

Mauka and Makai: contests over public spaces in Hawaii
ANTH 152 Culture and Humanity- Sustainability Focused
3 credits, Period 6, M, TH, Fr 1-1:45, We 12:25-1:45 CRN 64501

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Welcome to Cultural Anthropology! In this course we will learn about different cultures from around the world, but we will also learn about the diversity of cultures here in Hawaii. This course will use anthropological perspective to think about the our relationship with the environment here in Hawaii. Through this focus we will learn how anthropologists think and do research on topics and questions that are close to home and connected to the communities in which we live. We will also do our own anthropological research on public spaces like beaches and mountains that will help us to learn how anthropologists understand the world and how anthropological insights can be applied to local challenges. I am excited to be teaching this course and look forward to learning from your ideas and perspectives.

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai'i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O'ahu's Ko'olau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.

CATALOG DESCRIPTION

Examines the concept of culture and cultural variation among humans. Introduces basic anthropological concepts and approaches to studying and analyzing cultural behavior. Assists students in being able to view their own and others' cultures more objectively. (3 hrs. lect.) WCC:FGB

STUDENT LEARNING OUTCOMES

1. Explain how anthropologists study and talk about economic, kinship, political, gender, and religious systems, and cultural change.
2. Apply the concept of culture to analyze cross-cultural issues in Hawai'i, the US, and the world.
3. Identify cross-cultural differences and similarities in multicultural societies such as Hawai'i.
4. Describe patterns of culture in societies which utilize various strategies of adaptation to their environments, including subsistence patterns, political organization, social organization, and stratification.
5. Carry out ethnographic fieldwork in a subculture on O'ahu and produce a written description of the culture.
6. Apply anthropological perspectives and research methods to careers and research outside of the discipline.

7. Examine his/her own life and culture in a more critical manner in relation to the lives of people in other cultures.

FOUNDATIONS HALLMARKS

Global and Multicultural Perspectives (FGB):

1. Provide students with a large-scale analysis of human development and change over time.
2. Analyze the development of human societies and their cultural traditions through time in different regions (including Africa, the Americas, Asia, Europe, and Oceania) and using multiple perspectives.
3. Offer a broad, integrated analysis of cultural, economic, political, scientific, and/or social development that recognizes the diversity of human societies and their cultural traditions.
4. Examine processes of cross-cultural interaction and exchange that have linked the world's peoples through time while recognizing diversity.
5. Include at least one component on Hawaiian, Pacific, or Asian societies and their cultural traditions.
6. Engage students in the study and analysis of writings, narratives, texts, artifacts, and/or practices that represent the perspectives of different societies and cultural traditions.

SUSTAINABILITY LEARNING OUTCOMES

1. Identify the socio-cultural values and attitudes that facilitate sustainable living at the local, regional, and global level.
2. Describe how traditional and indigenous perspectives inform practices of sustainability.

COURSE ASSIGNMENTS AND GRADING

The courses grading policy is designed to give students complete control over their grade. You can get any grade that you would like depending on the amount of time and energy you put into the course work. Everyone is completely capable of achieving an A in the course if you put in the effort. This emphasizes that learning is about time and energy rather than innate academic ability. If you miss class or an assignment, there are multiple opportunities for extra credit to make up the points that you have missed. All of this is purposely designed to put you in control over your time, energy, and grade in the course while providing clear guidance and structure. More complete instruction and examples for many of the assignment are available on [laulima>resources](#).

POINTS AND GRADING

<i>Assignments</i>	<i>Points</i>	<i>Total</i>	<i>Grade Scale</i>			
In Class			A	270-300		
Attendance (60 days)	1 point per day	60				
Participation		20			B	240-269
10 Film Reviews	2 per film	20				
Ethnographic Labs (5 labs)	20 per lab	100			C	210-239
Notes			D	180-209		
8 Chapters	3 per chapter	24	F	000-179		
15 Article (1 per week)	5 per articles	75				
	Total	300				

Extra Credit			
Documentaries	4	20	
Additional Articles	5	10	
Office Hours	2 per visit	10	

Attendance: Attendance is an important component of this course. You must be here to learn. Attendance is worth 1 point per day. If you come late you may not get the points for attendance.

Participation: Come to class prepared to participate in class discussions. The class is built around interactive discussions and conversations. To earn full credit for participation you should plan on contributing something during every class. There are also regular in class assignments that will contribute to your participation grade. You will also earn participation points by coming to class prepared having completed ethnographic lab assignments on time.

Films: There will be 10 films throughout the semester. You will take notes on these and hand them in at the end of the week at 2 points per film.

Ethnographic Labs: Throughout the class we will be learning how to do ethnographic research in class. These assignments will include media analysis, surveys, interviews, and participant observation. These labs will teach you how to do anthropological research and you will contribute to a larger ethnographic project on human and environmental interactions in Hawaii. If you turn them in on time, you can have the opportunity to redo them for more points.

Reading Notes: Much of the learning for the course will happen through the textbook as well as scientific and popular articles that support the course material. These readings will complement the course work and will help improve your understanding of core concepts. For each of these readings you need you will turn in handwritten or typed notes on each of the assigned article or chapters every week throughout the semester.

EXTRA CREDIT

Documentaries: There is also a list of documentaries on laulima you can watch and write up a 400-500 word response for 5 points extra credit. This is a good way to make up the points if you missed class for whatever reason during the semester. Post these responses to laulima.

Additional Reading: See above in reading discussions.

Office Hours: I like to get to know students outside of class. If you come to talk to me during office hours and I can get to know you better which helps me get to know and meet the needs of the students. Because of this, I give two extra points every time you come to office hours up to 10 points.

PLAGIARISM

You are required to do all of your own work, unless the project is specifically designated as a group project. You must recognize where you get your information from and cite all sources appropriately using APA, Chicago or MLA citation guidelines. This is true for internet, print, or any of other kind of media. Failure to cite properly, or borrowing another person's work without recognizing them is considered plagiarism. Anyone caught plagiarizing will receive zero points for the assignment. Repeated plagiarism will be referred to the Office of Student Affairs and can be considered grounds for failing the course. If you have any questions, please talk to me or to writing tutors to better understand plagiarism.

LEARNING RESOURCES

Monaghan, J., & Just, P. (2000). *Social and cultural anthropology: A very short introduction*. Oxford University Press. 9th ed.

All other readings will be available as PDFs on Laulima or as hyperlinks on the syllabus.

SCHEDULE OF CLASSES, READINGS AND ASSIGNMENT

WEEK	In Class Topics	Out of Class Readings/Assignments
8/7-8/12	<p>Wednesday Go over syllabus, textbooks</p> <p>Thursday Early College intro, Registration,</p> <p>Friday Laulima and Google Doc</p>	
1 What is Anthropology? 8/13-8/19	<p>Monday Introductions Project Based Learning, SENCER What is Anthropology? Prezi</p> <p>Wednesday Documentary: Babies (2010)</p> <p>Thursday Discuss Horace Miner and Nacirema</p> <p>Friday- Holiday</p>	<p>Read by Thursday: Monaghan and Just (2000) A Very Short Introduction Miner, Horace (1956) Body ritual among the Nacirema. (Online)</p> <p>Due: Video Notes, Wednesday Reading Notes, Thursday</p>
2 Ethnography 8/20-8/26	<p>Monday Reading and Notes</p> <p>Wednesday How Accessible Should our Public Lands be? PBS Hawaii.</p> <p>Thursday- Ethnographic Methods Prezi</p> <p>Friday Intro do Project Ethnographic Lab 1: Participant Observation Guideline and Rubric</p>	<p>Read by Thursday: Monaghan and Just (2000) Chapter 1: A dispute in Donggo: Fieldwork and Ethnography</p> <p>Palmer (Proposal: in progress) Mauka and makai: contests over public spaces in Hawaii</p> <p>Due: Video Notes, Wednesday Reading Notes, Thursday</p>
3 Culture 8/27-9/2	<p>Monday Reading and Notes</p> <p>Wednesday Documentary: Skin Stories</p>	<p>Read by Thursday: Monaghan and Just (2000) Chapter 2: Bee Larvae and Onion Soup: Culture</p> <p>Bohannon, Laura (1966) Shakespeare in the Bush.</p>

	<p>Thursday Concept of Culture Prezi</p> <p>Friday Culture and Environment: Hiking and Beach Culture Discuss Participant Observation Results</p>	<p><i>Natural History</i>, 75(7), 28-33.</p> <p>Due: EL 1: Participant Observation, Friday Video Notes, Wednesday Reading Notes, Thursday</p>
4 Media and Popular Culture 9/3-9/9	<p>Monday Reading and Notes</p> <p>Wednesday Social Media Research</p> <p>Thursday Media and Popular Culture Prezi Environment in Popular Culture</p> <p>Friday Ethnographic Lab 2: Social Media Analysis Rubric and Guideline Social Media Depictions of Hawaii</p>	<p>Read by Thursday: Miller, D (2014) Photography in the age of snapchat (Online)</p> <p>Due: Reading Notes, Thursday</p>
5 Society and Kinship 9/10-9/16	<p>Monday Reading and Notes</p> <p>Wednesday Workshop Social Media Analysis</p> <p>Thursday Concept of Society Prezi</p> <p>Friday Kinship Prezi and Kinship Diagrams Discuss Media Analysis Results</p>	<p>Read by Thursday: Monaghan and Just (2000) Chapter 3: A Brief Encounter: Society</p> <p>Monaghan and Just (2000) Chapter 4: Sex and Blood</p> <p>Monaghan and Just (2000) Chapter 5: La Bose becomes Bakar: Caste, Class, Tribe, Nation</p> <p>Due: EL 2: Media Analysis, Friday Reading Notes, Thursday</p>
6 Gender 9/17-9/23	<p>Monday Reading and Notes</p> <p>Wednesday Documentary: (Miss)Representation</p> <p>Thursday Gender: the feminist critique Prezi</p> <p>Friday Gender Continued</p>	<p>Read by Thursday: Monaghan and Just (2000) Chapter 8: Nanuu Maria get hit by lightening: people and their selves</p> <p>Ortner, Sherry (1972) Is female to male as nature is to culture? <i>Feminist Studies</i> 1(2): 5-31.</p> <p>Due: Video Notes, Wednesday Reading Notes, Thursday</p>
7 Social Class	<p>Monday Reading and Notes</p>	<p>Read by Thursday: Jung, M. K. (1999). No Whites, No Asians: Race,</p>

9/24-9/30	<p>Wednesday Documentary: Class Dismissed: How media frames the working class. (2014) MEF</p> <p>Thursday- Social Class Prezi</p> <p>Friday Social Class Continued</p>	<p>Marxism, and Hawai'i's Preemergent Working Class. <i>Social Science History</i>, 357-393. v</p> <p>Due: Video Notes, Wednesday Reading Notes, Thursday</p>
8 Race 10/1-10/7	<p>Monday Reading and Notes</p> <p>Wednesday Documentary: Brazil in Black and White PBS.</p> <p>Thursday History of Anthropology and Race Prezi</p> <p>Friday Ethnographic Lab 3: Survey Guidelines and Examples</p>	<p>Read by Thursday: http://www.understandingrace.org</p> <p>Rohrer, J. (1997). Haole Girl: Identity and White Privilege in Hawai'i. <i>Social Process in Hawaii</i>, 38, 138-61.</p> <p>Due: Video Notes, Wednesday Reading Notes, Sunday</p>
10/8-10/14	Fall Break	
9 Language 10/15-10/21	<p>Monday Reading and Notes</p> <p>Wednesday TED talks on language.</p> <p>Thursday Language Prezi</p> <p>Friday Discuss Survey Results Ethnographic Lab 4: Interviews Guidelines Environmental Histories</p>	<p>Read by Thursday: Romaine, S. (1999). Changing Attitudes to Hawai'i Creole English Fo'find one good job, you gotta know how fo'talk like one haole. <i>Creole genesis, attitudes and discourse: Studies celebrating Charlene J. Sato</i>, 20, 287.</p> <p>Due Video Notes, Wednesday EL 3: Survey, Friday Reading Notes, Sunday</p>
10 Colonialism 10/22-10/28	<p>Monday Reading and Notes</p> <p>Wednesday Survey Analysis</p> <p>Thursday Production and Exchange: Colonialism and World Systems Prezi</p>	<p>Read by Thursday: Monaghan and Just (2000) Chapter 6: A Feast in Nuyoo: People and their Things</p> <p>Fisher (2015) Cattle Colonialism: an environmental history of the conquest of Hawaii and California. (selections)</p> <p>Due: Ethnographic Lab 4: Interviews, Friday Reading Notes, Sunday</p>

	<p>Friday Environment and Colonialism. Environmental History of Hawaii Discuss Interview Results</p>	
<p>11 Globalization 10/29-11/4</p>	<p>Monday Reading and Notes</p> <p>Wednesday Documentary: The Take: Occupy, Resist, Produce (2004). Naomi Klein</p> <p>Thursday Globalization Prezi</p> <p>Friday Globalization and the Anthropocene</p>	<p>Read by Thursday: Palmer (2014) Globalized Hawaii: images of Hawaii in Brazil. <i>Global Ethnographic</i>.</p> <p>Due: Video Notes, Wednesday Reading Notes, Sunday</p>
<p>12 Tourism and Hawaii 11/5-11/11</p>	<p>Monday Reading and Notes</p> <p>Wednesday Documentary: Gringo Trails</p> <p>Thursday Tourism and the Environment in Hawaii Prezi</p> <p>Friday Ethnographic Lab 5: Text Analysis</p>	<p>Read by Thursday: Kaomea, J. (2000) A curriculum of aloha? Colonialism and tourism in Hawai'i's elementary textbooks. <i>Curriculum Inquiry</i>, 30(3), 319-344.</p> <p>Due: Reading Notes, Sunday</p>
<p>13 Sports, Games, and Play 11/12-11/18</p>	<p>Monday Veterans Day- HOLIDAY!!</p> <p>Wednesday Documentary: Whitewash</p> <p>Thursday Sports, Games, and Play Prezi</p> <p>Friday Sports Continued</p>	<p>Read by Thursday: Walker, I. H. (2005). Terrorism or Native Protest? The Hui O' He'e Nalu and Hawaiian resistance to colonialism. <i>Pacific Historical Review</i>, 74(4), 575-602</p> <p>Due: Video Notes, Wednesday Reading Notes, Sunday</p>
<p>11/19-11/25</p>	<p>Monday Workshop Textual Analysis</p> <p>Wednesday Workshop Textual Analysis</p> <p>Thursday-Friday Thanksgiving HOLIDAY</p>	

<p>14 Place and Space 11/26-12/2</p>	<p>Monday Reading and Notes</p> <p>Wednesday Final Report Revision</p> <p>Thursday Place and Space in Hawaii Prezi</p> <p>Friday Text Analysis Due Public Space in Hawaii What have we learned?</p>	<p>Read by Thursday: Herman, R. K. (1999). The Aloha State: Place names and the anti-conquest of Hawai'i. <i>Annals of the Association of American Geographers</i>, 89(1), 76-102.</p> <p>Due: Reading Notes, Sunday Ethnographic Lab 5: Text Analysis, Friday</p>
<p>15 Medical Anthropology 12/3-12/6</p>	<p>Monday Reading and Notes</p> <p>Wednesday No Room in Paradise. Green Island Films.</p> <p>Thursday Medical Anthropology Prezi</p> <p>Friday Homelessness in Hawaii</p>	<p>Read by Thursday: Bourgois, Phillipe, Lettiere, M., & Quesada, J. (1997). Social misery and the sanctions of substance abuse: Confronting HIV risk among homeless heroin addicts in San Francisco. <i>Social Problems</i>, 155-173.</p> <p>Due: Reading Notes, Sunday</p>
<p>16 Anthropology and Business 12/10-12/15</p>	<p>Monday Reading and Notes</p> <p>Wednesday Documentary: TEDx Talks on Applied Anthropology</p> <p>Thursday Anthropology and Business Prezi</p> <p>Friday Final Wrap-Up, Discuss class content and structure.</p>	<p>Read by Thursday: Morais, R. J., & Malefyt, T. D. W. (2010). How Anthropologists Can Succeed in Business: Mediating Multiple Worlds of Inquiry. <i>International Journal of Business Anthropology</i>, 1(1).</p> <p>Due: Video Notes, Wednesday Reading Notes, Sunday</p>

DISABILITIES ACCOMMODATION STATEMENT

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale 'Akoakoa 213 for more information. Revised May 25, 2011

TITLE IX

Title IX prohibits discrimination on the basis of sex in education programs and activities that receive federal financial assistance. Specifically, Title IX prohibits sex discrimination; sexual harassment and gender-based

harassment, including harassment based on actual or perceived sex, gender, sexual orientation, gender identity, or gender expression; sexual assault; sexual exploitation; domestic violence; dating violence; and stalking. For more information regarding your rights under Title IX, please visit: https://windward.hawaii.edu/Title_IX/.

Windward Community College (WCC) is committed to the pursuit of equal education. If you or someone you know has experienced sex discrimination or gender-based violence, WCC has resources to support you. To speak with someone confidentially, contact Karla Silva-Park, Mental Health Counselor, at 808-235- 7468 or karlas@hawaii.edu or Kaahu Alo, Designated Confidential Advocate for Students, at 808-235- 7354 or kaahualo@hawaii.edu. To make a formal report, contact the Title IX Coordinator at 808-235-7393 or wcctix@hawaii.edu.