

Basic Course Information

Semester	FALL 2020	Instructor Name	Manfred Knaak
Course Title & #	Cultural Anthropology 102	Email	manfred.knaak@imperial.edu
CRN #	10549	Webpage (optional)	none
Room	2735	Office	Room 2735
Class Dates	August 24 to December 12, 2020	Office Hours	By Appointment Monday to Thursday Noon to 1 PM. email.
Class Days	All days	Office Phone #	760-355-6282
Class Times	On-line-Asynchronous	Office contact if student will be out or emergency	Department Secretary 760-355-6144
Units	3		

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 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. 2018. 2nd edition. ISBN 9780190679026**

Course Requirements and Instructional Methods

Reading and Writing:

Students will be tested on assigned reading material from our textbook as well as from leading journals on some of the latest research in cultural anthropology that may require some additional research and writing. Publicly available video content, if available on Youtube, may be assigned for viewing in out of class and can be part of the regular assignment. In general, every two weeks there will be one assignment and one quiz. Assignments will have an open date and a closing date. Quizzes will be timed and have an open date and a closing date. Quizzes can be true/false, multiple-choice, fill-ins, and will generally consists of two chapters. It is your responsibility to monitor your assignments and quiz scores throughout the semester.

Reading the textbook. Research using various sources, including the Internet, newspapers, and library sources. 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.

What if I need to borrow technology or access to WIFI?

1. To request a loaner laptop, MYFI device, or other electronic device, please submit your request here: <https://imperial.edu/students/student-equity-and-achievement/>
2. If you'd like access the WIFI at the IVC campus, you can park in parking lots "I & J". Students must log into the IVC student WIFI by using their IVC email and password. The parking lots will be open Monday through Friday from 8:00 a.m. to 7:00 p.m.

Guidelines for using parking WIFI:

- Park in every other space (empty space BETWEEN vehicles)
- Must have facemask available
- For best reception park near buildings
- Only park at marked student spaces
- Only owners of a valid disabled placard may use disabled parking spaces
- Only members of the same household in each vehicle
- Occupants **MUST** remain in vehicles
- Restrooms and other on-campus services not available
- College campus safety will monitor the parking lot
- Student code of conduct and all other parking guidelines are in effect
- Please do not leave any trash behind
- No parking permit required**

If you have any questions about using parking WIFI, please call Student Affairs at 760- 355-6455.

Course Grading Based on Course Objectives

Students Final Grades will be based on the accumulation of points. **No percentages will be used.**

Quizzes: 6 quizzes worth 20 points each —120 points

Assignments: 8 assignments worth 10 points each—80 points

One Final Quiz/Exam: 50 points

Total points that can be earned are **250 points** which are figured in the following manner:

250 – 225 points A

224 – 200 B

199 – 175 C

174 – 150 D

149 – 0 F

I shall not accept late assignments or quizzes

Attendance

What does it mean to “attend” an online class?

Attendance is critical to student success and for IVC to use federal aid funds. Acceptable indications of attendance are:

- .Student submission of an academic assignment
- .Student submission of an exam
- .Student participation in an instructor/led Zoom conference
- .Documented student interaction with class postings such as an interactive tutorial or computer -assisted instruction via modules.
- .A posting by the student showing the student’s participation in an assignment created by the instructor
- .A posting by the student in a discussion forum showing the student’s participation in an online discussion about academic matter
- .An email from the student or other documentation showing that the student has initiated contact with a faculty member to ask a question about an academic subject in the course.
- .Logging onto Canvas along is NOT adequate to demonstrate academic attendance by the student.

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.
- **How do I act differently if I have an on-ground class during COVID.**

1. DO NOT COME ON CAMPUS OR ATTEND AN OFF-CAMPUS CLASS IF YOU FEEL SICK. HAVE A FEVER, OR HAVE A COUGH.

.Even if your symptoms are mild, stay home

- b. email your instructor to explain why you are missing class.
2. **If you are sick with COVID -19, or you think might have COVID -19, CDC provides guidance.**
- a. If you tested positive for COVID-19, you must self-quarantine for 14 days and then be without symptoms for at least 72 hours. Clearance is required prior to returning to any face-to-face interaction. It is recommended that you undergo a final COVID-19 test to confirm that you are no longer infected.
- b. If you are exposed through direct contact with a person known to be COVID-19 positive, then you must submit negative COVID-19 test results prior to returning face-to-face interaction.
3. **ARRIVE AT CAMOUS EARLY [at least 15 minutes early is advised].**
- a. All people entering the IVC Campus will need to pass a screening process, which will occur at the gates as you drive onto campus. You will need to take a short questionnaire and get your temperature taken [the screening is completely touch less and will take place while you remain in your car].
4. **BRING A MASK TO CLASS [and always wear it].**
- a. Be sure that your mask cover both nose and mouth. If your mask is cloth, then wash it each day. If your mask is disposable, then use a new one each day.
5. **GO DIRECTLY TO YOUR CLASS ROOM.**
- a. The IVC Campus is mostly closed so you should no visit other areas or seek any face-to-face services. Services are available to students online and can be accessed through www.imperial.edu
6. **WASH YOUR HANDS FREQUENTLY [and use the provided sanitation supplies].**
- a. Your classroom is equipped with cleaning supplies. Use them as needed.
7. **BE SURE TO SOCIAL DISTANCE [stay at least 6 feet from other].**
- a. The number of students in a classroom at any time is very limited so you have plenty of space to spread and ensure that you stay safe at least 6 feet from others.
8. **BRING YOUR OWN FOOD AND DRINKS.**
- a. There is no food service currently offered on campus.

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 (!!!)].

How am I expected to act in an online “classroom”[especially Zoom]?

Attending a virtual meeting can be a challenge when there are many students on one conference call.

Participating in such meetings may count as class attendance, but disruptive behavior may also result in you not being admitted to future meetings. Follow tips below for best results:

1. Be Respectful. Your written, verbal, and non-verbal communication should be respectful and focused on the learning topics of the class.

2. Find a quiet Location & Silence your Phone [if zooming]. People walking around and pets barking can be distraction.
3. Eat at Different Times. Crunching food or chugging drinks is distracting for others. Synchronous zoom times are set in advance so reserve meals for outside class meetings.
4. Adjust Your Light so others can see you. It is hard to see you in dim lighting, so find a location with light. If your back is to a bright window, you will be what is called “backlit” and not only is it hard on the eyes [glare] but you look like a silhouette.
5. Position the Camera so that your Face and Eyes are showing. If you are using the camera, show your face; it helps others see your non-verbal cues. You may be at home, but meeting in pajamas or shirtless is not appropriate so dress suitably. Comb your hair, clean your teeth, fix your clothes, etc., before meeting time to show self-respect and respect for others.
6. Be ready to Learn and Pay Attention. Catch up on other emails or other work later. If you are zooming, silence your phone and put is away. If you are in a room with TV—turn it off.
7. Use your Mute button when in Loud Places or for Distractions. Pets barking, children crying, sneezing, coughing, etc. can happen unexpectedly. It’s best if you conference in a private space, but if you can’t find a quiet place, when noises arise MUTE your laptop.
8. Remember to UNMUTE when speaking. Follow your instructor’s directions using the “RAISE HAND” icon or chat function to be recognized and to speak, but make sure you have unmuted your device. Do not speak when someone else is speaking.
9. Remain focused and participate in the meeting. Especially when the camera is on YOU, we all see your actions. Engage in the meeting. Look at the camera. Listen to instruction. Answer questions when asked. Do not Zoom meeting to meet with your peers or put on a “show” for them.
10. Pause your Video if moving or doing something distracting. Emergencies happen. If you need to leave the room or get up and move about, stop your video

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.

HOW DO I SHOW ACADEMIC HONESTY AND INTEGRITY IN AN ONLINE ‘CLASSROOM’

.Keep your Password confidential.

.You have unique password to access online software like Canvas. Never allow someone else to log-in to your account.

. Complete your own coursework.

.When you register for an online class and log-in to Canvas, you do so with the understanding that you will produce your own work, take your own exam, and will do so without the assistance of others [unless directed by the instructor].

Examples of Academic Dishonesty that can occur in an online environment.

- .copying from others on a quiz, test, examination, or assignment
- .allowing someone else to copy your answers on a quiz, test, exam, or assignment
- .having someone take an exam or quiz for you.
- .conferring with others during a test or quiz [if the instructor didn’t explicitly say it was a group project, then he/she expects you to do the work without conferring with others].
- .buying or using a term paper or research paper from an internet source or other company or taking any work of another, even with permission, and presenting the work as your own.
- .excessive revising or editing by others that substantially alters your final work
- .sharing information that allows other students an advantage on an exam [such as telling a peer what to expect on a make-up exam or prepping a student for a test in another section of the same class].
- .taking and using the words, work, or ideas of others and presenting any of these as your own work is plagiarism. This applies to all work generated by another, whether it be oral, written, or artistic work. Plagiarism may either be deliberate or unintentional.

Additional Student Services

HOW DO I ACCESS SERVICES NOW THAT WE ARE MOSTLY ONLINE?

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.** In order to accommodate students and maximize student success during the COVID-19 Pandemic, all tutoring support is being provided through one ZOOM link [IVC online Tutoring] . When campus open again, there are several learning labs on campus to assist students .
- **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. Whether you need support using computers, you need a tutor, please consult your Campus Map for the Math Lab; Reading, Writing & Language Labs; and the Study Skills Center.
- **Library Services.** Visit the Spencer Library's page on the IVC website for a wealth of valuable resources and online access to databases, e-books and more. Contact us we can help you with instructional and research development skills [for those conducting research and writing academic papers]. When campus re-opens, students also have access to tutoring services in the Study Skills Center as well as private study rooms for small study groups. There is more to our library than just books!
- **Career Services Center.** The Career Services Center is dedicated to serve all IVC students and Alumni. Services include Career Assessments, Resume and Cover Letter Assistance, Interview preparation. Internship Opportunities and Job Placement.
- **Child Development Center.** The Preschool and Infant/Toddler Centers are on-Campus demonstration lab programs that meet the educational, research, and services needs of the institution and community at large. The Preschool program [children three to five years of age] and the Infant/Toddler program [newborn to three years of age] is in buildings 2200 and 2300. Service is available to families who meet the California Department of Education qualifications for enrollment. The centers are open during COVID from Monday - Friday 7:15 -5:30. Breakfast, lunch, snacks are provided throughout the California Adult and Child Food Program. Location: Buildings 2200 and 2300. Phone [760] 355-6528 or [760] 355-6232. Application: <https://forms.imperial.edu/view.php?id=150958>
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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. When Campus is open, 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, but you must make an appointment. 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, or when campus re-opens visit 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 for appointments, or when campus reopens visit Room 1536 for 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 eligible students. Our staff is available to assist and support students in navigating personal, psychological, and academic and /or career-related issues through empathy, cultural -competence, and a commitment to equity and social justice. Also under the umbrella of EOPS in the CARE [Cooperative Agency Resources for Education] Program, designed to serve single parents and assist with addressing 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 about the EOPS or CARE Programs please contact our Program Office 760-355-6407, and /or visit our Porgram website www.imperial.edu/students/eops for eligibility criteria and application procedures. We look forward to serving you! -EOPS?CARE Staff.

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. SEA addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, LGBTQIA+Veterans, foster youth, homelessness, and formerly incarcerated students. The SEA Program also houses IVC's Homeless Liaison, Foster Youth Liaison, Formerly Incarcerated Liaison, and Military Affiliated Liaison, who provide direct services and referrals to students in need. SEA strived 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, and the ability to transfer to university. SEA also provides outreach at local Imperial County high schools to ensure graduating seniors are successfully matriculated into the college and have a strong support system. Please visit us online for assistance at <https://imperial.edu/students/student-equity-and-achievement/> or call us at 760-355-6465 or when campus reopens, visit Building 401.
- **WHAT IF I CANNOT AFFORD FOOD, BOOKS, OR NEED OTHER HELP?**
- We have many resources that are available to you. Please tell us what you need by submitting your request[s] here: <https://imperial.edu/students/student-equity-and-achievement>.

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	Pages, Due Dates, Tests and Reading Assignments
Week 1: August 24 to August 29	<u>Module Unit #1</u> <u>Chapter 1.</u> Anthropology: Asking questions about humanity. How did Anthropology begin? The Four subfields of Anthropology and what they share in common.	Read Chapter 1, pp. 03 to 29. In Modules check Unit#1, check Chapter 1 and Study guide on Chapter #1. <u>Complete Assignment #1</u> <u>Due Date for Assignment #1, August 29.</u>
Week 2: August 31 to September 05	<u>Module #Unit 1.</u> <u>Chapter 2.</u> Culture: Giving Meaning to Human Lives. What is Culture? elements of Culture: symbols, Values, Norms, Traditions, etc.; can anybody own culture?; holistic perspective.	Read Chapter 2, pp. 31 to 53. In Modules check Unit#1, check Chapter 2 and Study Guide on Chapter 2. <u>Quiz #1. Module Unit #1. Quiz on Chapters #1 and #2. Due Date for Quiz #1, September 05</u>
Week 3: September 08 September 13 <u>September 07 is a Holiday</u>	<u>Module Unit #1</u> <u>Chapter 3.</u> Ethnography: Studying Culture. Fieldwork: participant observation and interviews; methods used by anthropologists such as comparative methods, ethnohistory; life histories; protecting the informant” identity; theories of Culture [see also chapter 2:34].	Read Chapter 3, pp. pp. 55 - 79. In Modules check Unit #1, and check Chapter 3 and Study Guide on Chapter 3. <u>Complete Assignment #2. Due Date for Assignment #2, September 13.</u>
Week 4: September 14 to September 19	<u>Module Unit #1.</u> <u>Chapter 4.</u> Linguistic Anthropology: Relating Language and Culture. Where does language come from? historical and descriptive linguistics; antiquity of speech and written languages; do we need an alphabet to communicate?; Sapir-Worf hypothesis; language and social status; language and gender, etc. Discussion: September 16 to September 18.	Read Chapter 4. pp. 81 - 107. In Modules check Unit#1, and check Chapter 4 and Study Guide on Chapter 4. <u>Quiz #2. Module #1. Quiz on Chapter 3 and 4. Due date for Quiz #2. September 19.</u>
Week 5: September 21 to September 26	<u>Module Unit #2.</u> <u>Chapter 5.</u> Globalization and Culture. What are the Outcomes of Global Integration; colonialism and World Systems Theory; cultures of migration; resistance at the periphery; does everyone once to be developed?	Read Chapter 5, pp. 109-135. In Module Unit #2 check Chapter 5 and Study Guide on Chapter 5. <u>Complete Assignment #3. Due Date for Assignment #3 is September 26</u>

Date or Week	Activity, Assignment, and/or Topic	Pages, Due Dates, Tests and Reading Assignments
Week 6: September 28 to October 03	<u>Module Unit #2.</u> <u>Chapter 6.</u> Foodways: Finding, Making, and Eating Food. Subsistence Strategies such as Foraging, Horticulture, Pastoralism, Intensive and Industrial Agriculture.	Read Chapter 6, pp. 137-163. In Modules check Unit #2, Chapter 6 and study guide Chapter 6. <u>Quiz #3. Module #2. Quiz on Chapters 5 and 6. Due date for Quiz #3, October 03.</u>
Week 7: October 05 to October 10	<u>Module Unit #2.</u> <u>Chapter 7.</u> Environmental Anthropology. Do all people see Nature the same way?; how does non-western knowledge of Nature relate to science?; traditional ecological knowledge Discussion: October 07 to October 09.	Read Chapter 7, pp. 165-189. In Modules Unit #2 check Chapter 7 and Study guide Chapter 7. <u>Complete Assignment #4. Due date for Assignment #4, October 10.</u>
Week 8: October 12 to October 17.	<u>Module #2.</u> <u>Chapter 9.</u> Politics: Cooperation, Conflict, and Power Relations. Does every society have a government?; neo-evolutionary models of political organizations: Bands, Tribes, Chiefdoms, and States; why are some societies sem more violent than Other? how people manage disputes.	Read Chapter 9. pp. 219-245. In Modules Unit #2 check Chapter 9 and Study Guide Chapter 9. <u>Quiz #4. Module #2. Quiz on Chapters 7 and 9. Due date for Quiz #4, October 17.</u>
Week 9: October 19 to October 24	<u>Module Unit #3</u> <u>Chapter 10.</u> Race, Ethnicity, and Class: Understanding Identity and Social Inequality. Is race biological? or is race a cultural construct?; ethnicity and common descent; class and economic hierarchy in Capitalist societies; are prejudice and discrimination inevitable?	Read Chapter 10. 247 - 273. In Module Unit #3 check Chapter 10 and Study Guide Chapter 10. <u>Complete Assignment #5. Due date for Assignment #5, October 24.</u>
Week 10: October 26 to October 31	<u>Module Unit #3.</u> <u>Chapter 11.</u> Gender, Sex, and Sexuality: The Fluidity of Maleness and Femaleness. Shifting views on Male and Female differences; beyond the Male-Female binary; debating the second sex; reproducing Male-Female inequalities; what does it mean to be Neither Male or Female?; Navaho Nadleeche; Indian Hijras;	Read Chapter 11. pp. 275 - 299. In Module Unit #3 check Chapter 11 and Study Guide Chapter 11. <u>Quiz #5, Module Unit #3. Quiz on Chapters 10 and 11. Due date for Quiz #5, October 31</u>

Date or Week	Activity, Assignment, and/or Topic	Pages, Due Dates, Tests and Reading Assignments
<p>Week 11: November 02 to November 07</p>	<p><u>Module Unit #3.</u> <u>Chapter 12.</u> Kinship, Marriage, and the Family: Love, Sex, and Power. What are Families? how are families constructed in different societies?; how do families control wealth?; why people get married?; forms of Marriage; claiming a bride; dowry in India; technological changes reshaping families. Discussion: October 28 to October 30.</p>	<p>Read Chapter 12, pp. 301-327. In Module Unit #3 check Chapter 12 and Study Guide Chapter 12. <u>Complete Assignment #6. Due date for Assignment #6, November 07.</u></p>
<p>Week 12: November 09 to November 14</p>	<p><u>Module Unit #4</u> <u>Chapter 13.</u> Religion: Ritual and Belief. What forms does religion take? How does ritual work? Four versions of understanding religion; “primitive” religion and Edward B. Tylor; Supernatural Beings, Powers and Forces by Anthony Wallace; totemism in North America; shamanism and ecstatic religious experiences;</p>	<p>Read Chapter 13, pp. 329-355. In Module Unit #4 check Chapter 13 and Study Guide on Chapter 13. <u>Complete Assignment #7 . Due date for Assignment #7, November 14.</u></p>
<p>Week 13: November 16 to November 21</p>	<p><u>Chapter 13. Religion continued:</u> Antiquity of religious beliefs, rituals and ancestral worship; clan spirits and clan identities in New Guinea; ritual that reinforces hierarchical social order; world religion; polytheism and monotheism; rites of passage; sympathetic and contagious magic; rise of fundamentalism.</p>	<p>Continue reading pp. 329 to 355 in Chapter 13. <u>Quiz on Chapters 12 and 13. Due date for Quiz #6, November 14.</u></p>
<p>Week 14: <u>November 23 to November 28.</u></p>	<p style="text-align: center;"><u>Thanksgiving Recess</u> <u>No classes</u></p>	
<p>Week 15: November 30 to December 05.</p>	<p><u>Module Unit #4</u> <u>Chapter 14:</u> The Body. Biocultural perspective on Health and Illness. What do we mean by health and illness? the Disease and Illness distinction; the “sick role” and the social expectation of illness; how does healing happen?; four therapeutic processes; understanding Global Health problems.</p>	<p>Read Chapter 14, pp. 357 - 383. In Module Unit #4 check Chapter 14 and Study Guide Chapter 14. <u>Complete Assignment #8. Due date for Assignment #8 December 05.</u></p>

Date or Week	Activity, Assignment, and/or Topic	Pages, Due Dates, Tests and Reading Assignments
Week 16 <u>December 07 to</u> <u>December 12</u>	<u>Final Week</u>	Final Quiz/Exam. 50 points.

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