

AN 200: CULTURAL ANTHROPOLOGY

Inst.: Richard Bordner

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

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Note that syllabus and readings are in the Google Group for this course, NOT in Canvas.

Required Texts: Hendry, Joy 2016 (3rd ed.). Sharing Our Worlds: An Introduction to Cultural and Social Anthropology. NY: NYU Press.

Miller, Daniel 2011. Tales from Facebook. Cambridge: Polity Press.

[Both of these are available from Amazon if the bookstore runs out]

Course Description: This course provides 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 and near future.

This specific course is an overview of what anthropologists have learned about contemporary cultures. Culture is a complex and dynamic process, still poorly understood, by which people solve a variety of basic problems.

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.

Traditionally anthropologists tended to focus on small-scale traditional societies. But in the last 40 years anthropology has shifted more towards moved to include the study of dominant cultures such as Japan and the United States. While we will still follow the traditional terms and concepts of the discipline, much of the class discussion will focus on contemporary groups and issues from an anthropological perspective.

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 Fall.

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.

Modes of Instruction: 1) Lectures/PowerPoints 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) Videos: Some videos will be shown in class while others will be via YouTube during the semester. You will be responsible for viewing them - attendance is mandatory and will be taken. You will be writing short reaction papers on most of the videos.

Skill Competencies you must have to take the course:

We will be using Google Groups for our course assignments. You will get an invite to join the Google Group for this course—click the OK button. You have to join both (Canvas and Google Groups) to get the course materials. CUH uses Canvas as the administrative and course delivery system. Once you leave CUH you won’t ever see the Canvas system again as it’s an education-specific platform. Google Groups will most likely be what you will see in any corporate setting globally, so getting familiar with it is a skill you need to have.

Assignments should be sent to me as e-mail attachments, either as Word docs/rtf/pdf formal files.

GRADING:

- **THOUGHT OF THE WEEK EXERCISES:** You will complete a Thought of The Weeks Exercise for each Module [10 total-see schedule]. At the start of each module I will post some topics you might want to consider, or you can do one based on your own personal interest from the materials in that module—if you want to do your own, you must check with me first to see if it’s appropriate.
 - o Each TOTW will consist of a minimum of 6 paragraphs in a specific format [see below]
 - o Each TOTW is due by the end of that module

- o The TOTWs count for 70% of your course grade;
- PRESENTATION/BLOG POST:
 - o You do this by yourself [solo]—NO GROUP WORK
 - o Presentation/blog will be based a specific concept or topic from the course materials
 - o Do NOT repeat the material presented in the course PowerPoints—this must be your own material
 - o Your goal is a presentation that would be useful for your classmates
 - o Your presentation can be as a PowerPoint, blog post or website (your choice) and cover your topic in detail. For length estimate 5-7 PowerPoint slides or a 7-10 paragraph blog post as the minimum.
 - o It must include: 1) clarification of any technical terms and explanation; 2) examples that clarify the question; 3) one or two final thoughts that show the importance of the issue; 4) cites and sources.
 - o The Presentation will be worth 20% of the course grade
- REACTION PAPERS and LEARNING ASSIGNMENTS [as required]:
 - o You will write a number of reaction papers
 - o These will be on questions posed in class, usually related to videos
 - o You will not be graded on grammar
 - o They will be from 1-2 pages in length
 - o There will also be a number of various assignments during the semester directed at learning, both readings and tasks. You will be graded on the completion of the assignments.
 - o Reaction Papers/Learning Assignments count for 5% of the course grade
- ATTENDANCE:
 - o Attendance is mandatory in all CUH courses
 - o Attendance counts for 5% of your course grade
- ELECTRONICS RULES:
 - o Computers-tablets used to take notes in class are encouraged
 - o If you abuse this by trying to multi-task either with social media or working on material for other courses, you will lose the privilege for the rest of the semester
 - o Smartphones are not acceptable as classroom devices, so they must be off;
 - o Breaking these rules will result in you being thrown out of class for that day and listed as not attending.

TOTW exercises (8).....	70%	A= 90-100	D= 60-69
Presentation/Blog.....	20%	B= 80-89	F= -60
Reaction/Learning Assign.....	5%	C= 70-79	
Attendance.....	5%		

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

8/20-9/1: MODULE 1 [CONCEPTS-THEORY]:**Ass: For This Module Read Hendry ch. 1-2, Read Miller ch. 1-5**

Topics: 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;

Concepts= reality / perception / culture / society / holistic-particularistic / emic-etic / participant observation / ethnic / ethnic process-parts / ethnocentrism / cultural relativity / globalization / world view / cosmology / western intellectual biases / anthro theory / race

9/3-9/14: MODULE 2 [PERCEPTION-COMMUNICATION]:**Ass: For This Module Read Hendry ch. 3-4**

Topics: 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;

Concepts= Durkheim universals / collective representations / socialization-enculturation / ritual purity-pollution / sign-icon-symbol / semiotics / open-closed comm / human languages / sociolinguistics / proxemics / kinesics

9/17-9/28: MODULE 3 [ECONOMICS-RECIPROCITY]:**Ass: For This Module Read Hendry ch. 11**

Topics: Normative and ideal when looking at culture and socialization/acculturation; Gift as symbols; their meaning and their power;

Concepts= ritual / rites of passage-stages / liminality / life stages; Mauss Gift stages / reciprocity forms redistribution / idealized-real behavior / egocentric-sociocentric / internal-external driven identity

10/1-10/12: MODULE 4 [SOCIAL RELATIONS-KINSHIP]:**Ass: For This Module Read Hendry ch. 5, 9; Miller ch. 6-9**

Topics: Systems of kinship—why is kinship so important; Marriage—why, who can or can’t marry, and why family is so central;

Concepts= nuclear-blended-extended family / kin-fictive kin / gender groups / lineage / clan / descent forms / primogeniture / age grade-set / parallel-cross cousins / incest taboos / social marriage / marriage forms / residence forms / exogamy-endogamy / bride price-dowry

10/15-10/26: MODULE 5 [INDIVIDUALS-GROUP]:**Ass: For This Module Read Hendry ch. 12**

Topics: The “self”, the group and the waltz of needs and demands; Social rules and ‘the law’—what is normative and what is not acceptable; impacts of digital reality and social media

Concepts= social control / norms / positive-negative sanctions / bloodfeud-weregild / conflict / conflict resolution forms

10/29-11/2: MODULE 6 [ECONOMIC SYSTEMS-POLITICS]:**Ass: For This Module Read Hendry ch. 7-8, 10; Miller ch. 10-12**

Topics: 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
Concepts= economics / Marx dialectic / production-labor / food production forms / usufruct /
land as commodity / conspicuous consumption / culture of poverty / peasant concept /
potlach / colonialism forms politics / achieved-ascribed status / vertical-horizontal
relations / political forms / superordinate-subordinate / class-caste

11/5-11/9: MODULE 7 [SYMBOLISM-TOURISM]:

Topics: Symbolism-image; The power of stereotypes-Hawai'i tourism

Concepts= Commodity / art-social / aesthetics / tourism aspects / globalization

11/12-11/16: MODULE 8 [RELIGION-MAGIC-REALITY]:

Ass: For This Module Hendry ch. 13; Miller ch. 13, Part II

Topics: Religion—why is it a universal—Durkheim's discussion of sacree (supranatural)-profan (mundane); Reality and perception—the two sides of the screen; How does religion provide a good measure of the fallibility or ethnocentrism of “reality”; Magic—what, how, why?

Concepts= religion / sacree-profane-anomie / cosmology / religion forms / generalized-situational morality / mana-qi / taboo / totemic / myth / priest-shaman / revitalization-millennarian movts / perception-realities / magic logic / witchcraft-sorcery / sympathetic-contagious / trance-possession / shaman roles / geomancy / new age appropriation

11/19-11/23: MODULE 9 [ETHNICITY-DIGITAL REALITY]: [Thanksgiving Break 11/22-23]

Ass: For This Module Read Hendry ch. 14

Topics: Ethnic identity—who is ethnic—who owns those symbols? “Quality of Life” quandary; digital realities

Concepts= Ethnicity / digital ethnicity-group / social media impacts / virtual worlds-digital cultures

11/26-11/30: MODULE 10 [ETHICS-FUTURE]:

Topics: Ethics—“internal”/professional ethics; “external”/universal morality ethics; applied Anthropology—globalization, ethnic identity, conflict, religious fundamentalism; How powerful and pervasive is the group in shaping your world and your future?

Concepts= internal-external ethics / cultural preservation / globalization-consumerism-ethnic diversity / authenticity-change / cultural appropriation

Thought of the Week (TOTW) Exercise Format 7/18

TOTW FORMAT:

4 Parts [THESE ARE THE MINIMUMS]:

- 1) Concept or topic covered—specify and define [1 PARAGRAPH]
- 2) Put into a context—what is its importance w/in course material [1-2 PARAGRAPHS]
- 3) Go into detail on 1-2 specific aspects of the concept/topic NOT covered in the class materials—you can use your course readings but you must also have at least 1 source outside of the course materials [5-6 PARAGRAPHS]
- 4) Discuss the context/relevance of this concept to you (personal), to us (Hawai'i), and to us (global) [2-3 PARAGRAPHS]
- 5) Citations with bibliography [APA format preferred]

RULES:

PARAGRAPH= defined as having 2 or more sentences.

CITATIONS= You must show where you got your material from. You MUST support your material with citations.

WAYS TO LOSE POINTS:

1 Use internet/generic definition rather than discipline [course] specific definition= 1 grade down

Logic= If you can't remember that the course is within a discipline, which has specific definitions attached to terms, then you're not engaging in the class. Also if you forget this rule, you need to be reminded to focus on task.

2 Merely repeating class [powerpoint/talks] materials= 1 grade down minimum

Logic= If you can't be organized time-wise to look for outside sources, then you're not completing the assignment—you're merely repeating my materials back to me.

3 Opinion-Only Writing= If your writing only shows your opinion on the concept/topic; no citations= 1 grade down minimum

Logic= No one really cares about opinions—they want proof to back up your assertions/analyses so that you are more convincing. If you really need to vent, that's what social media is for.

4 Working on exercises with others= minimum 1 grade down

Logic= Sharing material means either you're putting in ½ the effort, or, more likely, one member is doing all the work and the other are entertaining (hopefully) parasites.

5 Bogus citations/sources= 1 grade down minimum

Logic= If you only pull your sources from the immediate [Wikipedia-only for example] then just as with the generic definition, you're not engaging with the material and showing any effort to process the class materials.

We comply with all federal laws and guidelines including Title 9.

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center| [808 735-4845](tel:8087354845).
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

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>