

# SOC 2001-1- Cultural Anthropology

**Professor:** Chase M. Mahan

**Email:** [cmahan@pointloma.edu](mailto:cmahan@pointloma.edu)

**Class Day/Time:** Tues/Thurs 9:30-10:45

**Location:** Rohr Hall 109

**Office Hours:** Mon/Wed, 9am-Noon, Colt 208

**16-Week Course:** In-Person, 3 Credits (FE)

**Dept:** SSWFS

## 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 is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

### Foundation Explorations Mission:

PLNU provides a foundational course of study in the liberal arts 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, an vocational service as Christ-like participants in the world's diverse societies and culture.

**Course Description:** An introduction to the basic concepts, methods and findings of cultural anthropology. Emphasis is on the comparative study of contemporary cultures to develop an understanding of the cultural diversity that confronts society and the common threads that bind people together.

**Extended Course Description:** This course is designed to introduce students to cultures and traditions from around the world. The diversity of the human experience cannot be understated, and we will do our best to explore it all. We will read and discuss research conducted by anthropologists as they attempt to understand how people have organized their lives, cultures emerge, change, or persist, and how cultural anthropology can make a difference in the world.

In addition to weekly lectures, there will be in-class or take-home assignments, class discussions, and community engagements. These are opportunities to better understand cultures, ethnographic methods, and familiarize students with anthropological and scientific data. Students will interact with real ethnographic data and understand how to approach everything with a holistic perspective.



**Course Goals & Learning Outcomes:**

1. To familiarize students with cultural anthropology as a discipline as well as theory and methods employed by ethnographers in their attempt to understand and document the diversity of human experiences.
2. Instill a knowledge of why cultural anthropologists do what they do and how a holistic understanding of humans can teach us to be better world citizens.
3. Examine values about human culture and the place of humanity in the world.
4. Explain human ideas and experiences and how those influence societies, human behavior, and human-social interactions.
5. Compare different methods and theories to interpret and explain human events and cultures.
6. Examine the role of diversity in human societies and how diversity impacts global change.

**Required Foundational Explorations Key Assignment:** Students will demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts.

**Prerequisite(s):** None

**Required Texts and Recommended Resources:** Students are responsible for having the required course textbooks prior to the first day of class.

All supplemental materials posted on the course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

1. *Asking Questions about Anthropology*, 3<sup>rd</sup> Edition by Welsch and Vivanco; ISBN: 9780197522929

*Additional readings will be posted to Canvas and shared with you.*

*Please bring a notebook or tablet/laptop computer to each class to take notes.*

**Example of Weekly Expectations:** By each Monday morning, a new Canvas module will be available on Canvas and will consist of content for students to review, study, and/or complete.

**- Read:**

- Assigned chapter from course textbook *Asking Questions about Cultural Anthropology* (Third Edition) by Robert Welsch and Luis Vivanco
- Frequently a second or third required reading assignment will be posted online.

**- Attend/Participate:**

- Weekly lectures, activities, & discussions

**- Complete:**

- Reading Quizzes beginning of class on Thursdays
- All activities are due by Sunday at 11:59PM if not completed by end of class

## Grading Breakdown:

	Points
Participation/Professionalism	<b>300</b>
Weekly Quizzes (Complete 13 out of 15)	<b>325</b>
Discussion Lead	<b>100</b>
Community Engagements (x 2)	<b>100</b>
Final Project	<b>300</b>
• Proposal (Week 4)	50
• Peer Review (In Class, due Nov. 7)	50
• First Draft (Nov. 7)	50
• Final Draft (Dec. 7 <sup>th</sup> ) and Photoethnography Exhibit (Dec. 9 <sup>th</sup> )	150
Weekly Activities (x15)	<b>75</b>
Total	<b>1200</b>

The Grading Scale for this class is as follows: A=90%+, B=80-89%, C=70-79%, D=60-69%, F=59% or below.

## Final Examination Policy

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Traditional Undergraduate Records: Final Exam Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

## Content Warning\*

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In Cultural Anthropology, all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include cultural diversity, race, and gender. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of Sociology and Anthropology, and I will support you throughout your learning in this course.

## Trigger Warning\*

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In Cultural Anthropology, we will cover a variety of topics, some of which you may find triggering. These topics include racial/ethnic-cultural-gender differences. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of Sociology and Anthropology, and I will support you throughout your learning in this course.

### **Course Requirements**

*Reading/Reading Quizzes:* Over the course of the semester, you will have weekly reading quizzes due on Thursday at midnight (for topics see schedule). I strongly recommend you complete the readings and watch any assigned videos for that week before starting any assignments or quizzes. Instructions for each of these assignments will be posted on the course website after the first day of class for the week. Quizzes are timed (20 minutes), and you only have one attempt. It should only take you 15-20 minutes maximum to complete these. **Each quiz is worth up to 25 points. You only need to complete 13 out of the 15 available quizzes throughout the semester.**

*Weekly Activities:* Over the course of the semester, there will be a weekly activity due by Sunday by midnight. These activities are largely team-based, meaning that I recommend students complete these in groups of their choosing. These “teams” can be the same as your discussion group, stay the same each week, or you can switch it up as you wish. Regardless, these activities will be easier if you cooperate effectively with your classmates. These activities are associated with weekly module content and topics. They provide an opportunity for students to apply methodologies, concepts, tools, and critical thinking. Additionally, the team dynamics simulate a collaborative research environment, an aspect imperative to field research. These assignment are 5 points each for a total of 75 points. Discussion leaders not need to complete their weekly activity.

*Community Engagements:* Anthropologists can be vital actors in creating dialogue, bridging communities, and enacting real change, with those goals in mind, you **will attend at least two** community events (multiple encouraged but not required). A list of community engagement events scheduled during this semester is available on WyoCourses. These are meant to expose students to community engagement, collaboration, plan implementation, and diverse lived experiences. You **will write a two-page reflection** on the experience/event. **Each one is worth 50 points.**

*Discussion Leads:* Students will **lead one discussion** with an assigned group worth **100 points**. For those not leading, students **must** come to class and participate in discussion. Assigned groups will be required to read, watch, or listen to assigned discussion materials, and present major themes to class, and provide relevant debate/discussion on course topics. Discussion leads **do not need to turn in the weekly activity** but instead focus on your discussion preparations.

*Final Photoethnography Project:* A major portion of your grade will be a final project that you will showcase at the end of the semester **worth up to 250 points**. The final project is photoethnography. This photoethnography must have a clear theme (i.e., Community Resilience, Wyoming Equality, Western Heritage, Surfing Culture, Ranching and Wild-West Change, etc.). It will largely be composed of photographs (obviously), short annotations of each photo, and analysis of your photos. You are required to observe and/or participate in this activity at least three times (preferably at different times of the day and possibly in different locations). A rubric is available on Canvas. These projects will be presented at the end of the semester. You will also turn in a proposal, a rough draft and review another student's project and provide feedback.

*Participation & Professionalism:* Your participation and professional development is a critical component of this class. My hope is that the skills you learn in this class will translate to your aspirations, whatever they may be. This class is a low stakes environment for you to learn, practice, and hone your skills. One necessary skill is professionalism. Professionalism encompasses a host of components. In this class you will be expected to:

- Participate
- Be prepared
- Be familiar with course policies
- Be kind, respectful, and helpful
- Be on task
- Do your fair share when working with others

There will be **class discussions** throughout the semester pertaining to the Student Learning Outcomes that will count towards Professionalism. Students are to come prepared and thoughtfully participate in a respectful academic discussion with the class. Feedback will help you to understand your own strengths and growth areas related to professionalism. Feedback will be received twice: in the middle of the semester and at the end. Midterm feedback will not act as your final grade, only as a mid-semester check in, and will hopefully stimulate constructive conversation among group members. Everyone will provide feedback one more time at the end of the semester. This feedback will result in your final grades. These grades will be determined by both your classmates' observations as well as my own. Professionalism is numerically and objectively calculated based on survey responses. My own observations are considered equivalent to other students you have worked with, and survey responses are averaged to produce a final grade. These averages are then transferred to the professionalism rubric. The most effective way to display commensurate (A+) professionalism is to communicate, delegate, listen, and be a nice human.

Survey Scale: Never = 0; Sometimes = 1.0; About half the time = 2.0; Most of the time = 3.0; Always = 4.0

Rubric Conversation: 4.0 = Always; 3.5 = Nearly Always; 3.0 = Sometimes; 2.5 = Repeatedly Not; 2.0 = No Marks

## **GENERAL COURSE POLICIES**

### **Turning in Assignments, Late Work, & Make-Up Assignments**

All assignments must be turned in on Canvas by the deadline specified on Canvas. Late assignments are those turned in any time after the specified due date. Late assignments will lose 10% for each calendar day they are late. Late assignments will not be accepted after a week from the due date unless an instructor exception is given. It is your responsibility to ensure that your assignment is uploaded to Canvas on the day it is due. I will not accept late homework, and missed in-class work and quizzes cannot be made up.

### **Methods of Instruction**

This class is interactive and discussion based. So you'll need to come to class prepared to talk and write about the literary texts we're reading and contribute to and lead discussions, small groups, and peer reviews. You can only understand what is happening during our classes if you have done the reading beforehand, and you will miss out on valuable perspective and insights from your classmates if you do not attend class. The same goes for the writing assignments: they are designed to increase your understanding of the texts and make class more productive. Students who attend regularly, stay engaged in the class activities, and keep up with all of the assigned reading and writing will succeed in this course.

### **Canvas**

Throughout this course, students will be required to utilize Canvas to post homework responses, receive course grades, and access any changes to the Course Schedule throughout the semester. If the Course Schedule is updated, students will be notified well in advance, but will need to download the updated schedule which the instructor will post on Canvas.

### **Canvas Support**

If you have questions about the content you find in my Canvas course or need clarification on assignment instructions, please let me know. If you are unsure how to use any given feature in Canvas, please let me know immediately. If we cannot troubleshoot together, you will find the Canvas Guides to be a very helpful resource. If you cannot access something in my Canvas course or it appears that some part of the course is not working properly, please contact the Office of Instructional Technology for support at [oit@pointloma.edu](mailto:oit@pointloma.edu). Include specific information in the request (course ID, section, assignment or module name, etc.) to expedite the troubleshooting process. Screenshots are helpful.

### **PLNU Email**

Students must regularly check their PLNU email account for updates on assignments and scheduling.

## **Respect**

Practice basic respect and consideration toward your peers and professor. There will likely be some tricky moments in this class because the literature we read may bring up some conversations about sensitive issues, challenging topics, and difficult language. Remember that we are interested in inquiry, especially critical inquiry, not in establishing one common view. Students who do not actively pay attention and participate in class and will lose participation points.

## **Academic Honesty**

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. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See "Academic Policies" for definitions of kinds of academic dishonesty and for further policy information.

## **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 Recording Notification**

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

## **Artificial Intelligence (AI) Policy**

You are allowed to use Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski) to *generate ideas*, but **you are not allowed to use AI tools to generate content** (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

## **PLNU Academic Accommodations Policy**

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodation.

## **Personal Needs**

Counseling is available in the Wellness Center for undergraduate students at PLNU. They are open Monday through Friday during the academic school year to offer morning, afternoon, and evening appointments. Please call (619) 849-2574 to schedule a counseling appointment.

## **Sexual Misconduct and Discrimination**

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at [pointloma.edu/Title-IX](http://pointloma.edu/Title-IX). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at [counselingservices@pointloma.edu](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/title-ix](http://pointloma.edu/title-ix).

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at [www.pointloma.edu/bias](http://www.pointloma.edu/bias).

**Classroom Conduct:** It is a requirement for this course that all students act in a respectful, civil, and professional manner at all times and that they do not engage in behaviors that disrupt the learning environment. This includes arriving on time, completing work in a timely and professional manner, following instructions from the professor, and adhering to course deadlines. The expression of different views, spirited debate, and disagreement are an expected and supported part of the course, **but** disrespectful, demeaning, degrading, hateful, harassing, abusive, profane, vulgar, lewd, personal attacks, name-calling, dismissive gestures, and similar kinds of behaviors, whether they be verbal, physical, or of any other nature, will not be tolerated, nor will any other activities and behaviors that fundamentally disrupt the classroom and/or the learning environment. Failure to abide by the classroom behavior rules may result in your immediate dismissal from the class. Repeated violations may result in permanent dismissal from the course and a failing grade. Any participant in the course who acts in a way the instructor believes violates these conduct rules, or in any other way disrupts the learning environment and/or creates an environment that is hostile and/or not conducive to learning or a positive learning environment, will be warned and/or asked to leave the class immediately.

\*\*\*This syllabus may be subject to change due to unforeseen circumstances. I will provide at least a week notice or extension in most circumstances\*\*\*

SOC 2001-1: Fall 2024 Course Calendar			
Day	Topic	Activity	Required Reading
<b>Week 1</b>			
Tuesday 09/03	Syllabus Review <b>Lecture: Introduction to Cultural Anthropology</b>  *Sign up for a day to lead discussion! (See Canvas for link)	<i>Student Demography</i>	Welsch & Vivanco Ch. 1
Thursday 09/05	<b>Discussion Day!</b>	<b>RQ 1</b>	<ul style="list-style-type: none"> <li>• <i>The Nacirema</i> (Miner 1956)</li> </ul>
<b>Week 2</b>			
Tuesday 09/10	<b>Lecture: Culture</b>  *Sign up for Photoethnography Project meeting #1 (See Canvas for link)	<i>What is Point Loma Culture?</i>	Welsch & Vivanco Ch. 2
Thursday 09/12	<b>Discussion Day!</b>	<b>RQ 2</b>	<ul style="list-style-type: none"> <li>• <i>Do Muslim Women Really Need Saving?...</i>(Abu-Lughod 2002)</li> <li>• <i>Cultural Relativism and Universal Human Rights</i> (Fluehr-Lobban 1998)</li> </ul>
<b>Week 3</b>			
Tuesday 09/17	<b>Lecture: Ethnography &amp; Fieldwork</b>	<i>Fieldnotes</i>	Welsch & Vivanco Ch. 3C
Thursday 09/19	<b>Discussion Day!</b>	<b>RQ 3</b>	<ul style="list-style-type: none"> <li>• <i>Methods of Ethnography</i> (Boas 1920)</li> <li>• <i>Argonauts of the Western Pacific; Intro</i> (Malinowski 1922)</li> </ul>
<b>Week 4</b>			

Tuesday 09/24	<b>Lecture: Linguistic Anthropology</b>	<i>Who's Talking?</i>	Welsch & Vivanco Ch. 4
Thursday 09/26	<b>Discussion Day!</b>  *Photoethnography Proposal due	<b>RQ 4</b>	<ul style="list-style-type: none"> <li>• <i>Talk American</i> (Podcast: Code Switch)</li> <li>• <i>Speaking Like a Model Minority</i> (Shankar 2008)</li> </ul>
<b>Week 5</b>			
Tuesday 10/01	<b>Lecture: Globalization, Power, Inequality</b>	<i>Global California</i>	Welsch & Vivanco Ch. 5
Thursday 10/03	<b>Discussion Day!</b>	<b>RQ 5</b>	<ul style="list-style-type: none"> <li>• <i>AAA Statement on Humanity and Climate Change</i></li> <li>• <i>Gone with the Wind</i> (Crate 2008) – pp.569-585</li> </ul>
<b>Week 6</b>			
Tuesday 10/08	<b>Lecture: Food &amp; Subsistence</b>	<i>Track a Snack</i>	Welsch & Vivanco Ch. 6
Thursday 10/10	<b>Discussion Day!</b>	<b>RQ 6</b>	<ul style="list-style-type: none"> <li>• <i>How Sushi Went Global...</i> (Bestor 2000)</li> <li>• <i>Shared Plates</i> (Podcast: GastroPod)</li> <li>• <i>The Plant: Corn's Conquest</i> (Pollan 2006)</li> </ul>
<b>Week 7</b>			
Tuesday 10/15	<b>Lecture: Environmental Anthropology</b>	<i>Cultural Observation</i>	Welsch & Vivanco Ch. 7
Thursday 10/17	<b>Discussion Day!</b>	<b>RQ 7</b>	<ul style="list-style-type: none"> <li>• AnthroPod epi. 46</li> <li>• <i>An Anthropology of Freediving</i> (Sapiens Magazine)</li> </ul>
<b>Week 8</b>			
Tuesday 10/22	<b>Online Lecture: Economies and Exchange Systems</b>	<i>Where's the Money?</i>	Welsch & Vivanco Ch. 8 <ul style="list-style-type: none"> <li>• <i>Some Things One Keeps</i> (Godelier 2009)</li> </ul>

	<b>Discussion Day!</b>		<ul style="list-style-type: none"> <li>• <i>Crack in Spanish Harlem</i> (Bourgeois 1989)</li> </ul>
Thursday 10/24	<b>No Class – Fall Break</b>	<b>RQ 8</b>	
<b>Week 9</b>			
Tuesday 10/29	<b>Lecture: Mediating Conflict &amp; Power Relations</b>	<i>Cooperation</i>	Welsch & Vivanco Ch. 9
Thursday 10/31	<b>Discussion Day!</b>	<b>RQ 9</b>	<ul style="list-style-type: none"> <li>• <i>Democracy and Africa – A View from the Village and Anthropologist as Problem Solver</i> <b>page 191 in W &amp; V</b> (Maxwell Owusu)</li> <li>• <i>Genres of Justice: A Conversation with Laurence Ralph</i></li> </ul>
<b>Week 10</b>			
Tuesday 11/05	<b>Lecture: Race and Ethnicity</b>  <i>Peer Review Final Project</i>	<i>Indigeneity</i>	Welsch & Vivanco Ch. 10
Thursday 11/07	<b>Discussion Day!</b>  <i>Photo-Ethnography First Draft Due</i>	<b>RQ 10</b>	<ul style="list-style-type: none"> <li>• <i>AAA Statement on Race</i></li> <li>• <i>Race and the Construction of Human Identity</i> (Smedley 1998)</li> </ul>
<b>Week 11</b>			
Tuesday 11/12	<b>Lecture: Gender &amp; Sexuality</b>	<i>Shopping for Gender</i>	Welsch & Vivanco Ch. 11
Thursday 11/14	<b>No Discussion Day!</b>	<b>RQ 11</b>	<ul style="list-style-type: none"> <li>• <i>Hijra and Sahin: Neither Man nor Woman in India</i> (Nanda 2000)</li> <li>• <i>The Invention of Heterosexuality</i> (Katz 1990)</li> <li>• <i>What Ancient Gender Fluidity Taught Me About</i></li> </ul>

			<i>Modern Patriarchy</i> (Ugalde 2020)
<b>Week 12</b>			
Tuesday 11/19	<b>Lecture: Kinship, Marriage, and the Family</b>	<i>Kinship</i>	Welsch & Vivanco Ch. 12
Thursday 11/21	<b>Discussion Day!</b>	<b>RQ 12</b>	<ul style="list-style-type: none"> <li>• <i>Death Without Weeping</i> (Scheper-Hughes 1989)</li> <li>• <i>The Substance of Kinship</i> (Carsten 1995)</li> <li>• <i>No Stone Unturned</i> (Byrd and Thompson 2024)</li> </ul>
Thanksgiving Recess: November 27-29			
<b>Week 13</b>			
Tuesday 11/26	<b>Online Lecture: Ritual &amp; Religion</b>  <b>Discussion Day!</b>	<i>Beyond Belief</i>	Welsch & Vivanco Ch. 13 <ul style="list-style-type: none"> <li>• <i>How Did Belief Evolve</i> (Fuentes 2020)</li> <li>• <i>Baseball Magic</i> (Gmelch 1971)</li> <li>• <i>Indigenous Australians...Dreamtime</i> (Behrendt 2016)</li> </ul>
Thursday 11/28	<b>No Class - Thanksgiving Break!</b>	<b>RQ 13</b>	
<b>Week 14</b>			
Tuesday 12/03	<b>Lecture: Biocultural Perspectives on Health &amp; Illness</b>  <i>Photoethnography Workshop</i>	<i>Family Remedy</i>	Welsch & Vivanco Ch. 14
Thursday 12/05	<b>Discussion Day!</b>	<b>RQ 14</b>	<ul style="list-style-type: none"> <li>• <i>Bad Sugar (Film)</i></li> <li>• <i>Complicating Common Ideas about Medical Tourism: Gender, Class, and Globality in Yemenis' International Medical Travel</i> (Kangas 2011)</li> </ul>

<b>Week 15</b>			
Tuesday 12/10	<b>Lecture: Constructing Social Relationships &amp; Meanings</b>  <i>Photoethnography Workshop</i>  *Last day to turn in Community Engagements	<i>Presenting Culture</i>	Welsch & Vivanco Ch. 15
Thursday 12/12	<i>Photoethnography Workshop</i>  *Photoethnography Final Draft due at 11:59pm via Canvas	<b>RQ 15</b>	None
<b>Finals Week (Dec 16-20): Final Date TBA</b>			

\*W & V = Welsch and Vivanco's *Asking Questions About Cultural Anthropology*, 3<sup>rd</sup> Edition. \*RQ = Reading Quiz