

	<p>Department of Sociology, Social Work and Family Sciences</p> <p>SOC2001 Cultural Anthropology</p> <p>3 Units</p>
SPRING 2022	

Meeting days: Tu-Th	Instructor: Dr. Jamie Gates
Meeting time: 9:30-10:45am	Phone: 619 849 2659
Meeting location: Rohr Sociology 109	Email: jamielgates@pointloma.edu
Final Exam: Tuesday, May 3, 10:30am	Office location and hours: Tuesdays and Thursdays, 11am-12pm or by appointment

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Department Mission

As followers of Christ, our mission is to nurture servant scholars who critically evaluate social and cultural patterns, and constructively engage as agents of hope.

COURSE DESCRIPTION

Sociology 2001 is an introduction to Cultural Anthropology and its practical application. Contemporary international migration, travel and communications bring us into direct contact with peoples of many regions with a tremendous variety of values and ways of life. In this course you will be introduced to many of the basic concepts and findings of Cultural Anthropology. You will achieve an understanding of the cultural diversity with which we are increasingly interacting. We will explore the common threads that tie us all together with an

emphasis on the comparative study of contemporary cultures. During this course you will learn skills to understand and appreciate the wide array of cultural differences that have developed throughout the world and gain new insights into the patterns and dynamics of your own traditions.

As a student of Cultural Anthropology you will acquire an awareness and knowledge of social and cultural diversity, a comparative perspective on societies and a deeper understanding of diverse social, political and economic systems. The subject of anthropology is no longer limited to the arcane and exotic. Today, medical anthropologists work in hospitals designing patient-care programs for culturally diverse populations and in research institutes tracking disease and risk vectors around the world. The American Bar Association employs anthropologists in its legal research division. Marketing firms hire anthropological consultants to understand US consumption patterns and to test public receptivity to new products. Anthropologists also put their knowledge of cultural diversity to work in museums, publishing houses, development agencies, volunteer organizations, teaching and the social services. Still others pursue graduate degree programs in anthropology and other related disciplines.

This course is one of the components of the **General Education** program at PLNU, *seeking cultural perspectives*. PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and cultures.

COURSE GOALS:

This course has three primary goals. The first is to expose you to the breadth and depth of human socio-cultural variation. The second is for you to develop an introductory understanding of the causes and significance of cultural variation. The third goal is for you to develop practical skills (ideas and behaviors) to engage an increasingly diverse cultural world with greater cross-cultural intelligence/competence. This exposure will come from assigned readings, online discussions and exercises, documentaries and your own research.

COURSE LEARNING OUTCOMES

Upon completion of the course students are expected to be able to:

1. Identify and critically evaluate the ideas and behaviors of at least three cultural groups outside of the student's own experience.
2. Identify and critically analyze at least three cultural patterns that most influence our own lives
3. Contrast three social theories about why and how cultural diversity exists.
4. Utilize and evaluate the strengths/weaknesses of more than one ethnographic research skill (e.g. participant observation, event analysis and interviewing)
5. Identify and discuss from cross-cultural perspectives at least three critical issues pertaining to key contemporary social conditions and related impacts on historically specific populations and diverse communities
6. Demonstrate comprehension of the reading and lecture materials

COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3.0 unit class delivered over 15 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

COURSE ASSIGNMENTS

Attendance and Participation - 10%

While we are in a mixed in-person and digital environment, we are working hard maintain the strong benefits of learning in community. In university surveys, students by far prefer learning in community (even if it has to be on Zoom). The general expectation is that everyone will attend and fully participate in the synchronous class sessions we have during the semester. Special accommodation can be made for those with extenuating circumstances, but all effort should be made to join us for these synchronous sessions. Full participation in the online components of the course is also expected, but the grade for that participation is capture in each of those assignments.

See the PLNU Attendance Policy below.

Module Assignments (Read, View, Do) - 10%

There are numerous interactive online exercises of various lengths in each module that help to build knowledge and skill for the subject at hand. You will often be in discussion with one another, debating a certain topic, reacting to multimedia prompts and the like. Your colleagues are depending on your full participation for a high quality learning environment, and you are dependent on theirs. These exercises are core to your learning. The quality of your individual learning and the quality of learning from one another as a class depends on your full participation in these Module Assignments.

Ethnographic Experience Reflections - 20%

Reflections on two Ethnographic Experiences serve as the *signature assignment* for this course and both are required of each student. This is called the *signature assignment* because it is designed to see if you can put the ideas and principles you are learning in this class to use in a practical setting common in the discipline. Ideally, you would be sent out to immerse yourself in two mini cross-cultural experiences, like attending a pray service at a local mosque, taking West African drum lessons at the World Beat Center in Balboa Park or learning how to make lumpia from a Filipina chef at a local restaurant. These experiences will have to wait until the post-Covid era. As a safer substitute, you will be doing two sets of Ethnographic Interviews, one with a stranger, and one set with three members of your family. You will take field notes during each experience, interview key cultural consultants and do background research in professional social science peer reviewed journals.

Read the [Guide to Ethnographic Experience Reflections](#) thoroughly before starting the *Ethnographic Experience Reflections*.

For more detailed assistance in preparing for your interviews, use the resources found in [Prepping for Ethnographic Interviews](#)

Ethnographic Experience Reflection 1:

- [Ethnographic Experience Plan 1 | Ethnographic Interview with a Stranger](#)
- [Ethnographic Experience Reflection 1 | Ethnographic Interview with a Stranger](#)

Interview a stranger, someone you've never met and wouldn't know if you had not been introduced to them by someone else. For purposes of this assignment, the goal is to find someone who has been raised (socialized, enculturated) in a completely different social environment than you have been. To narrow it down a bit, choose your interviewee from ONE of the following three options:

1.
 1. A stranger who was raised in and currently lives in another country where English is not their first language.
 2. A stranger who lives in the US but was raised speaking a language other than English as their first language.
 3. A stranger who is strongly loyal to a political party/identity opposite from the one you were raised to be loyal to. (Choose this option only if your family leans strongly into one political party/identity and you can identify a stranger who leans heavily into a political party/identity to which your family has been opposed.)

Your task is to have a *minimum of an hour long structured ethnographic interview* with this stranger with the following goals:

- - - To gain experience in structuring an ethnographic interview schedule:
 - To gain experience practicing interviewing and listening skills:
 - To practice taking ethnographic field notes
 - To articulate cultural similarities and differences in ethnographic perspective:
 - Your otherness to one another, i.e. 2-3 cultural ideas and their associated practices that you and your cultural upbringing did not prepare you for understanding or participating in.
 - Your similarity to one another where you didn't expect it, i.e 1-2 culturally conditioned sets of ideas and their associated behaviors that this stranger practice

Select from the following Ethnographic Interview questions (and add your own) to make up your Ethnographic Interview Schedule: [Ethnographic-Interview-Questions](#) Remember to review the resources in [Prepping for Ethnographic Interviews](#) before you embark on your first interview.

Ethnographic Experience Reflection 2:

- [Ethnographic Experience Plan 2 |Auto-Ethnography Plan](#)
- [Ethnographic Experience Reflection 2 |Auto-Ethnography - the Intersection of race/ethnicity and social class in our upbringing](#)

Interview at least three members of your extended family, at least one of each from three different generations (your generation, your parents' generation and your grandparents' generation, if possible) as your key cultural consultants.

Field notes, evidence, annotated bibliography still apply.

The focus of your Auto-ethnography should be on how and why you have been socialized by your particular upbringing to think the way you do about the intersection of Race/ethnicity and Social Class

Interview family members about the transmission of intergenerational wealth and capital. Find peer reviewed social science journal articles that help you interpret what you learn from your family. **Trace your families' intergenerational wealth and capital transmission, and the connections to the ways social class and race/ethnicity intersect. Sample questions to explore for interviewing family members are listed in the assignment link.**

Remember to review the resources in [Prepping for Ethnographic Interviews](#) before you embark on your first interview.

Each Cross-Cultural Experience Reflection must include:

- - - An initial plan for your cross-cultural experience (worth 10%)
 - A Cross-Cultural Experience Reflection paper that includes the following main components (worth 90%):
1.
 1.
 1. A Title Page
 2. A 3-4 page (Interview with a Stranger) or 4-5 page (Auto-Ethnography) reflection using culturally significant insights, drawn from the different lessons in the course, demonstrating your ability to use the concepts and perspectives learned from the course.
 3. An [annotated bibliography](#) with two sources *from peer reviewed academic social science journal articles*.
 - Both of these annotated sources are also to be quoted in the reflection to shed a professional light on one or two of the cultural phenomena written about in the reflection.
 - See the Guide for more instructions on the annotated bibliography.
 4. Physical evidence of your participation (e.g. brochures, event program, digital pictures/video, screen shots, etc.). Include a digital copy on a separate page with your submission.
 5. A copy of your field notes.
 - A minimum of 2 full pages of field notes are required; more is better.
 - Notes should be divided into "Descriptive" and "Interpretive" sections to distinguish direct observation from the observer's interpretation of the observation/interaction.

See the [Guide to Ethnographic Experience Reflections](#) for specific requirements.

See the Ethnographic Experience Reflection Rubric attached to each assignment to see how this assignment will be graded.

See this [strong example](#) of a Cross-Cultural Experience Reflection and model its format and quality. This is an exemplary model of all 4 components (Reflection, Annotated Bibliography, Evidence and Field Notes) and the format (APA in-text citation and bibliography) for your submission.

Ethnographic Film Notes and Discussion - 30%

You'll be required to watch three ethnographic films during this course (100 points each). These films provide an alternative genre in which to learn about key concepts from this course and to gain some exposure to particular contexts in which these concepts are embodied. A guide for reflection on each of the films is available. Students must use the guides to take reflective notes on each film and use these notes for a discussion with the rest of the class. Notes should be submitted online and will be graded for their thoroughness and quality.

Exams - 30%

Two midterms and a final will assist you in reviewing and retaining key information from the assigned reading, class lectures, discussions and other assignments (100 points each). The format for the exams will test a broad range of learning styles. Tests may include, but are not limited to, the following: multiple choice, matching, fill in the blank, true/false and short essay questions. Each student must take all exams.

Extra Credit

Students can earn up to 3% toward their final grade with extra credit. Extra credit is designed to give students additional opportunities to reflect on the concepts raised in the course.

1. Students can attend approved events that relate to the content of the course and reflect on the significance of this event in relation to what we are learning in the course. The professor must approve these events for it to count as extra credit. Students will be required to write a two to three page reflection that effectively incorporates key concepts from this course in their reflection. Extra Credit reflections are due by the last day of classes for the semester. Students may take advantage of up to four of these opportunities during the semester at 50 points each for a maximum of 3% to be added to your final grade.
2. Students can complete additional Assignments made available by the professor for Extra Credit along the way. Students will be required to write a two to three page reflection that effectively incorporates key concepts from this course in their reflection. Extra Credit reflections are due by the last day of classes for the semester. Students may take advantage of up to four of these opportunities during the semester at 50 points each for a maximum of 3% to be added to your final grade.

NOTE: Extra credit for this course is uploaded to Canvas but will be calculated independent of the Canvas Grading system and added at the end before turning in grades to Workday.

[Extra Credit 1](#)

[Extra Credit 2](#)

[Extra Credit 3](#)

[Extra Credit 4](#)

REQUIRED TEXTS

1. DeVita, Philip (2000). [Stumbling Toward Truth: Anthropologists at Work. Long Grove, IL: Waveland Press.](#)
2. [Perspectives: An Open Introduction to Cultural Anthropology, 2nd Edition](#) by Nina Brown, Thomas McIlwraith, Laura Tubelle de González is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](#), except where otherwise noted.

Additional readings from various sources will be required throughout the semester as assigned. All reading except for the texts above will be available on the course eclass site.

American Psychological Association Style (APA)

Academic writing is a disciplined way of writing designed to speak clearly and concisely to a community of scholars with an agreed upon style of writing. Disciplines differ in their writing conventions, and as you learn to speak and write from different perspectives, you learn the conventions of those perspectives. As practice in learning how to write using conventions unique to a particular discipline, publisher or employer, this course requires you to use the American Psychological Association's professional Style Guide. As with any publisher or employer that will require you to morph your writing style to their conventions, be sure to use APA citation style in your lists of citations as well as in the body of your text.

[APA Style Guide](#)

ASSESSMENT AND GRADING

Course Requirements:

General requirements include:

1. Comprehensive reading and viewing of texts and assigned materials.
2. Active participation in online discussions and activities.
3. Demonstration of the ability to apply foundational knowledge and principles to contemporary social circumstances.
4. Successful and timely completion of assignments, course projects and exams.

Course Grading System:

Attendance and Participation		100
Participation in class		

Grade Determination

(Percentage):

Module Assignments and Course Participation		100
Participation in asynchronous online discussions and assignments		
Cross-Cultural Experience Reflections		200
Cross-Cultural Experience plans (2 x 10 points each)	20	
Cross-Cultural Experience Reflections (2 x 90 points each)	180	
Ethnographic Films and Discussions		300
Film Notes (3 x 25 points each)	75	
Discussions (3 x 75 points each)	225	
Exams		300
Midterms (2 x 100 points each)	200	
Final (100)	100	
Total		1000
<i>Extra Credit</i> (200 points possible)		(200)
Total including full extra credit		(1200)

A	93 -100
A-	90 – 92.9
B+	87 – 89.9
B	83 – 86.9
B-	80 – 82.9
C+	77 – 79.9
C	73 – 76.9
C-	70 – 72.9
D+	67 – 69.9
D	63 – 66.9
F	0 – 62.9

LATE POLICY

All assignments are expected to be turned in by the scheduled due dates for full credit. Assignments turned in after the due date will lose 10% per day after the assigned due date and time. Late days are counted in 24-hour periods. For example, when an assignment is due at 11:59pm on Tuesdays, submitting between 12am and 11:59pm on the Wednesday that follows is considered one day late, and so on.

You are given 3 self-granted extensions which you can use to give yourself extra time without penalty. You may use all three days on one assignment, or a day each on up to three separate assignments. Choose these extensions wisely, as instructor-granted extensions are only considered after all grace days are used and only given in highly exceptional situations. You will need to contact the professor in person if requesting this extra level of extension. Students often go to great lengths to meet deadlines and conserve self-granted extension days: pull all-nighters, ignore other classes, miss events they wanted to attend, work when feeling poorly, submit unpolished assignments, or even cancel key time with friends and family. It would not be respectful of their efforts to hand out extra days to students who were less committed to meeting deadlines or not as cautious in conserving grace days. If asking for an instructor-granted extension, you will be expected to legitimize how all of your grace days were used, and make a compelling case for additional accommodation beyond the grace days everyone else receives. We use this information to find an appropriate balance between providing relief to you and maintaining fairness to others.

Remember, late work handed in when you have run out of self-granted extensions is discounted 10 % per day late.

(ideas in this late policy borrowed from Stanford, <https://stanford.edu/class/ee365/late.html>)

STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center. (DRC@pointloma.edu) or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all synchronous class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (virtual or face-to-face), the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student

may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. In some courses, a portion of the credit hour content will be delivered asynchronously and attendance will be determined by submitting the assignments by the posted due dates. See [Academic Policies](#), in the Undergraduate Academic Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

Asynchronous Attendance/Participation Definition

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

SPIRITUAL CARE

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If students have questions, a desire to meet with the chaplain or have prayer requests you can contact the [Office of Spiritual Development](#).

USE OF TECHNOLOGY

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

ASSIGNMENTS AT-A-GLANCE

The table below lists our assignments and their due dates. Click on any assignment to review it.