

**REVISIONS TO GENERAL EDUCATION PROPOSAL FOR**  
**ANTH135 INTRODUCTION TO CULTURAL ANTHROPOLOGY**  
**GLOBAL AWARENESS CATEGORY**

The General Education Vetting Committee responded to this proposal with the following comments.

"Dear Jay,

Thank you for revising ANTH 135 Introduction to Cultural Anthropology for inclusion in the Social Science and Global Awareness categories of the new General Education program. The committee appreciated the use of bold text to help us to identify the revisions and considered the additions to Methods of Evaluation very helpful. Before approving the course for either, we have two further questions, both occasioned by the revisions to the outcomes:

1. \*Outcome 5\*. In response to our question about how the course addressed this outcome, you responded that students would use social science methods to interpret and analyze United Nations public reports and statistical data, taking the latter as the "reports in the media." This is not the sort of media intended by the outcome, which addresses popular media such as magazine, newspapers, and television programs. Secondly, there seems to be circularity here: the /media/ (as described above) are being to analyze and interpret the /media/ (as described above). They are not being used as proper data to critique popular media, for example.

2. The other issue arises from the revisions to Outcomes 5 and 6. Both say that students will be required to make statistical correlations and view patterns in data. This is fairly sophisticated and, since there are no prerequisites to this course, we must assume that these methods are taught in the course itself. However, we do not find any mention in the syllabus or elsewhere of where students are learning quantitative methods.

If you could address these two issues, we can approve the course for both categories.

Thank you for your thorough revisions.

Sincerely,  
Margaret Crouch  
Chair, Vetting Committee "

Although unspecified by the vetting committee, both concerns *appear* to refer to the Social Science proposal. The Anthropology Curriculum Committee addresses these two concerns in the accompanying proposal for that category. The changes to the Social Science proposal do not impact the course's ability to address the outcomes for the Global Awareness category. However, just in case the second concern expressed by the vetting committee is in any way related to the Global Awareness category's Outcome 5 (analyze and synthesize information from diverse sources to make informed decisions regarding global issues) we are resubmitting this proposal with minor rewording of the assignment in question on page 6 **in bold text**. Another minor change in wording was made to the sentence **in bold text** on page 2 of the syllabus (under "Assignments").

Sincerely,

Bradley E. Ensor

**EASTERN MICHIGAN UNIVERSITY  
DIVISION OF ACADEMIC AFFAIRS**

**REQUEST FOR INCLUSION OF A COURSE IN THE  
GENERAL EDUCATION PROGRAM:  
EDUCATION FOR PARTICIPATION IN THE GLOBAL COMMUNITY**

---

DEPARTMENT/SCHOOL: \_\_\_\_\_ SAC \_\_\_\_\_

COLLEGE: \_\_\_\_\_ CAS \_\_\_\_\_

DEPARTMENT CONTACT: \_\_\_\_\_ JAY WEINSTEIN \_\_\_\_\_

CONTACT PHONE: \_\_\_\_\_ 7-0012 \_\_\_\_\_

CONTACT EMAIL: JAYWEINSTEI@EMICH.EDU

1. Subject Code, Number, and Title: ANTH 135 Introduction to Cultural Anthropology (and honors section)

2. Credit Hours   3  

3. Course Description

The study of human adaptations to natural and cultural environments focusing upon a variety of societies. The basic institutions of human society such as kinship, religion, law, politics, and economics will be examined.

4. This course is (check one):

- an existing course with no revisions (need not go through the input system)
- an existing course with revisions (attach this form to Request for Course Revision form)
- a new course (attach this form to Request for New Course form)

5. Check the General Education requirement this course is intended to meet. If the course is to be proposed for more than one requirement, submit a separate form for each one.

- Effective Communication**
- Quantitative Reasoning (*QR designation*)**
- Writing Intensive (*WI designation*)**
- Perspectives on a Diverse World**
  - Global Awareness
  - U.S. Diversity
- Knowledge of the Disciplines**
  - Arts
  - Humanities
  - Science
  - Social Science
- Learning Beyond the Classroom (*LBC designation*)**
  - Self and Well Being
  - Community Service, Citizenship, and Leadership
  - Cultural and Academic Activities and Events
  - Career and Professional Development
  - International and Multicultural Experience
  - Undergraduate Research

6. Rationale. Provide a concise, clear, jargon-free explanation of why this is a General Education course and how it fits into this specific area of the program. (The rationale should explain to students why they are taking the course. It should address both why it is part of the General Education program and why it fits into the particular category.) This rationale should appear on the general course syllabus provided here and should be included in specific course syllabi given to students.

Anthropology is the global comparative study of human societies, both in terms of their development and in terms of their culture-specific expressions. Students learn how an anthropological cross-cultural perspective can improve understandings of cultural diversity, especially when addressing topics and perspectives that are difficult to understand from a purely western perspective. The course covers a broad range of topics traditionally approached by anthropologists, which address each of the outcomes for the Global Awareness requirement. By better understanding the factors contributing to cross-cultural similarities, differences, and interconnections, students learn to appreciate global diversity in development, ethnicity, language, subsistence, modes of production, exchange and distribution, social and political organization, gender, kinship, sexuality, religion, forced and voluntary migration, and how contemporary globalization is influencing each of these topics.

7. Clearly and concisely explain how this course meets each of the General Education outcomes for the requirement checked in number five (all outcomes should be addressed). To do this, (a) list the General Education outcomes for the requirement and explain how the course meets each outcome; and (b) explain, in general terms, the method(s) of evaluation to be used in the course and how these methods assess the degree to which students have met the General Education outcomes for this requirement.

### 7A

#### List the General Education outcomes for the requirement and explain how the course meets each outcome

- Students will explore specific global issues influencing diverse nations and/or cultures, along with their interrelations within the global community.  
The course explains how globalization, development, and cultural interactions are shaping change in each of the primary course themes: ethnicity, language, subsistence, modes of production, exchange and distribution, social and political organization, gender, kinship, sexuality, religion, forced and voluntary migration, and disaster vulnerability/resilience.
- Students will explore their own culture and cultural practices and how these relate to the cultures and cultural practices of others in the global community.  
The course emphasizes (at the outset, throughout, and in conclusion) that the cross-cultural approach to the course themes (listed under first bulleted outcome) forces students to consider the wide variation in practices and beliefs, understand how different practices are rational within the context of each culture, view how students' cultural practices and beliefs are conditioned by their culture, and to view where the students' practices and beliefs lie along a spectrum of diversity. Also explained with each theme are the ways that people in the U.S. are interrelated to others, no matter how distant or remote, and how those interrelationships are producing change in local communities abroad as well as in the U.S.
- Students will explore the social and historical dynamics that create and influence nations, governments, global alliances, and global conflicts.  
The course emphasizes the creation of global inequality: the formation of developed and underdeveloped nations (through colonialism and postcolonial relations) and why extreme poverty and poverty continues in underdeveloped nations (through allied developed nations' structural adjustment aid policies and intervention philosophies, in addition to internal inequalities and creation of ethnic factions within nations). At different points in the course, students see the correlation between underdevelopment and extreme poverty; internal ethnic conflicts; forced migration (Refugees, Internally Displaced Persons, and modern slavery); high infant and maternal mortality rates, low life expectancies, low rates of contraceptives use; and vulnerability to disasters.
- Students will explore the causes and consequences of social, cultural, and racial intolerance in the world.  
Students learn why biological "races" do not exist and about the creation of modern "social races." They also learn that racial classification systems vary in different cultures (e.g., hypodescent in the U.S. with few

categories, numerous categories in Brazil that also include social factors and phenotype, and the Hispanic system emphasizing particular "blendings"). The history of the modern "race" concept is explained in relation to the artificial creation of social groups, each assigned to different roles and statuses in hierarchical societies. The strategy of creating nations to fragment the national society into competing ethnic factions is also covered and correlated to ethnic conflicts worldwide. The course also examines religious extremism.

- Students will analyze and synthesize information from diverse sources to make informed decisions regarding global issues.

Through lecture material, readings for written assignments, and quantitative data provided by the UN (these statistical data are analyzed and synthesized by students *to produce their own answers/decisions on these important issues - no decision has been made for them*), students draw upon information on diverse cultures to understand why inequality and aggression are not natural to humans, what contexts lead to gender equality and what contexts lead to gender inequality, what political economic factors favor different forms of families, what factors lead to high fertility rates or low fertility rates, how different political economic systems influence ecology and environmental degradation/preservation, what political economic and ecological factors contribute to disaster vulnerability and what factors contribute to disaster resilience, and what impacts developed nations' policies have on the rest of the world.

### 7B

Explain, in general terms, the method(s) of evaluation to be used in the course and how these methods assess the degree to which students have met the General Education outcomes for this requirement

The methods of evaluation include three exams, four writing assignments, and other assignments, all of which include or emphasize course materials (lectures, readings, and videos) that address the five outcomes of the Global Awareness requirement. Given the great extent to which the exams and assignments incorporate the outcome themes, the degree to which students meet the outcomes can be observed through the exam grades, assignment grades, and final course grades. Students who do not demonstrate an understanding of the issues receive lower grades and students who do demonstrate an understanding of the issues receive higher grades.

The exam format includes multiple choice questions and questions that require short-paragraph answers. Among the multiple choice questions are many that address the first four outcomes for the Global Awareness requirement. The following are just a few examples from recent exams (each exam has 35-40 multiple choice questions).

#### Outcome 1:

34. Which of the following are refugees?

- People who are forced to flee their homes, even though they do not cross international borders to reach safety.
- People who are forced to flee their homes and do cross international borders to reach safety.
- Individuals leaving their home nation because they can not make a living there.

37. Why are disasters not "natural?"

- Political and economic factors cause some societies to be more "vulnerable" to disasters while causing others to be more "resilient" to disasters.
- Wealthier people within a society are more protected than poorer people because they have more resources at their disposal.
- Many underdeveloped nations do not have the infrastructure to prevent or respond to environmental calamities.
- All of these are correct.

35. Which of the following characterizes slavery, whereby over 27 million people from all world regions are enslaved, many of whom are transported to developed nations to work as forced prostitutes, agricultural laborers, or as domestic laborers?

- |  |                                  |
|--|----------------------------------|
| A. Slavery in kinship modes            | C. The African Slave Trade       |
| B. Slavery today ("human trafficking") | D. Slavery in the tributary mode |

Outcome 2:

23. Which of the following are examples of religious Revitalization Movements?

- A. Rastafari: seeking to bring back traditional African communal values, especially reciprocity, as a response to imperialism.
- B. Ghost Dances: 19<sup>th</sup> century Native American movements to bring back traditional indigenous values to drive out Whites.
- C. Evangelicals: expansionary religious movements to bring back 1950s ideals on families, a belief in authority, and wealth as a reward.
- D. All of these are correct.

32. Which of the following kinship systems emphasizes only immediate relatives because people own no productive resources and there is little to inherit?

- A. Matrilineal
- B. Patrilineal
- C. Bilateral
- D. Cognatic

13. Which of the following characterizes the sexual practices of the people of Mangaia, in the South Pacific?

- A. Sexually repressive, little knowledge of many sexual activities, an absence of sexual education, and a fear of menstrual blood.
- B. Sexually active beginning with adolescence, rituals for puberty, sexual instruction on how to bring about orgasms to partners, encouragement for young boys and girls to have multiple partners to find congenial spouses, and adults having frequent sex on most nights.
- C. Sexually active, open extramarital affairs, yet much sexual anxiety brought about by nightmares of death related to extramarital affairs.

Outcome 3:

26. According to Wallerstein's "*World Systems Theory*," which of the following characterizes nations of the periphery ?

- A. Underdeveloped nations where much of the developed nations' profits are made by keeping wages and resources cheap and in the hands of corporations from the developed nations.
- B. Developed nations where capitalism is most advanced and whose corporations benefit by keeping and using cheap wages and resources from the underdeveloped nations.
- C. Underdeveloped nations that also have many aspects of the most developed nations (e.g., Mexico).

29. Which of the following is an example of the dangers of dependence on one or few cash crops?

- A. Peasants of Northeastern Brazil, who shifted from subsistence crops to sisal to sell on the world market, could no longer feed themselves adequately when world sisal prices fell.
- B. The Quechua of Ecuador began operating a hydroelectric dam and saw mill, which led to sedentarism.
- C. People in El Bellote, Mexico established fishing cooperatives for selling on the world market, the national market, and the local market, in addition to building tourist restaurants and meeting their own subsistence needs.
- D. Both B and C are correct.

Outcome 4:

33. Which of the following characterizes the racial classification system in the United States?

- A. Hundreds of "race" categories have been recorded, socioeconomic factors are considered, and a person's "race" can change throughout their life.
- B. It is based on hypodescent, which maintains few "race" categories even when "mixed marriages" produce children, and a person's category is assigned at birth and fixed for life.
- C. It creates numerous new categories, based "blending," for children of "mixed marriages."

10. Nineteenth century evolutionary theory was characterized by which of the following beliefs?

- A. That all societies progress through stages ultimately leading toward civilization.
- B. That a change in morality can move a culture up to the next higher stage toward civilization.
- C. That Europe represented civilization - the highest stage of evolution - and that teaching "less advanced" peoples to behave like Europeans would help those peoples to progress.
- D. All of these are correct.

35. "Ethnic Cleansing" is caused by which of the following?

- A. Attempts to create a nationalism emphasizing one ethnicity.
- B. A natural byproduct of ethnic plurality and integration.

- C. Wars between nations in non-European regions.
- D. All of these are correct.

The short paragraph answer questions are more heavily weighted and address ALL of the outcomes for the Global Awareness requirement. Examples of short paragraph questions on exams include the following. "Explain why biological races do not exist" (meets outcomes 1 [how different colonialist powers defined races], 2 [classifications differ], and 4 [purpose and implications of social races]). "What types of families exist among cultures around the world? Is there a 'natural' form of family organization?" (meets outcomes 2 [numerous types] and 5 [students must use diverse sources to address this open question]). "Describe the main categories of sociopolitical organization among different cultures." (meets outcomes 2 [numerous types] and 5 [students must use diverse sources to address]). "What causes underdevelopment?" (meets outcomes 1 [unequal global development], 2 [students' practices in relation to others' in global community], 3 [global historical and social dynamics influencing governments, alliances, and conflicts], 4 [developed nations' beliefs in the right to exploit other nations] , and 5 [students must use diverse sources to address])

The four two-page length writing assignments involve readings on how a particular topic is culturally expressed among different cultures around the world. The instructor provides questions for students, based on those readings. The assignments address the outcomes by allowing students to view global cultural diversity in cultural practices and their own culture's interaction in the global community, place their own culture within that context, understand the histories behind global processes, and synthesize data from diverse sources to make informed decisions regarding global issues. In one assignment, students are asked to describe gender roles and gender status in five diverse cultures and to use that cross-cultural information to explain what factors result in gender equality and what factors result in varying degrees of gender inequality. In another assignment, students are asked to explain what prevents many people in underdeveloped nations from feeding themselves and to explain how European and North American demands for soy, beef, and other products has impacted Native Americans of the Amazon region.

An additional assignment is a map quiz whereby students must identify 36 world regions and nations. Another requires an understanding of the United Nations' Millennium Goals (meets outcomes 1 [important global issues and interrelations], 2 [students' practices in relation to others' in global community], 3 [global historical and social dynamics that need to be corrected], and 4 [gender, class, and ethnic inequality and challenges to development]) **and use of the UN Social Indicators of development on all member nations (meets outcome 5 [analysis and synthesis of data to address important global issues])** to evaluate hypotheses they derive from media reports. *These data are not accompanied by provided answers* - the students are only presented with the data, which can be observed following the instructions attached to the syllabus, so that the students themselves must provide their own conclusions based on those data. After this assignment is turned in, each of these provides a subject for discussion and an introduction to points brought out in lectures.

8. Attach a syllabus (1-inch margins and 10-12 pt. font). The syllabus must include the rationale from #6 above and clearly reflect the outcomes and methods of evaluation detailed in #7 above.

**Please submit all materials in electronic form.**

---

## Action of the Department/College

### 1. Department

Vote of department faculty: For 14 Against 0 Abstentions 0

\_\_\_\_\_  
Department Head \_\_\_\_\_ Date

### 2. College

\_\_\_\_\_  
College Dean \_\_\_\_\_ Date

---

## Action of General Education Advisory Committee

Vote of General Education Committee: For \_\_\_\_\_ Against \_\_\_\_\_ Abstentions \_\_\_\_\_

\_\_\_\_\_  
Chairperson, General Education Advisory Committee \_\_\_\_\_ Date

---

## Approval

\_\_\_\_\_  
Associate Vice-President for Undergraduate Studies and Curriculum \_\_\_\_\_ Date

## ANTH 135 Introduction to Cultural Anthropology

Instructor:  
Office:  
Office hours:  
Telephone:  
Email:

Days:  
Time:  
Classroom:

***This course satisfies a General Education requirement in Global Awareness:*** Anthropology is the global comparative study of human societies, both in terms of their development and in terms of their culture-specific expressions. Students learn how an anthropological cross-cultural perspective can improve understandings of cultural diversity, especially when addressing topics and perspectives that are difficult to understand from a purely western perspective. The course covers a broad range of topics traditionally approached by anthropologists, which address each of the outcomes for the Global Awareness requirement. By better understanding the factors contributing to cross-cultural similarities, differences, and interconnections, students learn to appreciate global diversity in development, ethnicity, language, subsistence, modes of production, exchange and distribution, social and political organization, gender, kinship, sexuality, religion, forced and voluntary migration, and how contemporary globalization is influencing each of these topics.

***This course satisfies a General Education requirement in Social Science:*** The course is designed as an introduction to the discipline of cultural anthropology. In addition to general social science methods, the student will learn about ethnographic techniques and the kinds of data these produce, cross-cultural analyses, and anthropological theory, all of which contribute to an understanding of cultural diversity, often involving topics that are difficult to understand from a purely western perspective. The course covers a broad range of topics traditionally approached by anthropologists, and methods, which address all of the outcomes for the Social Science requirement. Students learn to appreciate how social sciences, in general, and anthropology, specifically, can produce knowledge and provide perspectives on global diversity in development, ethnicity, language, subsistence, modes of production, exchange and distribution, social and political organization, gender, kinship, sexuality, religion, forced and voluntary migration, and how contemporary globalization is influencing each of these topics.

**Note:** Students may use this course to satisfy only one of these General Education requirements.

### ***Course Description***

This course is designed as an introduction to the discipline of cultural anthropology. The student will learn how anthropologists and anthropological theory can contribute to an understanding of cultural diversity, often involving topics that are difficult to understand from a purely western perspective. The course will cover a broad range of topics traditionally approached by anthropologists in addition to more recent applied fields. Lectures and assigned readings provide the bulk of the course material, with occasional videos.

### ***Required Texts***

Kottak, Conrad  
2004 *Cultural Anthropology*, 10<sup>th</sup> ed. Boston: McGraw-Hill.

*Additional readings on Halle Library eReserve.* See References and instructions on pg. 4 of syllabus.

***\*\* Students are expected to do the assigned readings prior to the day listed on the course schedule \*\****

### ***Course Objectives***

1. To sample the global diversity in cultural beliefs and behaviors, offer insights on why cultures vary around the world, to allow students to better understand their own culture's beliefs and behaviors within a cross-cultural context, and to illustrate students' global interrelations with other cultures.
2. To describe the development of anthropological theory, familiarize students with major topics researched by anthropologists, and to describe ethnographic field methods and their resulting kinds of data.
3. To critically examine historical theories on the relationship between human biology and culture and to describe anthropological perspectives on "race," ethnicity, gender, and social class, both within cultures and cross-culturally.
4. To describe the cross-cultural variability in language use, subsistence strategies, production and exchange systems, social and political organization, kinship systems and family organizations, sexuality, and religion.

5. To demonstrate how anthropological cross-cultural analyses can be used to better understand social issues, causation, and solutions, and how this approach can avoid the pitfalls of arguments based purely on observations from only one cultural system.
6. To evaluate different theories on the history of globalization, development strategies, and resulting internal and international conflicts, and to explain interrelations in the modern global political economy and cultural change/survival.
7. To describe how anthropology can be applied to solve problems in both the developed and less developed nations and how nonanthropologists may benefit from anthropological perspectives in their daily lives.

### *Student Responsibilities*

**Attendance:** Lectures provide additional material not found in the readings. Additionally, lectures include discussions of materials on exams and important handouts and assignments, as well as emphasizing the most important points in the readings. For these reasons, students who do not regularly attend the lectures are not likely to do well on the exams and will miss important information that will also influence their grades.

Be considerate to other students. Students are expected to turn off cell phones and should not participate in “private” conversations during the lectures to avoid distracting other students.

**Exams:** There will be three exams (including the final exam), each worth 100 points. Exam material will be derived from the lectures, readings, and videos. The questions on the exams will be in the form of multiple choice, true-false, matching or identification, and questions requiring short paragraph answers (3-4 sentences). Study guides will be provided by the instructor and posted on the Halle Library electronic reserve (see instructions on page 4 of syllabus).

No makeup exams will be given without a documented legal and/or medical reason presented to the instructor. If the makeup exam is to be taken after returning graded exams to the other students, the student taking the makeup exam will be given a different (and more difficult) exam.

**Assignments:** Five take-home writing assignment instructions will be given during lectures, each worth 20 points for a total of 100 points. The instructions will also be posted on the Halle Library electronic reserve (see instructions on page 4 of syllabus). Each assignment will consist of questions requiring 2 written pages of typed answers. Four assignments will be based on articles on electronic reserve. **In one assignment, students use media reports to form hypotheses with which to test with UN data and provide a description of the UN Millenium Goals.** All assignments must be formatted with 1-inch margins, double-spacing, and text in font-size 12. Turn in the assignments on time. Assignments turned in within the first week after the deadline will only be eligible for a maximum of 15 points. No assignments more than a week late will be accepted without a documented legal and/or medical reason presented to the instructor. Additional assignment is an in-class map quiz.

**Withdrawals:** Protect your GPA! If deciding to withdraw from the course, it is the responsibility of the student to be certain he or she is officially withdrawn through the Registrar. Failure to officially withdraw typically results in a failing grade due to zero scores on exams and other graded assignments.

### **Academic**

**Honesty:** Protect your academic goals. Even if you feel you are doing poorly in this course, it is better to do poorly with honesty than to risk serious academic sanctions. Academic dishonesty is representing another's work as one's own, active complicity in such falsification, or violating test conditions. Plagiarism is stealing and passing off the ideas and words of another as one's own, or using the work of another without crediting the source. The sanctions for these offenses on exams or written work are serious and can result in a zero score for the assignment or final grade and have resulted in the removal of students from academic institutions.

### *Grading Standards*

**Final Grade:** The final course score will be averaged from the three exams and the cumulative score on the assignments. Letter grades for the final course grade are as follows:

	<b>B+:</b> 86-89 pts	<b>C+:</b> 76-79 pts	<b>D+:</b> 66-69 pts	<b>E:</b> 0-59 points
<b>A:</b> 95-100 pts	<b>B:</b> 83-85 pts	<b>C:</b> 73-75 pts	<b>D:</b> 63-65 pts	
<b>A-:</b> 90-94 pts	<b>B-:</b> 80-82 pts	<b>C-:</b> 70-72 pts	<b>D-:</b> 60-62 pts	

**Incompletes:** Incompletes will not be given without a documented legal and/or medical reason presented to the instructor. Additionally, the student must have been making a C average on assignments and exams to obtain an incomplete.

<i>Course Schedule and Outline</i>		Readings	
Date	Topic	Kottack chs.	eReserve
Week 1	Introduction to course and overview, Anthropology's Four Subfields, cross-cultural comparative method & Applied Anthropology		
Week 2	Social scientific inquiry; anthropological ethnography & ethnographic methods and data; Characteristics of Culture, culture change, and cultural relativism <i><u>MAP QUIZ</u></i>	1 3	Chagnon
Week 3	Human Evolution and Culture Human Biological Variation and the fallacy of the "Race" Concept	4 5	Sterk Gmelch
Week 4	Ethnicity: markers, formation, creation of factions, & conflicts Language and Culture <i><u>1<sup>st</sup> ASSIGNMENT DUE</u></i>	6 7	
Week 5	Sociolinguistics: Linguistic relativity & Speech variants <i><u>**EXAM I**</u></i>		
Week 6	Subsistence: Foraging (hunting and gathering) and Fishing Subsistence: Horticulture, Agriculture, and Pastoralism	8: pgs 189-202	
Week 7	Modes of Production: Kin, Tributary, & Capitalist modes Exchange and distribution systems: Reciprocity, Redistribution & Markets	8	Harris
Week 8	Social & Political Organization: Bands and Tribes Social & Political Organization: Chiefdoms & States <i><u>2<sup>nd</sup> ASSIGNMENT DUE</u></i>	9	
Week 9	Kinship: Patrifocal & Matrifocal systems and family organizations Kinship: Bilateral & Cognatic systems and family organizations	12	
Week 10	<i><u>**EXAM II**</u></i> Culture and Gender: socialization and gender construction	10	Freidl
Week 11	Gender roles & gender status Sexuality and Culture: Attitudes, customs, power, & beauty concepts	11	
Week 12	Religious systems Religion and revitalization movements, Impacts of proselytizing <i><u>3<sup>rd</sup> ASSIGNMENT DUE</u></i>		
Week 13	Globalization Challenges to development: cash crops replacing subsistence, structural adjustment policies and local community development <i><u>UN ASSIGNMENT DUE</u></i>	13 15	Lappé and Collins
Week 14	Globalization, successful development, and cultural survival Voluntary and forced migration (refugees, IDPs, & modern slavery), and Disasters	16-17	Reed
Week 15	Survey of Applied Anthropology <i><u>4<sup>th</sup> ASSIGNMENT DUE</u></i>	2	Patten
Final Exam			

**eReserve References**

- Chagnon, Napoleon A.  
1992 Doing Fieldwork among the Yanomamo. In *The Yanomamo*, 4<sup>th</sup> Edition. Wadsworth, Belmont
- Friedl, Ernestine  
2004 Society and Sex Roles. In *Classic Readings in Cultural Anthropology*, edited by Gary Ferraro, pp. 48-54. Wadsworth, Belmont.
- Gmelch, George  
2003 Lessons from the Field. In *Conformity and Conflict: Readings in Cultural Anthropology*, edited by James Spradley and David McCurdy, pp. 46-57. Allyn and Bacon, New York.
- Harris, Marvin  
2003 Life Without Chiefs. In *Conformity and Conflict: Readings in Cultural Anthropology*, edited by James Spradley and David McCurdy, pp. 327-335. Allyn and Bacon, New York.
- Moore Lappé, Francis and Joseph Collins  
1977 Why Can't People Feed Themselves. In *Food First: Beyond the Myth of Scarcity*. Institute for Food & Development.
- Patton, Sonia  
2001 Medical Anthropology: Improving Nutrition in Malawi: In *Conformity and Conflict: Readings in Cultural Anthropology*, edited by James Spradley and David McCurdy, pp. 405-414. Allyn and Bacon, New York.
- Reed, Richard K.  
2003 Cultivating the Tropical Forest. In *Conformity and Conflict: Readings in Cultural Anthropology*, edited by James Spradley and David McCurdy, pp. 134-143. Allyn and Bacon, New York.
- Sterk, Claire E.  
2003 Fieldwork on Prostitution in the Era of AIDS. In *Conformity and Conflict: Readings in Cultural Anthropology*, edited by James Spradley and David McCurdy, pp. 33-45. Allyn and Bacon, New York.

**Instructions for Halle Library eReserve**

- 1) Go to <http://reserves.emich.edu/> , then click on “Electronic Reserves and Reserve Pages”
- 2) Select Instructor’s name and click on “Go”
- 3) Enter password\* and click “Accept” after reading copyright agreement Password: \_\_\_\_\_
- 4) Select this course
- 5) Select folders (readings are listed by authors’ last names as on page 3 of syllabus)

**Writing Assignment Instructions**

**1<sup>st</sup> Writing Assignment - Ethnography**

Summarize the ethnographic techniques and major difficulties in Chagnon’s and Sterk’s fieldwork.

How did fieldwork change the views of Gmelch’s students?

**2<sup>nd</sup> Writing Assignment - Political systems** *Base your answers on the Harris reading.*

1. Describe the political systems among foraging societies, village societies with “headmen” and “big men,” chiefdoms, and states.
2. Is social hierarchy and inequality “natural” to humans?

**3<sup>rd</sup> Writing Assignment - Gender Status** *Base your answers on Friedl’s “Society and Sex Roles”*

1. Describe the gender roles and gender status among: The San, the Hadza, the Washo, the Tiwi, and the Eskimo
2. How does the control and distribution of valuable resources outside the family/household influence gender status?
3. How does the cross-cultural comparative method in anthropology contribute to this understanding of gender and status?

**4<sup>th</sup> Writing Assignment - Underdevelopment** *Base your answers on the Lappé and Collins and the Reed articles.*

1. What prevents many people in underdeveloped nations from feeding themselves?
2. How has development and environmental destruction associated with European and North American demands for soy, beef, and other products impacted the Guaraní Indians of Paraguay?
3. How are applied anthropologists and the Guaraní now working together to promote sustainable and equitable development practices?

**UN Assignment** (See attached instructions)

# United Nations Assignment Instructions

## **PART 1.** Choose one of the following three options

1. Find and copy one U.S. magazine or newspaper article that states how women's economic activity outside the home in the U.S. compares with women's economic activity outside the home internationally. Using that article, form a hypothesis stating what you would expect international data to indicate if the article's statements or assumptions in the article are correct. Use the data available from the UN Social Indicators of Development on "Income and Economic Activity" to evaluate your hypothesis. Attach the article to your report.

2. Find and copy one U.S. magazine or newspaper article that states how health in the U.S. compares with health internationally. Using that article, form a hypothesis stating what you would expect international data to indicate if the article's statements or assumptions in the article are correct. Use the data available from the UN Social Indicators of Development on "Health" to evaluate your hypothesis. Attach the article to your report.

3. Find and copy one U.S. magazine or newspaper article that states how adolescent fertility in the U.S. compares with adolescent fertility internationally. Using that article, form a hypothesis stating what you would expect international data to indicate if the article's statements or assumptions in the article are correct. Use the data available from the UN Social Indicators of Development on "Child-Bearing" to evaluate your hypothesis. Attach the article to your report.

### **Use the UN Website to locate the international data:**

1. Go to <http://www.un.org/>
2. Select language, then select "Publications, Stamps, and Databases" (at upper right)
3. Select "Go" (upper right) to access databases.
4. Select "Social Indicators" at upper right
5. Depending on your choice from the above options, select "Child-Bearing," "Health," or "Income and Economic Activity" to view the international data.

## **PART 2.**

### **Use the UN Website to locate the UN Millennium Development Goals Report**

1. Go to <http://www.un.org/>
2. Select UN Millennium Development Goals
3. Open the Millennium Development Goals Report for 2005 (on right side of screen)

Describe the Eight Millennium Development Goals and list the regions (e.g., "Eastern Asia," "Southern Asia," etc.) or categories of nations (e.g., "least developed," "middle-income," etc.) that have the greatest challenges in meeting each goal.