“We [anthropologists] have been the first to insist on a number of things: that the world does not divide into the pious and the superstitious; that there are sculptures in jungles and paintings in deserts; that political order is possible without centralized power and principled justice without codified rules; that the norms of reason were not fixed in Greece, the evolution of morality not consummated in England. Most important, we were the first to insist that we see the lives of others through lenses of our own grinding and that they look back on ours through ones of their own.”

--Clifford Geertz

ANTHROPOLOGY 202
CULTURAL ANTHROPOLOGY / SPRING 2011
WOMEN’S STUDIES EMPHASIS
SECTION E (#81342): M & W 11:00AM-12:20PM  ROOM 1029

Instructor: MT (Marité) Fregoso
E-mail: mfregoso@ccc.edu
Office: 312-553-5749

Office Location: Suite 1019, Room 1022
Office Hours:
  Mondays.   9:00-9:30am
  Tuesdays.   8:00am-11:00am
  Wednesdays. 9:00am-9:30am
  Thursdays.  8:00am-11:00am

NOTE: I am also available outside of office hours by appt.

REQUIRED MATERIALS
  ▪ Supplementary readings will be assigned through Blackboard (http://ccc.blackboard.com).
  ▪ Access to a computer with word processing and internet access.
  ▪ An active City Colleges of Chicago e-mail account.

COURSE DESCRIPTION
Cultural Anthropology- Comparative study of human societies and cultures of the world; cross-cultural investigation of social organization and political, economic, religious, and family systems. Writing assignments, as appropriate to the discipline, are part of the course. (Prerequisite: Eligibility for English 101).

COURSE OBJECTIVES
Welcome to Cultural Anthropology! This course has a Women’s Studies Emphasis. In addition to the standard topics covered in the introductory course to cultural anthropology, we will also explore how gender shapes the human experience and has regulated the social, cultural, economic, and political organization of societies. This emphasis course will provide us with critical ways of thinking about how
prevailing issues of gender and sexuality shape social, political, economic, and institutional structures as well as personal experiences and perceptions. At the same time, we will also address diversity among women to reflect the racial, social, ethnic, sexual experiences and practices. This course relies on lectures, group discussion, student presentations, readings, handouts, and videos to provide an introduction to and understanding of cultural anthropology and its applicability to our world. This is an introductory course to the study of human culture. This course will provide you with a basic framework for the comparative study of human life ways; an exposure to sociocultural systems; and the ability to see some problems of modern living in a widened, more global perspective. We will cover in one to two classes, topics that usually fill entire semesters in upper-level courses; however, what we lose in detail and depth, we gain in broadened perspective and sense of the interrelatedness of issues. This course provides students with an understanding of:

1. the major concepts, theories, and methods in anthropology;
2. human origins, developments and contemporary conditions in the many diverse cultures of world evolution;
3. the similarities and differences between people of different cultures and the symbiotic relationship between them and the environment;
4. the various forms of relationships and interactions among members of a group (ethnic and/or cultural) and across groups;
5. the various levels of the transmission of culture (person-to-person, group-to-group, generation-to-generation);
6. how to improve reading and research skills; and
7. how to take an active role in their communities and in larger society by examining personal values and actions in light of the anthropological perspective.

This is a class of student researchers, not simply a group of passive learners. You will all be working during the course of this term to produce your own original ethnographic research, not simply learning facts out of a textbook.

**Learning Outcomes**

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

- understand, explain and apply major concepts, theories and methods in anthropology;
- explain human and cultural evolution and variation;
- apply the comparative anthropological perspective to the study of culture, social and political organization, and social change in various cultures and ethnic groups;
- reflect on their own personal values and cultural origins with regards to the anthropological understandings of culture and action; and
- work in group settings by using classmates/peers as resources in students’ growth and development by sharing experiences, understanding, new ideas and special abilities.
- analyze and discuss contemporary multicultural, global, and international questions in a diverse setting;
- identify and respect that there are various ways of thinking, communicating, and interacting, for example by working with culturally diverse groups towards a larger goal;
- evaluate diverse moral and intellectual perspectives, principles, systems, and structures; and
- articulate the value of cross cultural campus and community activities and their impact on the lives of others.

**Class Expectations**

The classroom setting offers a unique opportunity to meet and interact with a diverse population of students and faculty. It is also a forum for new learning and a secure place to challenge existing ideas and values. This syllabus serves as our contract for the course; by remaining registered in this class, you agree to these expectations. In order for all of us to benefit from this experience, certain types of conduct must be adhered to:
students are expected to arrive to class on time and remain for the entire period. Keep in mind we are only in class for an hour and twenty minutes. Entering a class after it has started or leaving before the class ends can be disruptive to the learning process and will constitute either an absence or tardy. Use the restroom or take care of any personal business before class...do not walk out once we begin.

**DISCLAIMER.** We will explore culturally taboo issues such as sexuality, sex roles, religion, evolution, and various social norms, and we will use frank language. The goal is to be able to communicate rather than to offend. If you are easily upset or offended by these things, or intolerant of ideas and alternative ways of living in the world, I recommend that you see me for greater detail, and consider withdrawing from the class if you deem necessary.

This class is an educational safe zone. It welcomes and respects all viewpoints. We should all strive to recognize both our own and each other’s different social locations, backgrounds, disciplinary knowledge and that we owe each other respect, courtesy, and active engaged cooperation in the course’s work. The topics covered in this course might elicit strong responses. Some of our discussions will include the sharing of personal and sensitive material. We expect you to be actively engaged in class, to encourage the expression of individual views and multiple perspectives.

All reading assignments should be completed before class. Students are expected to come to class prepared to take notes, listen attentively, ask questions, and participate in class discussions.

Attendance for this course is mandatory since additional information will be covered in the lectures, group discussions, films, etc. If you are absent more than three times during the semester, you risk compromising your grade. More than three absences will result in the loss of five points per absence. Three tardies will constitute an absence. If a student is late for class, it is the student’s responsibility to inform the instructor of her/his presence at the end of that class period, otherwise the student will be marked absent. **NOTE: Students who attend class on a regular basis and participate in classroom activities show higher levels of overall achievement than those who do not.**

The student should expect a failing grade for the course if s/he has excessive absences/tardies and is not in active pursuit of the course. “Active pursuit” entails: regular punctual attendance; positive in-class participation; and passing the coursework. Students will be withdrawn from the class at midterm if EITHER: the student has missed six or more classes by Week8 of the semester OR the student has earned less than 50% of the total points. If either of these apply, it is the student's responsibility to meet with me outside of class to discuss the possibility of remaining in the course.

Students are responsible for all assignments and material covered in class, whether or not they attend and regardless of the reason(s) for any absence. It is the student’s responsibility to track his/her progress on Blackboard (grades will not be given via e-mail nor by phone).

Missed in-class work cannot be made up. Late work will not be accepted; in the rare event that it is accepted, due to a documented emergency, points will be deducted. It will only be accepted up to 48 hours after the deadline. This work must be e-mailed and a hard-copy should be provided upon the student’s return to the class.

Each student is expected to come to class prepared and ready to contribute to the class discussions. We all have something valuable to contribute to our course. Therefore, it is important that you come to class prepared to participate. As your instructor, my role is to guide class lectures by providing you with key information and to facilitate discussions. Your presence and participation in class is highly valued. Please do not read material in class other than what is assigned (e.g. newspapers, magazines, homework from other classes, etc.).

**Polite, respectful classroom behavior is expected at all times and especially when engaging in discussions of controversial material.** Like many college courses, the course will at times deal with controversial content. The class will interact respectfully. Our beliefs, values, and ideas often differ from one another because we draw from different life experiences. We should be mindful of the partial lenses that each of us brings. The student is encouraged to practice the intellectual art of critical
distance} when they encounter an idea and/or view that they do not agree with. My role is to present many different ideas and viewpoints. The student has the right to agree or disagree but his/her opinion (both in writing and in class discussions) should be informed, reasoned, and respectful. Disrespectful comments and behaviors are never tolerated; appropriate disciplinary action will be taken immediately. Students are responsible for conduct which helps create and maintain a learning atmosphere in which the rights, dignity and worth of every individual are respected.

- **Tape Recorders.** Tape recorders are not allowed in class. Don't bring or use them. If you have a documented special need that requires their use, please bring me notification from the Disability Access Center.

- We are here for a positive educational experience. Please ask questions, share your thoughts and feelings and make this class meaningful and useful to you. We will challenge our own beliefs, values, and ideas. We will not learn and grow if we are not open to looking beyond ourselves. Learning in ways that challenge what we believe can be uncomfortable, and we should be open to entering uncomfortable places and working collectively to move forward.

- All students are expected to conduct themselves in accord with Harold Washington College policies with respect to academic honesty as stated in the CCC Student Policy Manual/Handbook (available online through [www.ccc.edu/studentpolicy](http://www.ccc.edu/studentpolicy)). Anyone engaging in plagiarism, cheating, or any other form of academic dishonesty should be prepared to receive a failing grade and/or administrative action.

- Cell phones and electronic devices (iPods, mp3 players, etc) must be turned off and put away during class time. These may not be used during class time (this includes answering calls and/or text messaging). Every time a cell phone goes off, you are caught text messaging, etc. the entire class will receive a pop quiz on the week’s readings.

- If you are experiencing difficulty, see me BEFORE the problem becomes serious. A Social Science tutor is also available at the Academic Support Center in Room 409. If you decide, however, not to complete the course, it is YOUR responsibility to withdraw before the April 25th deadline.

  - The Academic Support Center. The Academic Support Center provides tutoring in several academic subjects. Students can visit the center a few times throughout the semester or can arrange ongoing or regular tutoring sessions. You can drop-in or make an appointment for tutoring. Room 409; (312-553-5699).

  - The Writing Lab. In the Writing Lab, tutors provide assistance with development of ideas, grammar and punctuation, and essay organization. You can drop-in or make an appointment for tutoring. Room 1118; (312-553-5751).

  - The Wellness Center. The Wellness Center provides confidential and free counseling and referrals (e.g. problem solving, short-term counseling, crisis intervention, referrals, support groups). They offer support and counseling for: life problems and crises; relationship conflict; feeling safe in relationships and at home; anxiety and depression; conflict with teachers and others; LGBTQI issues; getting and/or staying sober; adjustment to life changes; manage school anxiety; develop study skills; overcome test anxiety and fear of public speaking; etc. (312) 553-6072 (Room 713).

- Students with special needs/disabilities should contact the Disability Access Center at (312) 553-6096 (Room 107).

- A note regarding office hours: I enjoy working with students, so please do not hesitate to come by my office to discuss your questions and concerns. I am eager to help you succeed; that is why I am here!
**Method of Evaluation**

- Extra credit is not available for this course. Students should devote their time and energy to doing well on the course requirements and final grades will take care of themselves.
- NOTE: Although extra credit is not available, the following is strongly considered in the calculation of your final grade: punctual attendance; positive participation; in-class group work. For instance, if you are 10 points away from a higher grade and you have all of the aforementioned (great punctual attendance, positive participation and in-class group work) your grade may be boosted. On the other hand, if you are 1 point away from a higher grade but have very poor attendance and/or excessive tardiness, little and/or negative participation, then your grade will not be boosted.

Your final grade will be determined by all of the following:

**Exams:** Two exams will be administered throughout the semester (Midterm & Final). An *optional* third exam is offered the last day of class; this exam is cumulative. For this reason, a missed exam cannot be made up under any circumstance. Exams may consist of multiple choice, short answer and/or essay. A study guide is provided four (4) days before the exam and an optional review session is held the morning of the exam.

**Reflection Papers:** Reflection papers will be intermittently assigned throughout the semester. These papers are reflections on the readings, videos, and class discussions.

**Quizzes:** Quizzes will consist of short responses to weekly reading material. These are administered at the beginning of class and cannot be made up regardless of the circumstance. Late arrivals will not be provided with an extension of time to complete the quiz.

**Final Project:** Group fieldwork/research, presentation and write-up (*SEE HANDOUT*).

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<tr>
<th>Points</th>
<th>Component</th>
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<tr>
<td>200</td>
<td>Exams (2 of 3)</td>
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<td>80</td>
<td>Reflection Papers (4 Total)</td>
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<td>50</td>
<td>Quizzes</td>
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<td>70</td>
<td>Final Project (Ethnic Chicago Fieldwork)</td>
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<td><strong>400 pts TOTAL</strong></td>
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**Grading Scale for the course**

- **A= 400-365** *(Excellent: Student exceeds expectations in all areas of assessment)*
- **B= 364-320** *(Above Average: Student performs above average in all or most areas of assessment)*
- **C= 319-268** *(Average: Student performs adequately in most areas of assessment with the minimum requirements for the course met)*
- **D= 267-200** *(Below Average: Not a complete failure but does not merit full credit for the degree program)*
- **F= 199-0** *(Fail: Student underperformed in all areas of assessment)*
A NOTE REGARDING WRITTEN ASSIGNMENTS

- Format:
All written assignments must adhere to the following:
  - 1 inch margins
  - 12 pt. font (Times New Roman)
  - Spell/Grammar check
  - Title Page (do not include your name on any of the other pages of text)

- Grading Scale:
**D **Below Average. Written assignments contain problems/errors at the levels of sentence structure and language use. Frequent mechanical errors and/or confusing, awkward structures impair and/or obscure the written assignment’s meaning. The central point/topic depends almost solely on assertion with no clear, substantial support and/or development. There is very little to no discussion. Paragraphs do not flow, they are weak and/or incoherent.

**C **Average. Written assignments are basically sound at the levels of sentence structure and language use, but the central point relies too heavily on assertion. Specific support is unclear or absent, and the focus of the written assignment strays from its stated point to make a more general and unrelated point. Problems may also exist in the overall development of the central point and/or coherence.

**B **Above Average. Written assignments contain few, if any, problems in sentence structure and language use. A clear and coherent central point is developed. Support and/or explanation is either insufficient to fully convince the reader or to clarify how you reached your conclusions. The central point may be general and/or moderately/incompletely developed.

**A **Excellent. Written assignments contain few, if any, errors in sentence structure, language use, & coherence. An insightful, remarkable, and strongly focused central point is developed. There is clear support and explanation to fully validate your conclusions, and they are written in a clear manner. The central point/topic is both complex and fully developed.
Final Presentation: Ethnic Chicago

Functioning as a group

This is a cooperative learning assignment. All group members are expected to share equally in the work needed to bring the project to a successful conclusion. Each group is to select a group leader. That person is responsible for scheduling group meetings and reporting on the group's progress. I will serve as a resource and consultant.

Please note that group problem solving is an important component of cooperative learning. For example, the first “problem” you may need to resolve is a meeting time for your group. I may give your group time to meet initially in class and may on occasion give you short periods of class time to meet with your group. For most of your group work, however, you will need to schedule group meetings outside of class time.

Remember to keep me posted regarding the group's plan and progress. Be open to feedback and suggestions. If you encounter a difficulty that you can’t seem to resolve within the group, consult with your instructor.

- Select an ethnic/cultural neighborhood/group in the Chicagoland area. You may look at any feature within the group (i.e. gender relations, identity, linguistic issues, businesses, ethnic celebrations, foods, religion, culture change, generational differences, commodification/commercialization of culture, etc.) You may also link an issue with a certain neighborhood (i.e. gentrification). You can select any feature(s) of interest to you/your group- just ensure that I have approved it before you begin your research.

- Examine your topic through the anthropological lens (& through the perspectives and information we have covered in class). NOTE: If you are interested in interviewing people, come talk to me once you’ve developed your questions (do not begin the interview process without consulting me first). Be sure to inform your interviewees that the information gathered is solely for educational purposes and that they can use a pseudonym or remain anonymous.

- Provide a 4 page summary of your findings. Papers are due at the beginning of class on the date of your presentation. Late papers will not be accepted.

- Present your findings to the class- this should be informative in nature. Be creative! You are strongly encouraged to use power point, images/video, etc. Your presentation will be graded on: the content and quality of the presentation; information (i.e. explaining why “x” topic is an issue/relevant to our course, 2 or more viewpoints, your perspective & why); appropriateness of visual aids & supporting materials; demonstration of understanding of topic; engagement with the class; and your delivery and clarity of presentation (appropriate eye contact, voice quality, etc.).

- Please meet with me at least once before your presentation.

- Plagiarism will NOT be tolerated. If you are unsure about something please come talk to me and/or go to the writing center. Any plagiarism will result in an “F” assignment and you may be referred for additional action.

- If you have any questions/concerns, come talk to me during office hours or schedule an appointment.
CULTURAL ANTHROPOLOGY 202: M & W CLASS SCHEDULE
(This is a tentative class schedule. I will inform you of any changes.)

WEEK 1: JANUARY 19TH
Session 1: Introduction to the course. Review syllabus, course expectations, and use of Blackboard. Overview of final group project/presentation.

WEEK 2: JANUARY 24TH
Session 1: Ethnic Chicago group selection. Ch.1 Anthropology and the Study of Culture. Reader#1 (Body Ritual of the Nacirema)
Session 2: Ch.3 Researching Culture. Reader #3.

WEEK 3: JANUARY 31ST
Session 1: conclude Culture.
Session 2: Ch.2 The Evolution of Humanity and Culture. Reader #7, #10. R#1 Due.

WEEK 4: FEBRUARY 7TH
Session 1: Ch.6 Reproduction & Human Development. Reader #16, 17, 18. R#2 Due.
Session 2: VIDEO: Coming of Age. Ethnographic Profiles from a Global Perspective.

WEEK 5: FEBRUARY 14TH
Session 1: Ch.7 Health, Illness & Healing. Reader#35, 37 R#3 Due.
Session 2: conclude…Medical Anthropology.

WEEK 6: FEBRUARY 21ST
Session 1: Holiday. President’s Day. No Classes.
Session 2: Ch. 8 Kinship & Domestic Life. Reader #14, 15 R#4 Due.

WEEK 7: FEBRUARY 28TH
Session 1: Exam #1
Session 2: Ch. 9 Social Groups & Social Stratification. Reader # 11, 12, 20.

WEEK 8: MARCH 7TH
Session 1: conclude….Stratification. VIDEO:TBA R#5 Due.
Session 2: Conclude VIDEO. On Blackboard: Ch. 10 Politics & Leadership.

WEEK 9: MARCH 14TH
Session 1: Ch. 11 Social Control & Social Conflict. Reader #37. R#6 Due.
Session 2: Ch. 12 Communication. Reader # 5, 6

WEEK 10: MARCH 21ST
Session 1: conclude….Language. R#7 Due.

WEEK 11: MARCH 28TH
Session 1: conclude…Religion. VIDEO: Veiled Voices R#8 Due.
Session 2: Ch. 14 Expressive Culture

WEEK 12: APRIL 4TH
Session 1: Ch.15 People on the Move. Reader #21 R#9 Due.
Session 2: Ch. 16 People Defining Development. Reader#36, 38

**WEEK 13: APRIL 11TH**
Session 1: VIDEO R#10 Due.
Session 2: Exam #2

**APRIL 18-24. SPRING BREAK.**

**NOTE:** PUNCTUAL ATTENDANCE FOR WEEKS 14-15 ➔ ABSOLUTELY MANDATORY, no exceptions. Your grade will be lowered one full letter grade for each unexcused missed session during these weeks. Points will be deducted for late arrivals.

**WEEK 14: APRIL 25TH**
Session 1: Final Presentations & Discussion.
Session 2: Final Presentations & Discussion.

**WEEK 15: MAY 2ND**
Session 1: Final Presentations & Discussion.
Session 2: Final Presentations & Discussion.

**WEEK 16: MAY 9TH**
Session 1: Exam #3
Session 2: Conclusion.

HAVE A GREAT SEMESTER!