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TEACHING STATEMENT

A crucial component of my courses is teaching students how to identify and understand culture. To convey this to students, I use tangible examples of culture at play in their lives through applied learning experiences. The objectives that I have for all courses that I teach are to improve critical thinking skills, provide opportunities for hands-on learning to every student, and facilitate their understanding of how the content and skills taught in the class fit into their overall learning trajectory.

The two strategies that I employ to improve critical thinking skills are student-led discussions and the incorporation of a peer review process. My class “Culture and Economy in a Globalizing World” uses international aid and development as a framework for understanding the intersection of culture and economy. I use Edleman and Haugeraud’s *Anthropology of Development and Globalization* (2005). I divide the class into four groups, each of which is responsible for reading one chapter and reporting on it to their peers through discussion and a team-generated handout. This creates dialog during discussion, and has increased their grasp of the subject matter. Their reading is engaged since they know that they are responsible for teaching someone else about it. I give the class 10 minutes at the beginning of the discussion to talk with their reading groups and share ideas about the topic before joining the larger group for the discussion. This lets them hear other people’s ideas and vocalize some of their own before speaking up in front of everyone in the class. The dynamic that these team discussions create also facilitates a productive peer review writing process. I employ these methods in many of my upper-division undergraduate courses, such as “Ecological Anthropology” and “Visual Anthropology.”

In order to give them the opportunity to apply theoretical knowledge, I help students to have meaningful, immersive field experiences. In my current research in Yucatan, student researchers are assisting in cataloging traditional ecological data, GPS mapping, and quantitative surveying of households. Over the course of this project, 10 US students and 2 Mexican students have supported the research. To expand opportunities for student involvement, I have developed a local research project that can engage a larger number of students. This consists of ethnographic fieldwork with homeless individuals who have pets in Wichita. The resulting ethnographic film (funded by the Kansas Humanities Council) explores the role that pets play in identity construction and the additional obstacles that these pet owners face. Four undergraduate and graduate students are currently participating in this research project, and it generated an MA Thesis. Student assistants are involved in transcription of footage, research on other ethnographic films, and using NVivo to organize data.

The experience of teaching students in the field influences my approach to teaching anthropology in the classroom in two ways: first, I work to contextualize methods and concepts that are new into tangible, familiar situations; and second, I include ethnographies about the U.S. to exoticize the everyday. The latter proves very successful in my “Introduction to Cultural Anthropology” course. Most courses I teach have a fieldwork component, including cross-cultural observations in “Intercultural Relations” that require students to step out of their cultural comfort-zones and ethnographic case studies in my “Ethnographic Field Methods” course. In my “Theories of Culture” course, students apply anthropological theories to understand current events. I spend the first part of the week lecturing about the theories and theorists that they have read and then students bring in news stories from around the world for our discussion. We work in small groups to discuss how these can be understood using the week’s theoretical framework. Recently, we discussed the Syrian refugee crisis in the context of Mauss’ ideas about gifting and discussed whether we can understand international aid in the same terms. These kinds of discussions allow students to examine the possibility for the anthropological perspective to help them understand issues of social justice.

Professionalization is an important part of my teaching and mentoring styles. I work with students to prepare for their careers by teaching them about participation in conferences, developing their CVs, and generally creating goal-oriented plans for themselves in the short, medium, and long term. I currently hold a monthly professionalization workshop for undergrad and graduate students in the department. It is my goal to help students understand and articulate how their anthropological training has prepared them to be lifelong learners.

TEACHING EXPERIENCE

Wichita State University - Instructor of Record

Visual Anthropology (Spring 2016)
Ethnographic Field Methods (Spring 2015, Spring 2016)
Ecological Anthropology (Spring 2014)
World Cultures (Spring 2014, Spring 2015)
Introduction to Cultural Anthropology (Fall 2013)
Introduction to Cultural Anthropology Online (Fall 2013, Spring 2014, Fall 2014, Spring 2015, Summer 2015, Fall 2015, Spring 2016)
Intercultural Relations (Fall 2013, Fall 2014, Fall 2015)
Theories of Culture (Fall 2014, Fall 2015)

Middle Tennessee State University - Instructor of Record

Introduction to Cultural Anthropology (Fall 2012, Spring 2013)
Introduction to Cultural Anthropology Online (Fall 2012, Spring 2013)
Visual Anthropology (Spring 2013)

Siena College - Instructor of Record

Introduction to Cultural Anthropology (Spring 2012)

University at Albany, SUNY - Instructor of Record

Heritage and Ethno-ecology (Summer 2012)
Anthropology and Public Policy (Spring 2012)
Culture and Economy in a Globalizing World (Fall 2011)
Introduction to Cultural Anthropology (Summer 2010)

University at Albany, SUNY – Teaching Assistant

Introduction to Cultural Anthropology (Fall 2008, Spring 2009, Fall 2009)
The City and Human Health (Spring 2010)

Introduction to Cultural Anthropology**Course Description**

As Cultural Anthropologists we are committed to exploring the complex webs of social relations, beliefs, and behaviors through which humanity makes the world into a meaningful and coherent place. In pursuit of this knowledge, anthropologists have long been known to travel to the most out-of-the-way places in search of cultural practices that open our eyes to every possible way of being human. We then bring this knowledge back to the classroom in an attempt to make the seemingly chaotic, the “strange,” the “exotic,” appear more familiar and understandable.

At the same time, cultural anthropology is capable of providing a fresh, sometimes unsettling, perspective on our own cultural positions, practices, assumptions, and beliefs. Through anthropology, we strive to intellectually distance ourselves from our own familiar surroundings in order to expose the “strangeness” of our own habits. The theories and methodologies of anthropology allow us to explore and, at times, critique those aspects of our lives that we might have never before thought to question. In the process we learn about ourselves, others, and different possible ways to be in the world.

This course introduces the student to the methods and theories of cultural anthropology, one of four sub-disciplines in American Anthropology (the other three being archaeology, biological/physical anthropology, and linguistics). Key issues we will examine in this class from an anthropological perspective include culture, identity, family, race, gender, violence, language, nationality, globalization, and power. Our ultimate goal is to better appreciate the influence of cultural processes in the making of our lived realities.

Learning Outcomes

There are three class objectives; exams and papers will be related to them:

- a. Learn what anthropologists do and how to think like one;
- b. Learn why anthropology is relevant in today’s world; and
- c. Learn about the cultural ways of a variety of different groups of people.

Required Texts

Omohundro, John (2008) *Thinking Like an Anthropologist: A Practical Introduction to Cultural Anthropology*. McGraw-Hill. ISBN: 978-007-319580-3.

Gomberg-Muñoz, Ruth (2012) *Labor and Legality: An Ethnography of a Mexican Immigrant Network*. Oxford University Press. ISBN: 978-0-19-973938-7

Grading

Quizzes	30 points each x10	300 points
Exams	150 points each x 3	450 points
Check-in:	10 points each x 15	150 points
Active Assn:	20 points each x 5	100 points
Total		1000 points

Quizzes (300 points):

Short reading and film quizzes will be given throughout the term. More than 10 quizzes will be given, however only the top 10 will be counted toward your grade. There is **NO OPPORTUNITY to make up a reading quiz**.

Weekly “check-in” (150 points):

Each student is a member of one team. You will work with this team throughout the semester. In order to earn full points for discussion, you must complete the following:

In every Panopto lecture I will ask you to consider a few questions and then to check-in with your group to share your thoughts on these. This requires a brief (~100 words) post on your team's discussion board. You will check back in later in the week and reply to some of the posts from your team members. It is important to pay attention to the discussion board, because some of the questions for quizzes and exams may come from questions and comments that arise on the discussion boards. To receive full points for this, you must "check-in" 15 times (10 points each, 150 points total). Each complete "check-in" consists of an original post and at least one meaningful reply to one of your teammates.

Active assignments (20 points each):

All active assignments are listed in the syllabus as AA. These range from short written responses to a question or questions posed on discussion boards to working with a group on creating an icon to drawing your own family tree. I may ask you to identify a main concept, comment on how a film we watch illustrates a concept from the readings, ask you to use discussions to think about a current event or pose a question. Five active assignments are counted toward your grade, though more than five will be given. There is **NO OPPORTUNITY to make up an active assignment**. Please pay close attention to the instructions for AAs, as they vary depending on the assignment.

Exams (150 points each):

There will be **three equally weighted exams** during the term. Each exam will consist of 50 multiple choice questions created from the previous chapters and short essay responses. The exam questions encourage you to think critically about what you have read and to bring together bodies of knowledge, theories, and concepts from different sections of the book, class lectures, and supplemental materials. Each exam is worth 150 points, for a total of 450 points. The exams are not cumulative: each one only covers the chapters preceding it from the last exam. All three exams will be online. **It is expected that no make-up exams will have to be given.** However, if there should arise some unusual circumstance which requires you to miss an exam, you are required to let me know of the situation as soon as possible, and to provide a written and verifiable excuse. **All make up exams will be in essay form.** Missing the deadline for submitting the exam is akin to missing the class in which the exam takes place, and is not a valid excuse. **Late exams will not be graded.**

Understanding the Course Schedule

All assignments, readings, quizzes, etc...are due by the end of the week in which they are listed. For the purpose of the class, the week begins at 12:00am on Monday and ends at 11:59pm on Sunday. Anything listed in a week will be open and available to you for the duration of the week.

Panoptos = There will be a Panopto lecture in almost every week's content folder. Watch this after completing the rest of the week's material, as I will reference the readings and films during the lectures.

TLO = *Thinking Like an Anthropologist*, by John Omohundro. This is the main text for the course. Each time you see TLO, the assigned chapter will follow.

L&L = *Labor and Legality*, by Ruth Gomberg-Muñoz. We will read this ethnography in the latter half of the course.

PDF = All additional readings (not found in *Thinking Like an Anthropologist* or *Labor and Legality*) will be listed in the syllabus as PDF and will be located in the week's content folder.

AA = 7 Active Assignments are listed, and your top 5 scores will count toward your grade.

Film = All films will be available to you via the university library, an mp4 file, or a YouTube link.

Quiz = 13 quizzes are given during the semester. Your best 10 scores will count toward your grade. All quizzes open on Monday morning and close at 11:59pm the following Sunday.

EXAM = 3 exams are listed in the syllabus. They will be open from Monday morning to Sunday night of the week in which they are listed. The exception is Exam 3, which will be due the Friday of finals week.

Course Schedule:

Week 1: August 18-24

- ✓ Panopto: Naciremaland
- ✓ TLO: Chapter 1: What is Culture? The Conceptual Question
- ✓ PDF: Miner "Body Ritual Among the Nacirema" (1968)
- ✓ PDF: Boulanger "Usans: The Real People Confront Globalization"
- ✓ AA #1: Breaking the Norm
- ✓ Quiz #1

Week 2: August 25-31

- ✓ Panopto: Doing Anthropology
- ✓ TLO: Chapter 2: How Do I Learn About Culture? The Naturalistic Question
- ✓ PDF: *Taking Sides*, Issue 2, "Was Margaret Mead's fieldwork on Samoan adolescents fundamentally flawed?"
- ✓ Quiz #2

Week 3: September 1-7

- ✓ Panopto: Tourism, Heritage, and Anthropology
- ✓ TLO: Chapter 3: What is the Context for This Practice or Idea? The Holistic Question
- ✓ PDF: Chambers "Can the Anthropology of Tourism Make Us Better Travelers?"
- ✓ PDF: Lee, "Eating Christmas in the Kalahari"
- ✓ Film: *Gracias a los Gringos*
- ✓ Quiz #3

Week 4: September 8-14

- ✓ Panopto: Magic, Witchcraft, and Religion
- ✓ TLO: Chapter 4: Do Other Societies Do Something Like This? The Comparative Question
- ✓ AA #2: Compare and Contrast
- ✓ Quiz #4

Week 5: September 15-21

- ✓ Panopto: Sex and Gender
- ✓ PDF: Fleuhr-Lobban, "Cultural Relativism and Universal Human Rights"
- ✓ PDF: Skinner, "Female Circumcision in Africa"
- ✓ EXAM #1

Week 6: September 22-28

- ✓ Panopto: Heritage Brands
- ✓ TLO: Chapter 5: What Was This Idea or Practice Like in the Past? The Temporal Question
- ✓ PDF: Wilk, "Consuming America"
- ✓ AA #3: Branding Culture
- ✓ Quiz #5

Week 7: September 29-October 5

- ✓ Panopto: Subsistence Patterns
- ✓ TLO: Chapter 6: How are Human Biology, Culture, and Environment Interacting? The Bio-cultural Question
- ✓ Film: *Guns, Germs, and Steel*
- ✓ Quiz #6

Week 8: October 6-12

FALL BREAK!

Week 9: October 13-19

- ✓ Panopto: Kinship
- ✓ TLO: Chapter 7: What Are the Groups and Relationships? The Social-structural Question PDF: di Leonardo, "The Female World of Cards and Holidays"
- ✓ Film: *Strange Relations*
- ✓ AA #4: Family Tree
- ✓ Quiz #7

Week 10: October 20-26

- ✓ Panopto: Interpretation
- ✓ TLO: Chapter 8: What Does That Mean? The Interpretive Question
- ✓ Film: *Nia: The story of a !kung woman*
- ✓ L&L: Chapter 1 "Meet the Lions"
- ✓ Quiz #8

Week 11: October 27-November 2

- ✓ Panopto: Points on a Landscape
- TLO: Chapter 9: What is My Perspective? The Reflexive Question
- ✓ PDF: Ehrenreich "Nickel and Dimed"
 - ✓ L&L: Chapter 2 "Why is There Undocumented Migration?"
 - ✓ EXAM #2

Week 12: November 3-9

- ✓ Panopto: Ethics and Anthropology
- ✓ TLO: Chapter 10: Am I Judging This? The Relativistic Question
- ✓ PDF: Bourgois, "Welcome to an East Harlem Shooting Gallery"
- ✓ L&L: Chapter 3 "Jumping and Adjusting to Life Under the Radar"
- ✓ AA#5: What would YOU do?
- ✓ Quiz #9

Week 13: November 10-16

- ✓ Panopto: Art and Interpretation
- ✓ TLO: Chapter 11: What Do the People Say? The Dialogic Question
- ✓ L&L: Chapter 4 "Friends, Networks, and Households"
- ✓ AA #6: Iconography
- ✓ Quiz #10

Week 14: November 17-23

- ✓ Panopto: Anthropology and Globalization
- ✓ L&L: Chapter 5 "Working Hard"
- ✓ Films: *Island of Flowers* and *Black Gold*
- ✓ Quiz #11

Week 15: November 24-30

- ✓ Panopto: Transnational Anthropology

- ✓ L&L: Chapter 6 “Identity, Dignity, and Esteem”
- ✓ PDF: Guest, “All You Can Eat Buffets and Chicken with Broccoli to Go”
- ✓ Film: American Tongues
- ✓ Quiz #12

Week 16: December 1-7

- ✓ Panopto: Are my hands clean?
- ✓ L&L: Chapter 7 “Illegals and Criminals”
- ✓ Film: Maquilopolis
- ✓ Film: Planet Money T-Shirt
- ✓ AA #7: Made in America
- ✓ Quiz #13

Week 17: December 8-12

EXAM #3 DUE 11:59pm December 12 (Friday)

Culture and Economy in a Globalizing World

Course Description

This course will focus on the relationship between culture and economy in the context of international aid and development, which are perhaps the most prevalent forces driving the globalization process. Amartya Sen famously defined development as “a process of expanding the real freedoms that people enjoy” (1995:3), while Arturo Escobar calls it (among other things) “a growing will to transform drastically two-thirds of the world in pursuit of the goal of material prosperity and economic progress” (1995:4).

Through discussions of readings from both critical and complimentary views of development, we will learn about the history of international aid and anthropology’s complicated engagement with it. The questions that will underpin our discussions of the history, politics, and critiques of development are: What cultural factors influence this interaction and dictate its success or failure, and how do existing economic strategies correspond with the ultimate goal of development? Finally, and perhaps most importantly, what does the goal of development entail and who makes that determination?

Case studies will be used to help students conceive of the role of social science in development, both as practitioners and as academics. In each case study we will find practical and ethical dilemmas, and will attempt to understand how an anthropological lens could have benefited the situation.

Course Materials

Required Texts:

Edelman, Marc and Angelique Haugerud, eds.

2005 *The Anthropology of Development and Globalization: From Classical Political Economy to Contemporary Neoliberalism*. Malden, MA: Blackwell Publishing.

McMichael, Philip

2008 *Development and Social Change: A Global Perspective*. 4th Ed. Los Angeles: Pine Forge Press.

Additional readings will be available on BlackBoard.

Course Requirements

500 possible points:

1. Participation (100 points)
2. Discussion Facilitation (50 points)
3. Midterm (150 points)
4. Project (200 points)
 - Project Proposal (25)
 - Annotated Bibliography (50)
 - Project Workshop (25)
 - Final Report (100)

1. *Participation:*

This class will consist of both lecture and seminar discussions. Generally, I will spend Tuesday’s class lecturing on the week’s topic to give us an introduction and overview. Thursday’s class will be spent discussing the readings. This discussion will be led primarily by the facilitators, but the class as a whole will be expected to participate in this discussion. The assigned readings should be completed before class each week so that you can come to the discussion prepared. There are not written summaries of the readings assigned, however you are expected to organize your thoughts on the readings before coming to class. If it seems that the group is having difficulty engaging a particular topic I will give a pop quiz at my discretion. Points will count toward your participation grade. Should you miss a class, you will be responsible for the material covered. There are three in-class assignments listed on the schedule. If you have an excused absence on one of those days please contact me to discuss a make-up.

2. Discussion Facilitation:

Each student will be responsible for leading one discussion of the readings on Thursdays. This will be done as a group (approximately 4 students per week), and you will be expected to organize a handout and a plan for the discussion among the group. Assignments will be made the second week of class. Remember, this is not a presentation, per se, and you are not expected to prepare a lecture. Instead, this is a way to present talking points and raise questions in order to engage your fellow students in a lively and productive discussion. Each student facilitator will submit an essay that synthesizes the week's readings. Keep in mind, this should not be simply a summary of the readings, but instead a discussion of how they fit (or do not fit) together to present the week's topic. Each summary should be approximately 3 pages (double-spaced).

3. Midterm:

The midterm will be a take home exam, consisting of essays and short answer questions. You will have a variety of essay questions to choose from.

4. Student Project:

This project consists of four parts, all of which are due at different times throughout the semester and each of which are weighted differently. Taken as a whole, this project will represent a synthesis of the knowledge you gain through the study of a specific global commodity or development strategy. We will discuss this project in depth a few weeks into the course.

Project Proposal:

The Project Proposal consists of a 4-5 page (double-spaced) paper that introduces your topic and explains why it is useful or relevant. You will be expected to submit a preliminary bibliography with your proposal (not included in the page requirement). This can consist of as many references as you would like, however it is in your best interest to submit a proposal based on a preliminary bibliography that is well developed. The more research you do at this point, the easier the next portion of the assignment will be!

Annotated Bibliography:

An annotated bibliography consists of a brief summary of the work (be it an article, a book chapter, an edited volume, or a monograph) that allows you to gain an understanding of the main points. It also serves as a tool to remind you of the content of a particular work so that you can quickly determine if it will be of use to you at a later time. For this assignment you are expected to create an annotated bibliography of at least ten (10) sources that you will use for your final project. There is not minimum length for the annotations; however they must each contain the following information: Topic, Main argument, Keywords, Relevance to your project, Critique. This assignment will be submitted via email so that I can create a complete annotated bibliography for distribution to the class. Please see handout for additional information.

Project Workshop:

Each student will have a chance to present their project and receive feedback from their classmates. While students will not be familiar with each of the specific topics presented during workshops, we will all be familiar with the methodologies and broad concepts discussed. Students will take notes while workshop presenters are discussing their projects, and will submit evaluations of each project so that the presenters have the feedback for use later. It is expected that your research project is at an advanced stage at the time of your workshop. This will allow you to make use of the suggestions offered and complete your final project. Each student will prepare handouts for the class outlining the major points of your project.

Final Report:

The final report represents a culmination of your research on the chosen topic. The paper will be 10-15 pages in length, not including references, notes, and appendices. When you submit your final report you should include as appendices the graded project proposal, annotated bibliography, and notes from the project workshop. For specific information about the report format and requirements please see the Writing Guidelines handout.

- Week 1: Introducing Development and Globalization
- ✓ ADG: Introduction (pp. 1-21)
 - ✓ Read Syllabus
- Week 2: Introducing Development and Globalization
- ✓ ADG: Introduction (pp. 21-52)
 - ✓ DASC: 1. Development and Globalization
- Week 3: Anthropology and Development in a Historical Perspective
- ✓ DASC: 2. Instituting the Development Project
 - ✓ ADG: I. Classical Foundations and Debates
- Week 4: Development in Theory and Practice
- ✓ DASC: 3. The Development Project
 - ✓ ADG: II. What is Development?
- Week 5: Global Commodities
- ✓ Project Discussion
 - ✓ Assignment: Defining Development
- Week 6: Globalization
- ✓ DASC: 4. Globalizing National Economy
 - ✓ ADG: III. From Development to Globalization
 - ✓ Project Proposal DUE
- Week 7: Economic Flows
- ✓ DASC: 5. Demise of the Third World
 - ✓ ADG: IV. Consumption, Markets, and Culture
 - ✓ Assignment: Made In America
 - ✓ Film: "Planet Money Makes a T-Shirt"
- Week 8: Midterm
- ✓ Review Discussion
 - ✓ Take home essay midterm
- Week 9: Women and Development
- ✓ Midterm DUE
 - ✓ DASC: 6. Instituting the Globalization Project
 - ✓ ADG: V. Gender, Work, and Networks
- Week 10: The Political Ecology of Development
- ✓ DASC: 7. The Globalization Project in Practice
 - ✓ ADG: VI. Nature, Environment, and Biotechnology
- Week 11: Who does Development?
- ✓ ADG; VII. Inside Development Institutions
 - ✓ Assignment: FAO Case Studies
- Week 12: Toward an alternative...
- ✓ DASC: 8. Global Development and Its Counter-movements
 - ✓ Annotated Bibliography DUE
- Week 13: Alternative Development Strategies
- ✓ ADG: VIII. Development Alternatives
- Week 14-16 Project Workshop and Peer Review
- ✓ Final Paper and project materials DUE at end of week 16 (finals week)

Anthropology and Public Policy

Course Description

Being a successful student is, in many ways, much like being an applied anthropologist. You are expected to consume and digest copious amounts of information at a rapid pace and produce clear analyses of this information, while “working for” professors of varied backgrounds and dispositions and “working with” your fellow students. You are constantly under project deadlines in 16-week increments, and are under pressure from “funders” to successfully complete the semester-long tasks while creating a vision of how they will fit together in the long run. Sounds like applied work to me!

This course will serve as an overview of applied anthropology and a history of its development in the U.S., as well as a presentation of the unique language used by applied or practicing anthropologists (e.g. needs assessment, impact analysis, evaluation, and development). Gaining proficiency in this terminology and its use will allow students to conceive of the role of social science in the “real world,” both in and out of anthropology and the academy. The numerous ethical dilemmas specific to applied work will also be reviewed and discussed.

The course consists of lectures, readings, and a review of applied fieldwork in a particular area (geographical, topical, etc...). Readings will focus on the relationship of applied anthropology to “academic” anthropology, the history of applied anthropology, methods in applied fieldwork, and ethics. The course will use the case study approach in which students read and analyze cases of anthropologists working in applied settings in order to gain a feel for the varied nature of applied practice and the types of problems encountered.

Finally, throughout the semester, you will reflect on your own skills and interests and attempt to match them with varying work contexts. This process will point out areas of strength and weakness in your academic preparation to date and suggest future directions you may wish to pursue in your academic career to better prepare you for the job market.

Treat this class as though you are an applied anthropologist under contract to get a good grade! Keep all of your course materials organized, and work throughout the semester to make sure you will have a successful project to submit at the end. In this type of work, a late project is a failed project.

“In this class, as in life, there are no exams.” ~W. Loker

Required Texts:

Ervin, Alexander (2005) *Applied Anthropology: tools and perspectives for contemporary practice*. 2nd edition. Needham Hts, MA: Allyn & Bacon.

McDonald, James H. ed. (2002) *The Applied Anthropology Reader*. Boston: Allyn and Bacon. (Referred to as AAR in syllabus)

Guerrón-Montero, Carla, ed. (2008) *Careers in Applied Anthropology in the 21st Century: Perspectives from Academics and Practitioners*. NAPA Bulletin. Arlington, VA: American Anthropological Association. (Referred to as CAA in syllabus).

Additional Readings will be available on BlackBoard

Requirements

500 possible points:

1. Participation (100)
2. Topic Response Paper (100)
3. Team Readings and Reflection (50)
4. Student Project (250)
Project Proposal (75)

Project Workshop (25)
Final Report (150)

1. Participation (100 points)

This class will consist of both lecture and seminar discussions. Generally, I will spend Tuesday's class lecturing on the week's topic to give us an introduction and overview. Thursday's class will be spent discussing the readings. The class as a whole is expected to participate in this discussion. The assigned readings should be completed before Thursday's class each week so that you can come to the discussion prepared. If it seems that the group is having difficulty engaging a particular topic I will give a pop quiz at my discretion. Should you miss a class, you will be responsible for the material covered. Please note that you do not begin the class with 100 participation points...you must earn them. There will be three assignments that, while they will be completed in class, will require some preparation before class. Watch for these on the Course Schedule and see handouts for more information!

FAO Case Studies
Label Show and Tell
Human Terrain System: What do you think?

2. Topic Response Paper (100 points):

Part 1: Critique

Each student will submit a written critique of an applied anthropology project found in *Human Organization*. The critique will answer the following questions:

1. What was the problem the project sought to address?
2. What was the anthropologist's role, and what skills did they bring to the project?
3. Who else was involved in the project?
4. What, if any, difference did anthropology make?

The choice of topic will correspond with the weekly topics during the first half of the class. Responses are due on the day of the topic's discussion, and students should come to class prepared to discuss the project they researched. Each summary should be approximately 4 pages (double-spaced), and must follow proper style and citation conventions.

Part 2: Review and Revision

The second part of this assignment is a peer review process. Each student's critique will be given to one of his or her peers who also submitted a critique on the same topic. The reviewer will be responsible for editing the critique and returning it. Reviews are due by the Tuesday after the topic is discussed. The author will then revise their paper and resubmit it for a grade. Revisions are due one week after reviews are received.

3. Team Readings and Reflection (150 points):

On the first day of class, 4 reading teams will be formed. Each team is assigned a particular chapter for our discussions, and is expected to organize a handout and a plan for the discussion among the group. Remember, this is not a presentation, per se, and you are not expected to prepare a lecture. Instead, this is a way to present talking points and raise questions in order to engage your fellow students in a lively and productive discussion. It is up to each group to decide how to divide the work. Each student will submit a 2 page reflection paper on the last day of class that discusses how applied anthropology may (or may not) be useful to you in the future, and what you enjoyed (or did not) about working through the readings with your team mates.

4. Student Project (250 points):

This project consists of four parts, all of which are due at different times throughout the semester and each of which are weighted differently. Taken as a whole, this project will represent a synthesis of the knowledge you gain through the study of applied anthropology and will, ideally, be useful to you beyond the context of this class. After being introduced to the main domains of application of anthropological method and knowledge, you will be expected to choose a topic within the purview of applied anthropology for further investigation. A handout with possible topics will be provided in the third week.

Project Proposal (75 points):

Due March 8th

The Project Proposal consists of a 4-5 page (double-spaced) paper that introduces your topic and explains why it is useful or relevant. That is, what makes it applied? You will also be expected to submit a preliminary bibliography with your proposal (not included in the page requirement). This can consist of as many references as you would like, however it is in your best interest to submit a proposal based on a preliminary bibliography that is well developed. The more research you do at this point, the easier the next portion of the assignment will be!

Project Workshop (25 points):

Beginning May 1st

Each student will have a chance to present their project and receive feedback from their reading team. While students will not be familiar with each of the specific topics presented during workshops, we will all be familiar with the methodologies and broad concepts discussed. Students will take notes while workshop presenters are discussing their projects, and will submit evaluations of each project so that the presenters have the feedback for use later. Evaluation forms will be provided. It is expected that your research project is at an advanced stage at the time of your workshop. This will allow you to make use of the suggestions offered and complete your final project. Each student will prepare handouts for the class outlining the major points of your project.

Final Report (150 points):

Due May 16th

The final report represents a culmination of your research on the chosen topic. The paper will be 10-15 pages in length, not including references, notes, and appendices. When you submit your final report you should include as appendices the graded project proposal and notes from the project workshop. For specific information about the report format and requirements please see the Writing Guidelines handout.

Date	Topic	Assignments	Reading
1/19	Course introduction; What is Applied Anthropology?		N/A
1/24	Applied Anthropology in a Historical Perspective.	Choose topics.	Ervin, Chapters 1 and 2
1/26			AAR , Section 2
1/31	Public Policy		Ervin, Chapters 4 and 5
2/2		Begin Discussion	AAR, Section 5 1. Finan 2. Channa 3. Howell 4. Weldel, et al (<i>PDF on Blackboard</i>)

2/7	Urban Anthropology		CAA, Part 1 (pp. 1-28)
2/9			AAR, Section 6 1. Lewis 2. Bourgois 3. Vigil 4. Grobsmith
2/14	Medical Anthropology		CAA, Young and Lassiter (pp. 56-86)
2/16			AAR Section 7 1. Foster 2. Singer, et al. 3. Green and Isley 4. Welsch
2/21	Development Anthropology		CAA, Moreno-Black and Homchampa (pp. 87-109)
2/23	Development Anthropology	<i>FAO Case Studies</i>	AAR, Section 8 1. Tax 2. Gross 3. Hansen 4. Schuler and Hashemi
2/28	Environmental Anthropology		CAA, Gilden (pp. 41-55), Ervin Chapter 9
3/1			AAR, Section 9 1. Liebow 2. Nigh 3. McGuire and Valdez-Gardea 4. Murray (<i>PDF on BlackBoard</i>)
3/6	Anthropology and Education		AAR, Section 10 1. Henry 2. McCarty 3. McCarty and Watahomigie 4. Vigil
3/8		PROJECT PROPOSAL DUE	NO CLASS
3/13-3/15	Spring Break		

3/20	Anthropology, Business, and Social Marketing	<i>Label Show and Tell</i>	CAA, Pillsbury (pp. 131-151) and Maynard-Tucker (pp. 181-194) Mead and Marketing readings on BlackBoard
3/22			AAR, Section 11 1. Jordan 2. Rosenberger 3. Brown 4. McLaren
3/27	What are "applied" methods?		Ervin, Chapters 11 and 12
3/29			AAR, Section 4 1. Finan and van Willigen 2. Beebe 3. Singer 4. Sen (<i>PDF on BlackBoard</i>)
4/3	Ethics and Advocacy		Ervin Chapters 3 and 10
4/5	Ethics and Advocacy		AAR, Section 3 1. Bourgois 2. Fluehr-Lobban 3. Beeman 4. Speed (<i>PDF on BlackBoard</i>)
4/10	Needs Assessment	<i>HTS: What do you think?</i>	HTS Readings TBA
4/12			Ervin Chapters 6 and 13
4/17	Program Evaluation		Ervin Chapters 7 and 8
4/19			Program Evaluation readings on BlackBoard
4/24	Participatory Methods		Ervin Chapters 14 and 15

4/26			Participation readings on BlackBoard
5/1	Conclusions		Ervin Chapter 16
5/3	Workshop		N/A
5/8	Workshop		N/A
5/16	Final Exam	FINAL PROJECT AND REFLECTION DUE	8:00am to 10:00am

Visual Anthropology

Course Description:

Anthropology has always been a discipline that was based on images and perspective. The process of writing detailed ethnographic narratives based on in-depth field work is, in its raw form, a way of verbalizing what the ethnographer saw in order to communicate this to other people. Culture is communicated in through images as much as through words, so we too must use both words and visual documentation to study culture. Well before the recent rise of visual anthropology, ethnographers like Margaret Mead and Gregory Bateson were incorporating film and still photography into their research. Even earlier, Franz Boas documented much of his research in the Pacific Northwest with still photos. This course presents the history of the incorporation of visual documentation in ethnographic research. Through readings and films, students will learn about the ways that visual media has been both produced and consumed by anthropologists. Through the creation of their own visual ethnography, students will come to understand the many factors that are at play in visual documentation, including the ethics of representation.

At the end of the course, students will have answers to the following questions:

1. What makes a film or photograph ethnographic?
2. What are the ethics of representation that arise in the context of visual documentation?
3. How can the use of film enhance ethnographic research?
4. How have images been used and viewed in anthropological research?
5. What differences are found in the images produced by an ethnographer and those produced by a participant in the field?

Required Text:

Hockings, Paul, ed. (2003) *Principles of Visual Ethnography*, 3rd Edition. Berlin: Walter de Gruyter, GmbH & Co. ISBN 3-11-017930 X

Lutz, Catherine A. and Jane L. Collins (1993) *Reading National Geographic*. Chicago: University of Chicago Press. ISBN 978-0-26-649724-2

Pink, Sarah (2007) *Doing Visual Ethnography*, 2nd ed. Los Angeles: Sage Publications. ISBN: 978-1-4129-2348-4

Along with the text, additional readings, films, and other online materials will be available on D2L.

Grading:

Reading Teams	100 points
Content Analysis	100 points
Visual Ethnography	300 points
Total	500 points

Team Readings and Reflection (100 points):

On the first day of class, reading teams will be formed. Each team is assigned a particular chapter for our discussions, and is expected to organize a handout and a plan for the discussion among the group. Remember, this is not a presentation, per se, and you are not expected to prepare a lecture. Instead, this is a way to present talking points and raise questions in order to engage your fellow students in a lively and productive discussion. It is up to each group to decide how to divide the work. This assignment consists of four (4) distinct tasks, each of which is worth 25 points.

1. Discussion Handout (25 points): Each team is responsible for creating a 1-2 page handout that outlines their reading for the week. Handouts are due by 11:59pm on Tuesday (the day before our discussion).
2. Visual aids (25 points): Each team will submit 2-3 PowerPoint slides with images that help support their presentation of the reading during our discussion. Slides are due by 11:59pm on Tuesday.

3. Evaluation (25 points): Each student will submit a 2 page reflection paper on the last day of class that discusses how visual anthropology may (or may not) be useful to you in the future, and what you enjoyed (or did not) about working through the readings with your team mates. You will be asked to evaluate your own participation in the reading team, and this will be taken into consideration when assigning your participation grade.
4. Participation (25 points): This portion of the grade is earned through active participation in the reading team and in the class discussion.

Content Analysis (100 points):

A content analysis of a collection of photographs (100 points). You will build this assignment throughout the first half of the course by submitting brief discussions of a collection each week. These are due each Monday during the first half of the class. Your final analysis is due on March 8th. Please see handout for additional instructions.

Visual Ethnography (300 points):

The final project for the course is a visual ethnography. This project is divided into four parts:

1. Treatment (75 points): The treatment is a proposal for your project. This 4-5 page paper, due March 25th.
2. Workshop (25 points): Each student will have a chance to present their project and receive feedback from their reading team. While students will not be familiar with each of the specific topics presented during workshops, we will all be familiar with the methodologies and broad concepts discussed. Students will take notes while workshop presenters are discussing their projects, and will submit evaluations of each project so that the presenters have the feedback for use later. Evaluation forms will be provided. It is expected that your project is at an advanced stage at the time of your workshop. This will allow you to make use of the suggestions offered and complete your final project. Each student will prepare handouts for the class outlining the major points of your project.
3. Presentation (50 points): You will present your project as a poster, slideshow, or website.
4. Final paper (150 points): Your final paper will be due during our final. Handouts with additional details will be distributed later in the semester. The final paper will be 10-15 pages.

Course Schedule:

Week 1: January 17-18

Our class does not meet

Week 2: January 21-25

M Martin Luther King Jr. Day (no class!)

W Introduction to Visual Anthropology ~ Lutz & Collins: Chapter 1

Week 3: January 28-February 1

M Lutz & Collins: Chapter 2 ~ Sample content collection

W Discussion: Visualizing Anthropology ~ Mead, "Visual Anthropology in a Discipline of Words" (in Hockings)

Week 4: February 4-8

M Lutz & Collins: Chapter 3 ~ Content collection #1

W Discussion: Ethnographic Film and the Cinema (Hockings)

Team	Author, Title	Location
1	Brigard, "The History of Ethnographic Film"	Hockings
2	Weakland, "Feature Films as Cultural Documents"	Hockings
3	McCarty, "McCarty's Law and How to Break It"	Hockings
4	Rouch, "The Camera and Man"	Hockings
5	MacDougall, "Beyond Observational Cinema"	Hockings
6	Sorenson & Jablonko, "Research Filming of Naturally Occurring Phenomena"	Hockings

Week 5: February 11-15

M Lutz & Collins: Chapter 4 ~ Content collection #2

W Discussion: Visual Anthropology and the Past

Team	Author, Title	Location
2	Lajoux, "Ethnographic Film and History"	Hockings
3	Balikci, "Reconstructing Cultures on Film"	Hockings
4	Struever, "The Role of Film in Archaeology"	Hockings
5	Scherer, "Ethnographic Photography in Anthropological Research"	Hockings
6	Rouch, "Our Totemic Ancestors and Crazy Masters"	Hockings
1	TBA	

Week 6: February 18-22

M Lutz & Collins: Chapter 5 ~ Content collection #3
W Discussion: Specialized Uses of Film and Videotape (Hockings)

Team	Author, Title	Location
3	Collier, "Photography and Visual Anthropology"	Hockings
4	Schaffer, "Videotape: New Techniques???"	Hockings
5	Prost, "Filming Body Behavior"	Hockings
6	Lomax, "Audiovisual Tools for the Analysis of Culture Style"	Hockings
1	Asch and Asch, Film in Ethnographic Research	Hockings
2	TBA	

Week 7: February 25-March 1

M Lutz & Collins: Chapter 6 ~ Content collection #4
W Discussion: The Presentation of Anthropological Information (Hockings)

Team	Author, Title	Location
4	Ginsburg, "Ethnographies on the Airwaves"	Hockings
5	Omori, "The First Videotheque"	Hockings
6	Jell-Bahlsen, "Funding Ethnographic Film Productions"	Hockings
1	Ichioka, "Ethnographic Filmmaking for Japanese Television"	Hockings
2	Sandall, "Matters of Fact"	Hockings
3	TBA	

Week 8: March 4-8

M Lutz & Collins: Chapter 7 ~ Content collection #5
W Discussion: The Future of Visual Anthropology ~ Content analysis write-up DUE by Friday

Team	Author, Title	Location
5	Carpenter, "The Tribal Terror of Self-Awareness"	Hockings
6	Sorenson, "Visual Records, Human Knowledge, and the Future"	Hockings
1	Hockings "Conclusion: Ethnographic Filming and Anthropological Theory"	Hockings
2	TBA	
3	TBA	
4	TBA	

Week 9: March 11-15

SPRING BREAK

Week 10: March 18-22 Virtual Week

M Independent Film Critiques
W Independent Film Critiques

Week 11: March 25-29

M Final Project Organization
W Film ~ Project Proposal DUE

Week 12: April 1-5

- M PDF: Turner, Terence (1992) Defiant Images: The Kayapo Appropriation of Video. Anthropology Today. Vol. 8, No. 6 (Dec., 1992), pp. 5-16. ~ Faris, James C. (1993) A Response to Terence Turner, Anthropology Today, Vol. 9, No.1. (Feb., 1993), pp. 12-13. ~ Film
- W Pink: Thinking about Visual Research
- Week 13: April 8-12
- M PDF: Bourgoise Righteous Dopefiend (2009) excerpt of photo ethnography ~ Film
- W Pink: Producing Knowledge
- Week 14: April 15-19
- M PDF: Carlson, Engebretson, Chamberlain: Photovoice as a social process of critical consciousness ~ Film
- W Pink: Visual Images and Technologies
- Week 15: April 22-26
- M Workshop
- W Workshop
- Week 16: April 29-May 3
- M Presentations
- W Presentations
- Week 17: May 6-10
- Final paper DUE

Intercultural Relations

Course Description:

Examines anthropological perspectives on the contact of individuals and societies that have different cultural histories. Examples are drawn widely from varied contemporary contexts: family life, international business, health and health care, the movement of populations, education in formal and informal contexts, and cultural strategies for survival in the global village.

Learning Outcomes

There are three class objectives; exams and assignments will be related to them:

- a. Identify the role of culture in social and political variation;
- b. Learn about the importance of intercultural awareness in our increasingly multi-cultural world; and
- c. Learn strategies for avoiding or overcoming cross-cultural misunderstandings in a variety of contexts.

Required Texts:

Boulanger, Claire, ed. (2008) *Reflecting on America: Anthropological Views of U.S. Culture*. Allyn & Bacon. ISBN: 978-020-548143-9. **(Identified as ROA throughout the syllabus)**

Global Voices (2009) "The New Americans." A Public Television Broadcast Series. Chicago: Kartemquin Educational Films. Available for purchase as a digital mp4 file on iTunes (\$9.99 for the series or \$1.99 per episode) or as a DVD from Kartemquin Films (\$49.95).

Grading:

Exams	225 points x2	450 points
Fieldwork Project	100 points x3	350 points
Participation	200 points	200 points
Total		1000 points

Points earned determine final letter grades. You can access all grades on Blackboard throughout the semester. Your total points should not be a finals week surprise!

1. Exams (450 points):

There will be **two equally weighted exams** during the term. Each exam will consist of multiple choice questions created from the previous chapters and short essay responses. The exam questions encourage you to think critically about what you have read and to bring together bodies of knowledge, theories, and concepts from different sections of the book, class lectures, and supplemental materials. Each exam is worth 225 points, for a total of 450 points. The exams are not cumulative: each one only covers the materials preceding it since the last exam. **It is expected that no make-up exams will have to be given.** However, if there should arise some unusual circumstance which requires you to miss an exam, you are required to let me know of the situation as soon as possible, and to provide a written and verifiable excuse. **Make up exams will be in essay form.** Missing the deadline for submitting the exam is akin to missing the class in which the exam takes place, and is not a valid excuse. Late exams will not be graded.

2. Fieldwork Projects and Reflection (350 points):

Each student is expected to complete three fieldwork projects throughout the semester. These projects are designed to give you an opportunity to understand the course concepts you are learning through your own personal experience. To receive full credit for each project, you must:

1. **Identify a field site.** This could take the form of
 - a. an ethnic performance or festival of some kind
 - b. a church, temple, mosque or other religious gathering that you have never attended
 - c. a business that caters to people of ethnic/cultural backgrounds other than your own.
2. **Submit a proposal.** Fieldwork always involves political and ethical issues. You should always give priority to the rights and expectations of the people you are working with. You will need my approval for your

project. Your proposal will be 1 to 2 paragraphs that outlines what you plan to do, where you will do it, and who you expect that you will interact with.

3. **Conduct your fieldwork.** This step entails getting out there and doing what you outlined in your proposal. More information on methods will be provided in a handout.
4. **Write-up your report.** These should be written in a conversational style. Tell the story of what you did and how you did it. The purpose of the report is to discuss your experience. What worked? Were there awkward moments? What did you learn? Your write-up will be 3-5 pages long. See writing guidelines handout for more information.

Your proposals and write-ups will be submitted via Blackboard, and are due by 11:59pm on the dates listed in the syllabus. Your Reflection essay (50 points) is due the last week of the semester. This 3 page essay reflects on experiences you had during the semester and the cultural competence that you gained. See guidelines for details. No hard copies or emailed submissions will be accepted. Late submissions will not be accepted without prior arrangements for an extension. Given that I stop checking email around 5:00pm each day, extensions cannot be requested at 11:50pm on the day an assignment is due.

3. Participation (200 points):

Your participation grade is broken down into two sections: attendance and team essay questions. This class will consist of both lecture and discussions. Generally, I will spend the beginning of class lecturing on the week's topic to give us an introduction and overview. The latter part of class will be spent discussing the readings. The class as a whole is expected to participate in this discussion. The assigned readings must be completed before class. If it seems that the group is having difficulty engaging a particular topic, I will give a pop quiz at my discretion. Your grade on a pop quiz will be your attendance score for the day. Should you miss a class, you will be responsible for the material covered. Please note that you do not begin the class with 200 participation points...you must earn them.

Attendance (135 points)

Attendance is mandatory, and a sign-in sheet will circulate at the beginning of each class. Your active presence in class each day earns you 5 points. We will meet twenty-nine times during the semester. In order to earn all 135 points, you may miss no more than two classes. Forgetting to sign in is equivalent to an absence. If a pop quiz is given, your score on the quiz will be your attendance score for the day. Sleeping, texting, web surfing, and wearing ear buds are all grounds for losing attendance points.

Team Essay Questions and Active Engagement (65 points)

Each student will be assigned a team in the first week of the semester. You will work with your teams before each exam to develop essay questions from the course content. Time will be allotted in class; however, you will need to communicate with your teams outside of class as well. You should plan to arrive in the class each time ready to share your opinions and be an active participant. Your ability to do so will be reflected in this score.

Course Schedule:

Week 1: August 19-21 ~ Introduction

- T Syllabus review, class structure
- Th Introducing Intercultural Relations

Week 2: August 26-28 ~ Understanding the Usans

- T BB: Miner "Body Ritual Among the Nacirema"
- Th ROA: Introduction and "Usans: 'The Real People' confront globalization" ~ DUE: Fieldwork Proposal #1

Week 3: September 2-4 ~ Myth and Ritual and Us

- T ROA: Chapters 2, 3, 4, and 5
- Th Discussion: Approaching Culture

Week 4: September 9-11 ~ Economy, Power, Social Structure

- T ROA: Chapters 7, 9, and 10
- Th Review ~ Team Essay Development

Week 5: September 16-18 ~ Making it in Mainstream America

- T ROA: Chapters 11, 13, and 14 ~ DUE: Fieldwork Write-up 1
- Th BB: Ehrenreich "Nickel and Dimed" ~ Discussion: Culture and Subculture

Week 6: September 23-25 ~ Talking and Thinking about Culture

T ROA: Chapters 15, 16, and 17

Th Discussion: Cultural Competence ~ DUE: Fieldwork Proposal 2

Week 7: September 30-October 2 ~ Intercultural Encounters

T BB: Ethnic Conflict ~ Film: "The Lost Boys of Sudan"

Th Film: "The Lost Boys of Sudan"

Week 8: October 7-9 ~

T Guest Speaker: International Relief Committee

Th Review ~ Team Essay Development ~ EXAM 1

Week 9: October 14-16 ~

T No Class (Fall Break!)

Th TNA: Episode 1

Week 10: October 21-23 ~

T TNA: Episode 2

Th DUE: Fieldwork Write-up 2

Week 11: October 28-30 ~

T TNA: Episode 3

Th Review ~ Team Essay Development

Week 12: November 4-6 ~

T TNA: Episode 4

Th Discussion: Applying Relativism

Week 13: November 11-13 ~

T TNA: Episode 5

Th DUE: Fieldwork Proposal 3

Week 14: November 18-20 ~

T TNA: Episode 6

Th Discussion: Putting it all together

Week 15: November 25-27 ~ THANKSGIVING

T TNA: Episode 7

Th No Class (Thanksgiving!)

Week 16: December 2-4 ~ Conclusions

T Review ~ Team Essay Development

Th No class (American Anthro Meeting) ~ DUE: Fieldwork Write-up 3

Week 17: December 7-13

EXAM 2 ~ DUE: Fieldwork Reflection

World Cultures

Course Description:

Catalog description: Comparative case studies of the cultures of existing societies of varying types, including non-literate peoples, Third World nations, and modern industrialized countries. This course is intended to introduce students to the cultural diversity that exists in our world. We will learn about cultures from a variety of geographical locations and with a variety of systems of social structure. We will examine the culture concept through the in depth study of several book length ethnographies, in order to better understand the integration of culture and the holistic approach to understanding human societies.

Learning Outcomes

There are three class objectives; exams and assignments will be related to them:

- a. Identify cultures from different geographic regions;
- b. Understand the holistic approach to the study of culture; and
- c. Draw comparisons between your own culture and other cultures around the world.

Required Texts:

1. Shostack, Marjorie. *Nisa: The Life and Words of a !Kung Woman*. ISBN 978-0674004320
2. Abu-Lughod, Lila. *Veiled Sentiments: Honor and Poetry in a Bedouin Society* ISBN 978-0520224735
3. Jarvenpa, Robert. *Northern Passage: Ethnography and Apprenticeship Among the Subartic Dene*. ISBN 978-0881339901
4. ReCruz, Alicia. *The Two Milpas of Chan Kom*. ISBN 978-0791428306
5. Scheffel, David. *Svinia in Black and White: Slovak Roma and their Neighbours*. ISBN 978-1551116075

Grading:

Quizzes	100 points x 5	500 points
Paper/Presentation		300 points
Participation		200 points
Total		1000 points

1. Participation (200 points):

Your participation grade is broken down into three sections: attendance, discussion questions, and cultural comparisons. This class will consist of both lecture and discussions. Generally, I will spend the beginning of class lecturing on the week's topic to give us an introduction and overview. The latter part of class will be spent discussing the readings. The class as a whole is expected to participate in this discussion. The assigned readings should be completed before class each week so that you can come to the discussion prepared. If it seems that the group is having difficulty engaging a particular topic I will give a pop quiz at my discretion. Should you miss a class, you will be responsible for the material covered. Please note that you do not begin the class with 200 participation points...you must earn them.

Attendance (50 points)

Attendance is mandatory, and a sign-in sheet will circulate at the beginning of each class. If students leave class early without notifying me, a second sign in sheet will be passed around and only those students in attendance at the end of the lecture will receive credit for attending. You may miss one class without repercussions. After that, you will lose 5 points of your attendance grade for each class that you miss. This means that after missing 3 classes (1 without repercussions, and two at five points each) you will receive a maximum of 40 attendance and participation points. Your eleventh absence will result in a 0/50 for the attendance portion of your grade. Forgetting to sign in is equivalent to an absence.

Discussion Questions (100 points)

Each student will come to class each week with one meaningful question about the assigned readings. These must be posted to the week's discussion board on our course Blackboard by 7:00pm on the day of class. You will work with your classmates to answer these questions, and then will return to the discussion and post a reply to your

question. Each question and reply set is worth 10 points. There are more than 10 opportunities to post questions. I will count your 10 best scores toward your grade.

Cultural Comparisons (50 points)

You will be asked to make a cultural comparison for each ethnography we read. First, think of a cultural practice/custom/characteristic in the book that strikes you as odd, strange, or just downright wrong. Don't worry, there will likely be something! Think through this custom and try to draw a comparison between it and something from your own culture. What do you do that may be strange to one of the individuals you meet in the ethnographies? Each cultural comparison is due on the last day that we discuss each book. These will be posted to Blackboard.

2. Quizzes (500 points):

Each quiz is worth 100 points, and will cover one section of the course. There will be no cumulative exam. Quizzes can include multiple choice, true/false, short answer, and essay questions. Be prepared to answer questions based on all assigned readings, lectures, discussions, films, and handouts. THERE WILL BE ABSOLUTELY NO MAKE-UP EXAMS WITHOUT PRIOR CONSENT OF THE INSTRUCTOR. Approved make-up exams will be formatted differently from the original exam, and will be all essay and short answer questions.

3. Ethnographic Research Paper and Presentation:

Team Presentations (100 points):

All students will form teams early in the semester. Each team will be assigned a geographic region. Students will work together toward the end of the semester to create a presentation about the culture(s) represented in their region. All team members receive the same grade for the presentation.

Final Paper (200 points):

Each student will be required to write a short paper on a particular culture group within the region assigned to their team. The paper should be between 7-8 pages in length, double-spaced, with no larger than a 12 point font and half inch margins. Your paper should include sections on the geographic region where the group lives, the ecology of the region and subsistence strategy practiced by the group, the religious beliefs, and practices of the group, and the marriage practices and family structure of the group. The more work you complete ahead of time, the easier the team presentation will be. We will discuss in detail how to research this paper early in the semester.

Course Schedule:

Week 1: January 21

T Introductions and group assignments

Week 2: January 28

T Nisa: Introduction thru Chapter 4 (through p 126)

Week 3: February 4

T Nisa: Chapter 5 thru Chapter 10 (page 127 to page 236)

Week 4: February 11

T Nisa: Chapter 11 to the end (page 237 to 372, including Epilogue)
EXAM #1: 10:00PM 2/11 to 11:59pm 2/17

Week 5: February 18

T Northern Passage: Part I (through page 76)
Submit final paper topic

Week 6: February 25

T Northern Passage: Part II (77 through 194)
EXAM #2: 10:00PM 2/25 to 11:59pm 3/3

Week 7: March 4

T Veiled Sentiments: Chapters 1 through 4 (pages 1 through 159)

Week 8: March 11

T Veiled Sentiments: Chapters 5 through 9 (pages 160 through 260)
EXAM #3: 10:00PM 3/11 to 11:59pm 3/17

Week 9: March 18

SPRING BREAK!

Week 10: March 25

T Discuss final papers and group presentations

Week 11: April 1

T Two Milpas: Chapters 1 through 4 (pages 1 through 78)

Week 12: April 8

T Two Milpas: Chapters 5 through 8 (pages 79 through 168)
EXAM #4: 10:00PM 4/8 to 11:59pm 4/14

Week 13: April 15

T Svinia in Black and White: Introduction and Chapter 1 (through page 46)

Week 14: April 22

T Svinia in Black and White: Chapter 2 (page 47 through 138)

Week 15: April 29

T Svinia in Black and White: Chapter 3 (page 139 through 226)
EXAM #5: 10:00PM 4/29 to 11:59pm 5/5

Week 16: May 6

T Final Presentations

Week 17: May 13 (7:40pm to 9:30pm)

T Final Presentations

Ecological Anthropology

Course Description:

Ecological anthropology investigates the relationships of people both to their physical and sociocultural environments, including the effects of these relationships on economic activities, social organizations, and beliefs and behaviors emphasizing the evolutionary development of survival strategies. This field of inquiry has a long history in anthropology. We will discuss the changing approaches to the field along with the ways in which humans have changed their approaches to the world around them. The lectures, discussions, and materials will largely surround the central triad of relations between biology, culture, and nature, as we attempt to understand where humans fit into this ever-changing feedback loop.

Learning Outcomes

There are three class objectives; exams and assignments will be related to them:

- a. Understand the relationship between culture and the environment;
- b. Learn about the importance of an ecological perspective; and
- c. Identify ways that nature has influenced humans over time and vice versa.

Required Texts:

1. Daniel Bates, *Human Adaptive Strategies: Ecology, Culture, and Politics*, Third Edition, 2005 ISBN: 978-0205418152
2. Virginia D. Nazarea, ed. *Ethnoecology: Situated Knowledge/Located Lives* ISBN: 978-0816523641
3. Carole L. Crumley, et al. eds. *New Directions in Anthropology and Environment: Intersections* ISBN: 978-0742502659

Grading:

Participation	100 points
Subsistence Strategy Presentation	150 points
Team Readings	150 points
Project	600 points
Total	1000 points

1. Participation (100 points):

This class will consist of both lecture and seminar discussions. Generally, I will spend Tuesday's class lecturing on the week's topic to give us an introduction and overview. Thursday's class will be spent discussing the readings. The class as a whole is expected to participate in this discussion. The assigned readings should be completed before class each week so that you can come to the discussion prepared. If it seems that the group is having difficulty engaging a particular topic I will give a pop quiz at my discretion. Should you miss a class, you will be responsible for the material covered. Please note that you do not begin the class with 100 participation points...you must earn them. These are earned through regular attendance and active participation in classroom discussion.

2. Subsistence Strategies (150 points):

On the third day of class, 4 reading teams will be formed. The first team task will be to develop a presentation on the subsistence strategy you selected. You will need to do some research for this presentation. More details will be provided in a handout.

3. Team Readings and Reflection (150 points):

In the second half of the course, your teams will be responsible for creating a handout for one of the chapters in each week's selection from *Ethnoecology*. Each team is assigned a particular chapter for our discussions, and is expected to organize a handout and a plan for the discussion among the group. Remember, this is not a presentation, per se, and you are not expected to prepare a lecture. Instead, this is a way to present talking points and raise questions in order to engage your fellow students in a lively and productive discussion. It is up to each

group to decide how to divide the work. Each student will submit a 2 page reflection paper on the last day of class that discusses how ecological anthropology may (or may not) be useful to you in the future, and what you enjoyed (or did not) about working through the readings with your team mates. Your grade for this portion will be based largely on the grade you assign yourself.

4. Student Project (600 points):

This project consists of five parts, all of which are due at different times throughout the semester and each of which are weighted differently. Taken as a whole, this project will represent a synthesis of the knowledge you gain through the study of a specific subsistence strategy, the human aspect of an environmental issue, or the use of ecological knowledge in a problem-solving capacity. We will discuss this project in depth a few weeks into the course.

Project Proposal (100):

The Project Proposal consists of a 4-5 page (double-spaced) paper that introduces your topic and explains why it is useful or relevant. You will be expected to submit a preliminary bibliography with your proposal (not included in the page requirement). This can consist of as many references as you would like, however it is in your best interest to submit a proposal based on a preliminary bibliography that is well developed. The more research you do at this point, the easier the next portion of the assignment will be!

Annotated Bibliography (100):

An annotated bibliography consists of a brief summary of the work (be it an article, a book chapter, an edited volume, or a monograph) that allows you to gain an understanding of the main points. It also serves as a tool to remind you of the content of a particular work so that you can quickly determine if it will be of use to you at a later time. For this assignment you are expected to create an annotated bibliography of at least ten (10) sources that you will use for your final project. There is not minimum length for the annotations; however they must each contain the following information: Topic, Main argument, Keywords, Relevance to your project, Critique. Please see handout for additional information.

Project Workshop (100):

Each student will have a chance to present their project and receive feedback from their classmates. While students will not be familiar with each of the specific topics presented during workshops, we will all be familiar with the methodologies and broad concepts discussed. Students will take notes while workshop presenters are discussing their projects, and will submit evaluations of each project so that the presenters have the feedback for use later. It is expected that your research project is at an advanced stage at the time of the workshop. This will allow you to make use of the suggestions offered and complete your final project. Each student will prepare handouts for the class outlining the major points of your project. Students will be graded on both the preparation of their own material for the workshop and their participation in peer review portions of the workshop.

Presentation (100 points):

Each student will give a 5-7 minute presentation that summarizes the topic they researched and some of their most important findings. These presentations will take place in the last three class sessions. A schedule will be created later in the semester. Each presenter will use presentation slides (PowerPoints, Keynote, etc...) and will be graded on their presentation content, style, and visual aids.

Final Report (200 points):

The final report represents a culmination of your research on the chosen topic. The paper will be 10-15 pages in length, not including references, notes, and appendices. For specific information about the report format and requirements please see the Writing Guidelines handout.

"In this class, as in life, there are no exams." ~W. Loker

Course Schedule:

Week 1: January 21 and 23
 T Introduction
 Th HAS Chapter 1: The Study of Human Behavior

Week 2: January 28 and 30
 T HAS Chapter 2: Evolution, Ecology, and Politics
 Th Film: *Guns, Germs, and Steel, Part 1* (watch in class)

Week 3: February 4 and 6
 T HAS Chapter 3: Foraging
 Th Subsistence Strategy Presentation: Demo by SRT ~ Project Discussion and Q&A

Week 4: February 11 and 13
 T HAS Chapter 4: Horticulture
 Th Subsistence Strategy Presentation: Group 1

Week 5: February 18 and 20
 T HAS Chapter 5: Nomadic Pastoralism
 Th Subsistence Strategy Presentation: Group 2

Week 6: February 25 and 27
 T HAS Chapter 6: Intensive Agriculture
 Th Subsistence Strategy Presentation: Group 3

Week 7: March 4 and 6
 T HAS Chapter 7: Industrial Society and Beyond
 Th Subsistence Strategy Presentation: Group 4

Week 8: March 11 and 13
 T HAS Chapter 8: Change and Development
 Th Project Proposals DUE

Week 9: March 18 and 20
 SPRING BREAK!

Week 10: March 25 and 27
 T EE Introduction ~ Proposals Returned
 Th EE Part 1: Ethnoecology

Week 11: April 1 and 3
 T EE Part 2: A Parallax Recognized
 Th Discussion

Week 12: April 8 and 10
 T EE Part 3: Negotiating the Commons
 Th Discussion ~ Annotated Bibliography DUE

Week 13: April 15 and 17
 T EE Part 4: Ethnoecology's Relevance
 Th Discussion

Week 14: April 22 and 24
 T Project Workshop
 Th Project Workshop

Week 15: April 29 and May 1
 T Project Workshop
 Th Final Presentations

Week 16: May 6 and 8
 T Final Presentations
 Th Final Presentations

Week 17: May 15 (1:00pm to 2:50pm)
 Final Exam Time Slot: Final paper DUE by 2:50pm, May 15th

Theories of Culture

Course Description:

This course is a detailed investigation into the theoretical underpinnings of cultural anthropology. We will look at culture from a wide spectrum of theoretical lenses. This course goes beyond an introductory course, exploring at a deeper level the development of anthropological thinking and the writing of ethnography over the past 100 years.

Required Texts:

R. Jon McGee and Richard L. Warms

2012 *A History of Anthropological Theory*, 5th edition. McGraw Hill.

Abbreviated as M&W in the syllabus .

Karen Sykes

2005 *Arguing with Anthropology: An Introduction to Critical Theories of the Gift*.

Routledge ISBN: 978-0415254441 *Abbreviated as AWA in the syllabus .*

Grading:

Exams	175 points x2	350 points
Summaries	20 points x10	200 points
Participation	4 points x 25	100 points
Paper		350 points
Total		1000 points

1. Exams (350 points):

There will be two equally weighted exams during the term. The midterm exam will expect you to have a solid foundation of knowledge about “classical” paradigms of cultural anthropology, whereas the final will require your understand of recent trends in theory. Both exams will be taken online, and you will have a variety of questions to answer with essay responses. It is expected that no make-up exams will have to be given. However, if there should arise some unusual circumstance which requires you to miss an exam, you are required to let me know of the situation as soon as possible, and to provide a written and verifiable excuse. Make up exams will be in essay form. Missing the deadline for submitting the exam is akin to missing the class in which the exam takes place, and is not a valid excuse. Late exams will not be graded.

2. Reading Summaries (200 points):

You will write a brief summary or synopsis of the week’s original sources (not the Sykes chapters) and bring it to class each Thursday in hard copy. Aim for about a paragraph on each reading. Your summaries will identify the main points of the readings, point out problems you see with the research (evidence, logic, etc...), and will include at least one paragraph of synthesis that ties the readings together. The grading of these summaries is a pass/fail, as they are largely used for me to gauge how well you understand the readings. If you are not doing what I consider an adequate job, I will call the problem to your attention, as these will indicate how well you may do on the exams. You may keep your summaries with you during class as aids for discussion. I will collect them at the end of class. **Summaries will not be accepted after the class for which the readings are assigned or via email at any time.** Each summary is worth 20 points. There are twelve opportunities to submit summaries; however, you are expected to submit 10 (you can miss two without influencing your grade).

3. Participation (100 points):

Your participation grade is broken down into attendance points for each class. We will meet 28 times throughout the semester, and each class is worth 4 points. You can miss up to three classes before your grade is affected. This class will consist of both lecture and discussions. Generally, I will spend the beginning of class lecturing on the week’s topic to give us an introduction and overview. The latter part of class will be spent discussing the readings. The class as a whole is expected to participate in this discussion. The assigned readings must be completed before class. If it seems that the group is having difficulty engaging a particular topic, I will give a pop quiz at my

discretion. Your grade on a pop quiz will be your attendance score for the day. Should you miss a class, you will be responsible for the material covered. Please note that you do not begin the class with 100 participation points...you must earn them.

4. Paper (350 points):

This assignment consists of two parts; a review of one of your peers' drafts and your final draft that incorporates changes suggested by your reviewer. You will choose one ethnographer who has been writing in the last 40 years and write a 10-12 page paper that discusses the author's theoretical approach and how this influenced the way that they approached their study of a cultural phenomenon. You will need to situate them historically and discuss how they fit into the trajectory of anthropological theory, as you understand it. The paper will be in large part on book-length ethnographies, and will be supported by ancillary articles written by the same ethnographer. You will receive 150 points for a thorough and thoughtful review of a peer's paper and 200 points for your final draft. I will provide additional details in the second and third weeks of the semester.

Course Schedule:

Week 1: August 19-21 ~ Introduction

- T Syllabus review, class structure
- Th Introducing Anthropological Theory ~ AWA Chapter 1

Week 2: August 26-28 ~ Evolutionism

- T M&W, Pages 6-73
- Th Discussion

Week 3: September 2-4 ~ Social Thought

- T M&W, Pages 74-110
- Th AWA Chapter 2

Week 4: September 9-11 ~ Historical Particularism

- T M&W, Pages 112-149
- Th Discussion

Week 5: September 16-18 ~ Functionalism and Culture & Personality

- T M&W, Pages 150-194 and 195-217
- Th AWA Chapter 3

Week 6: September 23-25 ~ Neoevolutionism and Cultural Ecology

- T M&W, Pages 220-258
- Th AWA Chapter 4

Week 7: September 30-October 2 ~ Materialism

- T M&W, Pages 259-319
- Th No Class ~ Midterm Exam

Week 8: October 7-9 ~ Structuralism and Cognitive Anthropology

- T M&W, Pages 320-343 and 344-367
- Th Discussion

Week 9: October 14-16 ~ Sociobiology and more Marxism

- T No Class (Fall Break!)
- Th M&W, Pages 370-395 and AWA Chapter 5

Week 10: October 21-23 ~ Interpretive Anthropology

- T M&W, Pages 438-487
- Th Discussion

Week 11: October 28-30 ~ Feminist Anthropology

- T M&W, Pages 396-437
- Th AWA Chapter 6 ~ Paper Draft DUE

Week 12: November 4-6 ~ Early Postmodernism

- T M&W, Pages 488-519
- Th AWA Chapter 7

Week 13: November 11-13 ~ Postmodernism

T M&W, Pages 520-564
Th AWA Chapter 8
Week 14: November 18-20 ~ Agency
T M&W, Pages 565-615
Th AWA Chapter 9 ~ Peer Reviews DUE
Week 15: November 25-27 ~ Transnationalism
T AWA Chapter 10
Th No Class (Thanksgiving!)
Week 16: December 2-4 ~ Conclusions
T AWA Chapters 11 and 12
Th No Class (American Anthro Meeting)
Week 17: December 7-13
Final Exam and Paper both DUE by Friday December 12 at 11:59pm

Heritage and Ethno-Ecology in the Maya World

Course Description

Heritage and Ethno-ecology in the Maya World is a 4-week, 6 unit course held in Yucatan, Mexico. The course is centered in the Maya village of Ek'Balam, and includes excursions around the state. Students gain a holistic understanding of life in a modern Maya community through exposure to some of the most pressing issues currently faced by Mayas in the region; how to participate (or not) in tourism development through the presentation of heritage and biodiversity conservation.

Lectures on local history, gender relations, ecology, and economics begin as soon as students arrive. Students learn and apply the primary method of systematic observation and recording of one's surroundings in journals and field notes. The secondary method taught is the collection of ethno-ecological data in the forests surrounding Ek'Balam. This teaches students a valuable field methodology and gives them an opportunity to collaborate with an ongoing research project in the village. Graded assignments include weekly submission of field notes, successful participation in all course excursions and activities, completion of community service signage project, and a final reflective paper submitted at the end of the course.

The final paper will be 10-15 pages, double-spaced, and will present a discussion and description of an aspect of heritage and ethno-ecology that is of particular interest to the student. This paper will include an analysis of relevant fieldnotes and other data as well as a discussion of how these pertain to the literature reviewed in the course. Fieldnotes and a data archive will be submitted along with the final paper. The final paper will be due at a time agreed upon by the student and myself, and will be after the course is complete, but not later than August 15th.

Part 1: Heritage in the Maya World

Methods:

- Seminar 1 (5/23)
 1. Taylor "Introduction"
 2. Geertz "Thick Description"
- Seminar 2 (5/24)
 3. Taylor "A Day in the Life"
 4. Wolcott "Description"
- Seminar 3 (5/25)
 5. Bernard "Fieldnotes"
 6. Schensul "Mapping"

History and Heritage:

- Seminar 4 (5/26)
 1. Taylor "Anthropology in the Maya World"
 2. Loewe "Way Kot"
- Seminar 5 (5/28)
 3. Arden "Archaeological Knowledge"
 4. Breglia "Patrimony"

Maya Culture:

- Seminar 6 (5/29)
 1. Taylor "On Being Maya and Getting By"
 2. Loewe "Way Kot"
 3. Castillo-Cocom "Lost in Mayaland"
 4. Kintz "Maya Women"

Tourism

Seminar 7 (5/30):

1. Castaneda "Heritage and Indigeneity"
2. Guide Books
3. Brown "Maya Tourism"

Part 2: Ethno-ecology

Seminar 8 (6/7)

1. Redford "Ecologically Noble Savage"
2. Taylor "Politics and Ethno-ecology"

Seminar (6/8)

3. Bookbinder et al "Ecotourism Conservation"
4. Berkes "Rethinking Community-Based Conservation"

Seminar (6/11)

5. Haenn "Community-based Conservation"
6. Doane "Ecological Native"

Seminar (6/12)

7. Simpson "Heritage to Healing"
8. West and Carrier "Ecotourism and Authenticity"

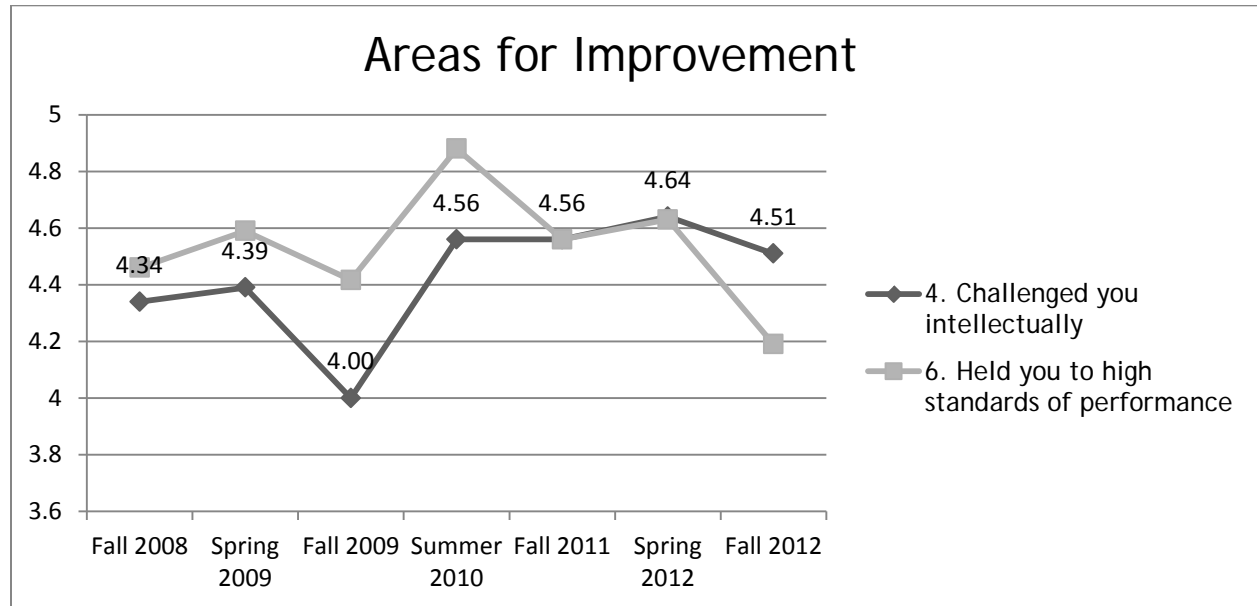
EVALUATIONS

I have had the opportunity to teach at a variety of institutions, all of which have provided unique challenges and rewards. Each has an individual style of evaluating teaching effectiveness, so I chose to compile the common themes found throughout a research university, small liberal arts college, and two state universities.

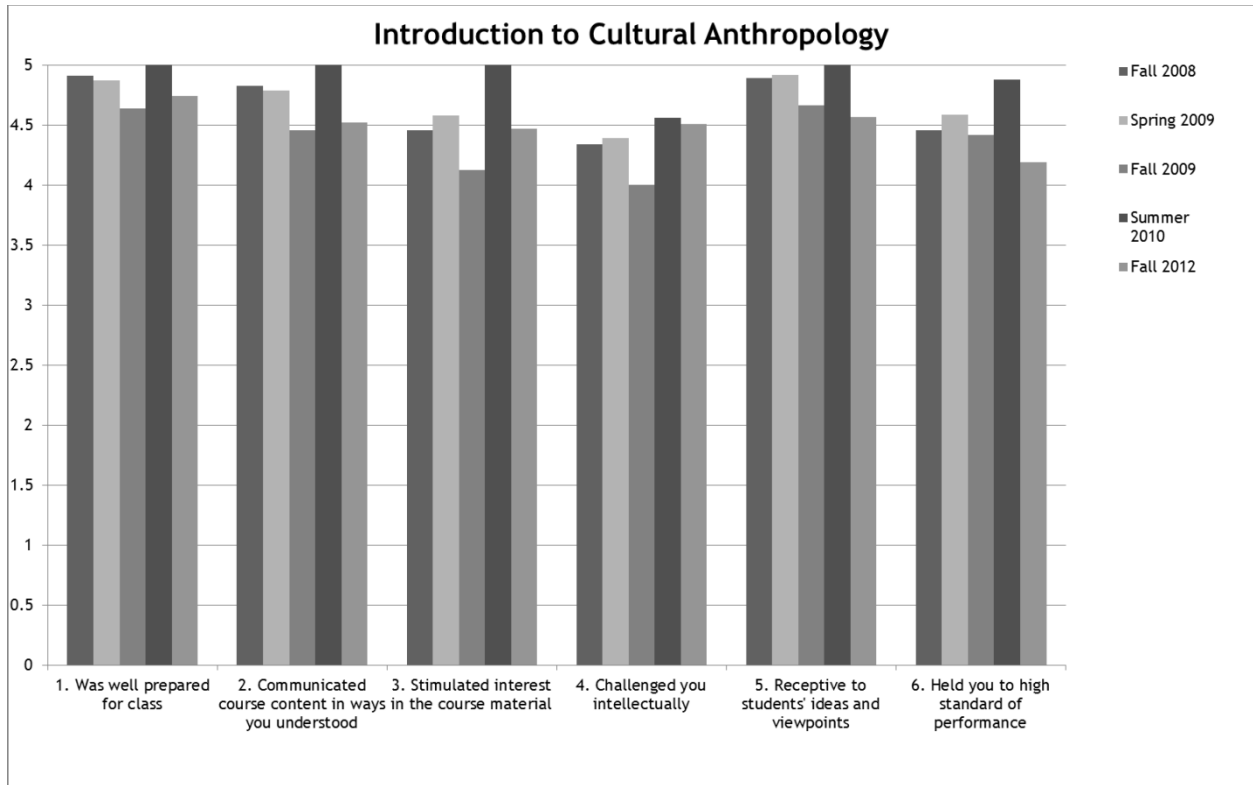
The following measures are found with slight variations in the evaluation tools at each institution:

1. Well prepared for class
2. Communicated course content in ways you understood
3. Stimulated interest in the course material
4. Challenged you intellectually
5. Receptive to students' ideas and viewpoints
6. Held you to high standards of performance
- 7.

Mean Scores	#1	#2	#3	#4	#5	#6
Fall 2008	4.91	4.83	4.46	4.34	4.89	4.46
Spring 2009	4.87	4.79	4.58	4.39	4.92	4.59
Fall 2009	4.64	4.46	4.13	4.00	4.67	4.42
Summer 2010	5.00	5.00	5.00	4.56	5.00	4.88
Fall 2011	4.89	4.67	4.89	4.56	4.89	4.56
Spring 2012	4.82	4.71	4.91	4.64	4.72	4.63
Fall 2012	4.75	4.52	4.47	4.51	4.57	4.19
AVERAGE	4.84	4.71	4.63	4.43	4.81	4.53



Another measure that I like to think about when reflecting on my teaching evaluations is how I have scored in one class across time. The following chart provides that data for my Introduction to Cultural Anthropology course with regard to the same six measures.



Included here are evaluations from my more recent classes at Wichita State University. The tool used at WSU is significantly different from the ones used at my previous universities. As such, it does not lend itself to direct comparison with prior evaluations. What is of note however is that the two courses that were mainly either anthropology majors or freshmen ranked only in the 50th percentile among all other classes offered in the same semester. The two classes that I taught that are requirements for all education majors ranked much higher. I am still refining my course design and materials to speak to the students' responses that I need to 1. Provide more of a challenge to them intellectually, and 2. Improve their overall perception of the worth of the course.

RESULTS

Innovative Approaches

The use of team-based discussion groups is something that I have experimented with in various classes and have found that it is an effective way to give students the opportunity to lead the class and to cover more information than I can otherwise. I teach a course on international development (Culture and Economy in a Globalizing World), using Edleman and Haugeraud's *Anthropology of Development and Globalization* (2005)¹. This is a formidable book, particularly for an undergraduate course, however I found it to be the best suited for the way I wanted to design the course. Assigning all students to read all of the chapters would have been an unrealistic workload that would have set most of the students up for failure. Instead, I divided the class into four groups, each of which is responsible for reading one chapter and reporting on it to their peers. This has been a useful way to create dialog during discussion, and also has increased the students' grasp of the subject matter. I found that their reading is more engaged since they know that they are responsible for teaching someone else about it.

Here are some quotes from student evaluations that are specifically about the discussion portion of the class:

"When I first attended this class and got the syllabus I thought that it was going to be horrible, especially the Thursday discussions. But I really think that this class is good. It quickly became one of my favorite classes of the semester. I think that the movies help the points a lot and the discussions are actually fun and interesting. I find myself looking at the time less in this class than other classes."

"The discussions are the best I've ever had. This class really makes me think, and I love hearing everyone else's POVs and ideas."

"I like how the class is broken down into two sessions. I thoroughly enjoy the lecture/film aspect of the class and I also enjoy partaking in the discussions."

While most students had a positive reaction to the discussion structure, a few did not.

"I suppose I don't blame the professor for trying her best to teach a course of this subject. I felt that the material was often very vague and can be interpreted in many ways in an opinion-based matter. I didn't feel like I was learning in class, but rather she was forcing us to teach ourselves by reading at home and 'discussing' what we had learned in class."

"Ask less vague questions [in discussion]. I don't feel like I'm learning from them."

In response to the evaluations and suggestions from students, I restructured the discussion portion of the class I am teaching this semester. The chance to reflect on the semester and think about how the students reacted allowed me to see that while incorporating a seminar-style discussion into an upper level undergraduate course is a useful strategy, the questions that are posed still need to be more specific. I now give the class 10 minutes at the beginning of the discussion to talk with their reading groups and share ideas about the topic before joining the larger group for the discussion. This lets them hear other people's ideas and vocalize some of their own before being faced with speaking up in front of all students in the class. I was encouraged by the results of these changes. During our first discussion all but four students spoke-up (in a class of 33), and we ran over time. A few students even continued the discussion on the online discussion board for the class.

Peer-reviewed Writing Process

As part of the undergraduate requirements at SUNY Albany, students must take both a lower division and upper division writing intensive course. These are courses within their major that have an extra component requiring additional writing and working closely with the professor to improve their writing. During my time as an Adjunct Professor in the anthropology department, I worked with 23 writing intensive students. I added to this a peer review process, which allows students to read the work of others who are at or near their same level of studies. I

¹ Edelman, Marc and Angelique Haugerud, eds. (2005) *The Anthropology of Development and Globalization: From Classical Political Economy to Contemporary Neoliberalism*. Malden, MA: Blackwell Publishing.

have been surprised to find out how few students had been through peer review, and pleased to hear from them that this was a useful exercise.

“I have never really gotten the opportunity to revise my other peers’ works that are in my class. Doing this has significantly helped me reflect on my own work as well. To read how other students were writing helped me see how my writing was contributing to what I was trying to get across.”

“By reading over my classmates’ papers and learning their writing styles, I was made more aware of my very own style; this led for me to make changes to my own works as the class progressed...Due to this understanding and sort of catharsis in regards to my writing style, I have learned to be more careful and aware of my little mistakes and problems in my writing style.”

“Reviewing the writings of my peers was also extremely helpful for my own writing. It showed me that it is easy to point out flaws in other papers, but difficult to recognize them in your own.”

The writing intensive course also created a requirement for students to visit my office hours. I think that for many students this can be overwhelming, though it remains a crucial part of the academic process. Building this requirement in was very beneficial for most of the students.

“The most useful aspects to my writing process throughout the semester have been the few meetings with Ms. Taylor. Before meeting with her, I struggled to find scholarly papers...she also showed me how to be specific with the search engines and how to then maneuver throughout the articles once I found them.”

“I am glad I was in a position where I had to meet with Sarah outside of class in her office hours, because I find being one on one with teachers/professors extremely intimidating. She was nice and fun to be around which in turn made the process comfortable, beneficial, and enjoyable.”

“From now on, I will not be afraid of office hours and I will better utilize them to enhance my papers before they are due.”

In recent classes, I have maintained this structure to great success. Each semester, many students highlight the peer-to-peer editing process. The opportunity to design, research, and write complex papers is important for students’ success, and being able to do so in a collaborative environment seems to make the task less daunting.