

Anth 105W-02 Applied Anthropology (Web-based) Spring 2006

James Mullooly PhD

Department of Anthropology

Office: Peters 251

Telephone: 278-7574

e-mail: jmullooly@csufresno.edu

Office Hours: Mondays 4:15-6:00; Thursdays 11:00-2:15 and by appointment.

Course Description

This course will familiarize students with Applied 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 subfields of anthropology have benefited from the theoretical and methodological contributions of applied research and today about one half of professional anthropologists are working in non-academics (i.e., “applied”) contexts. As a writing intensive course, special emphasis will be given to students' written work while learning about Applied Anthropology. This section of Applied Anthropology is a web-based course through the use of Blackboard and my web site. Go to:

<http://blackboard.csufresno.edu/index.html> to get started. As well, you can find this syllabus and other material on my web site: <http://www.csufresno.edu/Anthropology/Faculty/Mullooly>

This course is web-based. You will fulfill all course requirements online by accessing a site that I have developed. The software we will use is called Blackboard (Bb). Bb enables us to have online discussions in which we post commentary on selected topics. These discussions are asynchronous, which means that we are not all online simultaneously. The use of this function (called the “Discussion Board”) will enhance your opportunities to express yourself in writing and to develop sound ideas and arguments in dialogue with others. Because the course is web-based, you will need an email account (available for free to all Fresno State students) and 24 hour access to a computer with an Internet connection and Microsoft Office (including MS Word and Powerpoint). University policy states that students must have 24 hour access to a computer. If you do not have adequate computer access or the required software at home, remember that all Fresno State students can use the computer labs here on campus.

How will the Course Work?

I have organized the information of this course in Blackboard into a set of **modules** that will take one or two weeks to complete. The first module will involve learning about on-line courses. Following the initial module, all modules of the course will follow a similar set of directions. The directions will be posted at the very top of the Bb section for that module under the title “Teacher Tips”. It will describe the requirements for completing that module.

Typically, we will survey a variety of topics within applied anthropology and focus on a notable individual within each topic.

Course Outcomes

This course also 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:

1. Function in an international multicultural world, or one that addresses the roles of specific ethnic or gender groups in contemporary America.

Texts

Podolefsky, P. and Brown, P.

2007 Applying Anthropology: An Introductory Reader. New York: McGraw-Hill. (8th edition)

Ebest, S., Alred, G. Brusaw, C. and Olu, W.

2003 Writing from A to Z. New York: McGraw-Hill.

Course Requirements

Attendance

Your virtual presence will be noted by weekly quizzes and postings. Missing more than two weeks of quizzes and postings will constitute a serious difficulty for both of us. This will likely lower your grade substantially (e.g., by one letter).

Participation

This course will only be as good as you make it. You have the power to make it meaningful, stimulating, and educational. I trust you to use your power well, for the sake of both your own educational experience, as well as that of your peers.

You should be prepared to spend 4 – 6 hours per week working on this course. Each module includes reading assignment(s), one or more power point presentations, a quiz, and a Discussion Board activity.

Netiquette

Communicate “appropriately” while participating in discussion boards with members of this class.

There are many good netiquette sites already out there that you can refer to determine what most consider appropriately. If your participation is inappropriate you will be unable to participate in discussions which will influence you grade.

Writing Guidelines

Note: Writing assignments (other than in-class writing activities) imply typed, doubled spaced text of 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. As well, correct spelling, grammar and uniform scholarly citations are expected. Web sites are 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. That will be described in page numbers for each paper rather than word lengths. Therefore, for the course, you are expected to write the equivalent of at least 20 pages (250 per page). This is not a general guideline but a minimal expectation 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.

Also, assignments are to be emailed directly to me (jmullooly@csufresno.edu) on the dates given (by 11:59pm). Late assignments will be marked down one letter grade (e.g., an earned A will become a B) for each week they are late and will NOT receive comments. Turnitin.com will be used to assess if all paper content is the author’s.

Course grades will be based on 1000 points, described below.

ASSIGNMENT (minimal page length)	GRADE VALUE	DATE
A. Group Project	10% (100 points)	Depends on Group
B. Writing Assignment I: What is AA? (3)	15% (150 points)	Week 4: 9/24
C. Writing Assignment II: Observation (4)	15% (150 points)	Week 9: 10/29
D. Weekly Online Postings (4)	10% (100 points)	Weekly
E. Quizzes	15% (150 points)	Weekly
F. Writing Assignment III: Ethics (3)	10% (100 points)	Completed by Week 13: 11/26
G. Writing Assignment IV: Revised (6)	10% (100 points)	Week 16: 12/10
H. Final Exam	15% (150 points)	12/21

Final Grades

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

Technical Requirements

1. A computer with Internet Access that you can use approximately 3-5 hours online per week (additional offline computer time estimated: 2–3 hours).
2. Microsoft Office. If you do not have Microsoft Office you may purchase it through CVIP.

Blackboard Access Problems:

If you are having problems accessing Blackboard, please contact the Digital Campus (digitalcampus@listserv.csufresno.edu or 278-6892). If your problem cannot be resolved with a simple phone call, please send me a message explaining the problem so that your absence will not be held against you.

Course Components

Each week of the semester will focus on the application of anthropology to a different area. For each week, you will be expected to:

1. Read the assigned articles,
2. Read my lecture notes linked to that topic,
3. Take a weekly quiz on the readings and notes,
4. Post responses to discussion questions based on that week's readings, lectures, videos, etc.,
5. Do additional activities when requested (e.g., view a video, visit a web-based learning module, etc.).

A. Group Presentations (100 points)

Each student will be assigned to a group based on your declared major or your general interests. These groups will investigate how anthropology has been (and could be) applied to that field. Ideally, the field you are assigned to will be one you are either majoring in or interested in. The goal for members of the group is to assemble a set of web-based resources that illustrate Applied Anthropology in your area (e.g., Criminology, Public Health, Advertising, etc.).

Assessment

These projects may be shared with all the other students of the class towards the end of the semester. Beyond the assembled web resources of sites that illustrate applied anthropology in your area, each group should include a number of questions that may be used to prompt some discussion and critique of the materials. Discussion questions can range from existing or potential implications, ethical implications in your group's area, etc.

Finally, each member of the group will write up some aspect of the presentation. Four of the group members can write 1 page (250 words) article summaries of the readings for that day. One of the members can write up a description of the activity (If it's a very successful one, I will use it in the future!). Remaining members can either write up article reviews themselves or co-write them with other members of the group.

B. Writing Assignment I: What is Applied Anthropology? (150 points)

Write a three page paper (i.e., at least 750 words) defining Applied Anthropology. You are expected to use at least three sources for this paper. Some questions that should guide your work are included below: What is the field?; What are its theoretical foundations?; What were the field's initial motivations?; What are its benefits/harms to society?; What are some examples of applied anthropology? Could applied anthropology be of benefit to your field of expertise?

Assessment will be based on the CSUF Writing Rubric located in this document and at the following site: <http://www.csufresno.edu/Anthropology/gewritingscheme.rtf>

C. Writing Assignment II: Ethnographic Observation Activity (150 points)

"Objectivity cannot be equated with mental blankness; rather, objectivity resides in recognizing your preferences and then subjecting them to especially harsh scrutiny - and also in a willingness to revise or abandon your theories when the tests fail (as they usually do)." — Stephen Jay Gould.

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

Part one is comprised of a sustained 15 minute period of systematic observation and writing on social interaction. **Part two** includes contextual features described in points 1-6.

Students will be expected to systematically observe and "write" interaction for a 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.

Assessment of Part One:

I will evaluate **Part one** 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 filled the notes out after you finished the observational period. That is, you will likely develop a short hand while recording. Directly after the 15 minute period, you should fill out the spaces left empty due to time. Notes must be typed. I will also evaluate the assignment based on if the following points are addressed.

Assessment of Part Two: Please follow these guidelines as closely as possible during your observations, and when you write up your observations. Please use the numbers below in your write up, to aid me in my evaluation of your work. If you respond to all of these points (some responses may require one or two sentences only), this section will receive full credit.

NB: DO NOT COMBINE PARTS ONE AND TWO

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

D. Weekly Online Postings (100 points)

We will focus on different applications of anthropology through a set of modules that will last between one to two weeks. For each module, you will be expected to respond to discussion questions based on those topics.

Assessment will be based on your posting’s **quantity** (i.e., an average of 70 words a week which assumes you will write little some weeks and much more on others depending on your interests) and **quality** (e.g., Are you responding to other people?; Are you raising important concerns? etc). Any of the following would lower your grade: writing less than the minimum overall, poorly developed comments, engaging in personal attacks, writing “in monologue” (i.e., you need to respond to others’ points). Assessment will also be based on your posting’s **timing**. Submit about half of your Discussion postings for that module by the middle part of that time period. If it’s a one week module, post half of your comments by Thursday 11:59pm. If it is a two week module, post half of your comments by the first Sunday 11:59pm

E. Quizzes (150 points)

The good news is that:

- 1) I will NOT be giving a midterm exam and
- 2) The final exam will include some questions you will have already received.

The bad news is that I will be giving a quiz EVERY WEEK. Each quiz will be comprised of ten to twenty multiple choice or true/false questions based on the readings and lecture notes for that week. These quizzes will only be open for a 30 minute period each week and **NO MAKE UP QUIZZES WILL BE ALLOWED**. If your quiz freezes up, talk to Blackboard administrators. If your email connection fails, plan to take the quiz from a better email connection in the future. Because we will have so many quizzes, I will not allow students to retake quizzes for ANY reason.

THIS QUIZ MUST BE COMPLETED BY THE LAST DAY OF THE WEEK IT IS GIVEN.
SYLLABUS DATES INDICATE THE WEEK ENDING DAYS (I.E., YOUR DEADLINES).

Note: I have a variety of practice quiz items in Bb. Don’t confuse them with the real quizzes (labeled as Quizzes rather than as Course Documents).

F. Writing Assignment III: Ethical Challenges in Applied Anthropology (100 points)

Participate in a blackboard Discussion Board Threaded discussion on this topic. I will distribute a variety of ethical challenges in Applied Anthropology. Your goal will be to participate in a discussion with others in class (on line).

Assessment will be based on your work's quantity (i.e., 500 words minimally) and quality (e.g., Are you responding to other people?; Are you raising important concerns? etc). Any of the following would lower your grade: writing less than 500 words overall, poorly developed comments, writing in a monologue, engaging in personal attacks.

G. Writing Assignment IV: Revised Paper (100 points)

You are expected to write a concise five page paper (with an additional 50 word abstract) about Applied Anthropology. Based on corrections made to previous work, you will improve upon items previously submitted. The intention of this exercise is to involve you in editorial processes common to most professional writing experiences. Therefore, your final papers will be assessed (in part) on how well you are able to incorporate suggestions made on earlier parts of papers.

Note: This is not just a re-write, but a revision--new way of seeing, new perspective, new argument, or meaningful addition of one of these into an original paper. **The original paper or papers should be submitted with the revised paper.** That is, merely changing typographical errors that I have noted will warrant a grade of no better than a C. **Assessment** will be based on the CSUF Writing Rubric.

H. Final Exam (150 points)

The final exam will be "open" for 24 hours on the final exam day.

Opportunities for Exemption

There will be no midterm (in lieu of all the quizzes and assignments I'm requiring) but there will be a cumulative final exam. There are a number of ways to get an exemption from the final:

- Receive 90% or higher on all papers
- Take the course as credit/no credit and receive at least a B on everything else.

NOTE: Aspects of the course description and reading schedule are subject to modification.

Communicating with the Professor

All assignments are due by 11:59pm (Pacific Standard Time) on their due date. Your papers must be e-mailed directly to me (jmullooly@csufresno.edu). Each paper should be named according to the following convention:

Lastname_Firstname_Assignment

Example: Fisher_Michelle_Writing_Assignment I

The subject of all e-mail messages to me must follow this convention:

AAW: Topic

Example: AAW: Question about paper

Example: AAW: Fisher_Michelle_Writing_Assignment I

Your paper must be a Microsoft Word Document. If you do not have Microsoft Word, please refer to the 'Technical Requirements' section of this syllabus for information on how to purchase a copy."

Getting Help in this Class

Post all general questions about this class on the "Q&A" discussion board. I will answer your questions on Tuesdays and Thursdays or more frequently. If you are reading the "Q&A" board and know the answer to a question, please feel free to "jump in" and answer the question (there may be bonus points in it for you). Before posting a new question, please review the questions that have been answered already. Also, please include the subject of your question in the subject line of your posting (instead of 'question').

If your question is personal (grades, absence, etc.), please email me directly (jmullooly@csufresno.edu). I will respond to personal email as soon as possible. In general, I will try to get back to you within 2 to 3 days.

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).

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 students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop 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."

"Net-Etiquette" will be expected. For web based courses, "Disruptive Classroom Behavior" includes personal attacks (i.e., "flaming" or insulting other students during on-line discussions, attacking the person and not the beliefs expressed by the person, etc.).

Assessment of 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: The nature of the course is “applied” to the real world heavily ethnological in reading content.	Exams, Quizzes, Research Paper (Scoring Rubric)
II. General syllabus requirements.		
Expose students to primary source readings and material where appropriate.	Weeks 4-16: Accomplished during research process for research papers.	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. 6-8	N/A
Course requirements and basis for final grade.	See syllabus p. 2-5	N/A
Textbooks, equipment, etc.	See syllabus p. 1	N/A
Statement regarding students with disabilities.	See syllabus p. 5	N/A
Statement regarding cheating/plagiarism.	See syllabus p. 5	N/A
Attendance and makeup work when absent.	See syllabus p. 2	N/A
Statement regarding disruptive classroom behavior.	See syllabus p. 6	N/A
Computer usage.	See syllabus p. 6	N/A
III. Writing requirement		
Have a 4000 word writing requirement.	Week 5-16: See syllabus, p. 2 and 3-5	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. 2-5	Research Paper (Scoring Rubric)
Should include a structured iterative revision process.	Week 5-16: See syllabus, p. 3-5	Research Paper (Scoring Rubric)
Journals constitute partial satisfaction of the writing requirement. Journals comprised of class notes may not be used to meet this requirement.	Not used	Not used

Paper Scoring Rubric and Point Scale

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. Writing could be used as a model of how to fulfill the assignment.
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.	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 (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/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	50pt scale	75pt scale	100pt scale	150pt scale
12	A	100%	50	75	100	150
11	A	96%	48	72	96	144
10	A	93%	47	70	93	140
9	A	90%	45	68	90	135
8	B	85%	43	64	85	128
7	B	80%	40	60	80	120
6	C	76%	38	57	76	114
5	C	73%	37	55	73	110
4	C	70%	35	53	70	105

K:
C:
R:

TOTAL: /150

Class Schedule Anth 105W Applied Anthropology (Web-based) Fall 2006

Unless indicated, all readings listed below are from Podolefsky and Brown (8th edition) listed as P&B. The article title, author and **year of original publication** are listed on the date by which the article should be read [note: Citing such articles need only include the current publication of this article]. Rather than including chapter numbers, I have listed the book's Part (e.g., I, II, or III) as well as the book's Section (e.g., CULTURE AND FIELDWORK). This will encourage you to refer to the author rather than the chapter number when discussing a particular person's work, which is how scholars do it.

-----DATES REFER TO THE FIRST DAY OF EACH WEEK-----

8/28 Week 1:

Pre-Module – Introductions (Weeks 1-3) WHAT IS APPLIED ANTHROPOLOGY?

Learning how to navigate a web based course.

Read the syllabus and do the Blackboard activities.

9/4 Week 2

Pre-Module – Introductions (Weeks 1-3) WHAT IS APPLIED ANTHROPOLOGY? (Continued)

Readings:

P&B Book Introduction

P&B Part III Introduction: Cultural Anthropology

On-line reading: "What is Applied Anthropology" (by A.M.Reed) found on my web page:

<http://www.csufresno.edu/Anthropology/Faculty/Mullooly/>

or at: <http://www.indiana.edu/~wanthro/applied.htm#top>

*Optional Reading: Writing from A to Z Pp 3-21 (Review these pages if they are NOT familiar)

9/11 Week 3

Pre-Module – Introductions (Weeks 1-3) CULTURE AND FIELDWORK

Readings:

P&B Body Ritual among the Nacirema - Horace Miner, 1956

P&B Crack in Spanish Harlem - Philippe Bourgois, 1989

P&B Tricking and Tripping : Fieldwork on Prostitution in the Era of AIDS - Claire E. Sterk, 2000

* Optional Reading: Writing from A to Z Pp 28- 61 (Review these pages if they are NOT familiar)

9/18 Week 4

Module 1 - RACE AND ETHNICITY and Franz Boas' Impact on Race

Readings:

P&B Race without Color - Jared Diamond, 1994

P&B Official Statement on "Race" - American Anthropological Association, 1997

P&B White Privilege: Unpacking the Invisible Knapsack - Peggy McIntosh, 1988

On line: Web links about Boas in Blackboard

9/25 Week 5

Module 2: CULTURE AND COMMUNICATION and DeSaussure's Linguistics

Readings:

P&B Shakespeare in the Bush - Laura Bohannan - 1966

P&B To Give Up Words: Silence in Western Apache Culture Keith Basso, 1970

P&B A Cultural Approach to Male-Female Miscommunication - D. Maltz and R. Borker, 1982

On line: Web links about Structuralism and Saussure in Blackboard

10/2 – Week 6

Module 3: ECONOMY AND BUSINESS and Marcel Mauss' 'Gift'

Readings:

P&B Strings Attached - Lee Cronk, 1989

P&B Using Cultural Skills for Cooperative Advantage in Japan - Richard Reeves-Ellington, 1993

P&B Coming of Age in Palo Alto – Kiate Hafner (1999)

Part III: CULTURE AND FOOD

P&B Eating Christmas in the Kalahari - Richard Borshay Lee, 1969

10/9 – Week 7

Module 4: GLOBALIZATION AND CULTURAL CHANGE and Benedict Anderson's Imagined Communities

Readings:

P&B Circumcision, Pluralism, and the Dilemmas of Cultural Relativism - Corinne A. Katz, 2002

P&B The Price of Progress - John H. Bodley, 1990

P&B Just Another Job? The Commodification of Domestic Labor - Bridget Anderson (2002)

On line: How Sushi Went Global by Theodore C. Bestor

<http://www.globalpolicy.org/globaliz/cultural/2001/1201sushi.htm>

10/16, 10/23 – Week 8 and 9

Module 5: BIOLOGICAL ANTHROPOLOGY

P&B PART I Introduction

P&B Teaching Theories: The Evolution-Creation Controversy - Root-Bernstein & McEachron, 1982

P&B Rereading Root-Bernstein and McEachron in Cobb County, Georgia: The Controversies Continue Between Anthropology and "Intelligent Design"- -Benjamin Freed (2005)

P&B What are Friends For? - Barbara Smuts, 1987

P&B What's Love Got to Do With It? - Meredith Small, 1992

P&B Mothers and Others - Sarah Blaffer Hardy, 2001

P&B Ancient Bodies, Modern Customs and Our Health - Elizabeth D. Whitaker, 1998

P&B Slumber's Unexplored Landscape - Bruce Bower, 1999

10/30, 11/6 – Weeks 10 and 11

Module 6: ARCHEOLOGY and Diamond's Doom

P&B Part II Introduction

P&B Battle of the Bones - Bonnicksen and Schneider, 2000

P&B Worst Mistake in the History of the Human Race - Jared Diamond, 1987

P&B New Women of The Ice Age - Heather Pringle, 1998

P&B Disease & Death at Dr. Dickson's Mounds - Alan H. Goodman and George J. Armelagos, 1985

P&B Easter's End - Jared Diamond, 1995

P&B Dawn of a New Stone Age Eye Surgery - Payson D. Sheets, 1987

P&B "Clean Your Plate. There are People Starving in Africa!" The Application of Archeology and Ethnography to America's Food Loss Issues – Timothy Jones (2005)

11/13, 11/20 Week 12 and 13

Module 7: “CULTURE AND FOOD” & “RELIGION, RITUAL AD CURING” and Kleinman’s Suffering FROM PART III: “CULTURE AND FOOD”

P&B Chinese Table Manners: You are How You Eat - Eugene Cooper, 1986

P&B Culture and the Evolution of Obesity - Peter J. Brown, 1991

FROM PART III: “RELIGION, RITUAL AD CURING”

P&B Do Muslim Women Really need Saving? Anthropological Reflection on Cultural Relativism add its Others – Lila Abu-Lughod (2002)

P&B Hallucinogenic Plants and Their Use in Traditional Societies - Wade Davis, 1985

P&B Culture, Poverty, and HIV Transmission: The Case of Rural Haiti - Paul Farmer (1999)

FROM PART I: BIOLOGICAL

P&B The Tall and the Short of It - Barry Bogin (1998)

11/27, 12/4 - Weeks 14 and 15

Module 8: “GENDER AND SEXUALITY” & “KINSHIP AND FAMILY” & Garfinkel’s Agnes

Readings:

P&B Our Babies, Ourselves - Meredith F. Small, 1997

P&B Measuring Up to Barbie: Ideals of the Feminine Body in Popular Culture - Jacqueline Urla and Alan C. Swedlund (1995)

P&B When Brothers Share a Wife - Melvyn C. Goldstein, 1987

P&B Law, Customs & Crimes Against Women: The Problem of Dowry Death in India - John van Willigen and V. C. Channa, 1991

P&B How Many Fathers Are Best for a Child? - Meredith Small (Discover, 2003)

ON LINE: Truth, Falsity, and Schemas of Presentation: A Textual Analysis of Harold Garfinkel's Story of Agnes. Leia Kaitlyn Armitage (Electronic Journal of Human Sexuality, Volume 4, April 29, 2001)

http://blackboard.csufresno.edu/webapps/portal/frameset.jsp?tab=courses&url=/bin/common/course.pl?course_id=46960_1 or www.ejhs.org

12/11 – Week 16 – Review for final.

Module 9 – Final Exam Review Materials