

American Life and Culture Class Syllabus

ANTH 180 / CES 180

T Th at 12:30pm-2:40pm in D273

Either ANTH 180 or CES 180 may be taken for credit, not both.

Course Description

This course provides an introduction to a cultural understanding of contemporary American society. We discuss major theoretical and conceptual principles and perspectives of present-day cultural anthropology and cultural studies, and the way they could be applied to studying the life-ways of various American communities. We explore how the perspectives and methods offered by anthropology can assist us in understanding the United States.

This is an inter-active or a seminar-like class. Class participation, questioning, and critical thinking are highly encouraged.

This is also a research-oriented class. You will actively participate in a variety of research-oriented assignments.

You will take an active part in your learning process. You are asked to participate in the class discussions prepared, work on research projects, share and actively participate in the class's learning process, and critically reflect on what you read and discuss.

Readings □ **All readings and audio-visual material are online and free. See each unit's What to Do document to see the list of material to be covered for that unit.**

Grading -- Total of 1000 points

Class Discussion, Participation, and Assignments: 25 points for each unit - total of 250 points - 25% of total grade.

Quizzes: -- 5 quizzes (one quiz per two units) - 50 points each - Total of 250 points - 25% of total grade

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Quiz One - Oct 2

Quiz Two - Oct 16

Quiz Three - Oct 30

Quiz Four - Nov 13

Quiz Five - Nov 27

Final Exam: 250 points -- 25% of total grade. Covers all units.

Dec 4

Final Project Report: 250 points -- 25% of total grade.

Due Dec 4

Research Project □ The focus of the research project is an outline of a study of a contemporary American social or cultural phenomenon, event, institution or process from an anthropological perspective.

Students choose the focus of their research project by the second unit of the quarter.

Project topics have to do with subjects and information from our readings, class discussions, and your own research and interest.

Research Project Report– Minimum four pages (double-spaced), excluding your bibliography. The report is a re-writing of your postings about your research topic during the quarter, based on the feedbacks you have received and your own further research.

Use Proper citation and add bibliography

Research Projects should include the first, the last and at least 6

other aspects or contexts of your **research topic** from the following list (Each week on a different aspect). You can suggest other aspects of your topic too, if you would like to:

- 1) Historical or evolutionary context
- 2) Ideological, religious, worldview-related
- 3) Ritual
- 4) Socio-economic class
- 5) Socialization/enculturation or learning
- 6) Communicative, symbolic or linguistic
- 7) Gender or Sex
- 8) Family
- 9) Kinship
- 10) Generation
- 11) Art
- 12) Communal identity (racial, ethnic, national, ethno-religious, ...communal) aspects
- 13) Power-related or political aspects
- 14) Material Culture
- 15) Embodied
- 16) Global or globalization-related aspects

Research Project Report is a rewriting of what you have done throughout the quarter about your research project (different aspects) based on the feedback you have received and your own further research.

UNITS

Unit 1 Culture

Understanding the Other and the Self □ Culture and Cultural Anthropological Perspectives □ Cultural Studies □ Anthropological Fieldwork and Research Methods □ Comparative Approach □ Cultural Relativism and Ethnocentrism □ Holistic Approach □ Culture and Power □ Culture and History □ Culture and Globalization, □ Culture and Gender □ Culture and Generation □ Culture and Class, □ Culture and Ethnicity/Nationalism

Unit 2 Ritual, Power, History and Myth

Culture and Ritual □ Ritual and Ritualization □ Ritual and Construction of Class, Gender, Generation, Ethnic and National Identities □ Ritual and Power □ History, Myth, and Ritual

Unit 3 Religion

Religion in America □ Anthropological Perspective in Studying Religious Beliefs and Practices □ Public and Private Dimensions of Religion in American Lives □ Religions and American Politics

Unit 4 Political Economy and Socio-Economic Stratification

Political Economy and Class in the U.S. □ Production, Distribution, and Consumption Patterns in the U.S. □ Culture and Class □ The Meaningful and the Material □ Constructions of Class in America □ **Unit 5 Socialization / Enculturation**

□ Enculturation and Socialization □ Aspects of American Childhood and Adolescence □ Anthropology of American Education □ Anthropology of American Higher Education □ Socialization/Enculturation and Sub-cultures □ Media and Enculturation/Socialization □ **Unit 6 Language, Society, Worldview and Culture**

Language, Gender, Class, and Ethnicity in America □ Language and

Power □ Language and Worldview □ Language, Culture and Subcultures □ American Media and Language □ American English and Globalization

Unit 7 Gender, Generation and Family in the U.S.

Gender in America □ Youth and American Culture □ Representations of the Youth in the Media □ The Elderly in America □ American Family Patterns

Unit 8 Race, Ethnicity and Nationalism

Race and Racism in America □ Constructing Ethnicity in America □ Nation and Nationalism in America □ Trans-Nationalism in America □ **Unit 9 Power, Politics and The State**

Culture of American Politics □ Power and Politics □ Concepts in Political Anthropology □ The State □ Class, Power and the State □ Power and Ideology □ Political Rituals

Unit 10 Case Studies

Based on the interest of the instructor and the students a few topics are chosen to study and apply cultural anthropological and cultural studies approaches.

Examples: □ American Media and American Life □ Sports in America □ Violence in America □ American Politics Abroad

“EQUIPMENT AND SKILLS REQUIREMENTS

Taking an online course requires basic computer literacy and a little more. You must be proficient in navigating the World Wide Web (the Web) and may have to be able to download and install plug-ins. An online course often requires accessing the Web on a regular basis. You need a reliable ISP that seldom responds to your call with a busy signal. You need to be able to write English on a word processor, save documents and organize the resulting files, copy documents into your clipboard and paste them into another application, and attach documents to e-mail and retrieve them.”

COURSE ASSUMPTIONS

All humans learn and all humans teach. Humans learn and teach in communities, and communities embody more knowledge than any one individual possesses. These characteristics have been fundamental first to human biological evolution, and then to the origin and evolution of cultures. Formal education takes place in a special community -- the learning community. The more cohesive the learning community and the more focused it is on shared goals, the more intense is the learning experience.

In the best of learning communities, both "instructor" and "students" are learners. The instructor takes responsibility for the overall goals and direction of the course, the materials, pacing, lessons, and assessment. But students must take responsibility for their own learning. They must bring questions to the table, and act critically upon the materials of the course. Learning cannot be passive; it's hard work. Certainly it's useful and rewarding, but like long distance running, it hurts a lot while you are doing it and feels great when you stop.

Online courses are in many ways more focused and intensive learning communities than those encountered in the classroom ("on the ground"). You will be reading a lot and writing a lot, and communicating intensively with your fellow class members.

It's assumed that we are all there to learn some anthropology, to develop and exercise critical thinking skills, and to stretch ourselves creatively in the exploration of ideas. But above all we are all there to discover ways the tools of anthropology can illuminate our daily lives and current problems of the human condition in the U.S.

STUDENTS WITH DISABILITIES: If you have medical information to share with me in the event of an emergency, please contact me via email or come to see me during office hours. Emergency preparedness is important! If you need course modifications, adaptations, or accommodations because of a

disability, I can refer you to our Disability Resource Center (DRC). If you prefer, you may contact them directly by going to B132 or by calling 425.564.2498 or TTY 425.564.4110. Information is also available on their website at <http://bellevuecollege.edu/drc/>

EXPLORE THE LMC! The Library Media Center is at your fingertips! I *strongly* encourage you to visit the LMC at least this quarter, but you can also access it via the web. Talk to a Reference Librarian at the Library (D-126), by calling (425) 564-6161, or by email: reference@bellevuecollege.edu.

- **Main Library Media**

- Center: <http://bellevuecollege.edu/lmc/>

- **For the LMC online**

- catalog: <http://bellevuecollege.edu/lmc/catalogs.html>

- **For article**

- databases: <http://bellevuecollege.edu/lmc/periodicals.html>

For all of your written work: Submit proofread work **only**. Work not proofread will be returned **once** for a rewrite, expected to be handed in within 48 hours. If you need help with your writing, please make use of the following student support services:

- Academic Success

- Center: <http://bellevuecollege.edu/academicsuccess/>

- Academic Tutoring

- Center: <http://bellevuecollege.edu/tutoring/>

- TRiO Student Support Services: <http://bellevuecollege.edu/TRiO/>

- Writing Lab @

- BCC: <http://bellevuecollege.edu/writinglab/>

Preventing Plagiarism: Plagiarism is a form of academic dishonesty occurring when students use information or material from outside sources and do not properly cite those sources. This is grounds for disciplinary action. It is your responsibility to understand plagiarism and its consequences. Plagiarism occurs if:

- a. You do not cite quotations and/or attribute borrowed ideas.

- b. You fail to enclose borrowed language in quotation marks.
- c. You do not write summaries and paraphrases in his/her own words and/or doesn't document his/her source.
- d. You turn in work created by another person.
- e. You submit or use your own prior work for a current or past course, or work from one current course in another course *without express permission* from your professors. This may also be considered academic dishonesty.
- f. Consequences: If it is determined that you have plagiarized or engaged in other forms of academic dishonesty, you will likely fail the assignment and possibly the course, despite points earned through other work. Acts of academic dishonesty are reviewed for disciplinary action.

WHAT COURSES IN ANTHROPOLOGY ARE OFFERED AT BC?

There is a general introductory class (Survey of Anthropology) which highlights all four sub-disciplines of anthropology. BC offers in-depth courses in Anthropology which I encourage you to take: archaeology (Great Discoveries in Archaeology; Archaeology; Ancient North America; Incas & Their Ancestors; Aztecs, Mayas, & Their Ancestors), biological anthropology (Biological Anthropology; Bioanthropology with Lab; Cross-cultural Medicine; Forensic Anthropology), cultural anthropology (Food, Drink, & Culture; American Life & Culture; Cultural Anthropology; Sex, Gender, & Culture; Environment & Culture; REEL Culture; Religion & Culture) and linguistics (Language, Culture, & Society). Check BC's Course Catalogue for a full description of each course. We will also be offering several special topics courses spanning the discipline. Topics may include Primatology, Experimental Archaeology, Anthropology of Immigration and Scandinavian Culture. There are no prerequisites for any of these courses and they fulfill degree requirements. Different formats (on campus, on-line, hybrid) are offered. Stop by and visit the Social Science Advisor, Deanne Eschbach, in Room D110, for free professional planning and advising, or contact Anthropology Prof. Tony Tessandori

(tony.tessandori@bellevuecollege.edu) to learn more about majoring in anthropology.