

**Anthropology 102**  
**Cultural Anthropology, Online**

**Spring 2021**

**MJC**

<b>Professor</b>	Dr. Debi Bolter
<b>Email</b>	bolterd@yosemite.edu
<b>Office hours Online</b>	Monday 1:45-3:45pm Tuesday 11:00am-12:30pm Wednesday 11:00am-12:30pm <i>Links to online Zoom office hours in Canvas shell; or email professor for link</i>

**Welcome to Anthropology!**

Hello new students! I'm excited to introduce you to the field of cultural anthropology. When I first took this class as a freshman at UC Santa Cruz, I didn't really know what cultural anthropology was – it wasn't a topic covered at my small high school. But it became a course that really changed the way that I viewed the world. I became so "hooked" that I ended up becoming an anthropology major. I hope this course becomes one of those classes where you are thinking about the material even outside of class, and talking about the topics with your family and friends. Anthropology is just *that* interesting, and permeates all aspect of our lives, especially in our richly diverse Central Valley.

**Cultural anthropology course content**

Cultural anthropology examines the broad conditions and experiences of being human through the lens of culture and the difference it makes. This course introduces the methods, theories and insights of cultural anthropology and their application to life in a multicultural society. Topics include, but are not limited to: the research and analysis of culture and cultural processes; cross-cultural comparisons of subsistence patterns, economics, kinship, gender, language, sexuality, political organization, belief systems, and expressive culture; the production of social identities and inequalities; and, cultural change in an interconnected world affected by colonization and globalization. Recommended for people who travel internationally. *General Education: (MJC-GE: B) (CSU-GE: D) (IGETC: 4)*

**What you will learn, or the Course Learning Outcomes (CLOs):**

Upon successful completion of the course, students will be able to:

1. Describe the basic concepts, methods of inquiry, and the theories of sociocultural anthropology.
2. Apply the above in comparative studies of sociocultural systems, and especially to explain observed variation, change and adaptation.
3. Use anthropological perspectives to describe and explain contemporary issues.

**Required books/materials:**

Guest, K. 2017. *Cultural Anthropology: A Toolkit for a Global Age*. **2nd edition**. New York: W.W. Norton. ISBN: 978-0-393-26500-2.

Knauft, B. 2016\*. *The Gebusi. Lives Transformed in a Rainforest World*, 4<sup>th</sup> ed. New York: McGraw Hill. ISBN: 978-1478630036. *\*third edition of this book is acceptable*

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**MODULES**

ANTHR 102 Cultural Anthropology is a 16-week fully online course. The class will be taught through Canvas. Our class will be divided into weekly modules. Each week will contain a set of readings, lectures, video with worksheet, and either a discussion posting a review quiz. The modules are to be completed in order. There will be no required Zoom class meeting times.

At the start of each weekly Module there will be a table in Canvas that lists out what you will accomplish each week, and when you need to complete each. Each week's module will be opened Sunday morning at 12:01am—in case you are one of those early birds who like to get a jump on the upcoming week's activities.

**Due dates will be consistent each week**

- Discussion posts will be due on Thursdays at 11:59pm and replies on Sundays at 11:59pm.
- Quizzes will be due by Sundays at 11:59pm.
- Documentaries and worksheets, as well as lectures and readings, are to be completed by the end of each week's module.

**The Elements of the Course**

**Readings**

There will be weekly assigned readings. Readings will be primarily from the textbook *Cultural Anthropology: A Toolkit for a Global Age* and the ethnography *The Gebusi*.

**Lectures**

I will pre-record my lectures and post them weekly within Canvas.

**Documentaries**

Typically each week there will be a documentary or film to watch, with accompanying questions for analyses. *The accompanying worksheet questions for each documentary are not to turn in.* Answering the questions on the worksheet will prepare you for the short answer section on the exams. I will take questions directly from the worksheets for the exams. You will also learn vocabulary terms by watching the documentaries, learn about concepts that will help you with the weekly readings/lectures/discussion post, and gain knowledge for use as in-depth examples when writing essays for the exams.

**Quizzes**

There will be objective based quizzes on weeks that there is not a discussion post or exam. Quizzes will include materials from weekly readings, lectures and documentaries. They will typically be multiple choice or true/false, and there is a 20-minute time limit to take them. Students may retake quiz once to improve score. Each quiz is worth 30 points, and the lowest quiz score in the semester will be dropped.

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**Discussion postings**

There are discussion prompts and replies due in weeks when there are no quizzes or exams scheduled. These posts develop analysis and learning of class concepts and topics. Once a student answers a post, then other student posts will be viewable. There are 8 total discussion posts in the semester, each worth 25 points, and the lowest post score will be dropped.

For each class discussion thread I will post comments throughout. My participation and comments in the thread serve to clarify and expand on posts and replies, and help students to fully understand the materials and how they apply to the class content. Note that this class will be divided into two sub-discussion post groups, so your thread will have between 15-20 people (not the entire class).

Each discussion post grade in the grade book will include written comments on your work.

**Exams**

There will be a midterm exam to be taken between Mar. 3<sup>rd</sup> – 5<sup>th</sup> on the first half of the class, and a final exam to be taken Apr. 28<sup>th</sup> -30<sup>th</sup> on the second half of the class. These exams will consist of an objective portion (e.g., multiple choice, true/false), a short answer section, and “take-home” essay question. “Take-home” means that essay responses will be prepared in advance to the exam, submitted/uploaded during exam. Exams will be based on lectures, reading, documentaries, and discussion posts.

**Approximate hours per week in each class activity**

Readings	<b>3 hours</b>
Lectures (online)	<b>2-3 hours</b>
Vocabulary preparation	<b>1 hour</b>
Documentary/worksheet	<b>1.5 hour</b>
Discussion postings or quiz study/completion	<b>2 hours</b>
<b>TOTAL</b>	<b>~10 hours/week</b>

**Grading**

**Quizzes**, 30 pts each, 6 total      150 points (6 total, 5 count; lowest score dropped)

**Discussions**, 25 pts each, 8 total      175 points (8 total, 7 count; lowest score dropped)

**Midterm, Wed-Fri Mar. 3-5**      135 points

Covers weeks 1-7; includes objective questions, short answers response and essay

**Final, Wed-Fri Apr. 28-30**      140 points

Covers weeks 9-15; includes objective questions, short answers response and essay

**Total points: 600 points**

A: 90-100% (540-600 points)

D: 60-64% (360-389 points)

B: 80-89% (480-539 points)

F: 59% or below (359 points or less)

C: 65-79% (390-479 points)

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**Grade book**

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Feed back and comments on student's works, along with student grades, are posted in the online Canvas grade book.

**How I will regularly communicate:**

Each week at the beginning of the module, I will send out an *email* to you to summarize what you did in the previous week, and then to outline what to expect in the upcoming week. I also include information about events happening in that week, such as extra credit opportunities, on-campus activities and upcoming academic deadlines. I will post each week's email under "Weekly Emails" Module in the Canvas shell.

***\*Be sure to regularly check your student emails during the semester\****

*Announcements* section in Canvas will be used to remind students about extracurricular events that are happening/upcoming. These posts include notifications about extra credit talks/presentations to attend, on-campus activities of interest to students, or upcoming academic deadlines of note that impact MJC students.

**CANVAS Notifications**

Canvas allows you to personalize how you are notified about the course through email/text. There are four notifications options: immediate, daily, weekly or don't send notifications. It is recommended for this class that you turn on daily notifications for due dates, grading, submission comments, and announcements. For information on these settings, see <https://community.canvaslms.com/t5/Student-Guide/How-do-I-set-my-Canvas-notification-preferences-as-a-student/ta-p/434>

**Canvas Help Desk**

MJC Daytime Canvas Support: (209) 575-7900

Evening and 24/7 Canvas Support: (844) 303-8280

Check out the online Canvas Student Guides with screenshots for many different topics at <https://community.canvaslms.com/t5/Student-Guide/tkb-p/student>

**Conduct**

Classroom standards and student conduct for this class follows the [Academic Integrity and Student Code of Conduct](#) outlined in the Modesto Junior College catalog. The Code of Conduct extends to online written comments and interactions, which are to be courteous and respectful of others, just as is expected for in-class conduct.

At MJC, we expect academic honesty and integrity in all of the work you submit. This means completing your own, original work for every assignment. Any assignment where academic dishonesty is involved will automatically receive zero points, which may result in the student failing the course. A Student Conduct Report may be filed.

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**Accommodations**

Accommodations for this class are made to comply with the American Disabilities Act. Students need to contact Professor at the beginning of class to arrange specific accommodations as appropriate.

Cultural anthropology embraces the diversity in the world. Class topics will include issues such as gender, sexuality, race, ethnicity, family, marriage and belief systems. Discussion posts, short answer questions, class discussions, and essay responses are composed to encourage students to be creative, expressive, and approach topics from an individualistic perspective. Part of learning about cultural diversity will come from the perspectives and ideas imparted by other students in the class.

**Withdrawal/drop policy**

It is the student's responsibility to withdraw from this class if the student chooses not to complete the course. Petitions for grade removals after withdrawal deadlines are typically not granted. Please see your student course schedule on Pirates Net for important drop dates.

Students who stop participating in the class may be dropped. Non-participation includes not logging into Canvas, not taking weekly quizzes, not participating in weekly activities, and/or not taking midterm.

**Professor communications**

*Email* replies are prompt. Typically I respond within 24 hours, but over weekends that response time may be longer. Students can email either through Canvas Inbox, or through my MJC email at [bolterd@mjc.edu](mailto:bolterd@mjc.edu)

*Office hours* are held every week, at regularly scheduled times. Students are encouraged to email instructor for office hour timeslot. Students may also "drop in" to these hours through the standing Zoom meeting link and will be seen on a first-come, first-served basis.

Office hours are to clarify concepts from the course, or to get help on class assignments. I am also available to schedule individual one-on-one Zoom meetings.

**NOTE: Students considering an anthropology major are encouraged to email Professor to discuss optimal courses and pathways for transfer to CSU or UC.**

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**OUTLINE: SCHEDULE FOR SEMESTER**

<b>Learning module</b>	<b>Topics of week</b>	<b>Important Dates</b>
Week 1 Jan. 11-17	Introduction to discipline of anthropology	Discussion post: Symbols
Week 2 Jan. 18-24	Definition of culture; theoretical orientations	Quiz 1
Week 3 Jan. 25-31	Fieldwork; Introduction to ethnographies	Discussion post: Ethical dilemmas
Week 4 Feb. 1- 7	The Gebusi; Linguistic anthropology	Quiz 2
Week 5 Feb. 8-14	Race, racism, and human variation	Discussion post: Racism in US
Week 6 Feb. 15-21	Ethnicity, nationalism	Quiz 3
Week 7 Feb. 22-28	Gender; Sexuality	Discussion post: Non-binary genders
Week 8 Mar. 1-7	MIDTERM	Midterm <b>Mar. 3-5</b>
Week 9 Mar. 8-14	Class, inequities, migration, politics cross-culturally	Discussion post: US immigration
Week 10 Mar. 15-21	Kinship systems, descent groups	Quiz 4
Week 11 Mar. 22-28	Family, marriage practices cross-culturally	Discussion post: Kinship, marriage, and family
Week 12 Mar. 29-Apr. 4	Economic systems cross-culturally; Global economies and change	Quiz 5
Week 13 Apr. 5-11	Religion, functions of belief systems, comparative studies	Discussion post: Gebusi belief systems
Week 14 Apr. 12-18	Effects of change/conversions and globalization on religious systems	Quiz 6
Week 15 Apr. 19-25	Medical anthropology; Applied anthropology	Discussion post: Applying anthro.
Week 16 April 26-30	FINAL	Final <b>Apr. 28-30</b>