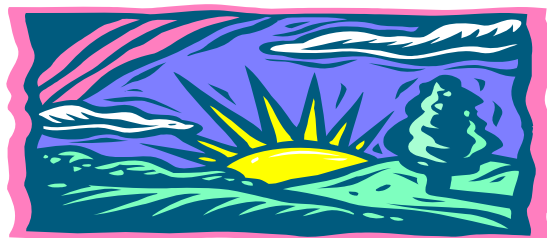


A Seminar in ANT 308W Cultural Anthropology



A Seminar in ANT 308W Cultural Anthropology (3 Credits)

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Seminar Description. This interdisciplinary studies seminar is an anthropological investigation of the meaning, content, and acquisition of the ways of thinking, doing, and behaving as individuals in society. The seminar is designed to create awareness and understanding of, and an appreciation for, other cultures and ethnic groups and to introduce students to anthropological methods and theory.

Anthropology, like its study, humankind, is a tremendously diverse subject that provides a richness of information and an excitement in learning for students. (Actually, it's kind of a kick!) This seminar is designed to present to seminar participants a coherent and meaningful introduction to the field of cultural anthropology and to provide the basic insights into the field that, in the opinion of many, a thoughtful student ought to have as part of a liberal education. These include not only facts and theories but, most importantly, the anthropological attitude of a commitment to understanding and appreciating cultural diversity.

The seminar presentation is a synthesis of sociological and anthropological perspectives covering a wide range of topics that comprise the field of anthropology. Because our primary topic is cultural anthropology, we develop our knowledge of anthropology by building systematically from one concept to the next, focusing, for the most part, exclusively on the various aspects of culture. We examine the role of culture as a symbolic system that guides and gives meaning to human life and as a mechanism for human adaptation to the natural and social environments.

In addition to lecture, class discussion, video and film presentations, and assigned readings in the textbook, the seminar is complimented by several reading selections from Anthropology: Annual Editions, 06/07. These selections introduce seminar participants to a wide range of literature and journal articles organized topically around major areas of study within cultural anthropology: anthropological perspectives; culture and communication; the organization of society and culture; other families, other ways; sex roles and statuses; religion, belief, and ritual; and sociocultural change: the impact of the West. These selections present issues in new perspectives as accepted theories and viewpoints are called into account by new events, recent discoveries change old facts, and fresh debate breaks out over important controversies. The current material in the selected articles helps bridge the gap between principles and theories and the real world. These articles enable seminar participants to compare and contrast issues applying concepts learned in the seminar.

As noted, participants in the seminar will be involved in scholarly dialogue and class discussions; will make oral presentations on selected topics to the class using Anthropology: Annual Editions, 06/07; will each prepare a journal of reflections regarding assigned readings, presentations, and discussions. Grading will encompass class attendance; participation in class discussion, and the degree of preparedness for each class session; the quality of oral presentation(s) in terms of content and preparedness; and the quality of the written work in terms of content, concept or theory development. Critical thinking, writing, and the sharing of experiential knowledge by students are stressed.

Seminar Goals. The goals of the seminar are, then, first, to create the awareness, understanding, and appreciation for other cultures and ethnic groups and for diversity. Also, a goal is to introduce students to anthropological methods, concepts, and theory and to meet the seminar learning objectives.

Seminar Outline. The seminar is organized around selected groups and societies (or cultures) and a well-defined ethnographic framework. This ethnographic framework helps students develop an understanding of the interaction or correlation between physical environment and social context for members of the societies being studied. Within this ethnographic framework, specific cultural and social areas of study include: The Concept of Culture; Symbolizing and Language; Social Organization; Marriage and Family; Family Organization and Life Cycle; Kinship and Non-Kin Organizations; Economic Organization; Technology and Subsistence Systems; Law and Social Control; Politics; Art; Personality; Religion; and Sociocultural Change.

The central focus is the investigation of adaptive strategies these selected groups and societies employ as means for survival and to enhance their lives within their physical environment and social settings. The theme for the seminar is the comparison of these selected cultural, social, and ethnic groups. Subject reference groups studied by the class include Plains Indians, the Hutterites, the Bushman, "youth gangs" in North American cities, and persons living in small, rural communities in Nebraska and Iowa. Each participant in the seminar will additionally select readings from Anthropology: Annual Editions, 06/07, focusing on specific anthropological areas or topics of a particular cultural group or society.

Utilizing the ethnographic framework for cultural studies, we will each class session compare specific cultural and social characteristics looking for similarities and differences relating to the noted characteristics between our class reference groups and those of the groups in the selected articles. The seminar involves a great deal of discussion as we seek an understanding of these characteristics. Films and videos are incorporated into the seminar as an effort to provide visual and graphic approaches to assist in understanding cultural and social phenomena we are studying and discussing. These video aids focus on traditional societies, such as the Lakota, showing the effects of the social and natural environments and of strategies that evolved within their culture that helped them survive within the marginal habitat of their respective areas. Very important, these video aids provide insights into sociocultural change resulting from pressures on the societies from contact with European cultures (the West), modernization and technological advances, and the shrinking of their domain.

The ethnographic focus for the investigation of the each culture takes into account general background information of the area and people being studied. Specific topics include salient features of the area's:

1. geology;
2. climate;
3. flora and fauna;
4. history, including both written and archaeological source materials and knowledge, as well as available information from linguistics and physical anthropology; and
5. demography.

The entire seminar is designed to provide a continuity of study. Because this seminar is directed to the non-social science major for whom this may be the only holistic exposure to the social sciences, our approach is to present a total ethnographic picture. That is, to allow the student to enter the seminar and be gradually exposed to this broad field of study so the student can experience the vast richness of human variation within a classroom environment that stresses and encourages critical thinking.

Seminar Learning Objectives. Through intellectual dialogue and critical evaluation of seminar materials and other sources of information, at the seminar conclusion, each participant should:

1. comprehend the holistic nature of anthropology and the breadth of its content, especially the field of study relating to cultural anthropology;
2. understand major anthropological theory and methods of investigation, to include ethical considerations;
3. understand the concept of culture, in terms of both ideology and technology, as well as how different cultures respond to and influence each other;
4. understand the importance of culture as it relates to human survival, adaptation to the physical and social environments, and the infrastructural components of human social life;
5. master an understanding of the functional prerequisites every group or society must have in order to survive;
6. understand the ways in which meaningful systems of social life develop beyond the basic needs of mere coping and survival;
7. understand the superstructure of culture, the realm of symbolism, communication, religion, the role of culture in human personality, and aesthetics;
8. understand the process of cultural change and the diversity of contemporary ways of life;
9. understand and be able to apply the critical thinking perspective to the evaluation of anthropological concepts and theory; and
10. master the practical application of cultural anthropological theory and concepts to everyday, real life situations.

Required Texts. Students are expected to have the following text and reader for the seminar:

Lenkeit, Roberta Edwards. *Introducing Cultural Anthropology, 2/e.* McGraw-Hill, Inc., 2004.

Anthropology: Annual Editions 06/07 and older. Dushkin Publishing Group, Inc. **The instructor will provide copies of ANNUAL EDITIONS for students. Pick them up in the office after May 31st.**

Evaluation of Learning Objectives. Seminar participants will be evaluated to determine whether or not the learning objectives are achieved through class discussion, oral presentation, and the application of anthropological theory and concepts in a journal. Preparation for each seminar session is essential if these objectives are to be met. In this regard, staying current in the assigned readings is very important.

Before the seminar, it is important to read ahead in the seminar text. During the week of the seminar sessions it is difficult to read each night after classes. Also, pick out one of the articles listed on the next page; read it, and prepare a short presentation discussing its main points. This process is described on pages 4 and 5 of this syllabus.

Seminar Session Outline:

Read and become familiar with the text, "Cultural Anthropology: Understanding Ourselves and Others."

There are older ANNUAL EDITIONS copies in the bookstore for you to borrow to use during the seminar. The following articles are examples of articles from ANNUAL EDITIONS:

- **Doing Fieldwork Among the Yanomamo**, Napoleon A. Chagnon, *from Yanomamo: The Fierce People*, Holt, Rinehart, and Winston, 1992.
- **Language, Appearance, and Reality: Doublespeak in 1984**, William D. Lutz, *Et Cetera*, Winter 1987.
- **Battle of the Bones**, Robson Bonnichsen and Alan L. Schneider, *The Sciences*, July/August 2000.
- **Napoleon Chagnon's War of Discovery**, Michael D'Antonio, *Los Angeles Times Magazine*, January 30, 2000.
- **The One-Child, Maybe-One-More Policy**, Karin Evans, *from The Lost Daughters of China*, Tarcher/Putnam 2000.
- **Where Fat Is a Mark of Beauty**, Ann M. Simmons, *Los Angeles Times*, September 30, 1998.
- **Lightning Sickness**, Winifred L. Mitchell, *Natural History*, November 1993.
- **Holy Wars**, Neil de Grasse Tyson, *Natural History*, October 1999.
- **Care for a Dying Continent**, Carol Ezzell, *Scientific American*, May 2000.

On each page of the outline, for each seminar session, ANNUAL EDITIONS' articles are listed. Select one of the listed ANNUAL EDITIONS' articles for your oral presentation. These are listed under each session starting with Session Two. Send the name of your selected article to me via e-mail at:

gerry.allen@doane.edu

Read and become familiar with the article. Prepare an outline of the article to be a handout to pass out to the other seminar participants when you present your oral presentation. Presentations for selected articles should be given during the session as listed on this seminar outline.

First Week in June 2008

During June and July, read the assigned text and enter your reflections for each chapter in your Seminar Journal. Especially address what you see as the main points of each chapter. During the weeklong seminar, you will add reflections on materials and discussions from seminar in the Journal.

The completed Journal is due by August 15th.

Seminar Requirements and Evaluations (Grading):

1. Attendance and participation in classroom discussions. This includes being prepared to discuss assigned readings, handouts, films and videos, etc. Thirty points toward the final grade will be based on participation and attendance. After reading the syllabus, you can understand that attendance is important to take full advantage of all the learning opportunities of this seminar. In-class discussions and input from students are stressed in this seminar, thus, class attendance is important. This is an academic effort that involves learning and sharing. If you know in advance that you must miss a class, speak to me so that I can give you assignments to make-up the absence. One absence can be made-up. Two absences will result in the loss of 10 points, plus will require make-up work. If you anticipate more than two absences, please enroll for the seminar at a time more convenient to your schedule.
2. Oral Presentations in class on the assigned selected articles (See Seminar Outline). A 10-15 minute report on the reading. Summarize and evaluate (critically evaluate) the material, stressing the major points, give your comments on the issues and be prepared to discuss material and answer questions. End your report with your reactions to the material.

Participants will select their article(s) to present during the registration period. Take time to read the articles--ask questions in ample time before the presentation if you do not understand the article--and prepare and handout a 1-2 page outline, with a copy for each participant in the class. Do not read a written report, but summarize in some detail in your own words. Each oral presentation is worth 30 points. Each participant will make at least one presentation--additional presentations are bonus points. Other participants should take notes during the presentations.

Oral Presentations will be graded using the following criteria:

- a. Organized (Material fits together and flows well)
- b. Delivery (Other participants, including instructor, remain awake)
- c. Concise (To the point)
- d. Clarity (Understandable)
- e. Stimulating (Raise discussable issues)
- f. Digested (Able to explain in own words)
- g. Outside material (Use personal/job experiences to illustrate ideas in article/reading)
- h. Evaluation (Analysis of article/reading and comments)

3. Journal. Seminar participants will maintain a journal of their thoughts, insights, and reflections to assigned readings, seminar discussions, videos, and outside cultural visits. The journal is worth 60 points and is due one week after the final seminar session.

Grading Scale:	Possible Points:	
100-97=A+	Journal	60 points
96-94=A	Oral Presentation	20 points
93-90=A-	Attendance/	
89-87=B+	<u>Participation</u>	<u>20 points</u>
86-84=B	Total Points	100 points
83-80=B-		
79-77=C+		
76-74=C		

5. Academic Integrity Policy. The Doane College Academic Integrity Policy will be adhered to in this class. All projects and tests will represent your own work. The use of other's ideas and words shall be properly cited. Please ask if you are unsure as to how or what a proper citation of a source is.

This is key!
Critical Thinking.

Remember, in seeking the elusive truth, we have two basic questions to ask:

How do you know?... What does it mean?

I hope that you will enjoy this learning journey.

Course Session Outline:

Reading Assignment: Chapter 1: Anthropology: A Definition
(Read prior to class)

Session One.

1. Introduction and explanation of the course and learning expectations.
2. Discussion of course requirements and assignments.
3. Introduction of course participants.
4. LECTURE: Cultural Anthropology Defined: Seeking a Better Understanding of Cultural Diversity Using Scientific Methods.

Topics Include: Describe the goals of anthropology.
Introduce the scope and subfields of anthropology.
Delineate how anthropology is unique.
Explain how anthropology is a scientific discipline.
Explain the background preparations for doing ethnographic fieldwork.
Describe the ethical standards that govern the fieldworker.
Describe the methods employed by fieldworkers and associated problems.
Discuss some of the challenges associated with fieldwork.

5. VIDEO: "Cultural Diversity in South Africa." Tourism Bureau of South Africa, 1991.
 - a. The old question: Nature vs. Nurture? (Handout article)
 - b. Critical thinking skills (Handout)
6. ORAL PRESENTATIONS (Anthropological Perspectives):
 1. Chagnon, Napoleon A. "Doing Fieldwork Among the Yanomamö." From Yanomamö: The Fierce People. Holt, Rinehart, & Winston, 1992.

Note: The instructor will provide examples of presentation outlines during this class session so that participants can get an understanding of what is expected. See Course Requirements and Evaluations (Grading).

7. LEARNING OBJECTIVES ADDRESSED: 1, 2, 3, & 9
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Reading Assignment: Chapter 2 Culture
(Read prior to class) Chapter 3: Biology and Culture: Race and Gender
Chapter 4: Culture, Personality, and Psychological Process

Session Two.

1. LECTURE: The Art of Survival: Mostly a Matter of Adaptation; Making Sense Out of the Ordinary...
Topics Include: Explain how anthropologists define culture.
Delineate important aspects of culture.
Discuss subcultures, ethnic groups, and race.
Describe culture in the subfields of anthropology.
Critique the concept of culture.
Sex and Gender
Environmental Diversity
Biological and Cultural Adaptation.
Distinguish between sex and gender cross-culturally.
Delineate factors affecting gender roles cross-culturally.
Give an overview of the variations in gender roles.
Explore human sexual behavior from a comparative perspective.
Family Sex and Gender Diversity in Male and Female Roles Gender and Religion
Third and Fourth Genders Gender, Power, and Honor
Women's Rights as Human Rights
2. VIDEO: "The Moroccan Harvest." NETV, 1990.
3. Discussion: Functional Prerequisites ~ Natural Environments ~ Carrying Capacity ~ Subsistence Strategies
4. ORAL PRESENTATIONS (Anthropological Perspectives):

1. "Doctor, Lawyer, Indian Chief." Richard Kurin, *Natural History*, November, 1980.

Presenter: _____

2. "Eating Christmas in the Kalahari." Richard Lee, *Natural History*, December, 1969.

Presenter: _____

3. "The Naked Truth," Roger L. Welsch, *Natural History*, August, 1993 (Instructor Has)

Presenter: _____

8. LEARNING OBJECTIVES ADDRESSED: 2, 3, 4, 5, 6, 9, & 10

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Reading Assignment: Chapter 4. Language and Culture
(Read prior to class) Chapter 13: Environment, Adaptation, and Subsistence
Chapter 12: The Economic System

Session Three.

- 1 LECTURE: Born to Be...I Know Who I Am; Communicating, Adapting, and Surviving.
Topics Include: Describe how anthropologists study language.
Discuss the relationship between language and culture.
Distinguish between human and nonhuman systems of communication.
Describe how nonverbal communication supplements verbal communication.
Human Communication Nonverbal Communication Language
The Structure of Language Linguistic Relativity Changes in Language
Language Families Language Politics
Identify food-procurement strategies ~ framework of an evolutionary-ecological paradigm.
Examine the adaptive strategy of technology.
Identify the adaptive strategies common to foraging.
Identify the adaptive strategies common to horticulture and pastoralism.
Identify the adaptive strategies common to agriculture.
Subsistence Adaptations and the Environment
Definition of Economic Systems Production: The Control and Use of Resources
Distribution Consumption Social Agents of Economic Control Gender and Politics
Theory of Political Orders Social Control: The Imposition of Order
The Resolution of Internal/External Conflict

2. Discussion: Functional Prerequisites ~ Natural Environments ~ Carrying Capacity ~ Subsistence Strategies

3. Video: "The Hunters, Part I".

4. Discussion of video.

5. ORAL PRESENTATIONS (The Organization of Society and Culture):
 1. "The Blood in Their Veins," Farley Mowat, from The Snow Walker, Little, Brown, & Company, 1975.

Presenter: _____

 2. "Mystique of the Masai," Etagale Blauer, *The World*, March 1987.

Presenter: _____

 3. "An Unsettled People," Amy Seidman, *The World & I*, June 1993.

Presenter: _____

 4. "The Initiation of a Maasai Warrior," Tepilit Ole Saitoti, from The Worlds of a Maasai Warrior, Random House, 1986.

Presenter: _____

6. LEARNING OBJECTIVES ADDRESSED: 3, 4, 5, 6, 7, 9, & 10
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Reading Assignment: Chapter 10: Marriage, Family and Household
(Read prior to class)

Session Four.

1. LECTURE: Getting Together, Making a Family: Living the Good Life.
Topics Include: Describe marriage rules found across cultures.
Describe marriage forms and their functions.
Examine mate choice and marriage finance.
Describe types of families and their functions.
Describe residence patterns and their functions.
Marriage Marriage Choice Negotiating Marriage Post martial Residence
Family Sex and Gender Diversity in Male and Female Roles Gender and Religion
Third and Fourth Genders Gender, Power, and Honor
Women's Rights as Human Rights
 2. VIDEO: "Dadi's Family." Odyssey, 1984.
 3. Discussion of video relative to lecture.
 4. Discussion of the status of women in modern and traditional societies.
 5. ORAL PRESENTATIONS (Other Families, Other Ways):
 1. "Death Without Weeping." Nancy Scheper-Hughes, *Natural History*, October, 1989.
Presenter: _____
 2. "When Brothers Share a Wife," Melvyn C. Goldstein, *Natural History*, March 1987.
Presenter: _____
 3. "Young Traders of Northern Nigeria," Enid Schildkrout, *Natural History*, June 1981.
Presenter: _____
 4. "The Global War Against Women," Lori Heise, *The Washington Post*, April 9, 1989.
Presenter: _____
 6. Review Journals.
 7. LEARNING OBJECTIVES ADDRESSED: 3, 4, 5, 6, 7, 9, & 10
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Reading Assignment: Chapter 8: Social Organization
(Read prior to class) Chapter 9: The Life Cycle

Session Five.

1. LECTURE: Getting Together, Making a Family: Living the Good Life.
Topics Include: Describe and analyze the functions of kinship.
Describe and discuss the types of descent systems found around the world.
Explain the functions of associations based on descent.
Discuss the cross-cultural patterns of kinship terminology.
Organizational Patterns Biological Traits and Social Statuses Kinship
The Life Cycle Descent Rules Kinship Terminology Fictive Kinship
 2. Discussion: Lecture topics.
 3. Video: "The Native Americans - People of the Northeast." Turner Broadcasting, 1996.
 4. Discussion: Economic and political similarities or differences between groups in film.
 5. Discussion: Lakota and other Plains Peoples' land use and political organization.
 6. ORAL PRESENTATIONS (The Organization of Society and Culture):
 1. "Too Many Bananas, Not Enough Pineapples, and No Watermelon at All: Three Object Lessons in Living With Reciprocity," David Counts, from The Humbled Anthropologist: Tales From the Pacific, Wadsworth Publishing, 1990.

Presenter: _____
 2. "Understanding Eskimo Science," Richard Nelson, *Audubon*, September/October 1993.

Presenter: _____
 3. "Life Without Chiefs," Marvis Harris, *New Age Journal*, November/December 1989.

Presenter: _____
 7. LEARNING OBJECTIVES ADDRESSED: 3, 4, 5, 6, 7, 9, & 10
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Reading Assignment: Chapter 11: The Political System
(Read prior to class) Chapter 6: Religion and Culture

Session Six – Seven.

1. LECTURE: Communicating the Meaning of Life.
Topics Include: Examine concepts used in the cross-cultural study of political systems.
Describe the cross-cultural forms of political organization.
Describe social stratification in societies.
Explore societal approaches to social control.
Language Politics Gender and Politics
Theory of Political Orders Social Control: The Imposition of Order
The Resolution of Internal/External Conflict
Define the supernatural world as it is viewed cross-culturally
Discuss why people develop belief systems
Describe the functions of supernatural belief systems and practice
Describe the common types of beliefs found in most cultures:
Supernatural beings and forces
Describe supernatural practices and types of practitioners
The Definition of Religion
Ideology in Religion Ritual in Religion The Social Organization of Religion
Religious Changes Why are People Religious?
2. FILM: "The Hutterites: To Care or Not To Care."
3. Discussion of film relative to lecture.
4. Discussion: The importance of symbolism and ritual.
5. ORAL PRESENTATIONS (Culture and Communication --Religion, Belief, and Ritual):
 1. "A Cross-Cultural Experience: A Chinese Anthropologist in the United States," Huang Shu-min in, Distant Mirrors: America as a Foreign Culture, Wadsworth Publishing, 1993.

Presenter: _____
 2. "Language, Appearance, and Reality: Doublespeak in 1984," William D. Lutz, *Et Cetera*, Winter 1987.

Presenter: _____
 3. "Shakespeare in the Bush," Laura Bohannon, *Natural History*, August?September 1966.

Presenter: _____
 4. "Psychotherapy in Africa," Thomas Adeoye Lambo, *Human Nature*, March 1978.

Presenter: _____
 5. "The Secrets of Haiti's Living Dead," Gino Del Guercio, *Harvard Magazine*, January/February 1986.

Presenter: _____
6. LEARNING OBJECTIVES ADDRESSED: 3, 4, 5, 6, 7, 9, & 10
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Reading Assignment: Chapter 7: Aesthetics and Culture
(Read prior to class)

Session Six - Seven.

1. LECTURE: Our Culture is the Best, and We're the Best Looking, Too.
Topics Include: Delineate the parameters of human expression.
Describe the earliest known human expressive images from the Upper Paleolithic period.
Present a sample of aboriginal and contemporary expressive forms:
Carver's art, textile art and music.
Explore the functions of these human expressions.
Culture and Personality Psychological Anthropology Personality Art Forms
Inadequate Role Playing Cultural Shaping of Altered States of Consciousness
Mental Disorders and Culture Causes of Mental Disorders The Functions of Art
The Relativity of Aesthetics The Aesthetic Experience and Expressive Culture
2. Discussion relative to the lecture--personal experiences.
3. VIDEO: "In White Man's Way." NETV, 1991.
4. Discussion of video relative to lecture...persistence of culture?
5. FILM: The Great Plains Experience: The Lakota." NETV, 1984.
6. Discussion: How do we explain such economic and social change and psychological distress?
7. Discussion --- Bringing the course together --- How can cultural anthropology explain human behavior?
 - a. Critical re-evaluation....How Do You Know? What Does It Mean?
 - b. Are there simple answers to complex issues?
 - c. Facts vs. Opinions; Science vs. Rhetoric?
8. ORAL PRESENTATION (Ritual, Belief, and Ritual -- Sociocultural Change: The Impact of the West):
 1. "Rituals of Death," Elizabeth Purdum and J. Anthony Paredes, from Facing the Death Penalty: Essays on a Cruel and Unusual Punishment, Temple University Press, 1989.

Presenter: _____
 2. "Body Ritual Among the Nacirema," Horace Miner, *American Anthropologist*, June 1956.

Presenter: _____
 3. "Why Can't People Feed Themselves?" Frances Moore Lappe and Joseph Collins, from Food First: Beyond the Myth of Scarcity, Random House, 1977.

Presenter: _____
 4. "Growing Up as a Fore," E. Richard Sorenson, *Smithsonian*, May 1977.

Presenter: _____
 5. "Lost Tribes, Lost Knowledge," Eugene Linden, *Time*, September 23, 1991.

Presenter: _____
9. LEARNING OBJECTIVES ADDRESSED: 3, 4, 5, 6, 7, 9, & 10
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Reading Assignment: Chapter 14: Cultural Evolution and the Contemporary World
(Read prior to class)

Session Six - Seven

1. LECTURE: The Destruction of a Culture OR a Culture in Transition?
Topics Include: Describe how culture changes
Discuss methods for studying culture change
Consider lessons learned from directed change programs
Assess human problems in culture change settings
Examine issues of culture change in urban settings.
The Process of Change Cultural Evolutionary Theory Peasant Cultures
Vanishing Nonstate Societies The Effects of Industrialization
The Future of the Peasant World American Social Organization
The Life Cycle in America American Ideology
Explain the application of anthropological methods and perspectives outside of academia.
Describe how the anthropological approach is used in business.
Describe the applications of anthropology in health care.
Describe how anthropological knowledge is used to develop social programs
2. VIDEO: "The Lakota: A Society at Risk." NBC News, 1990.
3. VIDEO: "In Defense of the Once Proud People." Excerpt, Today Show, NBC News, 1990.
4. Discussion relative to lecture and video...What hope is there for people in a culture out of context?
5. VIDEO: "In The Killing Fields of America." Excerpt, CBS News, 1995.
6. Discussion on the application of Cultural Anthropological theories and concepts to real situations, as reflected in the videos. Does this knowledge help us to better understand and explain human behavior in everyday life? How can this be beneficial to you and to society in general, and what are some ethical considerations?
7. ORAL PRESENTATIONS (Culture and Communication --Religion, Belief, and Ritual):

1. " _____

Presenter: _____

2. " _____

Presenter: _____

3. " _____

Presenter: _____

4. " _____

Presenter: _____

5. " _____

Presenter: _____

8. Questions....answers?

9. Course evaluations.

10. LEARNING OBJECTIVES ADDRESSED: 2, 3, 4, 5, 6, 7, 8, 9, & 10

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