

ANTH 152 Culture and Humanity- Anthropology of the Anthropocene Sustainability Focused

3 credits, CRN 62033, Online

INSTRUCTOR: Christian Palmer

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Aloha Kākou. Welcome to Cultural Anthropology! We are living at a time when the human species is modifying the planet's climatic systems and ecological system at an unprecedented rate. To understand these changes and think about solutions, we need to understand the culture, politics, and society of the species responsible (us). This course will use anthropological perspectives to think about our personal and social relationship with the environment locally and globally. In this course we will also learn about different cultures from around the world and cultural diversity 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. I am excited to be teaching this course and look forward to learning from your ideas and perspectives.

He ali'i ka 'āina; he kauā ke kanaka.
The land is a chief; man is its servant.

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. Identify how cultural perspectives and social norms are socially and historically constructed.
2. Apply anthropological perspectives to critically analyze current social issues.
3. Describe anthropological research methodologies and collect and analyze ethnographic data.
4. Apply anthropological perspectives and research methods to careers and research outside of the discipline.

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.

He lawai`a no ke kai papa`u, he pokole ke aho; he lawai'a no ke kai hohonu he loa ke aho.
A fisherman of shallow seas uses a short line; a fisherman of the deep sea uses a long line.

COURSE ASSIGNMENTS AND GRADING

The course's 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 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 assignments are available on [laulima>resources](#).

POINTS AND GRADING

<i>Assignments</i>	<i>Points</i>	<i>Total</i>	<i>Grade Scale</i>	
Online Forums	30 per week x 5 weeks	150	A B C D F	630-700 560-629 490-559 420-489 0-419
Challenges	25-50 points per	300		
Homework Notes	50 points x 5 week	250		
Book Report	100 per	100		
Course Evaluation	5	5		
Office Hours	5 per visit	15		

Online Forums/Attendance and Participation: Every week there will be an online forum every week. You must post 600 words each week with at least five different posts in response to the any of the three modules for that week.

Challenges: There are a series of 10 challenges that accompany the textbook and are designed to get you to learn more about anthropological methods and ways of seeing the world. More information about these are available on the anth101.com website. If you go above and beyond for any of these challenges extra credit is also available.

- Challenge 1: [Talk to Strangers](#) 25 points
- Challenge 2: [Fieldwork of the Familiar](#) 25 points
- Challenge 3: [Try Something New](#) 25 points
- Challenge 4: [Word Weaving](#) 25 points
- Challenge 5: [The UnThing Experiment](#) 25 points
- Challenge 6: [Get Uncomfortable](#) 50 points
- Challenge 7: [Other Encounters](#) 25 points
- Challenge 8: [Global Connections](#) 25 points
- Challenge 9: [Meaning Making](#) 25 points
- Challenge 10: [Your Manifesto](#) 50 points

A ka hana ka 'ike.
In working one learns.

Homework Notes: Much of the learning for the course will happen through the prezi presentations, 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. More instructions and a rubric are [available here](#). These notes cannot be turned in late but for many weeks there are more points available than needed so you can always do more than required fifty points a week for extra credit. These notes will be handed in on a shared google doc in google classroom.

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 page book report that summarizes the book and discusses it in relation to the ideas of the course. DO NOT READ any online reviews about the book. This generally leads to plagiarism in which students use the online reviews to write their book reports. See policy on plagiarism below. These should be handed in by the last day of class. You can do one ethnography for the course.

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.

Office Hours: I like to get to know students outside of class. If you come to talk to me during office hours then 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 five points every time you come to office hours (in person or virtually) up to 15 points. You cannot get points for office hours during the last week of classes. You can sign up for office hours [here](#).

LATE WORK POLICY

All notes (presentations, readings, films, podcasts) and challenges are due on Sunday at 11:55 pm. After that, I will not accept them and the assignment will be closed. If you miss points for one week, there are always extra credit homework notes you can do to make up the points in the next few weeks.

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 the internet, print, or any 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.

LEARNING RESOURCES

Wesch, Michael. (2018). *The Art of Being Human: A Textbook for Cultural Anthropology*. New Prairie Press. (available [online access](#) or you can purchase a hard copy online).

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

Podcasts are available for free online.

Films are available for streaming, borrowing, or watching on a variety of platforms. Because their availability is constantly changing and dependent on which platforms you have access to I recommend the website [justwatch.com](#) to find out where films are available. You do not need to rent or purchase films to do well in the course, there are a lot of other ways to accumulate points. These are provided as options for those who are interested.

E kaupē aku nō i ka hoe a kō mai.
Put forward the paddle and draw it back.

WEEKLY SCHEDULE

Monday-Thursday: Look over Prezi, Read assignments, watch videos

Thursday-Sunday: Post Forums

Sunday: Post homework notes and respond to other students forums, submit challenges

SCHEDULE OF CLASSES, READINGS AND ASSIGNMENT

WEEK 1. May 23-29

Module 1: Anthropology of the Anthropocene

What is Anthropology? [Prezi](#) 5 points

Anthropology in the Anthropocene [Prezi](#) 5 points

Module 2: Ethnography

Ethnographic Methods [Prezi](#) 5 points

Module 3: Culture

Concept of Culture [Prezi](#) 5 points

Read:

Wesch, M. PDF. Dear Student.p 1-8. WEB. [Introduction: an invitation to Anthropology](#). 5 points

Lesson 1: Fieldwork; Question, connections, and Trying New Things p 9-27. [Chapter 1. 10](#) points

Miner, Horace (1956) Body ritual among the Nacirema. ([Online](#)) 5 points

Wesch, M. [Lesson 2](#). Culture. p 28-63. WEB 2.1 The Anthropological Perspective: the art of seeing and 2.2

Growing up Among the Nacirema. 10 points

Bohannon, Laura (1966) Shakespeare in the Bush. *Natural History*, 75(7), 28-33. 10 points

Post:

Introduction to laulima 5 points

Online Forum Discussion 30 point

Homework Notes 50 points/30 extra credit

Challenge 1: Talking to Strangers. 25 points

Challenge 2: Fieldwork of the Familiar. 25 points

Extra Credit 30 points

Watch:

[Stranger Abroad: Off the Verandah](#). 60 min. 10 points

[Skin Stories](#): 56 min. Also Available on Films on Demand on the UH Library Website. Ethnographic Video Library, 10 points

Listen:

Episode 1: Professors Night Out (62 min). 10 points

WEEK 2. May 30th-June 5

Module 4: Evolution

Human Evolution [Prezi](#) 5 points

Module 5: Language

Language [Prezi](#) 5 points

Module 6: Our tools and us: new and old media

Media and Popular Culture [Prezi](#) 5 points

Read

Wesch, M. PDF [Lesson 3](#), p 64-105 WEB 3.1 Human Evolution and 3.2 The (Un)Making of the Modern Body: reclaiming our human potential. 10 points

Wesch, M. PDF [Lesson 4](#), The Power of Language 106-129. WEB 4 The Power of Language. 10 points

Wesch, M. PDF [Lesson 5](#), Infrastructure p. 130-169. WEB 5.1 Tools and their humans and 5.2 Mediated Cultures. 10 points

Miller, D. (2018) [The Anthropology of Social Media](#). Scientific American. 5 points

Post:

Online Forum Discussion 30 point

Homework Notes 50 points/55 extra credit

Challenge 3: Try something new. 25 points

Challenge 4: Word Weaving. 25 points

Challenge 5: The Unthing Experiment. 25 points

Extra Credit 53 points

Watch:

Mankind Rising: Where do humans come from (42 minutes) 10 points

[Grammar of Happiness](#) (2012) 60 min. 10 points

John McWhorter (2013) [twerking is killing language. JK](#). 5 points

An Anthropological Introduction to Youtube. 55 min. 10 points

Listen:

Words: Radio Lab. 57 min. 10 points

[When It Comes To Our Lives On Social Media, 'There's Always Another Story'](#). Hidden Brain Podcast. 10 points

WEEK 3. June 6-12

Module 7: Environmental Anthropology

Environmental Anthropology [Prezi](#). 5 points

Module 8: Colonialism and Ecological Change

Production and Exchange: Colonialism and World Systems [Prezi](#) 5 points

Environment and Colonialism. Environmental History of Hawaii [Prezi](#) 5 points

Module 9: Individuals, Society, and Kinship

Concept of Society [Prezi](#) 5 points

Kinship [Prezi](#) 5 points

Read:

Palmer, C. (2017) [Culture and Sustainability: Environmental Anthropology and the Anthropocene](#). In: Perspectives: an open invitation to Cultural Anthropology. 2nd. Ed. 10 points.

Orr, David. (1991) What is education for? Six myths about the foundations of modern education and six new principles to replace them. ([online](#)), 5 points

Wesch, M. PDF Lesson 6: Social Structure. pp 170-195 WEB [6.3 Love in Four Cultures](#). 10 points

Post:

Online Forum Discussion 30 point

Homework Notes 50 points/ 30 points extra credit

Challenge 6: Get Uncomfortable. 50 points

Extra Credit 30 points

Read:

Robbins, P., & Sharp, J. T. (2003). Producing and consuming chemicals: the moral economy of the American lawn. *Economic geography*, 79(4), 425-451. 15 points

Moor (2016) On Trail: an exploration (selections) 15 points

WEEK 4. June 13-19

Module 10: Gender and Nature

Gender [Prezi](#) 5 points

Module 11: Race and Environmental Justice

Anthropology and Race [Prezi](#) 5 points

Module 12. Religion and Morality

[Religion Prezi](#) 5 points

Read:

Wesch, M. PDF [Lesson 6](#). Becoming ourselves. p 191-205 WEB [6.1 How Reality gets realized: "Making Gender"](#) 5 points

Wesch, M. PDF Race as a Biocultural Construct p 206-212 WEB 6.2 [Race as a Bio-cultural Construction](#). 5 points

Wesch, M. PDF [Lesson 7](#). Superstructure. p 214-270 WEB. 7.1 Big Questions about morality. 7.2 How to stop hating and the dynamics of ..7.3 Religion and the Wisdom of the World. 10 points

Ortner, Sherry (1972) Is female to male as nature is to culture? *Feminist Studies* 1(2): 5-31, 10 points

<http://www.understandingrace.org>, 5 points

Post:

Online Forum Discussion 30 point

Homework Notes 50 points/45 extra credit

Challenge 7: The Other Encounter. 25 points

Extra Credit 45 points**Read:**

Rohrer, J. (1997). Haole Girl: Identity and White Privilege in Hawai'i. *Social Process in Hawaii*, 38, 138-61. 15 points

Watch:

The Mask You Live in (2015) Jennifer Newsom, 90 min. 15 points (Kanopy- free)

[Mis\(s\)Representation](#) (2011) Dir. Jennifer Newsom, 90 min. 15 points

WEEK 5. June 20-26**Module 13: Globalization, Social Class**

Globalization [Prezi](#) 5 points

Social Class [Prezi](#) 5 points

Module 14: Globalization, Tourism, and Hawaii

Tourism and the Environment in Hawaii [Prezi](#) 5 points

Module 15. Applied Anthropology

Anthropology and Business [Prezi](#) 5 points

Anthropology of Science and the Body [Prezi](#) 5 points

Read:

Wesch, M. [Lesson 8](#): Globalization p. 272-305. WEB 8 Globalization: How does the world work? 10 points

Wesch, M. [Lesson 9](#): The Good Life. p 306-334. WEB 9.1 "The Good Life" and 9.2 The Power of Storytelling. 10 points

Wesch, M. PDF [Lesson 10](#). The Art of Being Human p 336-356. WEB 10 There are no accidents. The Paul Farmer Story. and Epilogue: If Paul Farmer is the model, we're #@'d/Golden. 5 points

Post:

Online Forum Discussion 30 point

Homework Notes 50 points/Extra Credit 120 points

Challenge 8: Global Connections/Make a Connection. 25 points

Challenge 9: Meaning-Making/Hero Story. 25 points

Challenge 10: Your Manifesto. 50 points.

Extra Credit 118 points**Read:**

Palmer (2014) Globalized Hawaii: images of Hawaii in Brazil. *Global Ethnographic*. 10 points

Morais, R. J., & Malefyt, T. D. W. (2010). How Anthropologists Can Succeed in Business: Mediating Multiple Worlds of Inquiry. *International Journal of Business Anthropology*, 1(1). 10 points

Murray, G. F. (1987). The domestication of wood in Haiti: A case study in applied evolution. *Anthropological praxis*, 218. 10 points

Jung, M. K. (1999). No Whites, No Asians: Race, Marxism, and Hawai'i's Preemergent Working Class. *Social Science History*, 357-393. 15 points

Kaomea, J. (2000) A curriculum of aloha? Colonialism and tourism in Hawai'i's elementary textbooks. *Curriculum Inquiry*, 30(3), 319-344., 15 points

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. *Social Problems*, 155-173. 15 points

Watch:

[The Story of Stuff](#). Dir. Louie Fox. Free Range Studios. 5 points
Planet Money make a T-Shirt (5parts) 15 minutes. 5 points
Stealing Africa: WHY Poverty: 60 min. 10 points.
[No Room in Paradise](#). 15 points

Listen:

Joseph Campbell and the Power of Myth. 60 min. 10 points.

WEEK 6. June 27-July 1st Finals Week

Complete Challenge 9-10

Extra Credit for Week 5

BASIC NEEDS

Basic needs include food and housing, childcare, mental health, financial resources and transportation, among others. Student basic needs security is critical for ensuring strong academic performance, persistence and graduation and overall student well being. If you or someone you know are experiencing basic needs insecurity, please see the following resources: [UH System Basic Needs](#).

STUDENT SERVICES

There is a wide variety of support services available for students at WCC. These range from career counseling to help with your computer. There is also a speech center that can help with presentations and a writing center that can help with your written assignments for the course. Please take advantage of these services to support your educational journey. More information can be found here.

<https://windward.hawaii.edu/onestop/>

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 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 the Mental Health & Wellness Office at 808-235- 7393 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, Karla K. Silva-Park, at 808-235-7468 or karlas@hawaii.edu.

