	Department of Sociology, Social Work and Family Sciences **SOC2001 Cultural Anthropology** **3 Units**
FA 2025	

Meeting days: Tu-Th	**Instructor:** Dr. Jamie Gates
Meeting time: 9:30-10:45am	**Phone:** 619 849 2659
Meeting location: Rohr Sociology 108	**Email:** jamiegates@pointloma.edu **LinkedIn:** linkedin.com/in/jamie-gates-0296621aLinks to an external site.
Final Exam: Tuesday, Dec 16, 10:30am	**Drop-in location and hours:** In person Rohr Sociology 107 or via Zoom: Tuesdays 11am-12pm; Tuesday drop-in with Dr Gates Thursdays 3-4pm; Thursday drop-in with Dr Gates **OR by appointment!** Normally if you want to meet with me, **I'd love to meet in person**. But there are times where it works better for one or both of us to meet via zoom; just arrange with me ahead of time to meet on zoom. Drop by for some formal or informal help, or just to connect and for us to get to know one another better!

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.

Foundational Explorations Mission

This course is considered a core course at PLNU and is an option for Foundational Explorations credit. 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 culture.

Department of Sociology, Social Work and Family Sciences Mission

PLNU's Department of Sociology, Social Work, and Family Sciences exists to nurture servant scholars who critically evaluate social systems, cultural patterns, and basic human needs to constructively engage as agents of hope with individuals, families, and communities.

Statement of Inclusivity and Commitment to Anti-Racism

Point Loma Nazarene University is a Christian community committed to cultivating an inclusive and welcoming environment. In fulfillment of our Christian mission, we strive to value and honor all people because we believe that our diverse identities, experiences, and abilities enrich our learning community. We are committed to explicitly challenging and dismantling racism in all of its forms. If you witness or experience an incident that could be considered unfair, bias, or discriminatory please report this to your most trusted staff or faculty member and/or to the Office of Diversity and Belonging, biasincident@pointloma.edu. You may also use this Bias Incident Reporting FormLinks to an external site..

Kumeyaay Land Acknowledgement

For millennia, the Kumeyaay people have been a part of this land. This land has nourished, healed, protected and embraced them for many generations in a relationship of balance and harmony. As a class we acknowledge this legacy. We promote this balance and harmony. We find inspiration from this land; the land of the Kumeyaay. (This statement borrowed from SDSU's Kumeyaay Land AcknowledgementLinks to an external site.)

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
7. Identify at least three key principles and practices of healthy cultural formation in a small group.

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.

Learning Cohorts

In this course we use Learning Cohorts as an important pedagogical practice. For the purposes of this class students are divided randomly into a small group of students that will sit and work together for the semester. Learning Cohorts will be called on to interact in class with one another in regular formal and informal ways. Students will be evaluated for their level of participation in these Learning Cohorts by their peers and by the professor.

Learning Cohorts in this class are designed to be a space to

- increase belonging and comfort in the classroom/course,
- facilitate brainstorming and other forms of idea generation/refinement,
- practice collaborative learning,
- build mutual support,
- democratize power and voice in the classroom.
- practice making culture.

Students will be empowered to design and regulate the Culture of Conduct for their Learning Cohort to help enhance their own learning and for their fellow group members. Each Learning Cohort will develop its own identity, rules, and rituals as a means of practicing cultural formation. Learning Cohorts will be given opportunities for design control over what happens in the classroom.

COURSE ASSIGNMENTS

Attendance and Participation - 10%

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. Students are expected to participate consistently and fully in their Learning Cohorts. Students will be evaluated for their level of participation in these Learning Cohorts by their peers and by the professor.

See the PLNU Attendance Policy below.

Module Assignments (Read, View, Do) - 25%

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. You will take field notes during each experience, interview key cultural consultants and do background research in professional social science peer reviewed journals.

You have two options for your first Ethnographic Experience Reflection; this first experience is based on intimate personal interviews, an Interview with a Stranger OR an Autoethnography about social class and race/ethnicity in your family. The second Ethnographic Experience Reflection is based on a live, interactive, immersive cross-cultural experience; you get to choose a significant cross-cultural event given your own context to participate in, observe, record field notes, research and reflect on. These experiences must take place during the course and must be spread out according to the deadlines in the Course Calendar. You will take field notes during each experience, interview key cultural consultants and do background research in professional social science peer reviewed journals. See below for details.

IMPORTANT:

Read the Guide to Ethnographic Experience Reflections thoroughly before starting the *Ethnogr*

For more detailed assistance in preparing for your interviews, use the resources found in Prep

Ethnographic Experience Reflection 1 - Option A:

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.
        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:

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        - 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 Download Ethnographic-Interview-Questions

Remember to review the resources in Prepping for Ethnographic Interviews before you embark on your first interview.

Ethnographic Experience Reflection 1 - Option B:

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.

Ethnographic Experience Reflection 2

One of your two Ethnographic Experience Reflections is to be from a live, interactive and immersive cross-cultural experience. Students choose a significant off-campus cross-cultural event to participate in, observe and record field notes. These experiences must take place during the semester and must be according to the deadlines in the Course Calendar. NOTE: You are strongly encouraged to have this experience in a language other than your own. Options must be pre-approved by the professor.

You are to get creative with this, and go WAY outside of your own cultural comfort zone. Some examples of cross-cultural experiences students have done include (*not an exhaustive list*):

West African dance lesson and conversation at San Diego's World Beat Center	Sunday Prayers and Islam 101 class at the Islamic Center of San Diego	A friend's quinceañe
A service at a Jewish Synagogue	Cooking class for a cultural group outside of your experience and language competency	Music lesson from ar your experience and competency
Border Pilgrimage with PLNU's Ministry with Mexico	Monster truck rally	Events in Tijuana or the border (including Mexico Ministries)

Each Cross-Cultural Experience Reflection must include:

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    - 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.

1. A Title Page
2. A 4-5 page 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 to Ethnographic Experience Reflections 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 Download 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 - 15%

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.Links to an external site.
2. Perspectives: An Open Introduction to Cultural Anthropology, 2nd EditionLinks to an external site. by Nina Brown, Thomas McIlwraith, Laura Tubelle de González is licensed under a Creative Commons Attribution-NonCommercial 4.0 International LicenseLinks to an external site., 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 GuideLinks to an external site.

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 and collaboratives		
Module Assignments		**250**
Participation in 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		**150**
Film Notes (3 x 5 points each)	15	

Grade Determination (Percentage):

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

Discussions (3 x 45 points each)	135	
Exams		**300**
Midterms (2 x 100 points each)	200	
Final (100)	100	
Total		**1000**
Extra Credit (200 points possible)		(200)
Total including full extra credit		(1200)

D	63 – 66.9
F	0 – 62.9

LATE POLICY FOR THIS CLASS

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.htmlLinks to an external site.)

SPIRITUAL CARE

PLNU strives to be a place where students grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith. If you have questions, a desire to meet with the chaplain, or if you have prayer requests, you can contact the Office of Student Life and Formation.

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

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. 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 issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

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 and/or if they do not wish to utilize some or all of the elements of their AP in that course.

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.

SEXUAL MISCONDUCT AND DISCRIMINATION

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. 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 help and support are available through the Title IX Office

at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, it is 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 or find a list of campus pastors at pointloma.edu/title-ix

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.

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.

If you've made it this far in reading through the details of the syllabus, you deserve an award for being a diligent student!

Welcome to class!