
H.I.V. Research among P.R.s and drug users in Hartford, CT or Philadelphia, P.A.
(Singer or Easton)—plus see our texts for other locations and authors

Needle Exchange Programs to Prevent HIV/AIDS transmission
Patient Outcome studies by H.M.O.s (talk to me—I have a friend who does this)
Projects involving changes to an area because of damming a river or potential problems with planning such a dam. (i.e., India; Egypt; other areas)
Bangladesh birth control program
Comparing Chinese Medical and Religious approaches and outcomes for mental health problems (Kleinman—*Patients and Doctors in the Context of Cultures*)
(?)Tathumari Health as affected by traditional vs. modern diet
Court cases re: Native American Church use of Peyote or Santería/Vodou/Orisha
Ritual use of Animal Sacrifice and Freedom of Religion Act
Ritual use of Peyote, the Native American Church and Freedom of Religion Act
Female Genital Modification/Circumcision and legal/religious/medical policies
Specific cases in Forensic Anthropology
The Body Farm
Archaeology under new laws regarding Native American Artifact Ownership (Native American Graves Repatriation Act)
P.R.I.T.I. Program in Ghana (*Healers of Ghana* film, Peace Corps)
Shaman's Apprentice Project in S. America
School Nutrition Programs designed to reduce Childhood Obesity in a particular Ethnicity
Projects designed to help Tsunami Survivors such as the Achi
Military Cultural Appropriateness/Sensitivity Training Programs for particular combat/peace keeping zones
Army Chaplains, Services and Regulations for various alternative religions, such as
Paganism and Wicca
Prison Outreach Programs for Providing Religious Services to alternative religions,
such as Wicca, Paganism, and Asatru at Chowchilla's Women's Facility

California State University, Fresno - General Education Writing Rubric

Scoring Level	Knowledge of Conventions	Clarity and Coherence
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.
3 - 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.
2 - 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.
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.

Area MI: The Multicultural/International Component of General Education is included to prepare students to live in an international multicultural world.

Components	Week	How Assessed
I. The following need to be demonstrated in the syllabus for this area.		
Provides for students to function in an international multicultural world, or one that addresses the roles of specific ethnic or gender groups in contemporary America.	Weeks 1-16	Exams, Quizzes, Research Paper Scoring Rubric
II. General syllabus requirements.		
Expose students to primary source readings and material where appropriate.	Accomplished during research process for research paper	Research Paper Scoring Rubric
Name of instructor, office location, telephone number.	See syllabus, p. 1	N/A
Course title and number, number of units and brief course description.	See syllabus, p. 1	N/A
Course description.	See syllabus p. 1	N/A
Course calendar with approximate dates, deadlines, and/or periods of time for topics, readings, projects, exams, etc.	See syllabus, p. 9-10	N/A
Course requirements and basis for final grade.	See syllabus p. 2-6	N/A
Textbooks, equipment, etc.	See syllabus p. 1	N/A
Statement regarding students with disabilities.	See syllabus p. 3	N/A
Statement regarding cheating/plagiarism.	See syllabus p. 2	N/A
Attendance and makeup work when absent.	See syllabus p. 3, 6-8	N/A
Statement regarding disruptive classroom behavior.	See syllabus p. 8-9	N/A
Computer usage.	See syllabus p. 7-8	N/A
III. Writing requirement		
Have a 4000 word writing requirement.	See syllabus, p. 2,4-6	Research Paper Scoring Rubric
Should contain a complete description of the components, methodology, and goals of the assignment, as well as the criteria/standards against which they shall be evaluated.	See syllabus, p. 2-4, 6	Research Paper Scoring Rubric
Should include a structured iterative revision process.	See syllabus, p. 4-6	Research Paper Scoring Rubric
Journals constitute partial satisfaction of the writing requirement. Journals comprised of class notes may not be used to meet this	Not used.	Not used.

requirement.		
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