

Basic Course Information

Semester	Spring 2018	Instructor Name	Manfred Knaak
Course Title & #	Cultural Anthropology 102	Email	manfred.knaak@imperial.edu
CRN #	20545	Webpage (optional)	none
Room	2735	Office	Room 2735
Class Dates	12 February to 08 June 2018	Office Hours	Monday 5 – 6 PM, Tue/Thu 4 PM to 5 PM Friday Noon - 1 PM
Class Days	Tuesday/Thursday	Office Phone #	760-355-6282
Class Times	02:00 PM to 03:25 PM	Office contact if student will be out or emergency	Department Secretary 760-355-6144
Units	3		
Semester	Spring 2018	Instructor Name	Manfred Knaak

Course Description

This course explores how anthropologists study and compare human culture. Cultural anthropologists seek to understand the broad arc of human experience focusing on a set of central issues: how people around the world make their living (subsistence patterns); how they organize themselves socially, politically and economically; how they communicate; how they relate to each other through family and kinship ties; what they believe about the world (belief systems); how they express themselves creatively (expressive culture); how they make distinctions among themselves such as through applying gender, racial and ethnic identity labels; how they have shaped and been shaped by social inequalities such as colonialism; and how they navigate culture change and processes of globalization that affect us all. Ethnographic case studies highlight these similarities and differences, and introduce students to how anthropologists do their work, employ professional anthropological research ethics and apply their perspectives and skills to understand humans around the globe. (CSU,UC)

Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Define the main goals and aims of cultural anthropology in a modern world. (ILO2, ILO5)
2. Explain the difference between ethnocentrism and cultural relativism. (ILO2, ILO5)
3. Demonstrate an understanding of global cultural diversity. (ILO2, ILO5)
4. Explain how Applied Anthropology is used in archaeology, medical anthropology, education [ILO 2,5].

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Describe the goals of anthropology and its emphasis on cultural diversity.
2. Describe the comparative and holistic perspectives in studying culture as well as ethnocentrism and cultural relativism and the importance of ethnographic studies and the scientific method.
3. Summarize the development of theories in cultural anthropology and the ethical issues anthropologists encounter and professional ethical obligations that must be met in the study of and application in cultural groups different from their own.
4. Demonstrate knowledge of economic subsistence strategies from foragers to agriculture and the interconnectedness of economic, political, and sociocultural forces of globalization amongst diverse cultural groups.
5. Describe why the family is the core of society and how kinship affects gender roles.
6. Describe the multifariousness of supernatural beliefs and its importance in human society globalization.
7. Understand how language serves as a basis for communication and cognitive perception.
8. Demonstrate an awareness of the antiquity and creative forces of art and cultural change in human history.
9. Explain the difference between ethnicity and the concept of race as a cultural construct.
10. Recognize how Applied Anthropology is used in CRM studies such as archaeology, as well as in medical anthropology, business, education, and economics on and cognitive perception

Textbooks & Other Resources or Links

***Cultural Anthropology. Asking Questions about Humanity.* By Robert L. Welsch and Luis A. Vivanco. Oxford University Press. 2015. ISBN 978-0-19-992572-8**

Course Requirements and Instructional Methods

Out-of-class: Three to five written assignments throughout the semester that may include one-to-two pages on topics such as 1) the difference between cultural relativism and ethnocentrism; 2) compare and contrast the Amish value system as well as non-western cultures with mainstream American society; 3) bio-cultural relationship between the infectious disease of malaria and the cultural environment; and 4) global cultural diversity that may include similarities and differences between kinship and marriage and gender roles.

Reading and Writing: Reading the textbook. Research using various sources, including the Internet, newspapers, and library sources. Out-of-class writing assignments (see above descriptions). Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

Course Grading Based on Course Objectives

Students will be tested on assigned reading material, classroom discussions, multi-media presentations viewed in classroom sessions. The scheduled exams consist of true-false and multiple choice. Homework assignments and student classroom participation are also part of the assessment. Homework assignments may be from our textbook and classroom sessions, as well as from the Internet, and will require additional research and writing. Students must take the final exam to receive a final grade.

Three exams (which include the final exam) will be given during the semester with each exam consisting of 50 points. The semester will be based on an accumulation of points:

Exams: 50 points each (3 exams)
Quizzes: 10 points each (3 quizzes)
Homework assignments: 20 points

200 – 180 points	A
179 – 160	B
159 – 140	C
139 – 120	D
119 – 0	F

Make-up Exam: A Make-up Exam may be given with the instructor’s discretion and may consist of essays only. The Make-up Exam will be given at the end of the semester during Finals Week. **No more than one Make-up Exam is allowed during the semester.**

Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student’s status will be the same as that of any other student who desires to add a class. It is the student’s responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as ‘excused’ absences.

Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.

- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
- Children in the classroom: Due to college rules and state laws, only students enrolled in the class may attend; children are not allowed.

Online Netiquette

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

Additional Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **CANVAS LMS.** Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **Library Services.** There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services \(DSP&S\)](#) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center.** A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information.

Veteran's Center

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

The Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, lourdes.mercado@imperial.edu.

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, alexis.ayala@imperial.edu.

Student Equity Program

- The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.

- The Student Equity Program also houses IVC’s Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

Anticipated Class Schedule/Calendar

Date or Week	Activity, Assignment, and/or Topic	Reading Assignments
Week 1 13/15 February	Chapter 1. Anthropology: Asking questions about humanity. How did Anthropology begin? The Four subfields of Anthropology and what they share in common.	pp. 3 - 29
Week 2 20/22 February	Chapter 2. Culture: Giving Meaning to Human Lives. What is Culture? Elements of Culture.	pp. 30 - 53
Week 3 27 Feb/01 Mar.	Chapter 4. Linguistic Anthropology. Where does language come from? Historical and Descriptive Linguistics	pp. 81 - 105
Week 4 06/08 March	Chapter 5. Ethnography: Studying Culture. Fieldwork; Participant observation and interviews;	pp. 107 - 131
Week 5 13/15 March	Chapter 6. Globalization and Culture: Understanding Global Interconnections; is the world really getting smaller?	pp. 133 - 155
Week 6 20/22 March	Chapter 11. Race, Ethnicity, and Class: Understanding Identity and Social Inequality.	pp. 265 - 289
Week 7 27/29 March	Chapter 12. Gender, Sex, and Sexuality. The Lives of Women and Men.	pp. 291 - 315
Week 8 02 to 07 April	<u>Spring Recess -Easter- Campus closed</u>	

Date or Week	Activity, Assignment, and/or Topic	Reading Assignments
Week 9 10/12 April	Chapter 13. Kinship, Marriage, and the Family. What are Families? Technological changes reshaping families.	pp. 317 - 339
Week 10. 17/19 April	Chapter 14. Religion: Ritual and Belief. What forms does religion take? How does ritual work?	pp. 341 - 369
Week 11 24/26 April	Chapter 15. Medical Anthropology: Health, Illness, and Culture. What do we mean by health and illness?	pp. 371 - 391
Week 12 01/03 May.	Chapter 7. Foodways: Finding, Making, and Eating Food; Various adaptive subsistence strategies	pp. 157 - 183
Week 13 08/10 May	Chapter 16. The Arts: Objects, Images, and Commodities	pp. 393 - 420
Week 14 15/17 May	Chapter 10. Politics: Cooperation, Conflict, and Power Relations; What is Political Power?	pp. 237 - 263
Week 15 22/24 May	Review of Course	
Week 16 29/31	Review of course	
Week 17 04 to 08 June	Final Week	

*****Tentative, subject to change without prior notice*****