

## AN 200: CULTURAL ANTHROPOLOGY

Inst.: Richard Bordner

Off. Hrs.: Beh. Sciences Bldg #114, MWF 11:30-2, TR 11-12:20 or by app't.

Phone: 739-4644(off.), e-mail= [rbordner@chaminade.edu](mailto:rbordner@chaminade.edu); home= [bordnerr001@hawaii.rr.com](mailto:bordnerr001@hawaii.rr.com)

Website: [www.socialresearchsystems.com](http://www.socialresearchsystems.com). Note that syllabi, required/recc. Readings posted on this site. Also OneNotes for SL project.

**Required Texts:** Cormier, Loretta & Sharyn Jones 2008. Introductory Cultural Anthropology: Interactive Approach. E-book: National Social Science Press. [CD-you can request a hard copy if you want from publisher.]

Meadows, Mark 2008. I, Avatar. NY: Pearson Education.

**Course Description:** This course is intended to provide an introduction to cultural anthropology.

Anthropology is a very broad field - the systematic study of human beings. It aspires to describe and explain the similarities and differences between human groups and the stability, diversity and change within groups. Anthropologists are interested in all peoples, past and present.

Specifically this course is an introduction to what anthropologists have learned and how they study contemporary cultures. Culture is presented as a complex and dynamic mechanism by which human beings solve a variety of basic problems posed by existence.

Culture is defined as a system of concepts, ideas, values, attitudes and beliefs which are learned and shared within a human group. It is used to make things, to generate behaviors and interpret experience. It is a way of thinking about and looking at the world. Culture is symbolic and ideational. It is integrative - all parts are interrelated and constantly adjusting to one another. It is also adaptive, changing in response to circumstances.

Traditional cultural anthropology focused on "primitive societies" and less technologically-advanced groups. But in the last 50 years anthropology has moved to include the study of dominant cultures such as Japan and the United States. Thus while we will still follow the traditional terms and concepts of the discipline, much of the class discussion will focus on groups such as Americans from an anthropological perspective.

### BS-DIV Student Learning Outcomes

#### Behavioral Science

1. Ability to apply the scientific method to the study of human behavior in various environmental contexts
2. An understanding of human behavior relative to various environmental contexts
3. An understanding of human behavior relative to adapting to various changing environmental contexts

#### Course Objectives:

This course meets the following Behavioral Science program goals that we have for you (the student):

- 1) growth in your understanding of the reciprocal relationships between the individual and the group (ethnic or society);
- 2) growth in your understanding of anthropological concepts and the appropriate use of the terminology;
- 3) summarize basic knowledge, questions and issues in anthropology.

This course has the following course objectives:

- 1) To develop a greater awareness of the role of culture in human experience. Specifically to help each of us to gain greater awareness of our own implicit assumptions, beliefs and values with the goal of developing a greater and more sympathetic appreciation of alternative ways of looking at and relating to the world. To limit Ethnocentrism!
- 2) To increase our understanding of similarities and differences between human groups, of how and why cultures and societies change in different ways under different conditions. To provide a basic theoretical perspective for thinking about socio-cultural change;
- 3) To provoke intellectual curiosity which will lead to a lifelong interest in the basic questions raised by anthropology;
- 4) To provide better questions such as “what is diversity”, rather than a set of simplistic and useless pseudo-answers
- 5) To cultivate critical thinking skills in a cross-cultural perspective.
- 6) To directly address the Program goal of providing students with the tools they need to provide leadership roles and competency in a complex multicultural world, through understanding the perceptions and motivations of diverse ethnic groups and how they interact;
- 7) To directly address the Marianist goals of building collaborative learning communities and also integrating diverse viewpoints and values, through broadening your horizons as to the motivations and attitudes of individuals from cultural and ethnic backgrounds outside of your own experience.
- 8) To develop a understanding and the ability to apply the basic set of terms and concepts considered the minimal standard in the field for an introductory class.

This course will increase your knowledge and understanding of the following:

The concepts of ethnocentrism and cultural relativity—the ‘emic’ and ‘etic’;  
 Modes of explanation used to understand culture and group behavior (theory)—their power outside anthropology (cultural genocide, social welfare funding);  
 Cultural assumptions underlying modern science—how rationalism is ethnocentric;  
 Methods in anthropology—participant observation and the importance of the insider/informant;  
 Your social/group identity, world view and it affects your view of others and “reality”—the relevance (or irrelevance) of the concept of reality and bias in studying people;  
 Symbolism, world view and perception;  
 The power and importance of non-verbal communication, both movement (kinesic) and spatial (proxemic), and how they can lead to miscommunication cross-culturally;  
 Gifts as symbols, their meaning and their power;  
 Normative and ideal when looking at culture and socialization/acculturation;  
 Marriage—why, who can or can’t marry, and why family is so central;  
 Systems of kinship—why is kinship so important;  
 The stress and negotiation between the interests and desires of the individual and the power of the group;  
 Social rules and ‘the law’—what is normative and what is not acceptable;  
 Forms of stratification--Rank, class and caste;  
 Economics, production, labor and the relations to stratification and politics;  
 Politics—what is it, how is it exhibited;  
 Religion—why is it a universal—Durkheim’s discussion of the sacree (supranatural) and the profane (mundane);  
 How does religion provide a good measure of the fallibility or ethnocentrism of “reality”---use video examples;  
 Magic—what is it, how does it work;  
 Ethnic identity—who decides who’s ethnic and why, how are symbols used to mark identity—who owns those symbols?  
 Art as symbolic communication;  
 The logic of development and defining “Quality of Life”;  
 Ethics in Anthropology—“internal”/professional ethics, the morality of working with/studying people; “external”/universal morality ethics—does it apply, and in what situations;

How useful is anthropology to current issues—globalization, ethnic identity, conflict, religious fundamentalism;

How powerful and pervasive is culture/the group in shaping your world and your future

- Modes of Instruction:** 1) Lectures and discussions: The lectures will supplement but NOT repeat the material covered in the texts. Both lectures and textual materials will be on the exams, and you are responsible for BOTH. Attendance is mandatory if you want to pass the class.
- 2) Video: Videos will be shown during the semester. You will be responsible for viewing them - attendance is mandatory and will be taken. You will be writing reaction papers on most of the videos.

**Grading:**

- 1) Exams: There will be 3 exams in this class. All will consist of a combination of objective and short essay questions. The 3 exams will count for 60% of your course grade.
- 2) Research Paper: You will have to complete a research paper on a topic of your choice based on the course material. It must be approved by me or you may suffer the consequences. It will be from 6-8 pages in length (text) and will count for 20% of the course grade. It must follow university writing standards for research papers (APA citations, etc.). You have two other options: 1) fieldwork within Second Life (see attachment), or 2) an approved Service Learning option to the Research Paper. At present these include: (a) Tutoring at Kaimuki High School, or (b) Project Shine elderly immigrant tutoring; (c) other service options by the instructor (possibly working with Bishop Museum or the State Archives). With the Service Learning option you must complete 20 hours of volunteer time onsite, keep daily notes of your experiences which you will incorporate into a final analysis and review of the experience, how it ties into what you've learned in this class and its impact on you.
- 3) Reaction papers: You will have to complete several reaction papers based on films or simulation results during the semester. . Each paper will be from 1-2 pages and be your reactions to the questions posed. Remember a reaction paper is your opinion on a topic, not a research paper. You will not be graded on grammar and syntax. The reaction papers are worth a total of 10% of your course grade.
- 3) Class participation/Attendance: For this class your active participation is essential. To motive you, I have put significant grade weight in this area. The university and Federales require your physical attendance. This will count for 10% of your course grade.

THERE IS NO POSSIBILITY OF EXTRA-CREDIT WORK IN THIS CLASS

|               |                                 |           |         |
|---------------|---------------------------------|-----------|---------|
| Grade Weight: | Exams(3).....60%                | A= 90-100 | D=60-69 |
|               | Reaction papers.....10%         | B= 80-89  | F= -60  |
|               | Part/Attend.....10%             | C= 70-79  |         |
|               | Res. Paper/Serv. Learning...20% |           |         |

*Catalog: CULTURAL ANTHROPOLOGY: Nature of culture; basic concepts and principles for analyzing cultural behavior; relation of culture to society and individual; cultural patterns, integration, and dynamics; theories relating to culture; cultural stability and change. Offered every semester.*

8/22- 8/26: WEEK I: Introduction—Assessment / Anthropology—Us/Them, ethnocentrism and cultural relativity / Culture, ethnicity and theory

**Ass: Read Corner Ch. 1-2, 8**

8/29- 9/2: WEEK II: Anthropology and the “other” / The power of perception and socialization / Pollution and slippers: symbols and perception / race concept

**Ass: Read Corner ch. 3**

9/6- 9/9: [9/6 Holiday] WEEK III: Perception, communication and language / Symbolic communication—verbal and non-verbal

**Ass: Read Corner ch. 11**

9/12- 9/16: WEEK IV: Consumerism and social markers—the ritual of the charge card & Xmas shopping / Symbols, normative and world views / Review for Exam I

9/19- 9/23: WEEK V: Review for Exam I / **9/24: EXAM I (ch. 1-3, 8, 11)** / Halloween, Mother’s Day and Christmas—gift meaning?

**Ass: Read Corner ch. 6-7**

9/26- 9/30: WEEK VI: *Guanxi, omiyagi* and gift-giving as social device / Marriage and family / Kinship systems

**Ass: Read Corner ch. 9, Meadows all**

10/3- 10/7: WEEK VII Individualism and the group / The “self”, the group and the waltz of needs and demands

10/11- 10/14: [10/10 HOLIDAY] WEEK VIII Rank, class & caste / Economics, Marx & social classes

**Ass: Read Corner ch. 10**

10/17- 10/21: WEEK IX: Symbolism--Neiman-Marcus, Chanel and \$\$ image / The power of stereotypic symbols-Hawai`i tourism

10/24- 10/28: WEEK X: Review for EXAM II / **EXAM II (Corner Ch. 6-7, 9-10, Meadows all)** / Power politics and resolution

**Ass: Read Corner ch. 12**

10/31- 11/4: WEEK XI: Reality and perception—the two sides of the screen / Religion as a universal

**Ass: Read Corner ch. 5**

11/7- 11/10: [11/11 Holiday] WEEK XII: Magic and the supranatural / Religion, politics and global culture

**Ass: Read Corner ch. 4**

11/14-11/18: WEEK XIII: Ethnic identity, nationalism and symbols

**Ass: Read Corner ch. 14**

11/21- 11/23: [11/24-25 HOLIDAY] WEEK XIV: Ethics in Anthropology

**Ass: Read Corner ch. 13**

11/28- 12/2: WEEK XV: Summary / Review for EXAM III

**RESEARCH PAPER DUE 12/3**

**12/5: EXAM III, 1:15 ( Corner ch. 4-5, 12-14) in regular classroom**

## SECOND LIFE TOUR ASSIGNMENT

Second Life: This program is the creation of Linden Lab, who developed it in 2002. It is an online “world”, or “massive multiplayer world [MMO]”. There are a number of MMO/MMORPGs on the internet, the most famous probably being Everquest(EQ) and World of Warcraft (WOW). Second Life (SL) is very different in that it isn’t a game, so there are no goals, no monsters to pound on, no experience points to score or puzzles to solve. It is a free-form world—Linden Lab developed the ‘world’, the landscape, the physics (gravity etc.) and a set of tools to build digital objects, and then stepped back. What you see when you log in (except for Orientation Island proper) is built (coded) by player-participants, called “Residents” in SL-speak. Everything you see, from roads, to trees, to houses, etc. has been developed and generated by Residents.

Uniquely Linden Lab has given them the intellectual property rights to anything they design, so they legally own the creative properties of their designs. Linden Lab controls the economy (the Linden Dollar, L\$) and their main economic stream is from leasing property. You **NO NOT** have to pay anything to play Second Life. You only pay if you want to have control of land so you can put structures or things on it. So the residents made everything you see around them. If they leave SL, or quit paying their monthly rent, then the structures are “de-rezzed” and disappear, and the property is put back up for sale.

When you are new to SL this is really the key factor to remember: ALL the content you view/interact with after you leave the initial training “island” was generated by participants, not game developers. The second key factor to remember is that there are no non-player characters (NPCs) unlike gaming MMORPGs, so anyone you see in SL (regardless of whatever form they are in) is another Real Life person (RL).

This same laissez-faire approach also applies to social dynamics and social controls. Unlike gaming environments such as WOW, Linden Lab has basically no interest or inclination to be at all involved in what residents get up to in SL. As a result there are no fixed, formalized rules of social behavior that are monitored, nor is there any structure to what you will find or interact with. There are very clear normative patterns in SL, but they have been developed and are enforced by Residents, and vary tremendously from place to place. The main function of SL is as a place for social interaction, but there are also very strong and complex symbolic factors at play, as you can see with the complexity and diversity of structures around you.

Developed in San Francisco in 2000-2001, SL was initially almost entirely American in resident population. By 2006 Europeans, especially British, French and Germans had become 35% of the total population (which had grown to around 5-600,000). The latest demographics from mid-2010 show that currently only about 25% of the Residents are from North America, with approximately 40% from Europe and the rest from Asia (largely Japan, Korea and most recently China) and Brazil.

“Participants launch Second Life’s software on their personal computers, log in, and then use their mice and keyboards to roam endless landscapes and cityscapes, chat with friends, create virtual homes on plots of imaginary land, and conduct real business...”

Second Life hurls all this to the extreme end of the playing field. In fact, it’s a stretch to call it a game because the residents, as players prefer to be called, create everything. Unlike in other virtual worlds, Second Life’s technology lets people create objects like clothes or storefronts from scratch, LEGO-style, rather than simply pluck avatar outfits or ready-made buildings from a menu. That means residents can build anything they can imagine, from notary services to candles that burn down to pools of wax.”(1) Hof 2006

“Linden Lab provides only the rolling landscape on which the more ambitious of SL’s residents build. As Philip Rosedale, the founder and chief executive of Linden Lab, puts it, “It’s very interesting to be inside

somebody else's vision of what the world should look like. Unless you're concerned with taste and smell, Second Life provides an almost perfect canvas for creating escapist environments."... But Linden Lab went one step further when, in 2003, early in Second Life's existence, the company granted its residents the intellectual property rights to the things they created on the Grid.

The main impact of the change was that it let residents commercialize their creations without fear of negative repercussions where Linden Lab was concerned. The move was unprecedented in the history of graphical online worlds... The company, of course, still owned the bits and bytes that resided on their servers..."(205) Ladlow 2007

#### Rules/Parameters:

- You need access to a relatively recent computer that you can put a program on—YOU WILL NOT BE ABLE TO USE CUH MACHINES to access SL. You may work in teams where only 1 person is the online persona, i.e., the Avatar.
- 1<sup>st</sup> step-go to Second Life at <secondlife.com>, download the program and set up an account. I would suggest that you consider downloading the "Beta Viewer" but you may initially be more comfortable just following their directions. You will need to 'build' an Avatar, your representative in SL. Remember to spend a few minutes working on the Avatar, as it is "YOU" in SL and avatar appearance is a major factor in social dynamics in SL.
- Stay with a "Basic" account, do not enter credit info into the system. I don't want you getting into the L\$/US\$ system—it's too complicated and unnecessary for this class.
- **Remember you are there to observe—DO NOT interact with other 'avatars'. DO NOT give out any personal information.** On your personal information clearly point out that you are a student in this class at CUH, but do you provide your real name or any other information. I want you to be entirely isolated from the SL world. You should put the [www.socialresearchsystems.com](http://www.socialresearchsystems.com) website as contact if anyone has any questions about what you are up to.
- Do the initial tutorial-when you first sign on into SL you will go through a tutorial. I strongly recommend going to the "Caledon Oxbridge University Comm. Gateway" [type into search window] as an alternative.
- REMEMBER that I expect journal entries for all your time in SL, and these should be written during or immediately after your travels, as you want to record immediate impressions.
- Only go to the locations noted below. Remember it is not a controlled game world, so there may be a number of surprises if you are not paying attention.
- Depending on location/detail it may take a while for a location to be completely defined [rezzed], be patient.
- Remember that any other individuals you see in SL are real people (somewhere) functioning in real time like yourself, so remember that standard Behavioral Science ethical field standards will be followed: Do not take pictures/record communications without their approval, do not harass or otherwise disturb/grief them, do not divulge any personal information. This is your field setting—RESPECT IT.
- The key to our visiting SL is to experience 3 dimensional structures, not play, so stay focused.
- Any notes/pictures/etc that you take "inworld" in SL, remember to erase/delete/change any individuals you interact with to protect their anonymity.

- If you want further detail or a look at the readings I am using right now for the project, you can find them at [www.socialresearchsystems.com](http://www.socialresearchsystems.com) in the OneNote files.

## SECOND LIFE UNIQUE LOCATIONS

AS OF 7.20.11

### \* = **Recommended Initial Stops**

\*\*\* Caledon Oxbridge Help Center (steampunk) 92, 198, 28 (I)  
 Sandbox Island (M) 140, 175, 27  
 Linden Village (Linden Lab)(M) 183, 205, 45  
 \* Freebie Land(M) 54, 244, 38  
 Svarga 7, 124, 22 (I)  
 Greece/Athens (modern)(I) 93, 101, 21  
 4 Directions Tribal (NatAm/NewAge)(I) 139, 71, 21  
 \* Bora Bora Beach (HI/Poly theme resort)(I) 43, 85, 22  
 Denghu (HI/Poly theme area)(I) 204, 227, 121  
 Yumas Castle (HI/Poly beach/surfing)(I) 52, 96, 21  
 \* Inverness City(Scottish)(I) 192, 64, 1001  
 Scotland (Scottish)(I) 192, 181, 24  
 Dublin (mod Ireland)(I) 232, 174, 25  
 Amsterdam (mod)(I) 90, 26, 25  
 Denmark (mod)(I) 138, 113, 22  
 Virtual Railway Consort.(M) 128, 184, 30  
 Vintage Village (1930 Europe)(I) 69, 94, 70  
 \* Mother Road (route 66)(I) 17, 118, 23  
 Acorn Valley (Furries)(M) 36, 126, 39  
 Legend of Zero (Airplanes)(I) 112, 117, 23

### ASIAN

\* Kowloon (asia urban/grunge) 146, 11, 24 (I)  
 Taiwan (mod asian) 125, 190, 23 (I)  
 Fantasy China (china) 128, 70, 35 (I)  
 \* Kyoto Bakumatsu (japan) 128, 128, 23 (I)  
 Havelock Shrine (japan) 225, 135, 192 (M)  
 Amatsu Shrine (japan) 41, 99, 23 (I)  
 Tsunami Store/castle (japan) 53, 208, 24 (I)  
 \* Kansai-Hosoi Mura store/Matsumoto Castle (japan) 133, 171, 29 (I)  
 Kuromatsuki store/town (japan) 37, 181, 26  
 AMM Design (Asian design)(I) 69, 112, 63  
 \* Little Kyoto (japan)(M) 107, 161, 62  
 Nagasaki Bakumatsu (1900 japan)(I) 191, 46, 22  
 \*\* Ginza (Tokyo 1930)(M) 132, 22, 154  
 Pontocho (mod Kyoto)(M) 113, 123, 24  
 Chinese Tea House (china architect)(M) 131, 156, 34  
 Great Wall (China)(I) 131, 15, 24  
 Borobudur Temple (Indonesia)(M) 181, 128, 1000  
 Kannonji Imports (Buddha art)(I) 249, 174, 22  
 Tian Xia Hui (Chinese palace)(I) 197, 247, 33  
 Sukhavati-Pure Land Buddhist(M) 212, 197, 26

### FANTASY (Tolkein etc.)

- \* Pteron (fantasy) 236, 129, 32 (I)
- Mythopoeia store (fantasy) 73, 23, 40 (I)
- Krillian Mystara (fantasy) 174, 107, 27 (I)
- Cerridwen gallery (fantasy) 73, 123, 674 (I)
- \* Fairy Castle Weddings (fantasy) (M) 54, 149, 135

#### STEAMPUNK/NEO-VICTORIAN

- Persnickety Architecture/furniture (steampunk) 174, 157, 31 (I)
- \*\*\* Caledon Oxbridge Help Center (steampunk) 92, 198, 28 (I)
- Caledon Gallery 81, 205, 86 (I)
- Rosser Landing (steampunk) 71, 180, 23 (I)
- \* Steelhead City (steampunk)(I) 207, 206, 23
- Steampunk/Fantasy Mall (I) 134, 132, 24

#### SCI-FI

- \* Bladerunner City (SciFi) 127, 130, 433 (I)
- Ocean City (scifi) 9, 205, 22 (I)
- Space Park (scifi)(M) 34, 218, 1560
- Risk City (scifi)(I) 121, 100, 30
- Atlantis (scifi)(I) 127, 191, 5
- Dome (club-scifi)(M) 132, 173, 66
- \* Spaceport (scifi)(I) 175, 148, 113

#### ART-DISPLAYS/GALLERIES

- \* Mysterious Wave (surreal art) 212, 125, 22 (I)
- \* Un Jour main store (art display) 169, 69, 21
- Muse Isle-Alice display (literature) 73, 123, 674 (I)
- Dresden Gallery 120, 128, 27
- China (mod art)(I) 105, 100, 1994
- Little China (clothes)(I) 137, 99, 39
- Beloved Guest Gallery(M) 114, 208, 132
- \*\* Chelsea, NYC (art galleries/urban grunge)(M) 43, 125, 99

#### MUSEUMS-EDUCATIONAL

- \* Macellam (Roman) 27, 118, 29
- Museum Island 211, 151, 22
- \* CSW (South Wales Univ.) 103, 127, 23
- Clemson Univ-Archaeology(I) 141, 130, 28
- Egypt (I) 156, 76, 447
- Mayan/Aztec (I) 205, 208, 1101
- Alexandria (Ptolemaic Egypt)(I) 135, 92, 1500
- Raymaker Field Studies (Arch)(I) 102, 176, 37
- USMP-Maccu Picchu (I) 204, 2, 31
- \* Spartan Empire (Greek)(I) 240, 239, 24
- El Presidio (M) 123, 178, 32
- Okapi Archaeological Res. (I) 20, 205, 23
- Roma (Roman) (I) 29, 57, 29
- Roman Homes (I) 75, 110, 33
- \* Locus Amoenus (roman architect)(I) 47, 132, 25
- Space Planetarium (ed)(M) 198, 1, 101



## ARCHITECTURE/ID

- \* Villas (Europ. Homes)(I) 176, 64, 23  
Chazza (neo-Mayan)(M) 239, 85, 92  
Aja Asian Wares (archaeol. Objects)(M) 45, 165, 99  
\* AARISS-3D Design (ID)(M) 151, 144, 57  
Jameson Architects(I) 79, 183, 21

## PARTIAL BIBLIOGRAPHY

R. Bordner 8/11

### On-Line Worlds and Virtual Worlds:

- Backe, Maria 2010. "Ávant-Garde and Subversion in an Online 3D World: Second Life as a Social Laboratory", in Under the Mask: Perspectives on the Gamer [underthemask.wikidot.com/mariebacke].  
2009. "Neko Culture in Second Life", ms.  
*Interesting viewpoint of this subculture and their logic in SL*
- Bainbridge, William S. 2010. The Warcraft Civilization: Social Science in a Virtual World. Cambridge: MIT Press.  
*Unusual work—not really as per title, more a sales pitch for WOW from insider point of view. Not very useful in comparative work.*
- Banakou, Domna 2010. "The Effects of Avatars' Gender and Appearance on Social Behavior in Virtual Worlds", in Journal of Virtual Worlds Research Vol. 2/5, 5/2010.  
*Interesting study of appearance and impact on social relations.*
- Boellstorff, Tom 2008. Coming of Age in Second Life: An Anthropologist Explores the Virtually Human. Princeton: Princeton Univ. Press.  
*Key work on formalizing study of SL. Very good section on validity of social study of SL and very good discussion of ethnographic techniques in virtual environments.*  
2009. "Method and the Virtual: Anecdote, Analogy, Culture", in Journal of Virtual Worlds Research Vol. 1/3, 2/2009.  
*Good discussion of theoretical premises in virtual studies.*
- Castronova, E. 2005. Synthetic Worlds. Chicago: Univ. of Chicago Press.  
*Seminal work that legitimized studies of virtual worlds—very interesting arguments, good analysis.*  
2008. Exodus to the Virtual World: How Online Fun is Changing Reality. NY: Macmillan.  
*Useful but not as compelling arguments—more formal, data-only argument which isn't very compelling.*
- Consalvo, Mia 2007. Cheating: Gaining Advantage in Videogames. Cambridge: MIT Press.  
*Interesting analysis of social factors behind user guides/walkthroughs etc. to work around game design.*
- Crimsonlay, Misty 2010. Sex & Romance in Second Life. E-book: Smashwords.  
2010. A Sordid Day in Second Life. E-book: Smashwords.  
*Explicit sexual diaries in SL. Some insight into sex industry and rationale for sex-driven role play.*
- Guest, Tim 2007. Second Lives: A Journey Through Virtual Worlds. NY: Random House.  
*A very autobiographical, 1<sup>st</sup> person examination of moving through virtual worlds and the significance of avatars in RL.*
- Hodge, Elizabeth, S. Collins & T. Giordano 2011. The Virtual Worlds Handbook: How to Use Second Life and Other 3D Virtual Environments. Boston: Jones & Bartlett.  
*A good technical manual for educators and other professionals looking at using SL.*
- Lester, John 2009. "Artistic Expression in Second Life: What can we learn from creative pioneers of new mediums?", in Journal of Virtual Worlds Research Vol. 1/3, 2/2009.

- Linden Lab employee view of creativity in SL. Limited utility.*
- Loureiro, Ana & Teresa Bettencourt 2010. "Building Knowledge in the Virtual World—Influences of Real Life Relationships", in Journal of Virtual Worlds Research Vol. 2/5, 5/2010.  
*Study looking at linkages between virtual and real worlds/identities.*
- Ludlow, Peter & Mark Wallace 2007. The Second Life Herald: The Virtual Tabloid that Witnessed the Dawn of the Metaverse. Cambridge: MIT Press.  
*Interesting historical study of social dynamics in virtual worlds—as much from Sims Online as in SL. Good discussion of relationship between Residents and Developers/Corporate control.*
- Malaby, Thomas M. 2009. Making Virtual Worlds: Linden Lab and Second Life. Ithaca: Cornell Univ. Press.  
*Key study—embedded anthropologist in Linden Lab. Very good discussion of virtual worlds, makes very good balance with Boellstorff.*
- Markham, Annette 1998. Life Online: Researching Real Experience in Virtual Space. Walnut Creek: Altamira Press.  
*Dated, but good early study into impact of online social networks when still text based rather than 3-D/virtual worlds (pre-graphical).*
- Meadows, Mark S. 2008. I, Avatar: The Culture and Consequences of Having a Second Life. Berkeley: New Riders.  
*Very important work, subtle in spots but sophisticated discussion of virtual identities and their impacts in real life. Key discussion of the concept of virtual in early 21<sup>st</sup> century.*
- Minocha, Shailey, Min Quang Tran & Ahmad J Reeves 2010. "Conducting Empirical Research in Virtual Worlds: Experiences from Two Projects in Second Life", in Journal of Virtual Worlds Research Vol. 3/1, 11/2010.  
*Some useful insights into field/methodological issues when dealing with experimental/data structured approaches in SL (in contrast to ethnographic/phenomenological).*
- Nardi, Bonnie A. 2010. My Life as a Night Elf Priest: An Anthropological Account of World of Warcraft. Ann Arbor: Univ. of Michigan Press.  
*Very important work. Though frequently puts down SL vs WOW, the discussion of field methodologies and the complex relationship between virtual and real life are central to these studies.*
- Paul, Christopher 2009. "Culture and Practice: What We Do, Not Just Where We Are", in Journal of Virtual Worlds Research Vol. 1/3, 2/2009.
- Percival, Sean 2008. Second Life: In-World Travel Guide. Indianapolis: Que.  
*Interesting SL site guide. Of relevance in that majority of sites now gone, so a good measure of the temporary nature of SL locations/places.*
- Robbins, Sarah & Mark Bell 2008. Second Life for Dummies. Indianapolis: Wiley.  
*Good guide to SL, though not as easy to use as Whites. Written during 'hot period' so the language used is interesting in terms of perceived opportunities in SL.*
- Rufer-Bach, Kimberly 2009. The Second Life Grid: The Official Guide to Communication, Collaboration and Community Engagement. NY: Wiley.  
*Official Linden Lab guide for educators and professionals.*
- Rymaszewski, Michael et al. 2008. Second Life: The Official Guide 2<sup>nd</sup> ed. NY: Wiley.  
*The Official general guide to SL—now with Viewer 2.0 it is slightly outdated, but section on building/prims very good.*
- Santos, Antonio 2010. "Using Design-Based Research for Virtual Worlds Research Projects", in Journal of Virtual Worlds Research Vol. 3/1, 11/2010.  
*Useful methodological discussion.*
- Schroeder, Ralph 2011. Being There Together: Social Interaction in Virtual Environments. Cambridge: Univ. of Oxford Press.  
*Key new study of virtual worlds, especially SL. Also good summaries/critiques of the work to date in the field. Very good theory/methods section.*
- Sixma, Tjarda 2009. "The Gorean Community in Second Life: Rules of Sexual Inspired Role-Play", in

Journal of Virtual Worlds Research Vol. 1/3, 2/2009.

*Very interesting study of one of the more spectacular (especially to the media) subgroups in SL.*

Taylor, T.L. 2009. Play Between Worlds: Exploring Online Game Culture. Cambridge: MIT Press.

Vandermeer, Jeff & S.J. Chambers 2011. The Steampunk Bible. NY: Abrams Image.

*Useful resource for steampunk world, logic and role playing in real life. May be relevant for other sub-groups in RL/SL.*

White, Brian A. 2008. Second Life: A guide to Your Virtual World. Indianapolis: Que.

*A good introduction to SL, especially with building prims.*

#### Relevant Theoretical Works:

Blunt, Alison & Robyn Dowling 2006. Home. London: Routledge.

Carsten, Janet & Stephen Hugh-Jones (eds.) 1993. About the House: Levi-Strauss and Beyond.

Cambridge: Cambridge Univ. Press.

David, Bruno & Julian Thomas (eds.) 2008. Handbook of Landscape Archaeology. Walnut Creek: Left Coast Press.

Gottdiener, Mark 2001. The Theming of America: American Dreams, Media Fantasies, and Themed Environments. NY: Westview.

Groth, Paul & Todd Bressi (eds.) 1997. Understanding Ordinary Landscapes. New Haven: Yale Univ. Press.

Halter, Marilyn 2000. Shopping for Identity: The Marketing of Ethnicity. NY: Schoken Books.

*Interesting analysis of image-identity. Should have major application in virtual worlds like SL (but no work done to date).*

Jackson, John B. 1994. A Sense of Place, a Sense of Time. New Haven: Yale Univ. Press.

1984. Discovering the Vernacular Landscape. New Haven: Yale Univ. Press.

, Helen Horowitz (ed.) 1997. Landscape in Sight. New Haven: Yale Univ. Press.

King, Anthony D. 1995. The Bungalow: The Production of a Global Culture. 1995. NY: Oxford Univ. Press.

LaFarge, Albert (ed.) 2000. The Essential William H. Whyte. NY: Fordham Univ. Press.

Liebs, Chester H. 1985 (1995). Main Street to Miracle Mile: American Roadside Architecture.

Baltimore: John Hopkins Univ. Press.

Low, Setha 2003. Behind the Gates: Life, Security, and the Pursuit of Happiness in Fortress America.

NY: Routledge.

Marcus, Clare C. 1997. House as a Mirror of Self: Exploring the Deeper Meaning of Home. Berkeley: Conari Press.

Markham, Annette N. 1998. Life Online: Researching Real Experience in Virtual Space. Walnut Creek: Altamira Press.

Mathews, Gordon 2000. Global Culture/Individual Identity: Searching for Home in the Cultural Supermarket. NY: Routledge.

Meinig, D.W. (ed.) 1979. The Interpretation of Ordinary Landscapes: Geographical Essays. NY: Oxford Univ. Press.

Muir, Richard 1999. Approaches to Landscape. Houndsmill: Macmillan Press.

Oliver, Paul 2003. Dwellings. London: Phaidon Press.

Rapoport, Amos 1982 (1990). The Meaning of the Built Environment: A Nonverbal Communication Approach. Tucson: Univ. of Arizona Press.

2005. Culture, Architecture, and Design. Chicago: Locke Science Pub.

1969. House Form and Culture. Englewood Cliffs: Prentice-Hall.

Robertson, Iain & Penny Richards 2003. Studying Cultural Landscapes. NY: Oxford Univ. Press.

Vitek, William & Wes Jackson (eds.) 1996. Rooted in the Land: Essays on Community and Place. New Haven: Yale Univ. Press.

Whyte, William H. 1980. The Social Life of Small Urban Spaces. NY: Project for Public Spaces.

### **Academic Honesty**

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

### **SCIENTIFIC METHOD DEFINITIONS**

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

**SCIENCE** is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

Research Design And Counseling  
Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into

theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

Research Method In Social Relations  
Kidder

**THEORIES** are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

Methods In Behavioral Research; Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

<http://allpsych.com/researchmethods/replication.html>