

ANTH 152 Culture and Humanity- Sustainability Focused Mauka and Makai: contests over public spaces in Hawaii

3 credits, CRN 60160

MW 10-11:15, Na'auao Rm 105

INSTRUCTOR: Christian Palmer
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EFFECTIVE DATE: Spring 2019

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 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				
Attendance (30 days)	2 per day	60	A	270-300
Participation		30	B	240-269
Ethnographic Labs (4 out of 5 labs)	20 per lab	100	C	210-239
Final Ethnographic Presentation	20 points		D	180-209
			F	000-179
Homework Notes	7 points/week	112 (182)		

	<i>Total</i>	<i>300</i>	
Extra Credit			
Book Reports	25	25	
Course Evaluation	5	5	
Office Hours	2 per visit	10	

Attendance: Attendance is an important component of this course. You must be here to learn. Attendance is worth 2 point per day, one for attending and another for arriving on time.

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. This grade will be input at the end of the semester based on your cumulative contribution.

Ethnographic Labs: Throughout the class we will be learning how to do ethnographic research in class. There are five projects. You need to do four of the five and the fifth is extra credit. These assignments will include:

Lab 1: [Participant Observation](#)

Lab 2: [Interviews](#)

Lab 3: [Social Media Analysis](#)

Lab 4: [Survey](#)

Lab 5: Media Analysis

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. These will be submitted via google classroom. At the end of conducting your research, you will prepare a final ethnographic presentation that summarizes the results of your research.

Notes: Much of the learning for the course will happen through the textbooks, academic articles, films, and podcasts that support the course material. These materials will complement the class discussion and content and will help improve your understanding of core concepts. For each of these assignments you will turn in handwritten or typed notes on the materials every week throughout the semester. At the end of your notes you should write a short paragraph on how the material changed how you think about the topic.

EXTRA CREDIT

Book reports: There are a series of ethnographies that you can read for extra credit. You should read the ethnography and write a 3-5 pages book report that summarizes the book and discusses it in relation to the ideas of the course. These should be handed in by the last day of class.

Course Evaluations: Complete the UH Course Evaluation at the end of the semester and post a picture of your completed survey on laulima>forums for 5 points of extra credit.

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. You cannot get extra credit for office hours during finals week.

LATE WORK POLICY

All notes (readings, films, podcasts) are due before class on the day it is marked on the syllabus and must be uploaded to laulima before class. After that you can turn it in until Sunday of the week it was due for minus one point per article/film/podcast. After that, I will not accept it and the assignment will be closed. Labs can be turned in late up until the last day of class but there will be minus one point for each week it is late. Extra credit can be turned in until the last day of class.

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
1 What is Anthropology? 1/7-1/13	Monday Introductions, Scavenger Hunt Syllabus, Project Based Learning, What is Anthropology? Prezi Wednesday How do Anthropologists think?	Read: Monaghan and Just (2000) A Very Short Introduction, Wednesday, 2 points Miner, Horace (1956) Body ritual among the Nacirema. (Online) , Wednesday, 3 points
2 Ethnography and Culture 1/14-1/20	Monday- Ethnographic Methods Prezi Wednesday Concept of Culture Prezi	Read: Monaghan and Just (2000) Chapter 1: A dispute in Donggo: Fieldwork and Ethnography, Wednesday, 3 points Monaghan and Just (2000) Chapter 2: Bee Larvae and Onion Soup: Culture, Wednesday, 3 points Bohannon, Laura (1966) Shakespeare in the Bush. <i>Natural History</i> , 75(7), 28-33., Wednesday, 3 points Watch: Babies (2010) Dir. Thomas Balmes. Wednesday, 5 points Skin Stories: Available on Films on Demand on the UH Library Website. Ethnographic Video Library, 5 points
3	Monday	Read:

Environmental Anthropology and Sustainability 1/21-1-27	MLK jr Holiday- No Class Wednesday Environmental Anthropology Culture and the Environment	Orr, David. (1991) What is education for? Six myths about the foundations of modern education and six new principles to replace them. (online), Wednesday, 3 points Robbins, P., & Sharp, J. T. (2003). Producing and consuming chemicals: the moral economy of the American lawn. <i>Economic geography</i> , 79(4), 425-451., Wednesday, 5 points
4 Public Spaces, Urban Parks and National Parks 1/28-2/3	Monday Place and Space in Hawaii Prezi Wednesday Mountains and Parks as Public Spaces Create groups and organize research projects Assign: Ethnographic Lab 1. Participant Observation Guideline and Rubric	Read: 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. Monday, 5 points City Beautiful Movement . Wikipedia. 2 points National Parks . Wikipedia. 2 points Palmer (Proposal: in progress) Maui and makai: contests over public spaces in Hawaii , Wednesday 2 points Watch: How Accessible Should our Public Lands be? PBS Hawaii. Wednesday, 4 points
2/2	Extra Credit Hike	
5 Beaches as Public Spaces 2/4-2/10	Monday Beaches as Public Spaces Wednesday Discuss Participant Observations Assign: Ethnographic Lab 2: Interviews Guidelines	Read: Fiske, J. (1983). Surfalism and sandiotics: the beach in Oz culture. <i>Australian Journal of Cultural Studies</i> , 1(2), 120-149. Monday, 5 points Chapter? Westwick, P., & Neushul, P. (2013). <i>The world in the curl: An unconventional history of surfing</i> . Crown. Monday. 5 points Due: EL 1: Participant Observation, Sunday, 20 points
6 Colonialism and Ecological Change 2/11-2/17	Monday Production and Exchange: Colonialism and World Systems Prezi Wednesday Environment and Colonialism. Environmental History of Hawaii Discuss Interview Results	Read: Monaghan and Just (2000) Chapter 6: A Feast in Nuyoo: People and their Things, Monday, 3 points Moor (2016) On Trail: an exploration (selections) Monday, 5 points Due: Ethnographic Lab 2: Interviews, Sunday, 20 points
7 Media and	Monday President’s Day Holiday	Read: Miller, D (2014) Photography in the age of snapchat

<p>Popular Culture 2/18-2/24</p>	<p>Wednesday Media and Popular Culture Prezi Environment in Popular Culture</p> <p>Ethnographic Lab 3: Social Media Analysis Rubric and Guideline Social Media Depictions of Hawaii</p>	<p>(Online), Wednesday, 2 points</p> <p>Wikipedia: Digital Anthropology. Wednesday, 2 points</p> <p>Miller, D. (2018) The Anthropology of Social Media. Scientific American. Wednesday, 2 points</p> <p>Listen: When It Comes To Our Lives On Social Media, 'There's Always Another Story'. Hidden Brain Podcast. 3 points</p>
<p>8 Gender 2/25-3/3</p>	<p>Monday Mis(s)Representation (2011) Dir. Jennifer Newsom, 3 points</p> <p>Codes of Gender (2010) Media Education Foundation</p> <p>Wednesday Gender: the feminist critique Prezi</p>	<p>Read: Monaghan and Just (2000) Chapter 8: Nanuu Maria get hit by lightning: people and their selves, Wednesday, 3 points</p> <p>Ortner, Sherry (1972) Is female to male as nature is to culture? <i>Feminist Studies</i> 1(2): 5-31, Wednesday, 3 points</p> <p>Watch: The Mask You Live in (2015) Jennifer Newsom, Wednesday, 5 points</p> <p>Listen: The True Story of the Gender Pay Gap. Freakonomics Podcast. Wednesday, 4 points,</p>
<p>9 Society and Kinship 3/4-3/10</p>	<p>Monday Concept of Society Prezi Social Network Analysis</p> <p>Wednesday Kinship Prezi and Kinship Diagrams</p> <p>Discuss Media Analysis Results</p>	<p>Read: Monaghan and Just (2000) Chapter 3: A Brief Encounter: Society. Monday, 3 points</p> <p>Monaghan and Just (2000) Chapter 4: Sex and Blood Wednesday, 3 points</p> <p>Monaghan and Just (2000) Chapter 5: La Bose becomes Bakar: Caste, Class, Tribe, Nation, Wednesday, 3 points</p> <p>Due: EL 3: Media Analysis, Sunday, 20 points</p>
<p>10 Social Class Capitalism and Consumerism 3/11-3/17</p>	<p>Monday- Class Dismissed: How TV frames the working class (2005) Media Education Foundation. 3 points</p> <p>Wednesday Social Class Prezi</p>	<p>Read: Jung, M. K. (1999). No Whites, No Asians: Race, Marxism, and Hawai'i's Preemergent Working Class. <i>Social Science History</i>, 357-393. Wednesday, 5 points</p> <p>Watch: The Take: Occupy, Resist, and Produce (2004) Dir. Avi Lewis and Naomi Klein, Wednesday, 5 points</p> <p>The Story of Stuff. Dir. Louie Fox. Free Range Studios. Wednesday, 3 points</p>

3/18-3/24	Spring Break !!!!	
11 Race 3/25-3/31	<p>Monday History of Anthropology and Race Prezi</p> <p>Wednesday Ethnographic Lab 4: Survey Guidelines and Examples</p>	<p>Read: http://www.understandingrace.org, Monday, 4 points</p> <p>Rohrer, J. (1997). Haole Girl: Identity and White Privilege in Hawai'i. <i>Social Process in Hawaii</i>, 38, 138-61., Monday, 5 points</p> <p>Watch: PBS (2007) Brazil in Black and White: skin color and higher education. Monday, 5 points</p> <p>Listen: Rental Gymnastics. This American Life Podcast. Episode 512. Monday, 3 points</p>
12 Language 4/1-4/7	<p>Monday Language Prezi</p> <p>Wednesday Discuss Survey Results</p>	<p>Read: 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. Monday. 5 points</p> <p>Watch: John McWhorter (2013) txting is killing language. JK. Mark Pagel (2011) How language transformed humanity. Patricia Ryan (2010) Don't insist on english. TEDxDubai Monday, 2 points each TED talk</p> <p>Due EL 4: Survey, Sunday, 20 points</p>
13 Globalization, Tourism and Hawaii 4/8-4/14	<p>Monday Globalization Prezi</p> <p>Wednesday Tourism and the Environment in Hawaii Prezi</p>	<p>Read: Palmer (2014) Globalized Hawaii: images of Hawaii in Brazil. <i>Global Ethnographic</i>. Monday, 3 points</p> <p>Kaomea, J. (2000) A curriculum of aloha? Colonialism and tourism in Hawai'i's elementary textbooks. <i>Curriculum Inquiry</i>, 30(3), 319-344., Wednesday, 5 points</p> <p>Watch: Gringo Trails (2013) Dir. Pegi Vail, Wednesday, 5 points</p>
14 Sports, Games, and Play 4/15-4/21	<p>Monday Sports, Games, and Play Prezi</p> <p>Wednesday Media Analysis.</p>	<p>Read: 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 Monday, 5 points</p> <p>Watch:</p>

		White Wash (2011) Dir. Ted Woods, Monday, 5 points Trobriand Cricket (1975) Dir. Jerry Gildea and Gary Leach, Monday, 5 points
15 Medical Anthropology 4/22-4/28	Monday Medical Anthropology Prezi Wednesday Film: No Room in Paradise. Green Island Films. 3 points	Read: 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. Monday, 5 points. Martin, E. (1991). The egg and the sperm: How science has constructed a romance based on stereotypical male-female roles. <i>Signs: Journal of Women in Culture and Society</i> , 16(3), 485-501. Monday, 5 points Due: Media Analysis, 20 points, Sunday
16 Anthropology and Business 4/29-5/5	Monday Anthropology and Business Prezi Wednesday Final Wrap-Up, Discuss class content and structure.	Read: 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). Monday, 5 points Murray, G. F. (1987). The domestication of wood in Haiti: A case study in applied evolution. <i>Anthropological praxis</i> , 218. Monday, 4 points

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.*