
AN001: INTRODUCTION TO CULTURAL
ANTHROPOLOGY

Spring 2025

INSTRUCTOR: DR. LAURA MONTGOMERY

Table of Contents

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INTRODUCTION TO CULTURAL ANTHROPOLOGY

Laura Montgomery, Ph.D.

Office: Deane 204

Office Phone:

Cell Phone: (Please no calls after 9:00 p.m.)

E-mail: montgome@westmont.edu

Classroom Location: Reynolds Hall, Second Floor, Room #

Student Hours: Tuesday 1:15-3:15 p.m.; Thursday, 1:15-2:15 p.m. Other hours by appointment.

Spring 2025
Anthropology 001

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Please note: If you leave a voice mail or an e-mail after 5:00 p.m., I may not answer until the next business day. Messages left after 5:00 p.m. on Fridays may not be retrieved until the following Monday. I generally do not answer e-mails over the weekend.

Catalogue Description

The nature and dynamics of culture; a survey of the range of cultural phenomena, including material culture, social organization, religion and language, with emphasis on contemporary, non-literate societies. Emphasis is also given to the process of anthropological research, cross-cultural adaptation, and the applicability of anthropology to a range of social issues including healthcare, education, business, economic development, and missions.

Course Rationale

Why is it important to understand culture? At our essence, we are social beings. No human being exists outside of culture, and normal human development is dependent upon being reared in the company of others. Thus, to be truly educated and fully comprehend ourselves and others, we must understand both the range of human behavior and the variety of social institutions and practices that shape it. This involves becoming familiar with one of the social sciences which has developed a range of concepts, theories, and methods to understand the nature of our social life.

But why is it important to study culture at a Christian liberal arts college? Simply, one of the two great commandments is to love our neighbor. The historian Tzvetan Todorov asks us a provocative question about what it means to love others: "Can we really love someone if we know little or nothing of his identity; if we see, in place of that identity, a projection of ourselves or of our ideals?" He then asks us to consider from the perspective of someone who might be the recipient of such love, "How much is such love worth?" As a profound element of anyone's identity is derived from their social context, to know and to love another person truly, we must know them both as a unique human being as well as a social creature.

Course Description

This course is an introduction to cultural anthropology, a sub-discipline of anthropology.

It serves as the introductory course for the cross-cultural track of the sociology major and the anthropology minor.

Cultural anthropology deals with human life and behavior in contemporary societies around the world. It is based on the idea that culture--behavior, values, and material objects--shared by a group of people profoundly shapes how any individual thinks or behaves. In the most general sense, anthropology explores the question of what it means to be human. It explores this question through these additional questions which are at the heart of anthropological research and thinking are: 1) What elements of human behavior and experience are shaped by culture? 2) What explains the similarities and the differences that we find between human cultures? Learning how cultural anthropologists answer those two questions involves learning to think anthropologically.

Anthropological thinking is scientific and humanistic, comparative, holistic, relativistic, empirical (based on fieldwork), and often microscopic (local) in perspective. To develop your ability to think anthropologically, the course will introduce the concepts, theories, and methods that the discipline uses to analyze human experience. We will cover the nature and dynamics of culture and explore its different elements including topics such material culture, social organization, religion, and language. The assignments and class activities provide the opportunity to apply an anthropological approach to a variety of issues. Since anthropology is not only how anthropologists think but also what they do, students will conduct a small field research project.

This course also applies anthropological concepts and tools to the address one pervasive and intractable problem in the United States: racism. In its past, anthropology has been influenced by racist thinking and even promoted racist arguments and ideas. However, for many decades, anthropology has been at the forefront of demonstrating two truths: 1) human biological races do not exist and 2) race and racism are social realities. Addressing racism requires that we clearly understand its history, effects, and consequences in every-day-life.

Because Westmont is a Christian liberal arts college, we also want to explore how the thinking of any discipline relates to Christian beliefs and experience. In this case, we want to evaluate how anthropology matters to faith and how faith matters to anthropology. Specifically, we will address the relationship between the anthropological concept of cultural relativism and Christian faith; consider how anthropological concepts and knowledge can illuminate our understanding of Scripture; and how anthropological understandings of race and racism can foster Christian faith and practice by combining disciplinary tools with biblical and theological principles of justice and reconciliation.

Student Learning Outcomes

This course fulfills the understanding society requirement of the general education program. The primary learning outcome for this requirement is: "*Students will apply*

Commented [LM3]: Whether this course is approved to meet the JRD g.e. requirement, race and ethnicity have always been a topic addressed in this course and will be retained in the course though with less extensive treatment.

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appropriate foundational theories to analyze social, political, economic, and/or cultural phenomena.” (The departmental and institutional student learning outcomes related to course specific outcomes are listed in parentheses.) The course-specific learning outcomes listed below are designed to achieve this primary outcome. Students will be able to:

- demonstrate the ability to use the concept of culture to analyze human behavior (*Departmental Outcomes: Competence in Core Knowledge; Institutional Outcomes: Diversity, Critical-interdisciplinary thinking*);
- demonstrate the ability to think anthropologically (*Departmental Outcomes: Competence in Core Knowledge; Institutional Outcomes: Critical-interdisciplinary thinking*);
- articulate the major patterns of marriage, family, kinship, economics, political structure, food gathering, gender, social stratification, and religious systems that characterize contemporary cultures (*Departmental Outcomes: Competence in Core Knowledge; Institutional Outcomes: Global Awareness and Diversity*);
- articulate the relevance of anthropological thinking to human problems (*Departmental Outcomes: Application of Core Knowledge; Institutional Outcomes: Christian Understanding, Practices, and Affections*);
- conduct and present a small-scale field research project using anthropological concepts and methods consistent with the ethical principles of the discipline (*Departmental Outcomes: Research and Methods Competence and Oral and Written Communication; Institutional Outcomes: Critical Thinking and Competence in Oral and Written Communication*);
- discuss the concept of cultural relativity as employed by anthropologists, including its possibilities and limitations from the perspective of Christian faith (*Departmental Outcomes: Integration of Faith and Learning; Institutional Outcomes: Diversity, Global Awareness and Christian understanding, Practices, and Affections*);
- demonstrate good written and oral communication skills (*Departmental and Institutional Outcomes: Oral and Written Communications*).

This course also fulfills the justice, reconciliation, and diversity on biblical and theological grounds general education requirement. This requirement has two primary student learning outcomes: 1) *Students will analyze issues of justice and injustice involving race and racism in the United States in biblically and theologically grounded ways.* The course-specific learning outcomes listed below are designed to achieve the first outcome. Students will be able to:

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- articulate and explain biblical principles of justice and injustice (*Departmental Outcomes: Integration of Faith and Learning; Institutional Outcomes: Christian Understanding, Practices, and Affections*);
- examine why the notion of biological human “races” does not apply to human biological variation. (*Departmental Outcomes: Competence in Core Knowledge; Institutional Outcomes: Critical Thinking*);
- describe the history of “race” and “racism” in the United States and why the notion of race seems “real” (*Departmental Outcomes: Competence in Core Knowledge; Institutional Outcomes: Critical Thinking.*);
- identify and explain the ways in which race and racism affect day-to-day experiences and life outcomes of diverse groups in the United States (*Departmental Outcomes: Competence in Core Knowledge; Institutional Outcomes: Critical Thinking and Diversity*);

2) Students will identify Christian responsibilities to pursue justice and reconciliation in diverse relationships, practices, and structures according to the character of God’s loving reign expressed in the life and ministry of Jesus Christ. The course-specific learning outcomes listed below are designed to achieve this second outcome.

Students will be able to:

- describe the ways in which racism has influenced Christian faith and practice in the United States (*Departmental Outcomes: Integration of Faith and Learning; Institutional Outcomes: Christian Understanding, Practices, and Affections*);
- identify concrete steps to pursue racial justice and reconciliation in their Christian faith and practice as well as vocation and career (*Departmental Outcomes: Integration of Faith and Learning; Institutional Outcomes: Christian Understanding, Practices, and Affections*).

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How to succeed in This Course

Successful learning is a collaboration between you, me, and your classmates and requires moving from memorization to engagement. My educational goal is to equip you with the conceptual tools, analytical skills, and information that will enable you to continue learning about anthropology and human behavior beyond the duration of this course. In more general terms, I want to help you acquire critical thinking skills from a perspective of faith and to encourage you to apply these skills in the service of Christ’s kingdom. It is my desire that every student succeed in this course and enjoy the study of anthropology and the new insights it brings to understanding what it means to be human as well as our own identity as cultural beings.

Some keys to success are:

- Attend class regularly.
- Read the readings assigned by the date listed in the syllabus. If you are having trouble keeping up, please talk with me so we can find ways to help you stay on track.
- If something in the readings, lectures, or other materials is unclear, please ask me to explain either in class or during my student hours. Raising your questions in class can be very helpful to others. If you find something challenging, it's likely someone else does too.
- Take detailed notes on the lectures and the readings in what ever way helps you retain information and bring them to class including any questions you may have or points of agreement or disagreement.
- Actively participate in class discussions and in-class activities.
- Review my comments on graded work and follow-up with me if you have any questions or would like further explanation.
- Proofread your work before submitting it. Some writing assignments may require multiple drafts.
- You are more likely to perform well on an exam if you are reviewing materials beforehand that you have already read rather than reading them for the first time.

More tips, strategies, and resources can be found here:

[Westmont's Center for Student Success](#)

Students Needing Accessibility Resources

We have all needed some type of support at some point in our educational experience. Needing accessibility resources is not a reflection of who you are or your intellectual abilities. As one saying reminds us, "Sometimes asking for help is the bravest move you can make. You don't have to go it alone."

Students who have been diagnosed with a condition that meets the criteria of a disability are strongly encouraged to contact the Accessibility Resource Office (ARO) as early as possibility to discuss appropriate accommodations for this course. Formal accommodations will only be granted for students whose disabilities have been verified by the ARO. These accommodations may be necessary to ensure your full participation and the successful completion of this course. If you have registered for accommodations for this course, I will

receive a signed ARO Letter of Accommodation (LOA) confirming your association with the office and the approved accommodations. I will collaborate with you and the ARO to implement these accommodations. For further information, please check the: [Accessibility Resources Office](#) website. From the website you can make an appointment with an ARO staff member and make an application for academic accommodations. The ARO also has walk-in hours posted on the website. The office is in Voskuyl Library Rooms 310A and 311.

Student Hours

One of the benefits of a small college is the opportunity to have regular contact with faculty members. Student hours are times that I have set aside for you to drop by to ask questions, seek help, discuss the class, talk about life after college or just to become better acquainted. You may make an appointment if you are unable to come during my posted hours. You don't need to have a problem or concern to visit. I also want to get to know each of you. I enjoy meeting students outside of class for meals or coffee/tea.

I encourage you to contact me via e-mail as often as you like with questions or comments about any issue you feel is pertinent to the course or others you would like to discuss. I will try and answer any questions as soon as possible though messages received after 5:00 p.m. may be picked up the next day and those received on the weekends will be retrieved the following Monday. My e-mail address is montgome@westmont.edu. If the answer requires more than a brief e-mail, I may ask you to call or come see me.

Course Requirements and Policies

Required Texts:

Please note that the bookstore begins returning textbooks that have not been purchased by approximately the fifth week of classes. Confirm the return date with the bookstore.

Brown, Nina, Thomas McIlwraith and Laura Tubelle de González, eds. 2020. Perspectives: An Open Introduction to Cultural Anthropology, 2nd Edition. American Anthropological Association. <http://perspectives.americananthro.org/>

This is a free, open source textbook developed by the American Anthropological Association. I chose it because it is clearly written, covers the discipline thoroughly and accurately, and provides interesting information about the chapter authors and their interests and careers. An electronic version will be posted in CANVAS, but you can also access it at the link above.

Edmondson, Christina Barland and Chad Brennan. 2022. Faithful Anti-Racism: Moving Past Talk to Systemic Change. Downers Grove, IL: IVP.

I chose this book, because it is accessible and is a biblical approach to racism and how we can faithfully move forward toward a biblical vision of justice and reconciliation within the

Christian church and the broader society.

Goodman, Alan H., Yolanda T. Moses, and Joseph L. Jones. 2020. *Race: Are We So Different?*, 2nd Edition. Hoboken, NJ: Wiley Blackwell.

This book is a publication of the American Anthropological Association. I choose it, because it is a current, accessible, and thorough discussion of the history of race and racism, explains the reasons the concept of race does not explain human biological variation, and describes the consequences of race and racism in everyday life.

Shandy, Dianna, David W. McCurdy, and James Spradley. 2024. *Conformity and Conflict: Readings in Cultural Anthropology*, 16th Edition. Long Grove, IL: Waveland Press Inc.

This text is widely used in colleges and universities and considered a “classic.” It is a compilation of articles about specific cultures organized around some of the main themes of cultural anthropology. I chose it, because the articles are interesting, short, and to the point. The articles provide more in-depth treatment of some of the concepts we will be studying. Be sure to get this edition as it includes new articles not found in earlier ones.

Classroom Behavior:

Westmont’s Community Life Statement calls us to treat each other according to two commands from Jesus: “Love another as I have loved you,” and “Love your neighbor as yourself.” Some topics covered in the course, e.g., gender and race, are fraught with controversy and contention and may be difficult to discuss in the present moment. The goal is not uniform agreement, but a classroom atmosphere that reflects respect for others and embodies the admonitions of Paul in Philippians 2:1-11 (NRSVUE) as to how we are to treat one another in imitation of Christ:

If, then, there is any comfort in Christ, any consolation from love, any partnership in the Spirit, any tender affection and sympathy, ² make my joy complete: be of the same mind, having the same love, being in full accord and of one mind. ³ Do nothing from selfish ambition or empty conceit, but in humility regard others as better than yourselves. ⁴ Let each of you look not to your own interests but to the interests of others. ⁵ Let the same mind be in you that was^[a] in Christ Jesus,

⁶ who, though he existed in the form of God, did not regard equality with God as something to be grasped,

⁷ but emptied himself, taking the form of a slave, assuming human likeness.

And being found in appearance as a human,

⁸ he humbled himself and became obedient to the point of death—even death on a cross.

- ⁹ Therefore God exalted him even more highly
and gave him the name
that is above every other name,
¹⁰ so that at the name given to Jesus
every knee should bend,
in heaven and on earth and under the earth,
¹¹ and every tongue should confess
that Jesus Christ is Lord,
to the glory of God the Father.

At the very least, this involves treating everyone with gentleness, assuming everyone is doing the best they can, asking for more information when we don't agree, being humble in our opinions and knowledge, demonstrating empathy to the experiences and perspectives of others, and asking for forgiveness and reconciling with one another when needed.

At the beginning of the course, we will discuss guidelines regarding what this will look like in specific classroom behaviors and our interactions with one another. We will each commit to holding one another accountable to them. In addition, please review the college's policy on [Bias, Harassment and Discrimination Policies and Procedures](#).

CANVAS:

We will use CANVAS as a repository for the syllabus, some readings, information on assignments, and other materials. If you are unfamiliar with CANVAS, you can find more information here: [Instructure](#).

E-mail Accounts:

I use e-mail and CANVAS to send course updates, make announcements, etc. If you use a non-Westmont e-mail account, please set it to receive your Westmont e-mail as I will use only Westmont addresses per college policy.

Attendance and Participation:

- 1. Attendance:** Class begins at 10:00 a.m. I will take attendance. Your on-time presence is key to a lively and engaging time of learning together. Be in your seat with materials ready. We all run behind occasionally, but habitual tardiness is disrespectful of me and your classmates and will result in a reduction in your attendance and participation grade. If you find it difficult to make class on-time, please talk with me so that we can find a solution.
- 2. Absences:** All students are permitted two (2) no-questions-asked, excused absences. These absences are for illness or those times when you just may need a break for whatever reason. *To help keep everyone healthy and to help you to recover, please do not come to class if you have severe cold, COVID, or influenza-*

like symptoms, including fever, body aches, runny or stuffy nose, sore throat, nausea, vomiting or diarrhea or have had them within the last 24 hours before class.

Additional absences will result in a reduction in your attendance and participation grade, so use your 2 “freebies” judiciously. If you experience a long-term illness or a family emergency that may result in further absences, please contact me immediately by e-mail or phone. **Some lecture material, films, simulations, and class discussions will not be found in the readings. It is your responsibility to acquire any missed information.**

3. Participation: You are expected to engage actively in class discussions and activities. Coming to class and sitting quietly will not count as active participation. Examples of active participation include:

1. Responding to questions posed by me or a classmate.
2. Raising questions in class about the content of readings, lectures, or other materials.
3. Adding to a comment or point made by me or a classmate
4. Asking me or a classmate to “say more” about an idea you may not understand or agree.
5. Respectfully disagreeing while providing reasons for the disagreement.
6. Engaging in small group discussions.
7. Participating in class exercises or simulations.

Plan to engage in at least two of the above behaviors each class period. I recognize that, for some, speaking up in class or in a group can feel intimidating and uncomfortable. If this is the case, please talk with me so that we can find ways to increase your confidence and comfort.

Readings:

All assigned readings are to be read by the date assigned. It is difficult to pass this course without doing the readings.

Assignments/Projects:

You will have several assignments during the semester. You will be provided with further instructions in class and on CANVAS. The main assignments are:

- 1. Group Fieldwork Project**—student groups of 2-3 will identify a cultural question of interest and use anthropological methods to gather information within the ethical guidelines of the discipline. Each group will give a brief description of their project and its findings to the class. See the schedule of topics and readings for due dates.
- 2. Your Choice Reading Reports**—Not all articles in *Conformity and Conflict* will be assigned. Over the course of the semester, you will select six (6) unassigned articles of your choice and complete a brief reading report for each. A form to complete the

reports will be provided. The reading reports will be due in three groups of two during the semester. See the schedule of topics and readings for due dates. You may submit up to two additional reading reports for extra credit which may be applied toward your overall assignment/project grade.

3. **Journal Reflections on *Faithful Anti-Racism: Moving Past Talk to Systemic Change*.** To aid in class discussion and in preparation for your essay on “A Faithful Response to Race and Racism,” you will be asked to complete a brief reflection on each assigned chapter. Further instructions will be given.
4. **Essay--“A Faithful Response to Race and Racism.”** This will be an 8-10 page, reflective essay that will use material from the readings, journal reflections, and class discussions to address three questions: 1) How have your views of race and racism been affected by what you have learned both anthropologically and from a biblical perspective? 2) How will you utilize and incorporate the knowledge you have gained in your life of faith and Christian practice? 3) How will you utilize and incorporate the knowledge you have gained into your future vocation? I will provide further guidelines on content and format.

Commented [LM7]: This assignment meets certification criteria 1; meets g.e. JRD SLO 1.

Commented [LM8]: This assignment meets certification criteria 1 and 2; meets g.e. JRD SLO 1 and 2.

Quizzes:

To help you keep up on the readings, I will give several unannounced quizzes throughout the semester. Some of the questions may also appear on the exams. Quizzes may not be made up, but you will be able to drop your lowest grade.

Exams:

You will have two exams, a mid-term and a final, over the course material including readings, videos, simulations, and class discussions. The final exam will be scheduled during the final exam week. A make-up mid-term exam will only be given in the case of a serious illness or family emergency; conflicts with travel plans will not be accommodated. **You must contact me before the regularly scheduled time to be able to take a make-up mid-term exam.** Consistent with college policy, you may not reschedule the final exam except by petition to the Academic Senate Review Committee that will review the request and must approve any exceptions. You must submit your petition at least 2 weeks in advance of the beginning of the final exams. The final will not be rescheduled to accommodate travel plans. Individual students will be granted permission to reschedule examinations in the event of serious illness or family emergency. The registrar will grant permission to reschedule examinations when needed to accommodate extended examination times required by students with documented learning disabilities. More information on Westmont’s final exam policy can be found here: [Final Examination Policies](#)

Late Assignment Policy:

Late assignments will be penalized one partial letter grade for each day past the due date.

For example, an assignment that would have received an “A” if it was submitted on time will receive a “B+” if it is two days late. I will assess no penalty if the delay is due to serious illness or family emergency. However, you must contact me ahead of the due date to avoid a penalty; a voicemail or e-mail is fine.

WARNING REGARDING COMPUTER GLITCHES: Computers, printers, WiFi are wonderful tools, but they malfunction or their human operators make mistakes. They cannot be counted on to work properly at the last minute, which is when they usually fail us. **Plan ahead. The late assignment policy applies to computer problems.** I will grant exceptions to late penalties in the case of a serious problem with the college’s computer system, i.e., a power outage, the entire system crashes, or various services such as library access or e-mail are shut down for more than 6 hours before the assignment is due. I will verify with Institutional Technology whether a problem existed. If you encounter printer problems, send me an electronic copy by the start of the class by which it is due. The best protection against computer failure is to back-up your work frequently. **Make copies of all written work to defeat any electronic demons or bugs that may conspire to erase or misplace your work.**

Electronic Device Policy:

Class time is a computer, phone, and other electronic device free zone. I have several reasons for this policy. Increasingly, research demonstrates using computers in class, even to take notes, lowers performance and grasp of the material. Writing by hand give extra neural feedback to your brain that allows you to better retain information. Multi-tasking, as “normal” or “expected” as it is, is not good for the brain. The sound of clicking keys is also distracting to those around you. The temptation to text, Facebook, e-mail, tweet, or surf is great, and it lowers your attention to what’s happening in class. I plan to give you a 10-minute break during each class period when you can check texts, e-mail or other social media, restroom runs, etc. If you are expecting an urgent call that you can’t miss, please let me know at the beginning of class; you may step out of class to answer if needed. I expect you not to abuse this exception. **Please keep cell phones and other electronic devices on silent. If your phone rings or vibrates, you will owe the whole class treats the next time the we meet.**

Academic Integrity Policy:

You are expected understand and follow the [Academic Integrity Policy](#). It defines the various types of academic dishonesty which include fabrication and falsification, cheating, and plagiarism. Strategies to avoid plagiarism can be found at the same link. Other resources include: <https://ossja.ucdavis.edu/avoiding-plagiarism-mastering-art-scholarship> or <https://writing.wisc.edu/handbook/quotingsources/> or <https://www.onlinecolleges.net/for-students/avoid-plagiarism/>

Plagiarism includes using AI as a substitute for your own work as it relies on the work of others. If you anticipate using it for editing assistance or other tasks related to an assignment or project, you must first seek permission from me. Keep in mind that AI can

“hallucinate” making up facts and sources requiring more time and effort on your part. You are responsible to verify any facts or sources obtained from AI, Wikipedia, another search engine, or other electronic source which can double your work. You are better off going directly to a reliable source accessed through the library.

For this class and consistent with the college’s policy, the first instance of minimal plagiarism will result in being asked to rewrite and resubmit an assignment with a one letter grade reduction. A second instance of minimal plagiarism will be treated as substantial plagiarism. For the first instance of substantial plagiarism, the assignment or exam will receive an “F” and a report will be filed with the Provost’s Office. A second instance of substantial plagiarism will result in an “F” for the course and a report to the Provost. Cheating on an exam, quiz or other assessment will result in an “F” on the assessment and a report to the Provost and, in severe cases result in an “F” for the course and other disciplinary action.

If group work contains plagiarism, each team member will face penalties. I urge each team to do their work in a timely fashion so that each member can review it for possible problems before it is submitted. The professor will judge whether plagiarism has occurred based upon the text submitted not the intent of the writer. **IF IN DOUBT, ASK ME BEFORE YOU SUBMIT.**

Grades:

Assignments/Projects:	40%
Exams:	35%
Quizzes:	10%
Attendance & Participation	15%

I do not curve grades. Everyone has the possibility to earn an “A” or “C.” You are not competing with other students for a grade, so it is to your advantage to help one another understand the material. If you can explain something well to someone else, you know it well. For now, this scale will be used to determine grades on graded work, exams, and the final grade:

Percent	Letter Grade
94+	A (4.0)
90-93	A- (3.7)
87-89	B+ (3.3)
83-86	B (3.0)
80-82	B- (2.7)
77-79	C+ (2.3)
73-76	C (2.0)
70-72	C- (1.7)

67-69	D+ (1.3)
63-66	D (1.0)
60-62	D- (0.7)
59 or less	F (0.0)

What Grades Mean

Below are the definitions of grades that I use when evaluating student work. I provide them here, so you can set your goals for achievement in the course and will have a basis to judge the quality of your work before submitting it. If your work is not earning the grade you anticipated, please don't hesitate to meet with me. We can review your work together and identify strategies for improvement.

The Grade of A: An "A" indicates exceptional academic performance with no major weakness. It meets the stated requirements but often goes beyond them in terms of thoroughness and creativity. A-level work represents real achievement in grasping the nature of anthropological thinking and skills and using terms and concepts effectively, accurately, and precisely appropriate to an undergraduate, introductory course. A-level work analyzes issues clearly and precisely, formulates information clearly, distinguishes the relevant from the irrelevant, recognizes key questionable assumptions, clarifies key concepts effectively, uses language appropriately, frequently identifies relevant competing points of view, and shows noticeable sensitivity to important implications and consequences. Overall, A-level work demonstrates creativity, imagination, sound judgment, and intellectual curiosity in relating the course materials to other areas of intellectual investigation. A-level work is consistently at a high level of intellectual excellence.

The Grade of B: A "B" indicates good academic performance. B-level work demonstrates more strengths than weaknesses and is more consistent in high level performance than C-level work. It meets the stated requirements and occasionally goes beyond them in terms of thoroughness and creativity. It has some distinctive weaknesses though no major ones. B-level work represents demonstrable achievement in grasping the nature of anthropological thinking and skills. On the whole, anthropological terms and distinctions are used effectively and accurately. B-level work often analyzes issues clearly and precisely, often formulates information clearly, usually distinguishes the relevant from the irrelevant, often recognizes key questionable assumptions, usually clarifies key concepts effectively, typically uses language appropriately, frequently identifies relevant competing points of view, and shows noticeable sensitivity to important implications and consequences. Overall, B-level work represents sustained interest in the coursework and the ability to communicate anthropological thinking and concepts.

The Grade of C: A "C" indicates adequate academic performance. The essence of C-level work is that it demonstrates more than a minimal level of skill, but it is also highly inconsistent, with as many weaknesses as strengths. It meets the stated requirements but rarely goes beyond them in terms of thoroughness and creativity. C-level work represents inconsistent achievement in grasping the nature of anthropological thinking and skills.

Though some assignments are reasonably well done, others are poorly done or at best are mediocre. The work sometimes represents the ability to use anthropological thinking and skills effectively; sometimes the use is ineffective. C-level work only occasionally analyzes issues clearly and precisely, formulates information clearly, distinguishes the relevant from the irrelevant, recognizes key questionable assumptions, clarifies key concepts effectively, uses language appropriately, identifies relevant competing points of view, and recognizes important implications and consequences. Sometimes C-level work seems to reflect simply going through the motions of the assignment, carrying out the form without getting into the spirit of it. C-level work exhibits interest in the coursework and the capacity to understand anthropological thinking and concepts.

The Grade of D: A “D” indicates deficient academic performance. The essence of D-level work is that it demonstrates only a minimal level of understanding anthropological thinking along with the development of some, but very few anthropological skills or abilities. It meets the stated requirements for the course, but most assignments and other tasks are poorly done. Often the work seems to be merely going through the motions of the assignment, carrying out the form without getting into the spirit of it. D-level work, rarely analyzes issues clearly and precisely, almost never formulates information clearly, rarely distinguishes the relevant from the irrelevant, rarely recognizes key questionable assumptions, almost never clarifies key concepts effectively, frequently fails to use language appropriately, only rarely identifies relevant competing points of view, and almost never recognizes important implications and consequences. D-level works exhibits minimal interest in anthropology but comprehends the essential concepts of the discipline.

The Grade of F: A “F” indicates unacceptable academic performance. F-level work neglects the standards and requirements of the assignment or the course. It lacks understanding of the basic nature of anthropological thinking and cannot effectively use anthropological skills or abilities. F-level work is vague, imprecise, and shows little evidence of genuine engagement in the course material. Many assignments appear to have been done pro forma without significant effort or are missing. Consequently, F-level work does not analyze issues clearly, formulate information clearly, accurately distinguish the relevant from the irrelevant, identify key questionable assumptions, clarify key concepts, identify relevant competing points of view, and trace implications and consequences. Failing work exhibits no interest in anthropology and the inability to understand the essential concepts of the discipline.

Tips on Written Work

Writing assignments serve many purposes. Some are intended to help you clarify your thinking or to remind you of ideas presented in class. These types of writing are usually writer-centered. In other words, they are intended for your use alone. Thus, their style may be informal and the use of grammar, punctuation, and spelling may be imprecise as you are not really trying to communicate your ideas to others. In writer-centered work, your main concern is to get ideas down in a way that allows you to work through your thoughts in a manner that you can make sense of later.

Except for your personal class notes, the majority of writing that you will do in this class will be reader-oriented. This means that your writing will need to communicate clearly your ideas and knowledge to me and, in some cases, to other students. This type of writing requires you to ask, "Will my reader understand or correctly interpret what I am trying to say?" Good reader-centered writing is like a map. It starts at a location and provides precise directions to a destination without too many detours. Just as a good map provides distances and clear instructions to identify landmarks and where to make turns, reader-centered writing requires good structure and precision in spelling, grammar, and punctuation as these are some of the tools that aid clear communication. Good writing demonstrates to others not only what you know and think but also how well you know it. It is really helpful to have someone read your work to see if they can follow the "map" you have written to arrive at the destination you intend without getting lost.

Here are some key points to keep in mind as you write (adapted from Richard Paul and Linda Elder, *How to Improve Student Learning*):

1. Strive to write so that you make clear precisely what you mean avoiding vagueness that can be interpreted in different ways.
2. Give concrete examples and illustrations to make your meaning clear.
3. Use appropriate transitional words and critical vocabulary when making the logical relations between the sentences you write to demonstrate how well you understand your own reasoning.
4. Analyze key concepts in your written work wherever it is needed.
5. Clarify and focus upon the question or issue you are addressing without drifting from one topic to another. Stick to that question or issue throughout the written piece showing how each point is relevant.
6. Demonstrate that you have fully considered all reasonable ways of looking at the issue empathetically without making sweeping generalizations or judgements.

Regardless of an assignment's length or point value, all of the written work you submit must be well-written. Please proofread your work and do not rely on a word processor to correct errors. More than 5 minor format, punctuation, typographical, grammatical, or spelling errors will begin losing points. If there are too many minor errors or other serious problems, I may return your work for a rewrite subject to the late assignment policy.

The Writer's Corner is a wonderful resource for writing assistance. You can find more information and make an appointment if you'd like here: [Writer's Corner](#)

Schedule of Topics and Readings

(The list of topics and readings are subject to change. With adequate notice and consent of the class, due dates may be modified if needed.)

Key to Readings:

C&C—*Conformity and Conflict*

Edmondson & Brennan--*Faithful Anti-Racism: Moving Past Talk to Systemic Change*

Perspectives—*Perspectives: An Open Introduction to Cultural Anthropology*

Race—*Race: Are We So Different?*

Note: Complete the reading by the day assigned. To aid you in pacing your reading for each class, I've included the number of pages for each one in parentheses. The number includes the text, bibliography, notes, information on authors, and/or discussion questions.

1/7 Introduction to the Course

1/9 What is Anthropology?

Readings:

- Perspectives, chp. 1, "Introduction to Anthropology" (24 pp.)
- C&C #38, "Using Anthropology" (8 pp.)

Commented [LM9]: In this lecture the relationship between cultural and biological anthropology will be introduced as part of the discussion of race and racism.

1/14 The Concept of Culture

Readings:

- Perspectives, chp. 2, "The Culture Concept" (16 pp.)
- C&C #1, "Ethnography and Culture" (6 pp.)
- C&C #2, "Eating Christmas in the Kalahari" (6 pp.)

1/16 The Concept of Culture

Readings:

- Genesis chapters 11-40 posted in CANVAS.

1/21 No Class

1/23 Fieldwork

Readings:

- Perspectives, chp. 3, "Doing Fieldwork: Methods in Cultural Anthropology" (25 pp.)

1/28 Fieldwork

Readings:

- C&C #3 "Fieldwork on Prostitution in the Era of AIDS" (9 pp.)
- C&C #4, "Nice Girls Don't Talk to Rastas" (7 pp.)

1/30 Language

Readings:

- Perspectives, chp. 4, "Language" (25 pp.)
- C&C #5, "Shakespeare in the Bush" (7 pp.)

Due: Research question and proposed methods for group research project at the beginning of class.

2/4 Religion

Readings:

- Perspectives, chp. 11, "Religion" (17 pp.)
- C&C #30, "The Worst Lover: Boyfriend Spirits in Senegal" (6 pp.)
- C&C #31, "Baseball Magic"

Due: First set of 2 "Your Choice" reading reports due at the beginning of class.

2/6 Religion

Readings:

- Edmondson & Brennan, Introduction (pp. 8)
- Edmondson & Brennan, chp. 1, "Faithful Anti-Racists Have Wisdom" (23 pp.)

Due: Reading reflections on Introduction and chp. 1 due at the beginning of class.

2/11 Religion

Readings:

- Edmondson & Brennan, chp. 2, "Faithful Anti-Racists Apply the Bible" (17 pp.)
- Edmondson & Brennan, chp. 3, "Faithful Anti-Races Stand for Justice" (14 pp.)

Due: Reading reflections on chp. 2 and chp. 3 due at the beginning of class.

2/13 Race: How did the Idea of Human Races Become So Powerful?

Readings:

- Race, chp. 2, "Inventing Race" (7 pp.)
- Race, chp. 3, "Creating Race" (12 pp.)
- Race, chp. 4, "Human Mismeasure" (18 pp.)

2/18 No Class**2/20 Race: What Does It Mean to Be "White"?**

Readings:

- Race, chp. 5, "Inventing Whiteness?" (24 pp.)
- Race, chp. 6, "Separate and Unequal" (21 pp.)

Due: Fieldwork Project writeup due at the beginning of class. Brief group presentations will be scheduled for subsequent class periods.

Commented [LM10]: Certification criteria 1; g.e. JRD SLO 1 and 2.

Commented [LM11]: Certification criteria 1; g.e. JRD SLO 1

Commented [LM12]: Certification criteria 2; g.e. JRD SLO 1

Commented [LM13]: Certification criteria 2; g.e. JRD SLO 1

2/25 Race: Human Biological Variation Is Not Racial

Readings:

- Race, chp. 7, "Introduction: Race ≠ Human Biological Variation" (7 pp.)
- Race, chp. 8, "Skin Deep?" (9 pp.)
- Race, chp. 9, "Sickle Cell Disease: Not for Blacks Only" (11 pp.)
- Race, chp. 10, "The Apportionment of Variation" (9 pp.)

Commented [LM14]: Certification criteria 2; g.e. JRD SLO 1; we will do an in-class exercise that demonstrates the non-racial nature of human variation.

2/27 Mid-Term Exam**3/4 Race: How Does Race and Racism Affect Everyday Life?**

Readings:

- Race, chp 12, "Introduction: Living with Race and Racism" (7 pp.)
- Race, chp. 14, "Race and Education" (15 pp.)
- Edmondson & Brennan, chp 6, "Faithful Anti-Racists Understand Racial Trauma" (17 pp.)

Commented [LM15]: Certification criteria 2; g.e. JRD SLO 1

Due: Reading reflections chp. 6 due at the beginning of class.

3/6 Race: Where Do Faithful Christians Go from Here?

Readings:

- Edmondson & Brennan, chp. 7, "Faithful Anti-Racists Do Not Rely on Magic" (19 pp)
- Edmondson & Brennan, chp. 8, "Faithful Anti-Racists Follow the Example of Early Christians" (20 pp.)

Commented [LM16]: Certification criteria 1; g.e. JRD SLO 2

Due: Reading reflections on chps. 7 and 8 due at the beginning of class.

3/10-3/14 Spring Break**3/18 Race: Where Do Faithful Christians Go from Here?**

Readings:

- Edmondson & Brennan, chp. 9, "Faithful Anti-Racists Seek Out Help and Help Others" (15 pp.)
- Edmondson & Brennan, chp. 10, "Faithful Anti-Racists Effectively Measure Progress" (11 pp.)
- Edmondson & Brennan, chp 11, "Faithful Anti-Racists Help to Change Our Society" (15 pp.)

Commented [LM17]: Certification criteria 1; g.e. JRD SLO 2

Due: Reading reflections on chaps. 9, 10, and 11 due.

3/20 Subsistence

Readings:

- Perspectives, chp. 5, "Subsistence" (23 pp.)

3/25 Subsistence

Readings:

- C&C #9, "Forest Development the Indian Way"
- C&C #10, "The Truth About 'Sustainable' Palm Oil" (4 pp.)
- C&C #12, "Black Food Geographies" (7 pp.)

Commented [LM18]: Certification criteria 2; g.e. JRD SLO 1

Due: Second set of 2 "Your Choice" reading reports due at the beginning of class.

3/27 Economics

Readings:

- Perspectives, chp. 6, "Economics" (29 pp.)
- C&C #13, "Reciprocity and The Power of Giving" (5 pp.)

4/1 Economics

Readings:

- Race, chp. 15, "Linking Race and Wealth: An American Dilemma" (19 pp.)
- Race, chp. 16, "Race and Health Inequalities" (18 pp.)

Commented [LM19]: Certification criteria 2; g.e. JRD SLO 1

4/3 Political Organization

Readings:

- Perspectives, chp. 7, "Political Anthropology: A Cross-Cultural Comparison" (33 pp.)

4/8 Political Organization

Readings:

- C&C #24, "Boas, Orphan Trains, and Native American Boarding Schools: The Racist Antiracism of Anthropology" (11 pp.)
- Race, chp. 13, "The Census and Making Race 'Official'" (20 pp.)

Commented [LM20]: Certification criteria 2; g.e. JRD SLO 1

4/10 Marriage and Family

Readings:

- Perspectives, chp. 8, "Marriage and Family" (20 pp.)

Due: Last opportunity to submit annotated outline for "Faithful Reflection on Race and Racism" Essay for review.

4/15 Marriage and Family

Readings:

- C&C #17, "Mother's Love: Death without Weeping" (8 pp.)
- C&C #20, "Polyandry: When Brothers Take a Wife" (6 pp.)

4/17 Gender & Sexuality

Readings:

- Perspectives, chp. 10, "Gender and Sexuality" (45 pp.)

Due: Final 2 "Your Choice" reading reports and any extra credit reading reports due at the beginning of class.

4/22 Gender & Sexuality

Readings:

- C&C #15, "Women in the Mine" (7 pp.)
- C&C#21, "Negotiating Work and Family in America" (9 pp.)

4/24 Globalization

Readings:

- Perspectives, Chp. 12, "Globalization" (26 pp.)

Due: Final "Faithful Reflection of Race and Racism" due at the beginning of class.

4/28 Final Exam 8:00-10:00 a.m.Important Dates

Note: All assignments are due at the beginning of class.

- 1/30 Research questions and proposed methods due for group fieldwork projects
- 2/4 First set of 2 "Your Choice" reading reports due.
- 2/6 Reading reflections on Edmondson & Brennan, intro and chp. 1 due
- 2/11 Reading reflections on Edmondson & Brennan, chps 2 and 3 due
- 2/20 Final write-up for group fieldwork projects due
- 2/27 Midterm Exam
- 3/4 Reading reflections on Edmondson & Brennan, chp. 6 due
- 3/6 Reading reflections on Edmondson & Brennan, chps. 7 and 8 due
- 3/25 Second set of 2 "Your Choice" reading reports due
- 4/10 Last opportunity to submit an annotated outline of "Faithful Reflection on Race and Racism" for review
- 4/17 Third set of 2 "Your Choice" reading reports due and last opportunity to submit extra credit reading reports
- 4/24 Final "Faithful Reflection on Race and Racism" due
- 4/28 Final Exam

