A104: Introduction to Cultural Anthropology

Course Portfolio

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Abstract

This portfolio concerns teaching an entry-level anthropology course with a majority of non-majors enrolled. In the fall semester I recognized that student motivation was linked to student understanding regarding the course as a degree requirement. In the spring, I implemented a semester-long program of coaching students to create direct linkages between course material and their own personal and (future) professional experiences. I use two points of comparison. At the beginning of the semester, we can see that the sections are comparable due to student performance on their first assignment. I then compare student performance on an exam question at the end of the semester concerning their ability to transfer concepts and insights gained during the course of the semester and their potential careers. Students in the spring semester demonstrated a slightly higher desire to provide concrete examples of applying course concepts to their professional lives.

Introduction

A104: Introduction to Cultural Anthropology at Indiana University-Purdue University Indianapolis (IUPUI) is an entry-level course designed to provide students with a better understanding of human behavior using the anthropological perspective.[1] The majority of students who enroll in this course are not majors; most are taking it in order to fulfill a requirement in World Cultures for their majors. In broader context, IUPUI is an urban university that is part of both Indiana and Purdue University systems. Undergraduate enrollment is around 22,000. The "typical" IUPUI student is a non-traditional student in some way. Most students work, many have families and few live on campus. Student ages and life experiences range. These demographics provide both challenges and opportunities to teaching. The broad range of student experiences enriches the whole student experience; class discussions rely on students connecting their own experiences to course material, as well as their willingness to share that with others. At the same time, commuters and working students find a hard time to complete average reading loads and time intensive assignments; group projects can be problematic as well.

During the 2010/11 academic year, I taught three sections of the course, two in the fall and one in the spring; course enrollment was 49 per section. Given a basic course description, I was allowed the freedom to design the course as I saw fit. Taking a cue from course syllabi of other IUPUI faculty, I opted not to use a textbook but two ethnographic books supplemented by articles and other readings. Student assessment was based on five assignments and three exams in the fall and five assignments, daily reading quizzes and four exams in the spring. Classroom activities included lectures, and large and small group discussions and activities. For a more detailed description of the course, see the syllabus in Appendix A.

Objectives

I set forth the following course objectives. At the end of the semester, each student should be able to:

1. show knowledge about the basics of the field of anthropology and the types of research and analyses practiced in the discipline.
2. demonstrate an ability to critically examine the contextual and relational nature of human behavior and cultural activity in specific settings as demonstrated through course readings and discussions.
3. prove an ability to critically analyze the similarities and differences between different human social groups, using basic anthropological concepts of holism and comparativism.
4. describe how personal characteristics such as gender, class and ethnicity impact a person's worldview and how the world sees the individual.
5. demonstrate an understanding of global interconnectedness or globalization processes, as seen through subsistence strategies.
6. critically examine their own positions in these global processes.

[1] A104 description from course bulletin: A survey of cultural and social processes that influence human behavior, using comparative examples from different ethnic groups around the world, with the goal of better understanding the broad range of human behavioral potentials and those influences that shape the different expressions of these potentials.

7. demonstrate the ability to engage with the literature in an objective manner, support arguments with research, critically examine the views of others and produce coherent conclusions regarding class themes.

Problem

The primary problem stems from student motivation for taking the course. The majority of students in Introduction to Anthropology courses are non-majors who take the course in order to complete some sort of requirement, often related to diversity or multiculturalism. Without an invested interest in the course, students have a difficult time transferring what they see as irrelevant methodologies and perspectives to their own lives. Without a connection of relevancy, student motivation and learning can be hindered. As a result, at the end of the semester, many students still do not understand why anthropological perspective is a useful tool for them to use in their daily personal and professional interactions, nor why they were required to take the course.

Intervention

In order to address student motivation, my intervention relies on helping students transfer knowledge between the classroom and their own lives. To do this, I implemented a number of small interventions in order to increase student knowledge and understanding of what anthropology is, what the anthropological perspective is and how ethnography helps them learn about themselves. Table 1 demonstrates changes between the fall and spring course activities. The prime point of comparison is the question that I asked students on their final exams regarding how they will use what they have learned in this course in their careers. Additionally, I slimmed down the course material and changed the exam assessment format which allows students more time to focus on the important class concepts rather than a list of vocabulary of terms and people.

By the end of the fall semester I realized that students did not seem to understand what anthropology is and why it is relevant to their daily lives. I even received two unsolicited emails from students stating that while they enjoyed the class, they were unsure why it was required for them. Although, some did get this, a few still at the end of the semester were unable to demonstrate an understanding of how they could/would use this knowledge in their future careers. My hypothesis is that if they have a better understanding of what anthropology is, they will see the relevancy to their daily lives and understand why this course is required or useful.

Implementation

The major approach to creating relevancy and transfer was to ask students to repeatedly apply classroom knowledge to personal activities and situations. Through the semester, as students learned new concepts, they were asked to apply them to their own lives. Table 1 demonstrates how I redesigned my course to meet this objective; assignments are included in Appendix B. Throughout the semester, I also provided students with a number of small extra credit opportunities asking them to apply or relate class concepts and discussions to various forms of media (newspaper articles, films, websites, etc).

Activity	Fall 2010	Spring 2011	Comments
CAT: course goals	✗	✓	Students think about what they wanted to get out of the course from the beginning to set the tone
Behavior Observation	✗	✓	Students look at something familiar to see the "normal" and "abnormal" behaviors and consider why and how these behaviors took place
Food Diary and autoethnography	✓	✓	Students maintain a detailed record of your eating over a two-day (2 day) period of time and reflect upon what you can learn about yourself from your habits.
Exam 1: Usefulness of ethnography	✗	✓	Exam question: How can we use ethnographic study, like *Around the Tuscan Table* and other readings in class, to learn more about our own society and lives? How can we relate to this research? Use examples from the readings.
CAT: muddiest point about ethnography	✗	✓	Attendance questions asking students what they still did not understand about ethnography.
Mini-ethnography	✓	✓	Students design and conduct a 3-5 page mini-ethnography; This assignment helps students to get an idea of what anthropologists do, what we consider fieldwork, the methods that we employ in the ethnographic tradition. Students are required to collect data in some format using interviews and/or participant observation.
Exam 2: Applying to daily life	✗	✓	Exam question: What is something that you learned from the on-line race-related activities? How will this knowledge impact your daily life?
Mid-semester survey	✗	✓	Likert scale question: How often do you find yourself thinking about class concepts in your daily life?
Exam 3: Applying to daily life	✗	✓	Exam question: From the last exam, many people stated that learning that race is not real will help them to not judge people at a first look. How has what we have been talking about regarding non-industrial adaptive strategies help you learn to broaden your perspective on people and interact with people in a less judgmental way?
Film analysis	✓	✓	This assignment is intended to have students take a more critical look at a popular film in which food plays a major theme and to analyze the anthropological content of the film. They will select a film from the list provided and use that as their "data" for an ethnographic analysis.
Final exam: future use of class concepts	✓	✓	Exam question: What career do you hope to pursue in the future (or what career are you already pursuing), and how might you apply insights you have gained from this course in your work? Include any specific concepts, readings or activities that helped you solidify this.[2]
Group project: "Congressional hearing"	✗	✓	Students role play a congressional hearing regarding how obesity will be considered in Indiana state healthcare; each student is assigned to an interest group.

Table 1.

Basis for comparison

I use the Food Diary and Autoethnography as a baseline for comparison between the three classes and two semesters. Students were comparable between semesters in their analysis; most students did a good

[2] In the fall semester, I did not ask students to include any specific examples.

job describing their diaries but few were able to really explain how that is symbolic of the larger society in which they live. A larger number did reference what specific behaviors might relate to but fell short of a true analysis. Averages for fall semester students were 86% and 87%; average for spring semester students was 86%. Since this assignment is done in the first few weeks of the semester when students are only learning what anthropology and ethnography are and how to consider using the anthropological gaze, I feel that this is a good baseline to use to compare the two semesters. The assignment and rubric did not change between semesters. However, in the spring semester while students did have a few coaching activities leading up to the assignment.

Assessment

In this section, I will focus on four areas of intervention to demonstrate student learning: 1) mini-ethnography, 2) exam questions, 3) extra credit, and 4) last class assignments (film analysis and group project).

Mini-ethnography

Assigning mini-ethnographies to students in entry-level courses, especially those not specified for majors, is a somewhat controversial topic. While not a heated debate, I have had conversations with other faculty regarding the efficacy and learning potential of such an assignment. On the side against is the question whether students first, know enough to do one well, and second, are not learning enough from doing such a small project. On the side for, and where I stand, are those that suggest that even small exposure to the research methodologies and writing process of ethnography helps students understand more fully what this type of research and written genre is. My objective in assigning a mini-ethnography is to help students get a better understanding of how anthropology relates to their own lives and that through that relationship, they can learn about themselves through studies of other societies. I require students to submit a topic statement, which I comment on and return. Students often need aid in defining the proper scope for this size project. Additionally, students are given the parameters that the topic be related in some form to gender, including marriage, family and sexuality. This narrows the scope of the topics to make selection and analysis easier; assigned towards the beginning of the semester, students have the example of ethnographic work relating to gender and family. I suggest that students use the assigned readings, primarily the ethnographic book, as a model for their work. I also require students to do some sort of primary data collection in the form of interviews or participant observation. In two sections of the students' submissions, I ask them to reflect upon the process – the methodology and the overall anthropological process. These questions help students think about the science of anthropology, what topics and types of research questions it is appropriate for, and so on. I believe that students who do this reflection gain more from the assignment than others. Unfortunately, despite instructing students to do these reflections, as well as listing them as components in the grading rubric, not all students do so. I can trace the analytical growth of students through the semester by comparing general performance in the mini-ethnography with their analyses in the film analysis below.

Exam questions

The objective of asking these exam questions is less for assessment and more for application and knowledge transfer. Student scores for these questions were based on whether they were thoughtful with their answers, if the answer addressed the question, and if they addressed all parts of the question. For each exam question, I will outline the logic behind asking that specific question and then describe and

analyze student answers. This analysis is based on students in the spring semester but answers from exam 4 will be compared with students from the fall semester.

Exam 1 question:

How can we use ethnographic study, like *Around the Tuscan Table* and other readings in class, to learn more about our own society and lives? How can we relate to this research? Use examples from the readings.

I asked this question to determine if students a) understood the purpose and concept of ethnographic research and b) understood the comparative nature of anthropological research by knowing how to relate to it. The first section of the course teaches the general concepts, research methods and objectives of cultural anthropology. Generally, I was pleased with student answers. An overwhelming number of students, 27 of 43, stated in some form that by comparing ourselves or our society with another, we learn about who we are and can see things that are not explicit in our daily lives.

Examples of student answers:

> "We can use ethnographic study to learn about our own society and lives by looking into the details. Many times we overlook the things we do and/or we see them as being right but they may not always be right. It's good to take a step back and view yourself from another person's shoes because you will see a totally different picture than the one you had in your own mind."
>
> "We can learn about differences in cultures and similarities in our cultures. Studying how gender, social status and economic situation can help us recognize some of the inequalities we have in our own society."
>
> "By being able to compare and contrast our culture to another we can gain a better understanding of the things we do in our own culture and ,more importantly, why we do the things we do in our culture. The idea of modernity could easily be examined in our own culture. We could examine generations past and see how they obtained their food and where they were getting it from as compared to today's society with food much more convenient and available."
>
> "When you look at the aspects of a culture that is different, or even similar, you wonder why the aspects of that culture exist. You can evaluate that culture, ad figure out why the traits exist. One can then turn that around and start wondering how aspects of their own culture came to be. You can apply the same principles to understand why your own culture is the way it is."

Another relatively large group of students, 12 of the remaining 16, stated that they could learn how to relate to others through ethnographic research. While their answers do not directly address how we can learn about ourselves, they relate to learning how to be culturally relative.

Example of student answer:

> "The readings, like Around the Tuscan Table, define the cultures in their own terms. They can help us to be less ethnocentric in our thinking. We can learn about the struggles

> of other cultures, like the food shortages during WWI and WWII in Italy, and think about the struggles we face in our culture. They can also teach us how to be more accepting of other people in different cultures."

The remaining 4 students who answered the question concentrated on the general practice of doing ethnographic research or focused on the content of their example, not what they could learn from it.

This question directly relates to the first and third course objectives which states that students will demonstrate knowledge of anthropological research and analysis, and apply basic concepts of comparativism and holism. Understanding how to use ethnographic research to expand our knowledge is part of these objectives. The majority of students demonstrate this knowledge through their answers.

Exam 2 question:

What is something that you learned from the on-line race-related activities? How will this knowledge impact your daily life?

The second section of the course concerns worldview and includes topics such as gender, race and ethnicity, and religion. Since race is such a complex concept intimately connected to biology, I asked students to bring in laptops and had them work in groups to complete a number of activities on the American Anthropological Association's and PBS' websites on race. I asked this question to first, gauge if the activities were a good use of class time and second, to compel students to directly apply something they learned in class to their daily lives. Student answers fit into two main trends, and some touched on both. First, 20 students referenced the fact that race is not a biological construct but a cultural construct and many related that to labeling or categorizing people.

Examples of student answers relating to the cultural construct of race:

> "Something I learned from the online race-related activities was that we cannot acutally put people into a category of race because race doesn't really exist. This will impact my daily life because I will no longer judge people or look at them and try to fit them into a category. I'll just accept them as their own individual person because race shouldn't define us."

> "I learned that necessarily, there is no such thing as race. The activity which asked us to pick who was white…black..etc. People who looked white were sometimes considered black. It is just what is socially/culturally accepted as a races and is what we generally describe someone's race as. not correct however."

Judging people, however, is the major trend. A trend found in a number of student answers was that they learned not to "judge a book by its cover." Twenty-one students referenced not judging someone by their looks, five of whom actually used the cliché to "judge a book by its cover."

Student examples referencing judging people:

> "Well, I've always been told not to judge a book by its cover and the activity to match people and their race taught me why. We all judge people at first glance, it is a conscious habit. But this activity really has me working on that. It was very apparent that just

> because someone looks a certain race doesn't mean they are. So, I will try and judge less and learn more."
>
> "I learned that just because someone may look a certain race you can't judge because in reality it is something you really can't see. This knowledge keeps me from judging people by their skin color, or the way their hair looks, or the way they talk every day like I used to."

Nineteen students used the word "judge" in some fashion. All but three students, who discussed learning about the history and facts of racism, clearly stated that they would be less quick to judge, label or categorize people due to their perceived race. I was bothered by the notion that students still seemed eager to judge others, albeit using non-racial constructs to do so. This still leads a wide range of arenas through which to practice ethnocentrism. While this question was a step in the right direction to help student dispel ethnographic sentiments and become more culturally relative and tolerant, I did not want to leave students with the notion that judging others is acceptable. The exam 3 question builds on this problem.

Exam 3 question:

From the last exam, many people stated that learning that race is not real will help them to not judge people at a first look. How has what we have been talking about regarding non-industrial adaptive strategies help you learn to broaden your perspective on people and interact with people in a less judgmental way?

I wrote the application question for exam 3 with student responses to exam 2 in mind. Non-industrial adaptive strategies include hunting and gathering, horticulture, pastoralism, and intensive agriculture. Most of the people practicing these lifeways live in lesser developed regions of the world. Even describing these regions as "lesser developed" is problematic, encouraging individuals from industrial societies to position them in a lower social and intellectual status. A purpose of this unit in the course is to not only educate students on the variety of ways in which humans gather food and how our social structures and food ways are interconnected, but to demonstrate that people still practice different strategies today because they are viable and in some places more adaptive to the local environment. Each class focused on a different strategy. Reading assignments consisted of sections from a textbook paired with either an anthropological journal or newspaper article. We watched videos for three of the strategies. A problem that I had in the fall, and to a lesser degree in the spring, is the impression that people no longer practice non-industrial strategies. I hoped watching the videos would help dispel this idea. A number of student answers to this question reference the videos as useful tools in understanding this theme; only two mentioned it in exam questions but video clips were listed as useful teaching tools in other surveys.

Therefore, the logic behind asking this question is threefold. First, I wanted to address my concerns from exam 2. Second, I wanted students to understand that even learning about something as seemingly irrelevant as hunter/gathers in Central Africa or pastoralists in India can be a useful tool for analysis and learning. Finally, I wanted to see how students actually perceived the groups portrayed in the course materials.

Twenty-one students referenced a higher respect for different lifestyles; five used the word "respect" in some form. This notion directly correlates to being non-judgmental and the maxim that "different is not bad, just different."

Examples of student responses referring to respecting differences among societies:

> "Watching the videos really helped me look at those who survive through the non-industrial strategies we learned about a different way. I thought only poor and starving people foraged or pastoralized previous to learning about them…but now I know they survive just fine and do not come close to starvation hardly ever. Also learning and reading about the Kyrgyz gave me a more open mind about those families who decide to not send their children to school, instead herd animals. It is a way of life, all four strategies and I now respect that."

> "I think I had a common misconception that people that did not live in houses and drive cars and went to wal-mart were less civilized and just ignorant of technology. Come to find out, they are very knowledgeable and have their own sense of technology. I never thought that pastoralists from Africa would use cell phones to communicate with one another and that some societies would use GPS."

Another trend in answers was that learning about the adaptive strategies helped to dispel misconceptions of non-industrialized people and societies with 16 references to this. While this is related to respecting those who are different, this perspective takes different approach.

Examples of students referencing dispelling misconceptions:

> "I think that learning about the strategies have helped me look at others better, and not as less than because really it takes knowledge and a lot more work than I previously believed."

> "Before learning about foragers, etc, my thoughts were they were a primitive people who did not have technology. We have learned that foragers are actually very healthy and do not contract diseases due to their lifestyle. We also saw a pastoralist using a cell phone. We cannot judge these groups for different lifestyles because it works for them."

> "It's shown people who I had stereotyped as almost barbaric as more civilized than I thought. It taught me that adaptive strategies require knowledge and skills that I don't have so I have no right to negatively label them."

Closely related to recognizing ethnocentric thoughts is self-reflection. Six students reflected on their own place in the world as a note regarding what they learned from this unit.

Examples of students with self-reflective answers:

> "This class as a whole has shown me you should not judge anyone just because I may think how they life their life is weird. An example from class when I've read and talked

> about how pastoralists drank animal blood, automatically a red flag went up in my head and I was disgusted just thinking about them. Then in class it got brought up that we eat meat that has blood in it and I order my steak medium well so there is a little blood, I realized I am no different."
>
> "It helps to see that how we live is not just better. We may have more variety and availability to goods or services, but that does not mean we live a healthier lifestyle, fulfilled diet, or are smarter/more technologically advanced. The more we discussed the more interested I became in growing a garden or learning about materials I can gather."

Finally, seven students stated that learning about the adaptive strategies gave them a broader perspective on differences in societies globally.

Sample of student response:

> "Learning about non-industrialized adaptive strategies has helped me to broaden my perspective on people because it is something I really never considered or thought about. We live in such an industrialized culture it is hard to not think about how hard it can be for other cultures to obtain food and a way of life."

I was very glad to see that all of these types of answers demonstrate that students cannot only recognize that their previous ideas about non-industrialized peoples are wrong, but also their ethnocentric ideas but also demonstrate a recognition of global interconnectedness using anthropological perspectives of comparativism and holism.

Exam 4/final question:

What career do you hope to pursue in the future (or what career are you already pursuing), and how might you apply insights you have gained from this course in your work? Include any specific concepts, readings or activities that helped you solidify this.

The final applied question asks students to take what they have learned in class to their futures. The hope is that students will find even more relevancy, and understand why this class is required for their degrees, if they can make concrete connections to their chosen careers. In this analysis, I note that more students from the spring semester gave concrete examples of hypothetical on-the-job situations in which they could apply specific concepts. Students in the fall semester were not asked to include specific concepts, readings or activities that helped them solidify their ideas. I do not believe that this was the change agent. I believe that by coaching students through the semester to apply class material to "real world" experiences that they were more easily able to apply them to expected work experiences. Additionally, students in the spring semester received this question on a take-home exam. Again, I do not believe that made a marked difference in responses.

In this analysis I am noting the following:

1) certainty of career choice

2) occurrence of concrete job situation[3]
3) specific class concepts listed
4) application of materials to general life/career

Figure 1 illustrates the differences between the sections and semesters. It is not surprising that in the spring semester that more students (30 versus 10 and 3) listed specific concepts they would use, since it was asked in the question. However, the fact that more students provided concrete examples of how they might apply class insights to their careers could demonstrate a higher rate of transfer. This contrasts with students discussing how they would apply course concepts in a more general manner.

Figure 1

Extra credit

The purpose of an extra credit assignment is threefold. First, it provides students an opportunity to think more in-depth about topics of interest. Second, it requires students to think about a "real world" issue in relation to course materials and concepts. Finally, it allows students a chance to earn a few extra points. All of my extra credit assignments are directly related to the topics around the time of assignment. Extra credit assignments fall into two categories: homework and optional.

Homework extra credit assignments are those that I ask students to do and bring to class to help aid in class discussion. They are then allowed to submit it if they want for extra credit. For example, the Kinship Chart (Appendix B) asks students to draw a kinship chart for their own families. Kinship is a classic anthropological concept but is considered a little archaic in the field; not many people study it

[3] For a student to be marked for this, s/he would have to describe a specific way in which they would apply their class knowledge to a specific situation. Students who talked about general concepts or general situations were marked as applying concepts to general life/career. Stating that they would be working with a diverse population and would need to understand how to work with them is general, unless discussed with a more specific example or tone.

today. However, by exploring the different ways that human societies define family and kinship, students can recognize the maxim that "different is not bad, just different." By having to define who belongs to their own families, and how they belong, students see the cultural construct of kinship and family. Twenty students submitted charts using a variety of means, including computer-generated and hand-drawn. Figure 2 is an example of a student's submission.

Figure 2

Optional extra credit opportunities are usually some sort of short reading exercise followed by a 1-2 paragraph reflection relating it to the course. Some have a specific prompt. A complete list of optional extra credit opportunities can be found in Appendix B. However, an example would be the "Colorful but Colorblind" assignment. In this assignment, students are asked to visit a website project with video testimonials of Roma living in Eastern Europe. Each video is 3-5 minutes long. Students are asked to watch two videos from two different countries and then write a paragraph relating the videos/stories to what we had talked about in class. Students who completed the activity often commented that they found the videos interesting and some even watched more than the required two. This extra credit is assigned while discussing race and ethnicity, which follows gender. The videos on the site are about race but many include gender components as well. White, heterosexual students sometimes have trouble relating to abstract concepts that they do not explicitly experience. By seeing other people tell their stories, students can "meet" people who experience race and gender differently than they do and broaden their understanding.

Extra credit is typically 3-5% on the upcoming exam. Exams were worth 5% of the final grade so in reality, these small percentages are somewhat negligible. This semester I also gave an extra credit assignment worth 5% of their total grade, the Poverty/Obesity Nexus (Appendix B). I had contemplated assigning this work as required but felt that it would increase the work load too much. However, I felt that it was a good assignment and also wanted to test it for future classes. Five students completed it.

Last class assignments (film analysis and group project)

The objectives for the concluding assignments – the film analysis and group project – are to have students synthesize what they have learned during the semester and apply it to events and activities from their "normal" or daily lives. The film analysis is intended to have students take a more critical look at a popular film and to analyze the anthropological content of the film; students are instructed to think of this as another mini-ethnography using the film as their data. In the congressional hearing group project, students role play a congressional hearing regarding how obesity will be considered in Indiana state

healthcare. The premise is that a congressional committee has been formed to explore this issue and is holding an open meeting to hear opinions from different stakeholders regarding the impact of obesity in their sector of daily life. Students were assigned to one of seven stakeholder groups or to the committee.

The film analysis was new in the fall semester and the congressional hearing was new to the spring semester. Overall, I was generally pleased with student performance. In each case, a few students still performed poorly but that can be expected. Regarding the film analysis, most of the students were able to point to examples of anthropological concepts and their relations to the broader context. Some were able to take it a step further and reflect upon the deeper social implications of the film. In contrast, many students were unable to see a full range of what the film might illustrate. In comparison with student performance on the mini-ethnography earlier in the semester, students have a much stronger grasp of the broader implications of their "data." While students have a hard time tying their collected data to the larger context in the mini-ethnography, they seem to do a better job of it in film analysis at the end of the semester. I would suggest that they have more to work with so that this seems plausible. However, simply by observing this growth demonstrates that they have learned how to consider social context. On a similar note, students in the fall semester had a somewhat more sophisticated analysis than did spring students. They also had a larger vocabulary of anthropological terms, which gave them a broader range of concepts to apply. I believe that the page limit might have constrained some students from exploring more concepts and perspectives in their work. The strength of the film analysis is that students learn how to take something they do every day, watch television, and apply class knowledge.

In contrast, the congressional hearing asks students to engage in politics, which many do not do on a regular basis. They were asked to position themselves as someone with an opinion that might differ from their own. While I tried to assign students to groups related to their majors, most students did not have a personal investment in their group's position. I was pleased with the ability of groups to form a position and then react and relate their views to those of other groups during the presentation period. Working as groups in a "real world" situation forces students to consider the broader implications of how course material can be helpful in non-classroom environments. In a class discussion following the group presentations, students stated how much they enjoyed the activity more than they thought they would. This indicates that students might be more willing to engage in similar activities in their daily lives as well.

Getting students to think about course materials and concepts outside of the classroom has been a goal of mine this semester. At mid-semester, I gave students a survey on which I asked "How often do you find yourself thinking about class concepts in your daily life?" Students could circle a rank of 1-5, 1 being "not at all" and 5 being "every day." Figure 3 illustrates that in general, students were thinking about class concepts outside of the classroom. Of the 43 responses, 39 were a 3 or above.

Figure 3

Conclusion

I believe that repeatedly asking students through the semester to apply abstract course concepts to real world situations in which they do or can potentially find themselves enables students to understand the relevancy of anthropology as a required course. My assessments indicate that students are seeing and thinking about what they learn in class in non-class situations and environments. By creating and/or helping students create their own relevant connections between course material and their daily lives, students become more motivated to learn and engage with the course materials more. This can be built on for more in-class activities and motivation.

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Appendix A– Syllabi

- **Fall 2010**
- **Spring 2011**

Fall 2010
Anthropology 104 (1055): CULTURAL ANTHROPOLOGY

Class Meets: 10:30-11:45, Room CA435
Instructor: Professor Heidi Bludau
Office: Cavanaugh 433
e-mail: hbludau@indiana.edu (***best way to contact me!***)
Telephone: 812.360.1140 (**for emergencies or text messages only)**
Office Hours: Tuesday, Thursday 3:00-4:30 or by appointment

Description:

Why do humans behave the way we do? Why do we behave differently from one group or society to the next? Despite our shared biological needs and make-up, daily we witness differences and similarities within the human race and between different sectors of humanity. This course will start us on the road to a better understanding of the broad range of human behavior potentials and the influences that shape the different expressions of these potentials. We will do it by learning and applying the basic foundations of cultural anthropology: holism and comparativism. More precisely, we will use food as the lens – or theme - through which we examine and explore examples of human behavior from around the world.

Biologically, all humans need to eat to survive. However, what, how and when we eat are part of the behaviors that make various human populations unique. Through the semester we will explore human behavior in relation to food through a variety of means. This course is separated into three sections: worldview or perspective, adaptation strategies, and globalization. When exploring worldview, we will discuss how the individual interacts with society through different roles we play (or are assigned) such as those related to gender and ethnicity. We will also examine how we come to view the world as we do, considering language and religion, family and sexuality. Adaptation strategies refer to our food-getting processes. Primarily, food-getting is at the core of the cultural technologies that we as humans use to survive as a species. How we get our food influences how we organize our communities (and vice versa) and how we define ourselves among and between our societies. Additionally, food serves as a mediator between ourselves and other aspects of our social, political and economic systems, or cultures. It gives us intimate access to the experiential levels of social and economic change. We will conclude the class by talking about globalization, which covers human society from industrialization to today and how we interact as global and local actors. I chose food as the theme for this course because it touches all aspects of human life and through the lens of food, we can reach a better understanding of ourselves and the world in which we live.

In accordance with IUPUI's Principles of Undergraduate Learning (see www.universitycollege.iupui.edu/UL/Principles.htm), this course aims to help you develop your abilities in critical thinking and your communication skills through writing assignments and class discussion. Furthermore, our focus on cultural diversity is also intended to contribute to your greater understanding of the complexity and "interconnectedness of global and local concerns" (Statement of Principles of Undergraduate Learning).

Course Objectives

At the end of the semester, each student should be able to:

1) show knowledge about the basics of the field of anthropology and the types of research and analyses practiced in the discipline.
2) demonstrate an ability to critically examine the contextual and relational nature of human behavior and cultural activity in specific settings as demonstrated through course readings and discussions.
3) prove an ability to critically analyze the similarities and differences between different human social groups, using basic anthropological concepts of holism and comparativism.
4) describe how personal characteristics such as gender, class and ethnicity impact a person's worldview and how the world sees the individual.
5) demonstrate an understanding of global interconnectedness or globalization processes, as seen through subsistence strategies.
6) critically examine their own positions in these global processes.
7) demonstrate the ability to engage with the literature in an objective manner, support arguments with research, critically examine the views of others and produce coherent conclusions regarding class themes.

Class Structure:

The course requirements include completion of all assigned readings (listed below with dates); attendance and participation in all classes; five (5) short assignments in which you will engage with the course material and at times apply anthropological knowledge and practices; and, three (3) exams. Requirements are described in more detail below. Additionally, this class does not use a text book. Anthropological theories and concepts will be explained and discussed in class and supported by the readings; lectures will not summarize readings but will be based on the expectations that students have read them. As an introduction to the discipline, course time will be primarily devoted to lecture with small group activities and discussions when possible. I feel that learning is a collaborative effort and that all members of the course bring unique and valuable perspectives to discussions based on life experiences and assigned readings. Ethnographic readings include narratives that provide relational and contextual examples and we will use them as shared experiences through which to examine the various course themes. PowerPoint slides will be posted before class to aid you in taking notes. Please note that these slides do not take the place of lecture but merely provide a template for class activity. At times we may have guest speakers or videos and these days are equally integral to the course. Students are expected to learn and understand this material as with any other. Therefore, both attending class and keeping up with the course readings are essential to your success in this course.

In order to create an environment conducive to learning, I expect that students respect each other and their views. This includes listening to each other in large group discussion and not engaging in activities that would distract or hinder student learning. At the same time, I encourage you to engage in dialogue with your classmates when appropriate. The themes and topics we will discuss can be at times controversial and I expect that discussions surrounding these themes will be open and lively but respectful. Creating a respectful environment also includes prohibiting the use of cell phones in the class for voice or text messaging. Finally, I ask that you arrive to class on time.

Required Books and Materials:

This class will use two (2) books:

1) Counihan, Carole

2004 Around the Tuscan table: food, family, and gender in twentieth century Florence: Routledge.

2) Watson, James L.
2006 Golden Arches East: McDonald's in East Asia: Stanford University Press.

These books should be available in the campus bookstore or from on-line booksellers (ie. Amazon.com, Books-a-Million, etc)

All other reading assignments will be posted on Oncourse in their topic folder in "Resources."

Assignments and Grading Structure:

Final grades will be based on the following scale of a total of 100 points:

97-100 = A+	87-89=B+	77-79=C+	67-69=D+
93-96= A	83-86=B	73-76=C	63-66=D
90-92= A-	80-82=B-	70-72=C-	60-62=D-
			59 or below=F

Short Assignments (5 = 50 pts): Through the semester, students will be required to submit 5 short assignments. I will provided specific details, including assignment description, requirements and grading rubric, for each on the date is assigned. Each assignment will be 1-5 pages in length (10-12 pt font, double-spaced). I encourage you to work with University Writing Center (http://www.iupui.edu/~uwc/) on these assignments. Although not a writing course, producing a well-written paper will be important; 20% of each assignment's grade will be related to the mechanics of writing, such as correct spelling and grammar and organization of ideas.

Late policy: All assignments must be submitted in hard copy on the due date, in class. Late papers will be accepted with a penalty of half (1/2) point each day late. *If you cannot turn in your paper on time, let me know the situation.* I encourage you to submit an electronic copy via Oncourse under Assignments in case something happens at the last minute and you cannot attend class. This will provide a date stamp for completion. Students who only submit an electronic copy and **no hard copy will lose 1 point from the grade** (for a maximum value of 9).

1) Food diary and autoethnography [2-3 pages] (assigned Aug 31; **due Sept 9**) = 10 pts
2) Gender and family mini-ethnography [3-5 pages](assigned Sept 9; topic statement due Sept 14; **due Sept 30**) = 15 pts
3) Adaptation strategy opinion piece [1-2 pages](assigned Nov 2; **due Nov 16**) = 5pts
4) Trace a meal [2-3 pages](assigned Nov 16; **due Dec 2**) = 10 pts
5) Film analysis [2-3 pages] (assigned Nov 23; movie choice due Dec 2; **due Dec 9**) = 10 pts

Exams (3 x 15 pts each = 45 pts): We will have three (3) exams. Exams on Oct 14 and Nov 2 will take place in class. The final exam will take place at its appointed date and time - Dec 16 (10:30-12:30). Exams are not cumulative; however, concepts and themes that are discussed throughout the semester and are relevant may appear on the exam. Be prepared to relate material to previous concepts when possible. Exam format will be primarily multiple choice, true/false, matching, fill-in-the-blank and short answers. Please arrive on time for exams. If you are late, you will be given until the end of the class period to complete the exam.

Attendance and participation (5 pts): Due to the structure of the course, attendance is vital for student success, as well as the success of in-class discussions and activities. Each day I will pose a question to

the class regarding material from recent lectures or reading assignments. I will use submissions to both mark attendance and to gauge class understanding of concepts. Students may want to note daily questions and use them as part of their study strategies for exams.

Students who have more than three (3) absences will lose **2 points from their final grade** for each additional absence. For students with serious medical or family emergencies, I will consider adjusting this policy. *It is your responsibility to provide appropriate documentation for this to happen. Additionally, stay in dialogue with me if you have extenuating circumstances.* If you do have to miss a class, ask a classmate for notes. However, if you have questions concerning material, please talk to me either in person or through email.

Extra credit: extra credit is due the last day of class (Dec. 9). Throughout the semester, I may post events or activities that students are encouraged to attend for which you will receive extra credit. (These may have earlier due dates; see specific assignments for details.) Otherwise, you have the opportunity to complete one (1) of the following for extra points on your final grade. **All projects need instructor approval BEFORE turning in – talk to me before you start.**

1) Food documentary analysis – film choice must be approved. Watch and analyze a food documentary in relation to what we have discussed in class – max. 3 pts on final grade; 2-3 pages (10-12 pt font, double-spaced).
2) Food Event – event must be approved. Attend and analyze a food event (such as a food festival, holiday meal, etc) – max. 2 pts on final grade; 1-2 pages plus pictures if necessary (10-12 pt font, double-spaced).
3) Book Review – book must be approved. Read an ethnography based on food and write a book review on– max. 3 pts on the final grade; 2-3 pages (10-12 pt font, double-spaced).

Please remember that extra credit are supplementary to your required coursework (assignments and exams) and not to be used in place of these.

Oncourse forums – Oncourse forums are available for each unit/theme/topic. Post questions regarding things that you do not understand here and I will either respond to the board or discuss them in class. These posts will be public for the site so that everyone can benefit from the dialogue. Questions can cover anything of interest, confusion or concern.

Study habits and guides:

- Read. Read. Read. Keep up with the readings and try to read before class. Lectures and class activities are built around material in the readings. When reading each piece, determine for yourself what the key terms and concepts are and try to connect them to examples and other terms and concepts. Try to determine the author's purpose or thesis statement. Connect these to items found on the key terms list (below).
- Lists of key terms, concepts and questions relevant to each unit. You can find this list in the unit folder on Oncourse. Not all list items will be found in the readings but will be discussed in lecture. Students should use these lists as both reading and study guides. The definitions will be especially useful for reading but make sure that you understand the context in which those terms are used, how the authors refer to them (directly *or* indirectly). Write examples from class and the readings for each term as study aids.
- Unit objectives and in-class activities. Students can also use the objectives listed for each unit and the in-class activities for each class as a guide to reading.

- PowerPoint slides and podcasts. PowerPoint slides will be available before class in topic folders on Oncourse under "Resources." Podcasts of lectures, including audio and visual of Powerpoints will be posted on Oncourse under "Podcasts," listed by date, within a week of class.
- Oncourse forums. Post and review forum comments and interact with your classmates for on-line study groups.
- Attendance questions. Questions will be part of the PowerPoint. Review those as important themes or concepts.
- On-line quizzes. Occasionally, I will post quizzes on Oncourse for you to gauge how well you are taking notes and understanding the material. **These are NOT for credit** but are merely for you to test yourself and to see the types of questions that you will see on the exam. You might even see some quiz questions on the exam…
- Bepko Learning Center (http://uc.iupui.edu/learningcenter/). The Center provides a variety of academic services including tutoring and study skills.

Other class information:

Policy on late or missed assignments:

- Exams: Students are expected to arrive on time for exams (as for all classes). Students who arrive to class late on exam day will have until the original exam period to finish the exam. If you have a university excused absence for an exam, you will be allowed to take a make-up exam. It is your responsibility to discuss this with me and provide documentation. If you know before the exam that you will be missing it, talk to me as soon as you know.
- Late assignments: Late assignments will lose 5% of the assignment value (1/2 pt of 10) for every day late. Although a seemingly small number, within a few days a student will have lost an entire letter grade on the given assignment.
- Extenuating circumstances: Students who have extenuating circumstances (including university-excused reasons) must tell me immediately. The best way is to talk to me or email me about the situation, understanding that I may not respond immediately but will so the next time I am on email.

Academic misconduct is defined as any activity that tends to undermine the academic integrity of the institution. The university may discipline a student for academic misconduct. Academic misconduct may involve human, hard-copy, or electronic resources. As a faculty member, I must report all cases of academic misconduct to the dean of students, or appropriate official. Academic misconduct includes, but is not limited to, the following:

1) Cheating is considered to be an attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment.
2) Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered "common knowledge" may differ from course to course.

Although you do not have a research paper, you may need to quote or use class (or outside) resources on your assignments. IUPUI has a number of resources to help with paper writing, including how to properly cite sources. For more information, check out the University Writing Center (http://www.iupui.edu/~uwc/). You do not need to cite resources on the exams unless specifically asked to.

Students with disabilities: If any student will require assistance or appropriate academic accommodations for a disability, please contact me after class, during office hours, or by individual appointment. You must have established your eligibility for disability support services through Adaptive Educational Services (http://diversity.iupui.edu/aes/) in Joseph T. Taylor Hall (UC), Room 137, 274-3241 or aes@iupui.edu. Please remember that it is your responsibility to provide documentation, request accommodations, contact faculty

members, and follow-through on deadlines, assignments, testing schedules. In return, I will do what I can to accommodate you.

Religious Holidays: IUPUI policy is to grant students excused absences that are due to observation of religious holidays. Students will not be penalized for these absences, but it is your responsibility to inform me in *advance* of your upcoming absence. If these absences fall on exam dates or days on which assignments are due, we will discuss how and when to turn in the assignment or take the exam in *advance* of the due date. If you are seeking accommodation for religious observances must make a request in writing by the end of the 2nd week of the semester to the course instructor and should use the Request for Course Accommodation Due to Religious Observance Form (http://registrar.iupui.edu/religiousholidayform.html) . The University will not levy fees or charges of any kind when allowing the student to make up missed work. In addition, no adverse or prejudicial effects should result to students because they have made use of these provisions. However, failure to make these arrangements prior to the due date may result in a late penalty.

As the instructor, I reserve the right to make *minor* adjustments to this syllabus during the semester. Any changes will be announced in class and on Oncourse.

I am available to discuss questions and concerns with students concerning the course during office hours (see above). If you cannot come to office hours, we can schedule and alternative meeting.

Ms. Heidi Bludau (instructor)

I am a native Texan and received a BA in Anthropology from Texas A&M University. After graduating I worked at Texas A&M and the University of Maryland before returning to student life in 2004 when I started PhD work in anthropology at IU Bloomington. During the 2010/11 school year, I am a Future Faculty Teaching Fellow in the Department of Anthropology at IUPUI, teaching introductory courses and medical anthropology. I am currently writing my dissertation on migrant healthcare workers from the Czech Republic focusing on the role of international recruitment firms as mediators between migrant laborers and the global market. My primary interests are Europe and post-socialism, including the EU and the former Soviet Bloc, gender, migration and globalization, and medical anthropology. However, I consider the Anthropology of Food a research side interest and look forward to exploring it with you this semester.

--COURSE SCHEDULE--

Date	In-class Activity	Readings due	Work due
Class Introduction			
Objective: to introduce students to the course objectives and requirements			
Aug 24:	review course syllabus, instructor and student introductions; assign ID card	None	
Evolution and Race			
Objective: Students will be able to trace the general precepts regarding the development of modern anthropology, will understand the role evolution played in social constructs of racial divisions of the modern era and will examine their own ideas regarding race and cultural differences			
Aug 26:	Lecture and discussion focused on the foundations of modern anthropology and what we do today	Lindenbaum, Shirley 2004 Thinking About Cannibalism. Annual Review of Anthropology 33(1):475-498.	ID card
Anthropology and Culture			
Objective: Students will be able to define anthropology as a discipline, including the 4 subfields, demonstrate knowledge of the key components of "culture" as used in anthropology, define "culture" in their own words, explain how culture is not about things but systems, explain how ethnocentrism and cultural relativity complement each other, describe how holism and comparativism work with culture.			
Aug 31:	Lecture and discussion based on anthropology as a discipline and how we define and study "culture;"write definitions of culture; assign Food diary and autoethnography assignment (due 9/9)	Mintz, Sidney 2002 Food and Eating: Some persisting questions. *In* Food nations : selling taste in consumer societies. W.J. Belasco and P. Scranton, eds. Pp. 24-32. Hagley perspectives on business and culture. New York: Routledge. de Certeau, Michel, and Luce Giard 2008 The Nourishing Arts. *In* Food and Culture: A Reader. C. Counihan and P. Van Esterik, eds. Pp. 67-77. New York and London: Routledge.	
Sept 2:	Discussion focusing on how culture is acquired, how examining a local process can help us understand larger social issues, and the relationship between biology and culture	Same as Aug 31	
Ethnography			
Objective: Students will be able to list the 3 foundations of doing ethnography, will learn the different methods associated with doing ethnography, will be able to trace the development of ethnography as a method and as a genre of literature, will be able to describe the distinctive approach of ethnography as a genre, will understand the constraints, including ethics, under which ethnographers work.			
Sept 7:	Lecture and discussion outlining of how ethnography has developed through time, including important actors in the ethnographic world as	Counihan, Carole 2004 Around the Tuscan table: food, family, and gender in twentieth century Florence: Routledge. (Preface & Chapters 1 &2) *Note: Chapter 2 needs to be read for context so that you understand the rest	

	influences on the form	of the book but don't get bogged down in the details.	
Sept 9:	Design an anthropological/ ethnographic research project; discussion regarding "Around the Tuscan Table" as an ethnography; assign gender and family mini-ethnography – topic due Sept 14	Around the Tuscan table: food, family, and gender in twentieth century Florence (Chapters 3 & 4) *Note: Chapter 4 needs to be read for context so that you understand the rest of the book but don't get bogged down in the details.	Autoethnography – bring to class for discussion and submission
Sex, Power and Inequality			
Objective: Students will be able to define gender as a cultural construct in relation to biological sex, demonstrate an understanding of the power differentials between the sexes and why they exist, place Feminist Anthropology appropriately into the canon of field, explain reproductive labor using food as an example.			
Sept 14:	Lecture and discussion based on gender as a cultural construct and implications for inequality	Around the Tuscan table: food, family, and gender in twentieth century Florence (Chapter 5)	Gender mini-ethnography topic statement due.
Sept 16:	Discuss "Around the Tuscan table" and reproductive labor	Around the Tuscan table: food, family, and gender in twentieth century Florence (Chapter 6)	
Work, Success and Kids			
Objective: Students will be able to explain kinship as a cultural construct, and demonstrate understanding of the purposes of marriage and the diversity of marriage patterns cross-culturally.			
Sept 21:	Lecture and discussion focusing on the role of family in society.	Around the Tuscan table: food, family, and gender in twentieth century Florence (Chapters 7 & 8)	
Sept 23:	Discussion based on concluding Around the Tuscan Table	Around the Tuscan table: food, family, and gender in twentieth century Florence (Chapters 9 & 10)	
Identity and Nationalism			
Objective: Students will be able to explain how individuals get, have and deploy multiple identities, to describe how race is a culturally constructed concept using examples, and compare and contrast the extremes of ethnicity (multiculturalism to ethnic conflict).			
Sept 28:	Lecture and discussion concentrating on how food is used to symbolize ethnicity and "race"	Gutierrez, C. Paige 1984 The Social and Symbolic Uses of Ethnic/Regional Foodways: Cajuns and Crawfish in South Louisiana. *In* Ethnic and regional foodways in the United States : the performance of group identity. L.K. Brown and K. Mussell, eds. Pp. 169-184. Knoxville: University of Tennessee Press. Williams-Forson, Psyche 2008 More than Just the "Big Piece of Chicken". The Power of Race, Class, and Food in American Consciousness. *In* Food and culture : a reader. C. Counihan and P. Van Esterik, eds. Pp. 342-353: Routledge.	
Sept 30:	Lecture and discussion focused on how national and ethnic belonging	Guy, Kolleen M. 2002 Rituals of Pleasure in the Land of Treasures: Wine	Gender and family mini-ethnography

	manifest themselves	Consumption and the Making of French Identity in the Late Nineteenth Century. *In* Food nations : selling taste in consumer societies. W.J. Belasco and P. Scranton, eds. Pp. 34-47. New York: Routledge. Jefremovas, Villia 1997 Contested Identities: Power and the Fictions of Ethnicity, Ethnography and History in Rwanda. Anthropologica 39(1/2):91-104.	
Knowledge, belief and disbelief: on religion			
Objective: Students will examine their views in relation to the tradition of disbelief, be able to define the 4 types of religions, be able to describe the functions of religion and give examples of each, describe the place of ritual in relation to religion and everyday life.			
Oct 5:	Lecture and discussion focusing on the tenets and function of religion	Douglas, Mary 1966 Purity and danger; an analysis of concepts of pollution and taboo. New York: Praeger. (Ch 3 – The Abominations of Leviticus)	
Oct 7:	Lecture and discussion exploring how different religions function and represent worldviews	Khare, R.S. 2005 Food with Saints. *In* The taste culture reader : experiencing food and drink. C. Korsmeyer, ed. Pp. 156-165. Sensory formations,; Variation: Sensory formations series.: New York. Buitelaar, Marjo 2005 Living Ramadan: Fasting and Feasting in Morocco. *In* The taste culture reader : experiencing food and drink. C. Korsmeyer, ed. Pp. 175-180. Sensory formations,; Variation: Sensory formations series.: New York. Carmichael, Elizabeth, and Chloe Sayer 2005 Feasting with Dead Souls. *In* The taste culture reader : experiencing food and drink. C. Korsmeyer, ed. Pp. 184-192. Sensory formations,; Variation: Sensory formations series.: New York. *22 pages total between 3 readings	
Oct 12:	Catch-up Day and Exam Review	None	
Oct 14:	EXAM		
Oct 19:	No Class – FALL BREAK		
Adaptation Strategies			
Objective: Students will be able to define sociopolitical organizations, including band, tribe, prestate and state, to define the 5 major types of adaptive strategies and their basic attributes, to describe the various economic systems on which each type of sociopolitical organization is generally founded, to determine and describe the relationship between gender and subsistence strategy.			

Oct 21: Introduction Foraging	Lecture and discussion focused on how foragers organize themselves socially, politically and economically and the role that food-getting plays in this structure.	Fortier, Jana 2009 The Ethnography of South Asian Foragers. Annual Review of Anthropology 38(1):99-114.	
Oct 26: Horticulture	Lecture and discussion focused on how horticultural societies organize themselves socially, politically and economically and the role that food-getting plays in this structure.	Brown, P 1978 New Guinea: Ecology, Society, and Culture. Annual Review of Anthropology 7(1):263-291. Katherine Dettwyler 1994 Dancing Skeletons: Life and Death in West Africa. Waveland Press. (Ch. 6)	
Oct 28: Pastoralism	Lecture and discussion focused on how pastoralists organize themselves socially, politically and economically and the role that food-getting plays in this structure.	Marx, Emanuel 1977 The Tribe as a Unit of Subsistence: Nomadic Pastoralism in the Middle East. American Anthropologist, Volume 79, Issue 2 (June 1977) Pages: 343-363	
Nov 2: Intensive Agriculture	Lecture and discussion focused on the rise of intensive agriculture and how large-scale societies organize themselves socially, politically and economically and the role that food-getting plays in this structure; Assign adaptive strategies opinion piece (due 11/16)	Pilcher, Jeffrey M. 1998 Que vivan los tamales! : food and the making of Mexican identity. Albuquerque: University of New Mexico Press. (Ch 1) *Counihan, Carole* *2004 Around the Tuscan table : food, family, and gender in twentieth century Florence: Routledge. (Chapter 3 - review)*	
Nov 4:	EXAM		
Industrialization			
Objective: Students will apply the concept of "evolution as change not progress" to social/political/economic complexity and change in adaptive strategies, be able to analyze the negative and positive aspects of technological complexity in human societies, be able to trace the causes of industrialization in relation to world system, be able to compare and contrast different theories of stratification and how they interpret society, be able to describe why people still go hungry in an industrialized food system, determine pros and cons of industrialized agriculture and food processing in relation to human society, examine the "obesity epidemic" in as issues of social morality and structural violence.			
Nov 9:	Lecture introducing the complexities of the current world system and the history and reality of industrialization.	Shackel, Paul A., and Matthew M. Palus 2006 The Gilded Age and Working-Class Industrial Communities. American Anthropologist 108(4):828-841. Durrenberger, E. Paul, and Kendall M. Thu 1996 The Industrialization of Swine Production in the United States: An Overview. Culture & Agriculture 18(1):19-	

		22. *Counihan, Carole* *2004 Around the Tuscan table: food, family, and gender in twentieth century Florence: Routledge. (review - Chapters 5 &6)*	
Nov 11:	Lecture and discussion focused around the impact and effects of industrialization on human societies.	Jung, Yuson 2009 From Canned Food to Canny Consumers. *In* Food & Everyday Life in the Post-socialist World. M.L. Caldwell, ed. Pp. 29-56: Indiana University Press. Julier, Alice 2008 The Political Economy of Obesity: The Fat Pay All. *In* Food and culture : a reader. C. Counihan and P. Van Esterik, eds. Pp. 482-499: Routledge.	
Colonialism and Development			
Objective: Students will be able to define basic functions and impacts of colonialism, be able to list issues and questions that are part of postcolonial studies, be able to define neoliberalism and outline its relationship to development, be able to describe the basic history and tenants of Communism and postsocialism, analyze food aid as a form of development tool.			
Nov 16:	Lecture focusing on the colonial system and global development classes. Assign Trace a meal assignment	Kennedy, Cynthia M. 2007 The Other White Gold: Salt, Slaves, the Turks and Caicos Islands, and British Colonialism. Historian 69(2):215-230. Smith, Jeff 2003 From *Házi* to Hyper Market: Discourses on Time, Money, and Food in Hungary. Anthropology of East Europe Review 21(1). Clapp, Jennifer 2008 The Political Economy of Food Aid in an Era of Agricultural Biotechnology. *In* Food and culture : a reader. C. Counihan and P. Van Esterik, eds. Pp. 539-553: Routledge.	Adaptive strategies opinion piece
Nov 18: American Anthropological Association Annual Meeting	view film - TBA	None	
Globalization and Development			
Objective: Students will be able to define world system theory, to describe globalization as a system, and to define the various concepts connected to globalization discussed in class.			

Nov 23:	Lecture and discussion focused on the current world system and how globalization impacts human food-getting strategies. Assign film analysis (film choice due 12/2)	Barndt, Deborah 2008 Whose "Choice"? "Flexible" Women Workers in the Tomato Food Chain. *In* Food and culture : a reader. C. Counihan and P. Van Esterik, eds. Pp. 452-466: Routledge. *Jung, Yuson* *2009 From Canned Food to Canny Consumers. In Food & Everyday Life in the Post-socialist World. M.L. Caldwell, ed. Pp. 29-56: Indiana University Press. [review]* Watson, James L. 2006 Golden arches east : McDonald's in East Asia: Stanford University Press. (Introduction, pg 1-38)	
Nov 25:	No Class – Thanksgiving Holidays		
Nov 30:	Lecture and discussion focusing on localization and local culture	Watson, James L. 2006 Golden arches east : McDonald's in East Asia: Stanford University Press. (Ch. 1 & 2)	Film choice due
Dec 2:	Lecture and discussion focusing on globalization, nationalism and identity	Watson, James L. 2006 Golden arches east : McDonald's in East Asia: Stanford University Press. (Ch. 3 & 4)	Trace a meal assignment
Dec 7:	Lecture and discussion considering what restaurant etiquette can tell us about a society and the impact of new food cultures on a society	Watson, James L. 2006 Golden arches east : McDonald's in East Asia: Stanford University Press. (Ch. 5)	
Dec 9:	Lecture and discussion wrapping up the class around globalization, anti-globalization and where we are today	Watson, James L. 2006 Golden arches east : McDonald's in East Asia: Stanford University Press. (Update)	Film analysis
Dec 16:	Final Exam (10:30-12:30)		

Spring 2011
Anthropology 104 (25845): CULTURAL ANTHROPOLOGY

Class Meets: 1:30-2:45, Room CA435
Instructor: Professor Heidi Bludau
Office: Cavanaugh 433
e-mail: hbludau@indiana.edu (***best way to contact me!***)
Telephone: 812.360.1140 (**for emergencies or text messages only)**
Office Hours: Tuesday, Thursday 10:30-12:00 or by appointment

Description:

Why do humans behave the way we do? Why do we behave differently from one group or society to the next? Despite our shared biological needs and make-up, daily we witness differences and similarities within the human race and between different sectors of humanity. This course will start us on the road to a better understanding of the broad range of human behavior potentials and the influences that shape the different expressions of these potentials. We will do it by learning and applying the basic foundations of cultural anthropology: holism and comparativism. More precisely, we will use food as the lens – or theme - through which we examine and explore examples of human behavior from around the world.

Biologically, all humans need to eat to survive. However, what, how and when we eat are part of the behaviors that make various human populations unique. Through the semester we will explore human behavior in relation to food through a variety of means. This course is separated into three sections: worldview or perspective, adaptation strategies, and globalization. When exploring worldview, we will discuss how the individual interacts with society through different roles we play (or are assigned) such as those related to gender and ethnicity. We will also examine how we come to view the world as we do, considering religion, family and sexuality. Adaptation strategies refer to our food-getting processes. Primarily, food-getting is at the core of the cultural technologies that we as humans use to survive as a species. How we get our food influences how we organize our communities (and vice versa) and how we define ourselves among and between our societies. Additionally, food serves as a mediator between ourselves and other aspects of our social, political and economic systems, or cultures. It gives us intimate access to the experiential levels of social and economic change. We will conclude the class by talking about globalization, which covers human society from industrialization to today and how we interact as global and local actors. I chose food as the theme for this course because it touches all aspects of human life and through the lens of food, we can reach a better understanding of ourselves and the world in which we live.

In accordance with IUPUI's Principles of Undergraduate Learning (see www.universitycollege.iupui.edu/UL/Principles.htm), this course aims to help you develop your abilities in critical thinking and your communication skills through writing assignments and class discussion. Furthermore, our focus on cultural diversity is also intended to contribute to your greater understanding of the complexity and "interconnectedness of global and local concerns" (Statement of Principles of Undergraduate Learning).

Course Objectives

At the end of the semester, each student should be able to:

8) show knowledge about the basics of the field of anthropology and the types of research and analyses practiced in the discipline.
9) demonstrate an ability to critically examine the contextual and relational nature of human behavior and cultural activity in specific settings as demonstrated through course readings and discussions.
10) prove an ability to critically analyze the similarities and differences between different human social groups, using basic anthropological concepts of holism and comparativism.
11) describe how personal characteristics such as gender, class and ethnicity impact a person's worldview and how the world sees the individual.
12) demonstrate an understanding of global interconnectedness or globalization processes, as seen through subsistence strategies.
13) critically examine their own positions in these global processes.
14) demonstrate the ability to engage with the literature in an objective manner, support arguments with research, critically examine the views of others and produce coherent conclusions regarding class themes.

Class Structure:

The course requirements include completion of all assigned readings (listed below with dates); attendance and participation in all classes; five (5) short assignments in which you will engage with the course material and at times apply anthropological knowledge and practices; reading quizzes and four (4) short exams. Requirements are described in more detail below. Additionally, this class does not use a text book. Anthropological theories and concepts will be explained and discussed in class and supported by the readings; lectures will not summarize readings but will be based on the expectations that students have read them. As an introduction to the discipline, course time will be primarily devoted to lecture with small group activities and discussions when possible.

I feel that learning is a collaborative effort and that all members of the course bring unique and valuable perspectives to discussions based on life experiences and assigned readings. Ethnographic readings include narratives that provide relational and contextual examples and we will use them as shared experiences through which to examine the various course themes. PowerPoint slides will be posted before class to aid you in taking notes. Please note that these slides do not take the place of lecture but merely provide a template for class activity. At times we may have guest speakers or videos and these days are equally integral to the course. Students are expected to learn and understand this material as with any other. Therefore, both attending class and keeping up with the course readings are essential to your success in this course.

In order to create an environment conducive to learning, I expect that students respect each other and their views. This includes listening to each other in large group discussion and not engaging in activities that would distract or hinder student learning. At the same time, I encourage you to engage in dialogue with your classmates when appropriate. The themes and topics we will discuss can be at times controversial and I expect that discussions surrounding these themes will be open and lively but respectful. Creating a respectful environment also includes prohibiting the use of cell phones in the class for voice or text messaging. Finally, I ask that you **arrive to class on time**.

Required Books and Materials:

This class will use two (2) books:

3) Counihan, Carole
   2004 Around the Tuscan table: food, family, and gender in twentieth century Florence: Routledge.
4) Watson, James L.
   2006 Golden Arches East: McDonald's in East Asia: Stanford University Press.

These books should be available in the campus bookstore or from on-line booksellers (ie. Amazon.com, Books-a-Million, etc)

All other reading assignments will be posted on Oncourse in their topic folder in "Resources."

Assignments and Grading Structure:

Final grades will be based on the following scale of a total of 100%:

97-100 = A+	87-89=B+	73-76=C	60-62=D-
	83-86=B	70-72=C-	59 or below=F
93-96= A	80-82=B-		
90-92= A-		67-69=D+	
	77-79=C+	63-66=D	

Short Assignments (5 = 70%): Through the semester, students will be required to submit 5 short assignments. I will provided specific details, including assignment description, requirements and grading rubric, for each on the date is assigned. Each assignment will be 1-5 pages in length (10-12 pt font, double-spaced). I encourage you to work with University Writing Center (http://www.iupui.edu/~uwc/) on these assignments. Although not a writing course, producing a well-written paper will be important; 20% of each assignment's grade will be related to the mechanics of writing, such as correct spelling and grammar and organization of ideas.

Late policy: All assignments must be submitted in hard copy on the due date, in class. Late papers will be accepted with a penalty of 5% of the assignment grade for each day late. *If you cannot turn in your paper on time, let me know the situation.* I encourage you to submit an electronic copy via Oncourse under Assignments in case something happens at the last minute and you cannot attend class. This will provide a date stamp for completion. Students who only submit an electronic copy and **no hard copy will lose 10% from the assignment grade**.

6) Food diary and autoethnography [2-3 pages] (assigned Jan 18; **due Jan 27**) = 10%
7) Gender and family mini-ethnography [3-5 pages](assigned Feb 1; topic statement due Feb 3; **due Feb 22**) = 20%
8) Trace a meal [2-3 pages](assigned Feb 24; History due Mar 8; **final due April 7**) = 15%
9) Film analysis [2-3 pages] (assigned Apr 12; movie choice due Apr 19; **due April 28**) = 15%
10) "Congressional Hearing" (assigned Apr 5; **due as group class activity May 3)** = 10%

NO ASSIGNMENTS WILL BE ACCEPTED AFTER MAY 3 AT THE FINAL EXAM PERIOD.

Exams (4 x 5% each = 20%): We will have four (4) exams. Exams on Feb 1, March 3, and March 29 will take place in class. Exam 4 will be a take-home exam, given out in class on April 28 and due on May 3 during the final exam period. **The final exam period - May 3 (1:00-3:00) - will be devoted to a class activity and assignment – Congressional Hearing.** Students who do not attend this session will not only be counted absent but will not be able to earn credit for the assignment, losing 10% of their course grade. Each in-class exam will use 45 minutes of the class period; the remaining 30 minutes will be devoted to other class activities. Exams are not cumulative; however, concepts and themes that are discussed throughout the semester and are relevant may appear on the exam. Be prepared to relate

material to previous concepts when possible. Exam format will be 7-10 short answers. Please arrive on time for exams. If you are late, you will be given until the end of the exam period to complete the exam.

Reading quizzes (25 x .4% each = 10%): For each set of readings, you will be given an on-line quiz, via Oncourse; each quiz will be listed by date. These quizzes will serve to review your knowledge and understanding of the material in the readings. You may use your readings to complete them; they will be due before class on the day the readings are assigned. All questions will be multiple choice; students will have two (2) tries to take the quiz. Use the reading guide for each set of readings to help you read with purpose. *Reading quizzes will not be required for the readings on **March 1** and **April 12** – these dates will have word journals assigned in class – as well as exam days.

Attendance and participation: Due to the structure of the course, attendance is vital for student success, as well as the success of in-class discussions and activities. Each day I will pose a question to the class regarding material from recent lectures or reading assignments. I will use submissions to both mark attendance and to gauge class understanding of concepts. Students may want to note daily questions and use them as part of their study strategies for exams.

Students who have more than three (3) absences will lose **2% from their final grade** for each additional absence. For students with serious medical or family emergencies, I will consider adjusting this policy. *It is your responsibility to provide appropriate documentation for this to happen. Additionally, stay in dialogue with me if you have extenuating circumstances.* If you do have to miss a class, ask a classmate for notes. However, if you have questions concerning material, please talk to me either in person or through email.

Extra credit: Throughout the semester, I may post events or activities that students are encouraged to attend for which you will receive extra credit. Credit for these additional activities will be linked to specific exams. These may have earlier due dates; see specific assignments for details. Otherwise, you have the opportunity to complete one (1) of the following for extra points on your final grade. **All projects need instructor approval BEFORE turning in – talk to me before you start.** These extra credit projects are due the last day of class (April 28).

4) Food documentary analysis – film choice must be approved. Watch and analyze a food documentary in relation to what we have discussed in class – max. 3% on final grade; 2-3 pages (10-12 pt font, double-spaced).
5) Food Event – event must be approved. Attend and analyze a food event (such as a food festival, holiday meal, etc) – max. 2% on final grade; 1-2 pages plus pictures if necessary (10-12 pt font, double-spaced).
6) Book Review – book must be approved. Read an ethnography based on food and write a book review on– max. 3% on the final grade; 2-3 pages (10-12 pt font, double-spaced).

Please remember that extra credit are supplementary to your required coursework (assignments and exams) and not to be used in place of these.

Oncourse forums – Oncourse forums are available for each unit/theme/topic. Post questions regarding things that you do not understand here and I will either respond to the board or discuss them in class. These posts will be public for the site so that everyone can benefit from the dialogue. Questions can cover anything of interest, confusion or concern. I will also often post discussions regarding attendance quiz material if the quiz refers to something that we had already discussed in class.

Study habits and guides:

- Read. Read. Read. Keep up with the readings. Read and complete the Reading Quizzes before class. Lectures and class activities are built around material in the readings. When reading each piece, determine for yourself what the key terms and concepts are and try to connect them to examples and other terms and concepts. Try to determine the author's purpose or thesis statement. Connect these to items found on the key terms list (below).
- Reading guide. You can find this guide in the "Readings" folder on Oncourse. This guide will also include terms that are relevant for the unit; not all list items will be found in the readings but will be discussed in lecture. Students should use these guides as both reading and study aides. The definitions will be especially useful for reading but make sure that you understand the context in which those terms are used, how the authors refer to them (directly *or* indirectly). *Write examples from class and the readings for each term as study aids.*
- Unit objectives and in-class activities. Students can also use the objectives listed for each unit and the in-class activities for each class as a guide to reading.
- PowerPoint slides and podcasts. PowerPoint slides will be available before class in topic folders on Oncourse under "Resources." Podcasts of lectures, including audio and visual of Powerpoints will be posted on Oncourse under "Podcasts," listed by date, within a week of class.
- Oncourse forums. Post and review forum comments and interact with your classmates for on-line study groups.
- Attendance questions. Questions will be part of the PowerPoint. Review those as important themes or concepts.
- On-line quizzes. Reading quizzes will ask about important concepts. They also can help you gauge how well you understand the readings. Exam questions will be built around these concepts.
- Bepko Learning Center (http://uc.iupui.edu/learningcenter/). The Center provides a variety of academic services including tutoring and study skills.

Other class information:

Policy on late or missed assignments:

- Exams: Students are expected to arrive on time for exams (as for all classes). Students who arrive to class late on exam day will have until the original exam period to finish the exam. If you have a university excused absence for an exam, you will be allowed to take a make-up exam. It is your responsibility to discuss this with me and provide documentation. If you know before the exam that you will be missing it, talk to me as soon as you know.
- Late assignments: Late assignments will lose 5% of the assignment value for every day late. Although a seemingly small number, within a few days a student will have lost an entire letter grade on the given assignment.
- Extenuating circumstances: Students who have extenuating circumstances (including university-excused reasons) must tell me immediately. The best way is to talk to me or email me about the situation, understanding that I may not respond immediately but will so the next time I am on email.

Academic misconduct is defined as any activity that tends to undermine the academic integrity of the institution. The university may discipline a student for academic misconduct. Academic misconduct may involve human, hard-copy, or electronic resources. As a faculty member, I must report all cases of academic misconduct to the dean of students, or appropriate official. Academic misconduct includes, but is not limited to, the following:

3) Cheating is considered to be an attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment.
4) Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered "common knowledge" may differ from course to course.

Although you do not have a research paper, you may need to quote or use class (or outside) resources on your assignments. IUPUI has a number of resources to help with paper writing, including how to properly cite sources. For more information, check out the University Writing Center (http://www.iupui.edu/~uwc/). You do not need to cite resources on the exams unless specifically asked to.

Students with disabilities: If any student will require assistance or appropriate academic accommodations for a disability, please contact me after class, during office hours, or by individual appointment. You must have established your eligibility for disability support services through Adaptive Educational Services (http://diversity.iupui.edu/aes/) in Joseph T. Taylor Hall (UC), Room 137, 274-3241 or aes@iupui.edu. Please remember that it is your responsibility to provide documentation, request accommodations, contact faculty members, and follow-through on deadlines, assignments, testing schedules. In return, I will do what I can to accommodate you.

Religious Holidays: IUPUI policy is to grant students excused absences that are due to observation of religious holidays. Students will not be penalized for these absences, but it is your responsibility to inform me in *advance* of your upcoming absence. If these absences fall on exam dates or days on which assignments are due, we will discuss how and when to turn in the assignment or take the exam in *advance* of the due date. If you are seeking accommodation for religious observances must make a request in writing by the end of the 2nd week of the semester to the course instructor and should use the Request for Course Accommodation Due to Religious Observance Form (http://registrar.iupui.edu/religiousholidayform.html) . The University will not levy fees or charges of any kind when allowing the student to make up missed work. In addition, no adverse or prejudicial effects should result to students because they have made use of these provisions. However, failure to make these arrangements prior to the due date may result in a late penalty.

As the instructor, I reserve the right to make *minor* adjustments to this syllabus during the semester. Any changes will be announced in class and on Oncourse.

I am available to discuss questions and concerns with students concerning the course during office hours (see above). If you cannot come to office hours, we can schedule and alternative meeting.

Ms. Heidi Bludau (instructor)

I am a native Texan and received a BA in Anthropology from Texas A&M University. After graduating I worked at Texas A&M and the University of Maryland before returning to student life in 2004 when I started PhD work in anthropology at IU Bloomington. During the 2010/11 school year, I am a Future Faculty Teaching Fellow in the Department of

Anthropology at IUPUI, teaching introductory courses and medical anthropology. I am currently writing my dissertation on migrant healthcare workers from the Czech Republic focusing on the role of international recruitment firms as mediators between migrant laborers and the global market. My primary interests are Europe and post-socialism, including the EU and the former Soviet Bloc, gender, migration and globalization, and medical anthropology. However, I consider the Anthropology of Food a research side interest and look forward to exploring it with you this semester.

--COURSE SCHEDULE--

Date	In-class Activity	Readings due	Assignments
Class Introduction			
Objective: to introduce students to the course objectives and requirements			
Jan. 11:	review course syllabus, instructor and student introductions	None	Read syllabus
Anthropology and Culture			
Objective: Students will be able to define anthropology as a discipline, including the 4 subfields, demonstrate knowledge of the key components of "culture" as used in anthropology, define "culture" in their own words, explain how culture is not about things but systems, explain how ethnocentrism and cultural relativity complement each other, describe how holism and comparativism work with culture.			
Jan 13:	Lecture and discussion focused on the foundations of modern anthropology and what we do today	Introduction to Cultural Anthropology	Assign: Behavior Observation – due Jan 20
Jan 18:	Lecture and discussion based on anthropology as a discipline and how we define and study "culture;" write definitions of culture	Lindenbaum, Shirley 2004 Thinking About Cannibalism. Annual Review of Anthropology 33(1):475-498.	Assign: Food diary - due Jan 27
Jan 20:	Discussion focusing on how culture is acquired, how examining a local process can help us understand larger social issues, and the relationship between biology and culture	de Certeau, Michel, and Luce Giard 2008 The Nourishing Arts. In Food and Culture: A Reader. C. Counihan and P. Van Esterik, eds. Pp. 67-77. New York and London: Routledge.	Due: "Normal" Behavior Observation
Ethnography			
Objective: Students will be able to list the 3 foundations of doing ethnography, will learn the different methods associated with doing ethnography, will be able to trace the development of ethnography as a method and as a genre of literature, will be able to describe the distinctive approach of ethnography as a genre, will understand the constraints, including ethics, under which ethnographers work.			
Jan 25:	Lecture and discussion outlining ethnography as a genre	Counihan, Carole 2004 Around the Tuscan table: food, family, and gender in twentieth century Florence: Routledge. (Preface & Chapters 1 &2) *Note: Chapter 2 needs to be read for context so that you understand the rest of the book but don't get bogged down in the details.	
Jan 27:	discussion regarding "Around the Tuscan Table" as an ethnography; discussion of ethnographic ethics	Around the Tuscan table: food, family, and gender in twentieth century Florence (Chapters 3 & 4) *Note: Chapter 4 needs to be read for context so that you understand the rest of the book but don't get bogged down in the details.	Due: Food diary - bring to class for discussion and submission
Feb 1:	Design an anthropological/ ethnographic research project (1st 30 minutes); Exam 1		Assign: mini-ethnography –

	(remaining 45 minutes)	EXAM 1	topic due Feb 3; final paper due Feb 22
Gender: Sex, Power, Marriage and Family			
Objective: Students will be able to define gender as a cultural construct in relation to biological sex, demonstrate an understanding of the power differentials between the sexes and why they exist, explain re/productive labor, explain kinship as a cultural construct, and demonstrate understanding of the purposes of marriage and the diversity of marriage patterns cross-culturally.			
Feb 3:	Lecture and discussion based on gender as a cultural construct and implications for inequality - gender roles, stereotypes, stratification, status	Around the Tuscan table: food, family, and gender in twentieth century Florence (Chapter 5)	Due: mini-ethnography – topic statement Assign: Concept Map – due Feb 15 [class act. & extra cr.]
Feb 8:	Discuss different conceptions of marriage - why do people get married? What social purpose does it have?	Around the Tuscan table: food, family, and gender in twentieth century Florence (Chapter 6)	
Feb 10:	Lecture and discussion focusing on the role of family in society - how is family created? Who belongs? What is the role of family?	Around the Tuscan table: food, family, and gender in twentieth century Florence (Chapters 7 & 8)	Assign: Kinship Chart – due Feb 15 [extra cr.]
Feb 15:	Discussion based on concluding Around the Tuscan Table - modernity and gender and family	Around the Tuscan table: food, family, and gender in twentieth century Florence (Chapters 9 & 10)	Due: Concept Map; Kinship Chart
Identity			
Objective: Students will be able to explain how individuals get, have and deploy multiple identities, to describe how race is a culturally constructed concept using examples, and compare and contrast the extremes of ethnicity.			
Feb 17:	Lecture and discussion concentrating on the construction of "race"	PBS and AAA websites – see Oncourse for on-line reading assignments	*Bring laptops*
Feb 22:	Lecture and discussion focusing on race and ethnicity and belonging	Gutierrez, C. Paige 1984 The Social and Symbolic Uses of Ethnic/Regional Foodways: Cajuns and Crawfish in South Louisiana. In Ethnic and regional foodways in the United States: the performance of group identity. L.K. Brown and K. Mussell, eds. Pp. 169-184. Knoxville: University of Tennessee Press. Coutin, Susan Bibler 2003 Cultural logics of belonging and movement Transnationalism, naturalization, and U.S. immigration politics. American Ethnologist 30(4):508-526.	Due: mini-ethnography

Knowledge, belief and disbelief: on religion			
Objective: Students will examine their views in relation to the tradition of disbelief, be able to define the 4 types of religions, be able to describe the functions of religion and give examples of each, describe the place of ritual in relation to religion and everyday life.			
Feb 24:	Lecture and discussion focusing on the tenets and function of religion	Miner, Horace 1956 Body Ritual among the Nacirema. American Anthropologist 58(3):503-507.	Assign: Trace a Meal – History due Mar 8; final due Apr 7 Assign: word journal [reading guide]
Mar 1: No reading quiz	Lecture and discussion exploring how different religions function and represent worldviews	Buitelaar, Marjo 2005 Living Ramadan: Fasting and Feasting in Morocco. In The taste culture reader : experiencing food and drink. C. Korsmeyer, ed. Pp. 175-180. Sensory formations,; Variation: Sensory formations series.: New York. Carmichael, Elizabeth, and Chloe Sayer 2005 Feasting with Dead Souls. In The taste culture reader : experiencing food and drink. C. Korsmeyer, ed. Pp. 184-192. Sensory formations,; Variation: Sensory formations series.: New York.	
Mar 3:	Exam 2 (first 45 minutes); Introduction to Adaptive Strategies (remaining 30 minutes)	EXAM 2	
Adaptation Strategies			
Objective: Students will be able to define the 5 major types of adaptive strategies and their basic attributes, define sociopolitical organizations, including band, tribe, pre-state and state, describe the various economic systems on which each type of sociopolitical organization is generally founded, and determine and describe the relationship between gender and subsistence strategy.			
Mar 8: Foraging	Lecture and discussion focused on how foragers organize themselves socially, politically and economically and the role that food-getting plays in this structure.	Bryant, Carol A., et al. 2003 Food Technologies: How people get their food in nonindustrial societies. In The Cultural Feast: An introduction to food and society. C.A. Bryant, K.M. DeWalt, A. Courtney, and J.H. Schwartz, eds. Pp. 119-156. Belmont, CA: Wadsworth/Thomson Learning. - pg 119-132 Strand, Oliver, and Joe DiStefano 2010 Chefs Look for Wild Ingredients Nobody Else Has. In The New York Times. New York.	Due: Trace a Meal – History
Mar 10: Horticulture	Lecture and discussion focused on how horticultural societies organize themselves socially, politically and economically and the role that food-	Bryant, Carol A., et al. 2003 Food Technologies: How people get their food in nonindustrial societies. In The Cultural Feast: An introduction to food and society. C.A. Bryant, K.M. DeWalt, A. Courtney, and	

	getting plays in this structure.	J.H. Schwartz, eds. Pp. 119-156. Belmont, CA: Wadsworth/Thomson Learning. - pg 132-140 Vayda, Andrew P. 1961 Expansion and Warfare among Swidden Agriculturalists1. American Anthropologist 63(2):346-358.	
Mar 15-17	Spring Break		
Mar 22: Pastoralism	Lecture and discussion focused on how pastoralists organize themselves socially, politically and economically and the role that food-getting plays in this structure.	Bryant, Carol A., et al. 2003 Food Technologies: How people get their food in nonindustrial societies. In The Cultural Feast: An introduction to food and society. C.A. Bryant, K.M. DeWalt, A. Courtney, and J.H. Schwartz, eds. Pp. 119-156. Belmont, CA: Wadsworth/Thomson Learning. - pg 140-145 Wong, Edward 2010 In Icy Tip of Aghanistan, War Seems Remote. In The New York Times. New York.	
Mar 24: Intensive Agriculture	Lecture and discussion focused on the rise of intensive agriculture and how large-scale societies organize themselves socially, politically and economically and the role that food-getting plays in this structure	Bryant, Carol A., et al. 2003 Food Technologies: How people get their food in nonindustrial societies. In The Cultural Feast: An introduction to food and society. C.A. Bryant, K.M. DeWalt, A. Courtney, and J.H. Schwartz, eds. Pp. 119-156. Belmont, CA: Wadsworth/Thomson Learning. - pg. 145-151 2) Counihan, Carole 2004 Around the Tuscan table : food, family, and gender in twentieth century Florence: Routledge. (Chapter 3 - review)	
Industrialization			
Objective: Students will apply the concept of "evolution as change not progress" to social/political/economic complexity and change in adaptive strategies, be able to analyze the negative and positive aspects of technological complexity in human societies, be able to trace the causes of industrialization in relation to world system, be able to describe why people still go hungry in an industrialized food system, determine pros and cons of industrialized agriculture and food processing in relation to human society, examine the "obesity epidemic" in as issues of social morality and structural violence.			
Mar 29:	Exam 3 (first 45 minutes); Introduction to Industrialized agriculture (remaining 30 minutes)	EXAM 3 1) Counihan, Carole 2004 Around the Tuscan table: food, family, and gender in twentieth century Florence: Routledge. (review - Chapters 5 &6) 2) Durrenberger, E. Paul, and Kendall M. Thu 1996 The Industrialization of Swine Production in the United States: An Overview. Culture & Agriculture 18(1):19-22.	
Mar 31:	Lecture and discussion focused around the impact and effects of	Kottak, "Industrialization" Robbins, "Class"	Assign: reading guide

	industrialization on human societies, including the complexities of the current world system.		
Apr 5:	Discussion about the impact of industrialization on obesity.	Julier, Alice 2008 The Political Economy of Obesity: The Fat Pay All. In Food and culture: a reader. C. Counihan and P. Van Esterik, eds. Pp. 482-499: Routledge.	Assign: Congressional Hearing – due May 3 Assign: Poverty/Obesity nexus [extra cr.]
Colonialism and Development			
Objective: Students will be able to define basic functions and impacts of colonialism, be able to list issues and questions that are part of postcolonial studies, be able to define neoliberalism and outline its relationship to development, analyze food aid as a form of development tool, be able to describe the basic history and tenants of Communism and postsocialism.			
Apr 7: Colonialism	Lecture focusing on the colonial system and global development classes.	Comaroff, John L. 1989 images of empire, contests of conscience: models of colonial domination in South Africa. American Ethnologist 16(4):661-685.	Due: Trace a meal assignment Assign: word journal [reading guide]
Apr 12: Development No reading quiz	Discussion focusing on global inequalities and food aid. (first 45 minutes); Group work time for Congressional Hearing (remaining 30 minutes)	Clapp, Jennifer 2008 The Political Economy of Food Aid in an Era of Agricultural Biotechnology. In Food and culture: a reader. C. Counihan and P. Van Esterik, eds. Pp. 539-553: Routledge.	Assign: film analysis - film choice due Apr 19; final due Apr 28 Due: word journal
Apr 14: Communism	Discussion focusing on communism as a form of sociopolitical system.	Verdery, Katherine 1996 What was Socialism and Why Did it Fall? In What was socialism, and what comes next? Pp. 19-38. Princeton, N.J.: Princeton University Press.	Due: Poverty/Obesity Nexus [extra cr.]
Globalization			
Objective: Students will be able to define world system theory, to describe globalization as a system, and to define the various concepts connected to globalization discussed in class.			
Apr 19:	Lecture and discussion focused on current production models in today's globalized world.	Barndt, Deborah 2008 Whose "Choice"? "Flexible" Women Workers in the Tomato Food Chain. In Food and culture: a reader. C. Counihan and P. Van Esterik, eds. Pp. 452-466: Routledge. Watson, James L. 2006 Golden arches east: McDonald's in East Asia: Stanford University Press. (Introduction, pg 1-38)	Due: film analysis - film choice
Apr 21:	Lecture and discussion focusing on	Watson, James L.	

	localization and local culture	2006 Golden arches east: McDonald's in East Asia: Stanford University Press. (Ch. 1 & 2)	
Apr 26:	Lecture and discussion focusing on nationalism and identity	Watson, James L. 2006 Golden arches east: McDonald's in East Asia: Stanford University Press. (Ch. 3 & 4)	
Apr 28:	Lecture and discussion considering children as consumers and the anti-globalization movements	Watson, James L. 2006 Golden arches east: McDonald's in East Asia: Stanford University Press. (Ch. 5 & update)	Due: film analysis Assign: Exam 4 – take-home – due May 3
May 3: Final Exam Period	1:00-3:00	Congressional Hearing *Students who do not attend will not have the option of earning the 10% for the Congressional Hearing	Due: Congressional Hearing Due: Exam 4

Appendix B – assignments

- Behavior Observation
- Food diary and autoethnography
- Mini-ethnography
- Film analysis
- Congressional hearing
- Extra credit list
    - Optional
    - Poverty/Obesity Nexus
    - Homework
        - Kinship Chart
        - Gender Concept Map

Behavior Observation

ANTH A104 – Spring 2011

*Homework for in-class activity– **due Jan 20***
Submit for: max 5% extra credit on Exam 1

Description:

What do we consider "normal" behavior? How much of this behavior is based on our personal preferences and how much on our cultural influences?

Instructions:

For this activity, 1) select a public food-related environment (ex. Restaurant, food court, grocery store, market, cafeteria…).

2) spend ½ hour observing how people behave in this environment. Make two (2) lists – behavior that is considered typical or "normal," and behavior that considered atypical or "abnormal." Use page 2 of this sheet.

3) Write down your ideas about the following questions:

- What behaviors appear to be culturally specific? What is considered "normal" for that environment?

- What "abnormal" behaviors did you observe? What might account for this behavior? Consider individual preferences, other cultural practices, financial reasons, etc…

- What, if anything, surprised you?

Location:	
Typical or “normal” behaviors	Atypical or “abnormal” behaviors

Food diary and Autoethnography

ANTH A104 – Spring 2011

Due Date: ***Jan 27***
Point Value: 10%

Description:

The food diary and autoethnography assignment asks you to maintain a detailed record of your eating over a two-day (2 day) period of time and reflect upon what you can learn about yourself from your habits.

Instructions:

1. Write down everything you eat and drink, even snacks and beverages, for a 2-day (48 hours) period of time; you pick the two days you want to record. Entries should include *what* you ate or drank, *when* (either time of day or meal or snack – you can use either method but be consistent), if you purchased it or prepared it yourself or someone else prepared it for you, *where*, and *with whom*. Do not change your food habits to provide a specific image of yourself. This only works if you are true to yourself.
   I advise you to keep track as you go, since it is difficult to remember at the end of the day or later. Use the attached form as a guide. You will find a copy of this assignment on Oncourse; feel free to type your form. ***You must submit this detailed record as part of the assignment.***
2. Analyze your eating habits. Look for patterns in your personal consumption and try to find explanations for your behavior. Consider the following questions as points of departure: What do your habits say about your age, class, ethnicity, personal relationships, and/or religious beliefs? How have your habits changed as you have gotten older? Have they changed since you started attending college? What is the ratio between highly processed food and unprocessed foods? Where do you purchase your foods and in what form do you buy them? How does your socioeconomic position impact your food decisions? These are merely questions to consider if you do not obviously see "answers"; go where the data leads you. Also, think about what you do not see, what is missing in your record. Absences can tell us just as much as present items.
3. Reflect upon your findings. Conclude your analysis with a reflection on what you learned about yourself in this exercise. What surprised you? Reflect on how food and eating help to shape, and are shaped by, your sense of identity. A***nalysis and reflection should be 2-3 pages.***

Format:

A complete assignment should consist of 2-3 pages of analysis and 1-2 page (length as necessary) food diary. The analysis should be typed using 10-12 pt font and be double-spaced, with 1-inch margins. Although not a writing class, use proper formal language; do not use slang, contractions or other informal language.

Do not staple the food diary/record to the assignment because we will use that page in class but staple all pages of the food diary together if multiple pages. Make sure your name is on the food diary.

Late policy: All assignments must be submitted in hard copy on **Jan 27**, in class. Late papers will be accepted with a penalty of 5% each day late. *If you cannot turn in your paper on time, let me know the situation.* I encourage you to submit an electronic copy via Oncourse under Assignments in case something happens at the last minute and you cannot attend class. This will provide a date stamp for completion. Students who only submit an electronic copy and **no hard copy will lose 10% from the grade**.

Grading Rubric:

I will grade the assignments on a basis of 100% using the following criteria:

1. The mechanics of writing, such as correct spelling and grammar and organization of ideas. How well is the paper written and proofed? Are there grammatical and other errors? Do you use formal language? Is the paper properly formatted? Does it have an introduction, body and conclusion? (20%)
2. Food Diary. Do you adequately record what you ate and drank during the diary period? Does the record fit what you discuss on the analysis? (20%)
3. Analysis. Do you discuss patterns and attempt an explanation of your behaviors? How well is the analysis presented? Do you consider various aspects of your social position? Can the reader determine your social position(s) by reading your analysis? Do you think about the food as consumer items? (35%)
4. Reflection. Do you reflect upon what you learned about yourself? Do you examine how you relate to food in relation to your identity? (25%)

Making an "A": Remember that this is an analysis and reflection. It is about what you see and how you interpret what you see. Technically, there are no wrong answers or wrong ways to do this interpretation. As you can see, the grading is more related to how much thought you put into this project and how you present those thoughts to me. Therefore, I encourage you to take the time allotted to do this assignment and really think about and reflect upon what you record.

Food diary – Name: _____

Date	When	What	Where	With whom	How was it prepared
Ex: 1/20	Breakfast	Egg burrito with ham, onion, green pepper, tortilla and salsa	Home	Myself	Cooked myself
Ex: 1/20	lunch	Chicken noodle soup and ham sandwich	Work	Myself	Bought at Spotz Grille

Gender and family mini-ethnography

ANTH A104 – Spring 2011

Due Date: Feb 22 (topic statement due Feb 3)
Point Value: 20%
READ THE ENTIRE ASSIGNMENT IF YOU WANT TO BE SUCCESSFUL!

Description:

This assignment should more aptly be titled a mini-mini-ethnography. We do not have time to do anything like a full-fledged ethnography but I want you to get an idea – a taste if you will – of what anthropologists do, what we consider fieldwork, the methods that we employ in the ethnographic tradition. You will need to decide if you want this project to be primarily participant-observation or interview-based. However, I expect that you include some type of observation component. Part of your observation activities will be to keep a record, or fieldnotes, of your observation activities. You will include a sample of those fieldnotes as part of the complete assignment.

Instructions:

1. Define a research question or topic statement. Since this assignment deals with gender and family, you need to think of a question or topic you would like to address surrounding issues of **family, gender, sexuality, marriage, children**, etc and food. Make sure it is a relatively "simple" question or topic – you only have a few weeks to do the fieldwork. A good way to do this is to think of a topic or a setting or issue that you want to learn more about. It can be something in which you are already involved (ex. You work in a restaurant and you are interested in the different ways that male and female servers are treated.) Try to stay away from your own family or work location; this needs to be something that you are separate from, not another autoethnography. You may use your own life ***if*** you have another base for comparison. Consider the following issues:
    a. Setting and Ethics – Where will your fieldwork take place? Who will you observe and/or interview? How will your fieldwork impact the environment? If you are doing interviews, how will you inform people of your project? How will you maintain their confidentiality?
    b. Assumptions – what are your pre-existing assumptions, biases or hypotheses? How will you counter these as an objective researcher?
    c. TIME! How much time will this activity take? While there are no time requirements, observation activities should take at least an hour per setting and you need at least 2 observation periods; 1 is not enough! If you are doing interviews, how long do you anticipate each interview to be? If you are doing intensive interviews, you will probably need 2-3 people for 1/2 –hour to an hour each. Shorter interviews, oral surveys, you will do more of for shorter periods of time.

NOTE ON RESEARCH ETHICS AND POPULATIONS: YOU MAY NOT COLLECT DATA THROUGH INTERACTION WITH MINORS. You may observe minors, talk about minors, etc but you may not interview them. Minors are considered a "vulnerable population" and working with them requires special permission from the Institutional Research Board. The forms to get permission take more time than this project would. However, many schools have this permission already in place and allow researchers to come in. Therefore, if you plan to do research in a school setting, talk to me about your idea.

2. **Topic Statements** - Your topic statements are due **Feb 3**. The Topic Statement should be a paragraph or two describing how you will do this paper. It should include:
    a. Primary research question and why this is important to study, including your biases and hypothesis of what you will find.
    b. Primary research method – will you use interviews or participant observation? How will you decide the location? How will you select your research participants?
    c. Finally, the Topic Statement should have a working title for the paper. This title should lead the final paper.

    The topic statement will serve as the foundation for your project. I will give you feedback so that you can have as successful a paper as possible. Use the research question and methodology as the starting points for those sections of your paper. *IF you are having trouble coming up with a suitable topic for this project, talk to me or email your ideas and I will be more than happy to help!*
3. Do your fieldwork. At the end you will find guidelines for interviewing and participant observation.
4. Analyze your findings. What did you find out in regard to your topic statement? How does it relate to the terms and concepts we have been discussing in class?
5. Your final product must include:
    a. an *introduction to the topic* – do outside reading if necessary but you may base your project on course readings; be sure to cite any readings – class assignments can be cited in text and are not required in a bibliography, readings used but not assigned in class need to be included in a works cited page; DO NOT CITE INTERVIEWS – this goes to maintaining confidentiality (1/2 to ¾ page)
    b. *methodology section* – how did you collect your data, including a description of observation locations, events, etc and brief bios of interviewees (brief paragraph of who this person is and why you interviewed him or her for this project – remember to maintain confidentiality!); reflect upon the appropriateness of your method to your project – was it a good method? Would you have done anything differently? (1/2 – ¾ page)
    c. *analysis* – what did you find? How does what you are exploring tie into what we have discussed in class? What theories or concepts from class do you recognize in your data and analysis? Use quotes to support your arguments. (1-3 pages)
    d. *conclusion and reflection* – what are your conclusions regarding your topic? What was it like being a cultural anthropologist? What are the benefits and drawbacks of an anthropological approach? (1-2 pages)
    e. include pictures if appropriate but make sure you have 3-5 pages of written text

If you are still unsure of what an ethnography should look like, use *Around the Tuscan Table* as a model for the analysis. See how the author uses quotes to support her theories and concepts. Review the methodology section, etc.

Format:

A complete assignment should consist of a topic statement and 3-5 pages of analysis - maximum. Papers that exceed 5 pages will lose points. Include a sample of your fieldnotes; they may be originals and are in addition to the analysis pages. The analysis should be typed using 10-12 pt font and be double-spaced, with 1-inch margins. Include the title of the paper and page numbers. Although not a writing class, use proper formal language; do not use slang, contractions or other informal language.

Late policy: All assignments must be submitted by the due dates on Feb 3 (topic statement – electronically via Oncourse) and Feb 22 (mini-ethnography – hard copy – in class). Late papers will be accepted with a penalty of 5% each day late. *If you cannot turn in your paper on time, let me know the situation.* I encourage you to submit an electronic copy via Oncourse under Assignments in case something happens at the last minute and you cannot attend class. This will provide a date stamp for completion. Students who only submit an electronic copy and **no hard copy will lose 10% from the grade**.

Grading Rubric:

I will grade the assignments on a basis of 100% using the following criteria:

5. Topic Statement. Was it completed and turned in time? (10%)
6. The mechanics of writing, such as correct spelling and grammar and organization of ideas. How well is the paper written and proofed? Are there grammatical and other errors? Do you use formal language? Is the paper properly formatted? (20%)
7. Introduction. Did you adequately explain the issue to be addressed or examined? Do you include the research question? Do you explain why this is an important issue of inquiry? (10%)
8. Methodology. Do you describe how you collected your data? Do you include relevant bios? Do you critique the method you used in relation to your project? Do you maintain the confidentiality of your research participants? Do you note the use of pseudonyms? (10%)
9. Analysis. Does your analysis address the topic of inquiry? Do you support your analysis with theories and concepts discussed in class? Do you provide a good portrait of the data, either through the use of quotes or descriptions or both? (25%)
10. Conclusion and reflection. Do you have a conclusion? Is your conclusion supported by the analysis? Do you reflect upon the anthropological approach as a basis of research? (25%)

Making an "A": Think through this project. You cannot just go out and do it; it requires forethought! And do not bite off more than you can chew! Pick one thing to examine. Use Counihan's *Around the Tuscan Table* as a model. See how she used quotes and descriptions from her data to portray her analysis. Think about the different theories and concepts we discuss in class in relation to your project. Most of all, talk to me about any concerns, questions or problems.

Film Analysis

ANTH A104 – Spring 2011

Due Date: ***Apr 28 (hard copy); film choice due Apr 19 via Oncourse***
Point Value: ***15%***

Description:

This assignment is intended to have you take a more critical look at a popular film in which food plays a major theme and to analyze the anthropological content of the film. You will select a film from the list provided on Oncourse (it is quite extensive so I am not printing it out) and use that as your "data" for an ethnographic analysis.

Instructions:

1. Select your film.
    a. Use the list under Oncourse Resources titled "Film list for Film Analysis" – it is not in a folder. If you want to watch a film that is not on the list but in which food plays a major role, talk to me about it. This list is large but not complete. You should be able to find films at local video stores, or on on-line sites like Netflix, or the IUPUI library.
    b. Film choices are due on Oncourse – **post via the Film Choice posting on Assignments** – by April 19. <u>If you do not tell me your film choice, **10%** will be deducted from the assignment grade.</u>
2. Watch the film. Consider how food is part of the film. Think about these questions and take notes – your film may not relate to all of these:
    a. What does food represent?
    b. What class concepts do you recognize in this film? This means any class concept from the beginning to the end of the semester.
    c. How does daily life center around food?
    d. How do people relate to food? How do people use food to relate to each other?
    e. What does the use, placement, or discussion of food tell us about the larger society in which the film takes place? How is the larger society reflected in the food in the film?
    f. What are the social groups, power relations, and personal interactions that typify the characters in the film? Analyze them as if they were people in a research project.

    The key is to *notice the food but not focus on it*. Look at everything. Remember context. Food acts as a framework, setting, lens, symbol, vehicle, material culture, event or focal point. Concentrate on the human behavior and how it relates to food in the film.

    Remember, be holistic and comparative. What does this film say about the society in which it is set? How does food help them say it?

3. Write your analysis. Include the following:
    a. Introduction – what is this paper about? Briefly introduce the paper. Include a brief plot summary – talk about the movie – BRIEFLY – to set the context (1/2 page)
    b. Key themes and anthropological concepts found in the film. What anthropological concepts are illustrated in the film? And what perspective does it give you about the location this film is set in? Use ideas that were discussed in class or that we have read about and discuss specific episodes from the film that illustrate these ideas. You may have one theme that runs

through that is illustrated in a number of ways. These do not have to all relate to food! Watch this with anthropological eyes! (1-2 pages)
(NOTE: "culture" is not a concept – it is too broad. What aspects of culture are illustrated in the film?)

c. Conclusion. What are you conclusions on the topic? Tie your analysis together in one final paragraph or two. (1/2 – 1 page)

For people who have a love of film and want to delve into the context in which the film is made, that is fine. You just have to do 2 things: 1) discuss that in the beginning, that you are talking about the making of the film, not so much the content; 2) use anthropological analysis to do so.

Format:

A complete assignment should consist of **2-3 pages.** The analysis should be typed using 10-12 pt font and be double-spaced, with 1-inch margins. Although not a writing class, use proper formal language; do not use slang, contractions or other informal language.

Late policy: All assignments must be submitted in hard copy on **April 28**, in class; film choice is due via **Oncourse Assignments April 19**. Late papers will be accepted with a penalty of 5% each day late. *If you cannot turn in your paper on time, let me know the situation.* I encourage you to submit an electronic copy via Oncourse under Assignments in case something happens at the last minute and you cannot attend class. This will provide a date stamp for completion. Students who only submit an electronic copy and **no hard copy will lose 10% from the grade**. ***No papers will be accepted – hard copy or electronically – after May 3 at the final.***

Grading Rubric:

I will grade the assignments on a basis of 100% using the following criteria:

11. Film choice. Did you submit it on time? (10%)
12. The mechanics of writing, such as correct spelling and grammar and organization of ideas. How well is the paper written and proofed? Are there grammatical and other errors? Do you use formal language? Is the paper properly formatted? Do you use character names and are they spelled correctly? (20%)
13. Introduction. Did you introduce the paper using appropriate essay writing techniques? Do you briefly summarize the film? Do you introduce what key themes you will be discussing in the analysis? (20%)
14. Analysis. Do you discuss anthropological concepts that were illustrated in the film? Do you accurately illustrate these concepts through description of the film? Do you relate what is happening in the film to a larger social context? Do you discuss how society is reflected through character behavior? Do you discuss how the setting of the film influences character behavior? (30%)
15. Conclusion. Do you conclude the paper with a summary of your analysis? Do you tie your analyses together? (20%)

"Congressional Hearing"

ANTH A104 – Spring 2011

Due Date: May 3
Point Value: 10%

Description:

In this assignment and activity, students will role play a congressional hearing regarding how obesity will be considered in Indiana state healthcare. A congressional committee has been formed to explore this issue and is holding an open meeting to hear opinions from different stakeholders regarding the impact of obesity in their sector of daily life. The congressional committee has been charged with considering the following questions:

1) Is the rise in obesity in Indiana, and the US, a legitimate concern for state and public healthcare?
2) How do different areas of Indianan and American daily life influence the rise in obesity? What are the factors that contribute to this increase?
3) Where does the responsibility lie regarding an individual's weight?
4) What are long-term repercussions of this issue?

The Committee will hear from the following interest groups who have requested time to speak:

1. *Insurance companies*
2. *Medical professionals*
3. *School teachers*
4. *Business owners*
5. *Psychologists*
6. *Farmers/food producers*
7. *Public health administrators*

Each group will have 5 minutes for their initial argument and the Committee will have 2 minutes to ask questions. After all groups have spoken, each group will have an additional 2 minutes for follow up in which they will be able to address issues brought forth by another group. Each group will assign 1 or 2 spokesperson(s). As this is a formal meeting, we ask that any signs, banners, or other displays of propaganda, while welcome to the meeting, not disturb the speakers during their allotted time; groups are encouraged to visually display any materials that will help their case.

After testimony is heard from all groups, the Committee will take 5-10 minutes to deliberate and provide a 2-3 sentence statement on their decision. The class will then discuss the issue as a whole.

Instructions:

Congressional Committee members: review the course readings and lectures/class activities related to obesity. Consider how you would approach this as a state legislator. Talk to the other congress members and discuss how you feel on the issue. Be prepared to ask questions to the interest groups; take notes during the presentations. Prior to the May 3 meeting, draft a 1-2 paragraph statement which you will submit to me; this draft may also include an attached set of questions that you hope the interest groups will answer during presentations. After the presentations on May 3, discuss your opinions and come to a decision regarding recommendations to the full state legislature. Edit the statement draft to reflect new information. Select 1-2 spokespeople to present this revised statement to the class.

Interest group members: review the course readings and lectures/class activities related to obesity. Discuss with your group what the group stance on this issue of the rise of obesity should be. Consider the questions to be answered from the point of view of your interest group. Create an argument, including supporting points and visual aids if necessary, to present to the Committee. Think about how you might be attacked for your stance and develop counter arguments; be prepared to defend your views. Select 1-2 student representatives to represent your group; during other group presentations, listen attentively and be prepared to succinctly address new points in regard to your perspective. Powerpoint will be available for use.

******Both groups should consider the questions that the Committee is charged with when planning for this activity. Interest groups should try to address issues that will help the Committee to answer these questions.

******Note that you may be randomly assigned to a group whose perspective you do not believe in. You are still responsible for critically analyzing the position and playing the role to your best.

****Email me with any questions regarding this assignments, especially if you are unsure about your role in the activity.**

Format:

There is no written component for this assignment. However, each student will complete a 360-degree assessment of group members. Student grades will be based partially on this assessment.

Grading Rubric:

I will grade the students in interest groups on a basis of 100% using the following criteria:

16. Student group participation. Did the student pull his/her own weight? Did his/her group members score him/her well on the assessment? Did the student participate in helping design the counter-arguments to other group presentations? (35%)
17. Group argument. Was it well thought-out? Did the group members represent the interests of their assigned group? Was the argument well presented? Did the group adequately counter any attacks? (65%)

I will grade the students on the Congressional Committee on a basis of 100% using the following criteria:

1. Student group participation. Did the student pull his/her own weight? Did his/her group members score him/her well on the assessment? Did the student ask good questions of the group presenters? (35%)
2. Congressional decision. Was it well thought-out? Did the committee base their decision on the value of the presented material? Was the decision well presented? (65%)

Extra Credit List

Optional

- Development
  - Read the attached case study on development.
  - Write 1-2 paragraphs relating this case study and what else we have talked/read about regarding development as related to cultural relativity and ethnocentrism.
- Anthropology and Industry
  - In the Durrenberger and Thu article, "The Industrialization of Swine Production in the United States," they conclude with an argument that anthropology not only helps us to see the interreltionships between industry and environmental, social and political issues, but that ethnography allows us to be a "constructive part of the flow" of signals and information.
    How do you see anthropology helping to contribute to public knowledge in other areas of our daily lives living in an industrialized society?
- Colorful but Colorblind
  - go the Colorful but Colorblind website:
    http://roma.glocalstories.org/?utm_source=TOL+mailing-list&utm_campaign=2d49beda5a-CbCpromo10_11_2010&utm_medium=email
    the link is also under the "Extra Credit Resources" folder under Resources.
  - Watch two (2) videos from two DIFFERENT countries.
    Write 1 paragraph relating the videos/stories to what we've talked about in class. Make sure to include the video country and titles.
- Marriage
  - Read the attached case study regarding marriage. Write a paragraph or two relating this case study to class discussion on marriage and civil rights.
    Submit on-line via assignments here.
- Body Image
  - Read the attached case study regarding body image. Write a paragraph or two relating the case study to body image in *Around the Tuscan Table* and your own society.
    Submit on-line via assignments here.
- Whopper Virgins
  - This extra credit opportunity relates to the "Whopper Virgins" video that we watched in class on Thursday, Jan 20. While useful for our discussion regarding how people acquire culture and cultural behaviors, this video and ad campaign came under fire as exploitive of poor and rural people.
    Read the attached on-line article, including comments.
    Write a 1-paragraph response - due on-line via Assignments - regarding your views on the debate.

The Poverty/Obesity Nexus – EXTRA CREDIT
ANTH A104 – Spring 2011

Due Date: ***April 14***
Point Value: max ***5% on FINAL GRADE***

Description:

For this extra credit opportunity, you will explore the nexus between eating healthy and income – or – the poverty/obesity nexus.

Instructions:

1. Select one meal from each category.

Category A	Category B
• Home-cooked, no special dietary requirements*	• Home-cooked, special diet (ex. Low carb, low fat, light…)*
• Fast food	• Fast food, light menu
• Casual dining	• Casual dining, healthy choice options
• Pre-prepared for home-cooking (ex. Boxed or frozen meals)	• Home-cooked, organic*

** for home-cooked meals, I suggest that you use recipes that have nutritional values listed.*

2. List ***all*** components that are needed for you to eat this meal. Use your normal eating habits; if this was your choice, whether forced or not, what would you choose for a meal?
   YOU DO NOT HAVE TO COOK AND/OR EAT THESE MEALS; JUST RESEARCH THEM.
   Many magazines and cookbooks have this information, or can find recipes on-line.
3. "Eat" or "shop" in your normal locations, near home, work, school, etc. Do not go out of your way to complete this. Determine how much each meal would cost. It may simply be the cost of the pre-prepared food (ex. McDonald's combo meal cost you $6.48). It may include the cost of every item you need to cook the meal at home (ex. All the groceries needed to make this meal equal $7.13); don't forget the little items needed (ie. Kraft mac and cheese needs milk and margarine).
4. Now look at the nutritional content. Price out the cost of various meals in relation to nutritional value and calorie intake.
   a. How many calories does this meal have?
   b. What is the fat, sugar or other nutritional aspects?
   c. How does this relate to the cost?
5. Write up your findings. Include a paragraph describing your food choices. Note any surprises. How does this relate to our industrialized society? How does it relate to class? Does this experiment support or refute the poverty/obesity nexus? How or why?

Format:

A complete assignment should consist of 2-3 pages of analysis. The analysis should be typed using 10-12 pt font and be double-spaced, with 1-inch margins. Although not a writing class, use proper formal language; do not use slang, contractions or other informal language.

Late policy: All assignments must be submitted in **hard copy on April 14**. No late papers will be accepted; hard copy only will be accepted.

Grading Rubric:

I will grade the assignments on a basis of 100% using the following criteria:

18. The mechanics of writing, such as correct spelling and grammar and organization of ideas. How well is the paper written and proofed? Are there grammatical and other errors? Do you use formal language? Is the paper properly formatted? (20%)
19. Introduction. Do you introduce the paper, explaining what you are doing and why? (10%)
20. Description. Do you describe the meals you chose? Do you describe the facts regarding each meal – type of meal, location, calorie and price, etc? (20%)
21. Analysis. Do you explain how this exercise demonstrates industrialized society? Do you discuss and relate this activity to the poverty/obesity nexus? Do you explain how you findings support or refute this concept? (30%)
22. Conclusion. Do you conclude your paper? Do you tie everything together in a concluding statement? Do you reflect on your findings? (20%)

Kinship Chart
ANTH A104 – Spring 2011

In-class activity – ***due Feb 17 for extra credit***
Worth: max. 5% Exam 2

Description:

For this assignment, you must construct a kinship chart based on your family tree. Include about four generations, including your own. In other words:

- If you have children, nieces or nephews, theirs will be the first generation and you only have to go back to your grandparents' generation
- If you are in the youngest generation of your family, you will need to go back to your great-grandparents' generation

Instructions:

You must use proper kinship chart symbols (△ = male, ○ = female, etc) and abbreviations (M=mother, F=father, Z=sister, Br=brother, GrM=grandmother, GrF=grandfather, Un=uncle, Au=aunt, Co=cousin – note ***your*** husband (H) or wife (W) if applicable). See the example on the back for details. After that, you will need to mention the following things:

- Remember to show who *ego* is on your kinship chart! That's you – this centers on you!
- Depict your *patrilineal kin* in one color and your *matrilineal kin* in another (you choose the colors).
- Correctly note any person who is deceased (∅) and any marriage that has ended through divorce or separation (≠).
- Find some way to designate which members of your kinship chart are in your *household*. In the example, there is a box around the household.
- The kinship diagram needs to be clean and neat. Members of the same generation must be on the same longitude (cousins, siblings etc, should not be stacked unevenly on the page).

Be as creative as you like. If there are kinship situations in your family tree that are difficult to represent – multiple divorces and remarriages, polygamous marriages, "common-law" marriages, gender reassignment, etc. – you have free reign to figure out your own way to represent them.

Example:

FIGURE 10.1 Kinship diagram symbols (*Note:* Symbols with the same numbers below them are referred to in the same way by EGO.)

FIGURE 10.2 Generic kinship diagram

Gender Concept Map
ANTH A104 – Spring 2011

In-class activity – ***due Feb 15***
Worth: max. 5% Exam 2

Description: Design a concept map surrounding the concept of gender.

Instructions:

1. While reading, studying and in class the next few days, write down terms and phrases that closely relate to "gender."
2. Start to think about how these terms and phrases relate to gender (the main concept) and each other. Rank them as primary (very closely related), secondary and tertiary. Start with the most closely related terms and then branch out to those that are more loosely connected.
3. Bring your map to class for discussion and activity.

Terms and phrases related to GENDER	Ranking

Draw map here

Examples of relationships:

- Is associated with
- Is part of
- Is cause of
- Contradicts
- Is a
- Is a property of
- Is a characteristic of
- Uses
- Originates from
- Correlates to
- Defines roles in
- Impacts
- Defines
- Relates to
- Depends on
- Corresponds
- Leads to

GENDER