

RIO HONDO COLLEGE – DIVISION OF BEHAVIORAL & SOCIAL SCIENCES
Anthropology 102: Introduction to Cultural Anthropology
Spring 2013, 16 Week Track / M–W / 11:15am - 12:40pm / Science 334 / CRN-30236

COURSE SYLLABUS

(Updated 1/22/2013)

INSTRUCTOR INFORMATION Santiago Andres Garcia, MA / sgarcia@riohondo.edu / Office Hours: M–W 9:00am - 10:00am, Room: Administration A200A / www.santiagoandresgarcia.com

COURSE DESCRIPTION (3.0 UNIT) Anthropology 102: Introduction to Cultural Anthropology examines the human cultural experience. By way of the lesson plan (see below), students learn of the diverse cultural practices that have, and continue to shape the world we live in. The course aims to challenge students to reflect on their own identities, and asks how they themselves integrate, and contribute to their own relevant settings. In addition to learning about the theories and methods important to cultural anthropology, the course looks at cross-cultural diversity. Students familiarize themselves with how people in different parts of the world obtain their food, exchange goods, organize themselves, strive for power, raise children, and worship. The class emphasizes how cultural anthropology can help address modern social, political, and environmental issues that threaten the body, basic human rights, and peace. Although the course is suited for anthropology majors, those with an interest in anthropology, or anyone with a desire to further their understanding of the human experience across a broad range of cultures can take this course.

STUDENT LEARNING OUTCOMES The objective of the class aims to allow students a thorough understanding of cultural anthropology, anthropological theory, and the research methods that apply. By the end of this course, students that have attended regularly shall be able to (1) Identify the major, *universal*, components of culture in different global settings; (2) Describe the concepts of ethnocentrism, relativism, etc, and emic perspectives; (3) Describe the major issues affecting ethnic and indigenous populations today; and (4) Explain how cultural anthropology can help address contemporary problems.

TEST MAKE-UP POLICY AND SYLLABUS LAW Test taking (five total) adheres to a strict exam schedule. In the case of an absence whereby a student misses a test, a student may turn in the one extra credit assignment allowed, to make up for the missing test points. In the case of the final poster presentation, only students who miss the last day due to documented illness, car accident, or death in the family, are entitled to reschedule the presentation. With regard to the syllabus, the instructor reserves the right to change the lesson plan at any time, as changes in lesson topics do occur commonly.

STUDENT LOGIN To view the syllabus online and download any required class readings visit the following website <http://www.santiagoandresgarcia.com> and click on the "Student Page" link.

ATTENDANCE & PARTICIPATION In order to comprehend the course topics students must attend EVERY class meeting and participate in all classroom discussions and activities. Roll **WILL** be taken daily, and attending class does amount to earning 100 possible points, 20% of ones' final grade.

REQUIRED TEXTBOOK *Cultural Anthropology: An Applied Perspective*, 9th Edition, by Gary Ferraro and Susan Andreatta, Wadsworth CENGAGE Learning, USA, ISBN: 9781111301514

CHEATING, PLAGIARISM, & SEXUAL HARASSMENT See Rio Hondo College catalog.

COURSE SCHEDULE AND TOPICS

WEEK 1 - Chapter 1 What is Anthropology?

1/28/2013 Monday

- Introduction to course
- Syllabus overview
- Roll call and registration issues
- The Nacirema (Extra Credit, 10pts possible)

1/30/2013 Wednesday (Summary 1 due, Nacirema extra credit due)

- The four-field discipline of anthropology
- Guiding principles of anthropology
- Contributions of anthropology

WEEK 2 - Chapter 2 The Concept of Culture

2/4/2013 Monday

- Culture defined, culture is shared, culture is learned
- Culture is taken for granted
- Culture influences biological processes
- Cultural universals

2/6/2013 Wednesday (Summary 2 due)

- Culture is adaptive and maladaptive
- Cultures are generally integrated
- Video 1: Ongka's Big Moka: The Kawelka of Papua New Guinea (a case of a horticulture society)
- Classroom Activity 1: Ongka's Big Moka Questionnaire

WEEK 3 - Chapter 3 Applied Anthropology

2/11/2013 Monday

- Applied versus traditional anthropology
- Recent history of applied anthropology
- Examples of applied anthropology

2/13/2013 Wednesday (Summary 3 due, Test 1 review)

- The greater use of anthropological knowledge
- Caution! All cultural data are not worth applying
- Career opportunities in anthropology

WEEK 4 - Chapter 4 The Growth of Anthropological Theory

2/18/2013 Monday **PRESIDENTS DAY: CAMPUS CLOSED** (No school)

2/20/2013 Wednesday (Summary 4 due, **Test 1** on Chapters 1, 2, and 3)

- Evolutionism, diffusionism, and American historicism
- Functionalism, psychological anthropology, and neo-evolutionism
- French structuralism, and ethnoscience
- Feminist anthropology, and cultural materialism
- Postmodernism, and concluding thoughts on anthropological theory

WEEK 5 - Chapter 5 Methods in Cultural Anthropology

2/25/2013 Monday

- Preparing for fieldwork
- Stages of fieldwork
- Data-gathering techniques

2/27/2013 Wednesday (Summary 5 due)

- The pains and gains of fieldwork
- Recent trends in ethnographic fieldwork
- The ethics of cultural anthropology

WEEK 6 - The Southern Gulf Lowland Olmec of Ancient Mexico (Mesoamerica)

3/4/2013 Monday

- The Olmec
- Olmec monumental art, sculptures, and writing systems
- Olmec subsistence and political economy
- Classroom Activity 2: Olmec Word Search

3/6/2013 Wednesday (Summary 6 due and Test 2 review)

- The Olmec cont.
- Video 2: Secrets of the Ancient – Olmec Heads

WEEK 7 - Chapter 7 Subsistence Strategies

3/11/2013 Monday (Test 2 on Chapters 4, 5, and the Olmec [10pts possible])

- Human adaptation
- Environment and technology
- Major food-gathering strategies

3/13/2013 Wednesday (Summary 7 due)

- Major food-gathering strategies cont.
- Ancient Maya subsistence practices: slash and burn, terracing, and the *chinampa* system

WEEK 8 - Chapter 8 Economics

3/18/2013 Monday

- Economics and economic anthropology
- The allocation of natural resources
- The distribution of goods and services

3/20/2013 Wednesday (Summary 8 due)

- The distribution of goods and services cont.
- Globalization of world economies
- The *Mexica* and the Triple Alliance: A case of food, commodities, and wealth
- The Codex Mendoza

WEEK 9 - SPRING BREAK: CAMPUS CLOSED (No school)

3/25/2013 Monday

3/27/2013 Wednesday

WEEK 10 - Chapter 9 Marriage and the Family

4/1/2013 Monday

- Marriage and the family
- Mate selection and the role of romantic love and courtship
- Video 3: India's Love Affair With Gold

4/3/2013 Wednesday (Summary 9 due, guest instructor)

- Economic considerations of marriage
- Marriage: continuity and change
- The family structure

WEEK 11 - Chapter 10 Kinship and Descent

4/8/2013 Monday (**Test 3** on Chapters 7, 8, and 9)

- Kinship defined
- Principles of kinship classification
- The formation of descent groups
- Classroom Activity 3: Kinship Diagram Exercise

4/10/2013 Wednesday (Summary 10 due)

- Residence Patterns: Where do Wives and Husbands Live?
- Different systems of classification
- Kinship and the modern world

WEEK 12 - Chapter 11 Sex and Gender

4/15/2013 Monday

- Human sexuality
- Gender roles
- Gender stratification
- Gender ideology
- Exploitation caused by gender ideology
- Gender in the United States

4/17/2013 Wednesday (Summary 11 due)

- Video 4: Taboo – The Third Sex
- Classroom Activity 4: Sex and gender questionnaire

WEEK 13 - Chapter 12 Social Stratification

4/22/2013 Monday

- Dimensions of social inequality
- Types of societies
- Racial and ethnic stratification

4/24/2013 Wednesday (Summary 12 due)

- Race and ethnicity in the United States
- Race and intelligence
- Forms of intergroup relations
- Theories of stratification

WEEK 14 - Political Organization and Social Control

4/29/2013 Monday

- Types of political organization
- Band societies
- Tribal societies
- Chiefdoms
- State societies

5/1/2013 Wednesday (Summary 13 due, and **Test 4** on Chapters 10, 11, and 12)

- Video 5: Thy Kayapo of Brazil
- Classroom Activity 5: The Kayapo of Brazil Questionnaire

WEEK 15 - Chapter 14 Belief Systems

5/6/2013 Monday

- Defining religion, functions of religion
- Types of religious organizations
- Globalization of world religions
- Religious change in the age of globalization

5/8/2013 Wednesday (Summary 14 due, and **last day to turn in informative/comparative paper, see below**)

- Video 6: The Life of the Buddha – A BBC production
- Classroom Activity 6: The Life of Buddha (Siddhartha) Questionnaire

WEEK 16 - Chapter 15 Art and Chapter 16 The Modern World Order, Global Challenges, and the role of Applied Anthropology.

5/13/2013 Monday

- What is art?
- Differences in art forms
- The functions of art
- Graphic and plastic arts
- Music, dance, and verbal arts

5/15/2013 Wednesday (Summary 15 due)

- The growth of the modern world
- Sustainable developmental practices
- Cultural survival of Indigenous people
- Climate change and applied anthropology

WEEK 17 - Finals Week! (Test 5)

5/20/2013 Monday

Schedule to be announced

5/22/2013 Wednesday

Schedule to be announced

COURSE GRADING SCALE & POINTS BREAKDOWN

Academic Tasks		Possible Points
Chapter Summaries (15)	x10	150
Test's (5)	x25	125
Classroom Activities (6)	x10	60
Classroom Participation		100
Total Class Points		435

EXTRA CREDIT 3-4 page, double-spaced, informative/COMPARATIVE paper on the subsistence practices of two or more cultural groups from any part of the world. A minimum of two cultures must be written about in order to compare and contrast. 25 points possible, **extra credit is due May 8, 2013, no exceptions!** Other topics relevant to Cultural Anthropology may be chosen, however, please make sure to discuss these topics with the instructor prior to commencing the assignment.

CLASSROOM ETIQUETTE

1. Engage your classmates through dialogue and intellectual conversations; though be respectful and mindful of people's social identities, gender, age, and physical disabilities. As a general rule, do not swear or use profanity in any academic setting.
2. Please have all of your electronic devices turned off. It is also recommended that you keep your valuable (expensive) gadgets out of public view – theft does occur. Do not walk into class late with your headphones on and the music turned up; this is a major distraction for everyone. If late, walk in quietly, books in hand, and ready to learn.
3. **ABSOLUTELY NO TEXTING DURING CLASS.** You will be asked to put your phones away during class if this behavior is observed. Please do this during breaks only.
4. When asking a question raise your hand. No shouting or talking out loud. Refer to the instructor as "Instructor Garcia," "Mr. Garcia," "Professor Garcia," or "Profe," is fine also.
5. When emailing ANY instructor, myself included, be professional and clear in your message. "Hey what's up professor?" will not get you a timely response.
6. For this class, laptops for taking notes will not be allowed. THEY ARE a distraction for everyone, including the instructor. As an alternative, lectures can be voice recorded.
7. Assert yourself politely in class. Greet your classmates with "Good morning, how are you?" Give yourself time throughout the day to eat healthy, complete homework, and prepare for class.
8. Practice good hygiene; remember that the classroom is a shared space of learning. Arriving to class under the influence of drugs or alcohol is prohibited; REMAIN home, for your own safety and the safety of others.

What do you as a student receive in return? A passionate instructor knowledgeable in the disciplines of Mexican culture and history, Mexican-American history, and the four-fields of Anthropology. You will learn in my class, you will be challenged to think beyond the norm, and you will do so with new material. My goal is to aid your learning, teach you, bring out the best in you, and prepare you for what is a long but rewarding educational experience. **See my Teaching Philosophy** (Page 8).

Chapter Summary Instructions and Layout Sheet

(Anthropology 101: Introduction to Physical Anthropology CRN - 30232, 30252 /
Anthropology 102: Introduction to Cultural Anthropology CRN - 30236)

INSTRUCTIONS Include the following two areas in your chapter summary: (1) summary of the reading you choose from the chapter—identifying three important points; and (2) what is your critical opinion of the reading. For example, discuss the elements of the reading that you believe were important and why, information that was not well supported, or areas you felt were lacking content or missing information. Explain your opinion by using examples from the reading.

LAYOUT Your chapter summary should be: (1) written in twelve point font; (2) the header (name and date) single-spaced and the text double-spaced; (3) broken up into paragraphs: introduction, body, and conclusion; (4) be no longer than a page or 250 to 300 words; (6) be free of major grammar and spelling errors. Use your software spellchecker during and after you complete writing the assignment.

GRADING You will be graded on clarity and content. You may write this assignment as opposed to typing it out, however please be neat (practice good penmanship) and follow the format below. Chapter summaries not following the above instructions will be significantly marked below satisfactory level.

EXAMPLE

Miriam J. Garcia
January 30, 2013
Anthropology 102: Introduction to Cultural Anthropology

SUMMARY 1 PAGE'S 23-25

Paragraph 1

In this paper, I summarize the content from pages 23-25_____.

Paragraph 2

Three main points of this reading include (1) _____ (2) _____ (3) _____.

Paragraph 3

My critical opinion of the reading is _____.

Teaching Philosophy I bring with me into the classroom professionalism, vast academic familiarity, cultural awareness, and creative methods of instruction. I strive to introduce new topics within the humanities and the social sciences, while recognizing the contributions of students. My primary purpose is to help students to achieve their academic and career goals in order to enrich their lives. I do so through teaching and lecturing, aided by the use of music, visuals, websites, and multimedia technology.

My style in the classroom bridges astute organization, preparation, and I possess the skills necessary to deliver well thought out lesson plans. Well groomed and well dressed, I speak in a confident voice, lecture enthusiastically, and build rapport with my students almost immediately. I am sensitive to the age differences, gender, and diverse social and ethnic identities sitting before me. I advise, teach, and mentor all students that come before me, regardless of their social, religious, political, and sexual orientation. I encourage and challenge all students to: (1) recognize the historical and personal events that have shaped their thinking; (2) read, write, create, and learn beyond the given; and (3) pursue their academic and career goals relentlessly until one day they will achieve their dreams.

A first generation Mexican-American, I am culturally diverse, identifying with two national identities, and I am conversant in the history of both Mexico and the United States. This background allows me to relate well to a diverse group of students. In the classroom, I not only respond to the academic needs of the student body, but also understand further the social barriers that can impede their personal development. Violence, hardship, disease, and illness are not only national dilemmas, but also human conditions that require solutions through education, counseling, and modern medicine, and not solely by force, aggression, or political tampering between people, groups, and nations.

An anthropologist by training, I am invested in studying the human experience in its most unique context. I am familiar with the underlining social, religious, economic, and political themes that define complex cultures both ancient and modern. To ask questions and arrive at solutions I pull from my knowledge of the human body and its environment, the interpretation of cultural remains (artifacts), the use of language, and the observation of people's behavior. In the classroom, my lectures, activities, tests, and presentations challenge students to think critically about society, and encourage the student to describe their personal histories as contributions.

Within teaching, I strongly believe that teachers who actively research topics within their discipline benefit by developing new ideas and teaching material. As an active researcher, I strive to include new information within my lesson plans, in addition to fundamental concepts and historical facts. This allows me to learn from my students, and, in the process, allows students a teaching space of their own. My research is concerned with the social identities, religious, and economic activities of the non-elite, primarily during Mesoamerica's Formative period (1400–900 BC), an ancient Middle American period of the New World. In turn, I compare and contrast the human experience of yesterday with today, to help solve contemporary problems within our society.

My teaching philosophy ultimately stems from a desire to impact the lives of students and their families. Subsequently, my Mexican-American background allows me to identify with the struggles, victories, and passions of a diverse student body. Coupled with my research experiences, I strive to introduce new teaching materials and creative methods of learning every time I enter a classroom setting. I am an educator first, a researcher second, and an academic administrator third. Thereby, I invest my energy in the classroom, for the students, and for the academic and career goals set by the students themselves.

Santiago Andres Garcia, MA
Updated October 25, 2011