

MIDDLESEX COMMUNITY COLLEGE

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Strategies for Success COURSE GUIDE

Cultural Anthropology (ANT 101)



achievement • persistence • retention • engagement

Title III Strengthening Institutions Project

Strategies for Success: Increasing Achievement, Persistence, Retention and Engagement

The Strategies for Success Title III initiative is a major, five-year project (2009-2013) funded by a two million dollar grant from the U.S. Department of Education. This initiative is intended to transform Middlesex Community College by improving the academic achievement, persistence, retention, and engagement of its students.

The project focuses on reformed curricula and comprehensive advising. *Reformed Curriculum* involves the design of developmental and college Gateway courses and learning communities embedded with Core Student Success Skills related to critical thinking, communication, collaboration, organization, and self-assessment. Overall, 45 courses will be impacted over the five years of the project. *Comprehensive Advising* involves the design of integrated advising services to include identification of academic and career goals, creation of realistic educational plans, and continuous tracking and intervention with an emphasis on the Core Student Success Skills. Comprehensive Advising Services will be specifically tailored to each program of study. Cross-division curriculum and advising design teams composed of faculty and staff are designing, piloting, and assessing the curriculum and advising initiatives.

The Title III grant provides resources to support faculty professional development related to designing and piloting new curriculum and advising students. The grant also supports the purchase of advising software programs and the hiring of a Pedagogical Instructional Designer, Learning Engagement Specialist, Advising Coordinator, and two academic advisors. The resources provided by the grant offer an exciting opportunity for the college community to work together to develop the strong programs and services that will increase student success.

Contents

Introduction: Resource Guide for Infusing College Student Success Skills.....	32
Unit 1: Introduction to Cultural Anthropology.....	36
Lesson Plan: World's Countries.....	36
Unit 2: Culture.....	37
Lesson Plan: Culture.....	37
Lesson Plan: Is It Ethnocentrism?.....	37
Lesson Plan: Cultural Relativism.....	38
Lesson Plan: Proverbs.....	39
Handout: Paired Proverbs.....	41
Lesson Plan: Values.....	43
Lesson Plan: Cultural Differences.....	43
Unit 3: Doing Anthropology (Research Methods).....	45
Lesson Plan: Cultural Scene Ethnography (Semester Long Project).....	45
Handout: Cultural Scene Ethnography Project.....	46
Handout: Assignment Option 1 - Term Paper Assignment.....	40
Lesson Plan: Observation.....	42
Lesson Plan: Gang Leader for a Day.....	43
Unit 4: Language.....	45
Lesson Plan: Language.....	45
Lesson Plan: Do Chimps Have Language?.....	45
Unit 5: Subsistence Strategies.....	47
Lesson Plan: The Better Life?.....	47
Lesson Plan: Work and Leisure.....	47
Unit 6: Economy and Exchange Systems.....	49
Lesson Plan: Exchange.....	49
Unit 7: Family and Marriage.....	50
Lesson Plan: Marriage.....	50
Unit 8: Gender.....	51
Lesson Plan: Cultural Construction of Gender.....	51
Lesson Plan: Gender Roles, Patriarchy, and Sworn Virgins'.....	52
Unit 9: Kinship and Descent.....	53
Lesson Plan: Polyandry-- when Brothers Take a Wife.....	53
Lesson Plan: Revitalization Movements.....	54

Unit 10: Religion.....	362
Lesson Plan: Religion.....	362
Unit 11: Political and Legal Systems.....	372
Lesson Plan: The Kindness of Strangers-The U.S. and Iraq.....	372
Unit 12: Globalization (and Culture Change).....	392
Lesson Plan: Country Poster.....	392
Handout: Country Poster.....	402
Lesson Plan: Kiva Micro Loan.....	402
Lesson Plan: Immigrant Interview.....	412
Handout: Instructions for Immigrant Interview.....	432
Lesson Plan: Barbie Dolls, Strawberries, Nike Shoes.....	442
Handout: Means of Production.....	462
Lesson Plan: Colonialism.....	472
Lesson Plan: Indigenous Peoples.....	482
Unit 13: World Problems.....	492
Lesson Plan: Whom to Leave Behind.....	492
Lesson Plan: Free Rice.....	502
Unit 14: Medical Anthropology.....	522
Lesson Plan: Coining and Cupping.....	522
Appendix: Sample Syllabi.....	532
Syllabus Sample 1: INTRODUCTION TO CULTURAL ANTHROPOLOGY (Instructor Bumbulucz).....	532
Sample Syllabus 1: INTRODUCTION TO CULTURAL ANTHROPOLOGY (Instructor Ercem).....	582
Sample Syllabus 1: INTRODUCTION TO CULTURAL ANTHROPOLOGY (Instructor Mustapha).....	702

Introduction: Resource Guide for Infusing College Student Success Skills

ANT 101 Cultural Anthropology focuses on the study of society and social behavior. Major topics covered in this course include culture, socialization, research methods, deviance, social interaction and social groups, race and ethnicity, global inequalities, social class, family and social change. The major objectives of this course are to impart the sociological imagination to students and help them gain an understanding of the special insights into social behavior and social forces that this perspective offers.

This course satisfies Behavioral Science Elective and also the Multicultural/Global Awareness Intensive Value.

As a part of the Title III grant, *Strategies for Success: Increasing Achievement, Persistence, Retention and Engagement*, this course has been redesigned to incorporate the following College Student Success Skills (CSSS): Critical Thinking, Collaboration, Communication, Organization, and Self-Assessment. The course materials and activities focus on helping students to develop these key skills which have been linked to success in college classrooms. The purpose of the grant is to help students apply these skills as they learn the course content. Students will have an opportunity to think more explicitly about these skills, apply them while learning about and engaging with theories and concepts of society, and then demonstrate how they have improved their communication, critical thinking, collaboration, organization and self-reflection skills by the end of the semester.

What are Key Student Success Skills?

Critical Thinking includes the ability to use and analyze information gathered from multiple sources and form conclusions based on evidence rather than assumption. Critical thinking involves a variety of means for integrating knowledge, using reasoning and solving problems. At its "Developing" (Level Application) it requires that students identify and use relevant information and reach conclusions consistent with evidence presented. At more "Proficient" and "Advanced" levels it requires that students compare and contrast differing views, analyze and evaluate information logically, and make inferences based on testable hypotheses.

Communication skills can include the ability to write, speak, use numbers, and/or use technology effectively. Communication entails the ability of students to explain ideas related to what they are learning in clear oral or written forms. Such information may be presented individually or in groups. Skills may include the ability to break content down into smaller pieces, organizing and summarizing information, and demonstrating informational, technological, and quantitative literacy.

Collaboration includes participating as a member of the community, either as part of a

group of students in the class, and/or a group of people outside of the classroom. Collaboration rests on the skills necessary for students to work together in group activities and projects. This includes direct skills such as dividing tasks into parts, collecting and sharing information, and making group decisions. It also includes skills related to the processes for learning in a community with others such as learning to appreciate differences, negotiating, compromising, and teaching to consensus.

Organization skills related to time management, note-taking, test-taking, and studying are important for success in college. Organization involves a variety of related abilities. These include the ability to systematically relate areas of content to each other, the ability to take an overarching piece of information and to present concepts in a logical manner, and the ability to come up with an outline to show how concepts relate to one another. It may also include the ability to read and follow the syllabus, time management, and the use of effective study skills.

Self-assessment skills include setting academic and career goals, developing and following a plan to achieve those goals, and utilizing college resources to help students achieve their goals. It involves the ability to assess oneself to gain insight into how one learns, plans, makes decisions, and studies. It also involves the ability to examine how relevant theories apply to real life.

How do Skills Connect to Course Content?

We designed a number of activities to help students link the course content to different student success skills. We have arranged these activities by course topic for easy reference. The course topics and activities are in the order in which they are frequently found in an introduction to sociology textbook. To this extent, the activities can be seen as building from the introductory level of sociological knowledge to a somewhat more advanced level of exposure to sociological thinking as students move through the course. Each activity specifies which student success skills apply; many of the activities emphasize more than one skill. Please use these activities, amend them to suit your students' particular needs, and let us know what works in your classes. We would also like to hear from you about activities you have used that you find effective.

This resource guide was designed by two faculty members currently teaching the course to share with other faculty who teach the course. We hope that these activities, which can and should be modified as appropriate, spark ideas for other activities. We have organized the guide as follows:

- A table of contents for the curriculum guide.
- Course lesson plans
- Appendix (consisting of the following)
- Sample course syllabi page
- Activity handouts

We hope you find this guide useful; we enjoyed collaborating to develop it, and our attached syllabi reflect the integration of several of each others' ideas into our own course.

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Unit 1: Introduction to Cultural Anthropology

Lesson Plan: World's Countries

Learning Objective: After successfully completing this activity, students will be able to:

- Enhance their knowledge of location of different countries and respect to one another.

Core Student Success Skills Addressed: Self-Assessment

Course Topic Link: Introduction to Cultural Anthropology

Instructions:

1. Put a blank world map in the class, with only the outline of nations drawn in.
2. Ask students to locate nations of your choice.
3. If there are students from other cultures, see if they know world geography better than North Americans do.

Assessment/Reflection: Students will be given points every time they locate a country correctly and will compare their own results with their classmates' results.

Unit 2: Culture

Lesson Plan: Culture

Learning Objectives: After successfully completing this activity, students will be able to:

- Define the idea of culture.
- Describe the ways in which non-human primates exhibit culture.
- Compare non-human primate culture to human culture.

Core Student Success Skills Addressed: Critical Thinking, Communication, and Collaboration

Course Topic Link: Culture

Instructions:

1. Explore the debate on non-human primates and culture through the following websites and video.

“Orangutans Show Signs of Culture, Study Says” (National Geographic website)

http://news.nationalgeographic.com/news/2002/12/1220_021226_orangutan.html

Koko (The Gorilla Foundation website):

<http://www.koko.org/friends/research.koko.html>

“Koko: A Talking Gorilla” (video) found at

<http://www.youtube.com/watch?v=Pmuu8UEi2ko>

2. Ask students to come to class prepared to discuss the concept of culture, based both on the textbook definition and these articles and video.

Assessment/Reflection: Small class groups (of 4-6 students) reflect on the activity. Each group assigns a leader to take notes of the discussion and then share their ideas with the class as a whole.

Lesson Plan: Is It Ethnocentrism?

Learning Objectives: After successfully completing this activity, students will be able to:

- Identify examples of ethnocentrism

Core Student Success Skills Addressed: Critical Thinking, Communication

Course Topic Link: Culture

Instructions:

1. The students read the textbook material on ethnocentrism in the chapter on culture.

2. Using the news links provided in Blackboard or in the LexusNexus database on the MCC library website, students find an example of ethnocentrism in a news article online within the past six months.

3. Students write a summary of their article with the link to the article and provide a clear explanation of how ethnocentrism is demonstrated in the article. They must demonstrate that they understand the meaning of ethnocentrism in their explanation.

4. Students exchange papers in class with other students. Each student then critiques the work written by the other student by answering the question: Does her/his example fit the meaning of ethnocentrism? Why or why not?

5. This is followed by a whole class discussion of examples, differentiating between ethnocentrism and simple "dislike" or "disapproval" of someone or group.

Assessment/Reflection: Responses are graded based on whether and to what extent students identify accurate or inaccurate examples of ethnocentrism and adequately explain the rationale behind their assessment.

Lesson Plan: Cultural Relativism

Learning Objectives: After successfully completing this activity, students will be able to:

- Recognize examples of cultural relativism

Core Student Success Skills Addressed: Critical Thinking, Communication, Self-Assessment

Course Topic Links: Culture

Instructions:

1. Bring a copy of the article entitled "Body Ritual Among the Nacirema", and have a student read it out loud to class (see Appendix B).

2. Nacirema is American backwards. It is written by an anthropologist as if he were an outsider looking at American culture from an ethnocentric point of view, the same way that many Americans might look at other cultures.

3. Ask students who have heard about or read the article before to keep quiet.

4. Once the reading is finished, ask the students to comment. Tell students to feel free to comment on what parts of this culture they think are strange, unusual, and disturbing.

5. Reveal to students that Nacirema is American backwards and the article talks about the American culture. Go back to passages in the article and ask students to identify what was being described.

6. Ask students to find an American cultural practice such as Halloween, Super Bowl etc. and write about it from an outsider's perspective.

Assessment/Reflection: This is an exercise on self-identification of ethnocentrism and gives students some practice in applying cultural relativism. Students will be assessed on how well they can describe an American activity from an outsider's point of view and on whether they can articulate how ethnocentrism and cultural relativism apply to the author's point of view as well as their own.

Lesson Plan: Proverbs

Learning Objectives: After successfully completing this activity, students will be able to:

- Identify cultural attitudes common to many cultures despite outwardly different ways of expressing these attitudes

Core Student Success Skills Addressed: Critical Thinking, Self-Assessment, Collaboration

Course Topic Link: Culture

Instructions: This activity shows that although we have many differences when we compare ourselves to other kinds of people, we also have many similarities. We may have different ways of talking and different behavior patterns, but many of our most basic needs and interests are similar. Participants will discover that, in many ways, people from different backgrounds and cultures hold similar values and beliefs.

- In advance, print the pairs of proverbs listed on the Proverb Handout on index cards so that each proverb appears on a separate card.
- Count the number of participants in the group and select enough cards to equal the number of participants. If there are an uneven number of participants, the leader must participate in this activity.

3. Make sure that the cards are selected in matching pairs (one card with a proverb from the United States and one card with a similar proverb from another country).
4. Mix up the cards and pass out one card to each participant.
5. When all cards have been distributed, ask participants to move around and find the person who has a card with a similar proverb.
6. Ask partners to stand together when they have found each other.
7. For each set of partners, one person should have a proverb from the United States and the other person should have a proverb from another country.
8. After most people have found their partner, ask those who have not found their partner to raise their hands.
9. Ask those with raised hands to search among themselves for partners.
10. When everyone has found their partner, ask each pair to read their proverbs out loud to the group.
11. Ask the person with the proverb from the other country to read first, followed by the person with the proverb from the United States.

Assessment/Reflection:

Ask what participants learned from this activity. Ask students how both cultural differences and similarities are reflected in the proverb pairs.

Award students who can note the fact that everyone in the room is different and also note any differences that are apparent, such as the ages of group members, the parts of the state they are from, the types of community they live in, or the positions they hold.

Handout: Paired Proverbs

He makes a wine cellar from one raisin. (Lebanon)
 He makes a mountain out of a molehill. (United States)

Even a tiger will appear if you talk about him. (Korea)
 Speak of the devil and he will appear. (United States)

God is a good worker, but he loves to be helped. (Spain)
 God helps those who help themselves. (United States)

You can force a man to shut his eyes, but you can't make him sleep. (Denmark)
 You can lead a horse to water, but you can't make him drink. (United States)

A little in your own pocket is better than much in another's purse. (Spain)
 One bird in the hand is better than two in the bush. (United States)

If you climb up a tree, you must climb down that same tree. (Ghana)
 What goes up, must come down. (United States)

From the rain into the gutter. (Germany)
 From the frying pan into the fire. (United States)

My house burned down, but it was a relief the bedbugs died. (Korea)
 Every cloud has a silver lining. (United States)

He who is shot in sight is not in the heart. (Tanzania)
 Out of sight, out of mind. (United States)

Two captains sink the ship. (Japan)
 Too many cooks spoil the soup. (United States)

By trying often, the monkey learns to jump from the tree. (Zaire)
 Practice makes perfect (or, if at first you don't succeed, try, try again). (United States)

A person that arrives early to the spring never gets dirty drinking water. (Zaire)
 The early bird gets the worm. (United States)

I will not try over and injure my eyes. (Tanzania)
 It is no use to try over spilt milk. (United States)

Trust in God but tie your camel. (Iran)
 God helps those who help themselves. (United States)

A sparrow in the hand is better than a cock on the roof. (Russia)
One bird in the hand is better than two in the bush. (United States)

Where something is thin, that's where it tears. (Russia)
A chain is only as strong as its weakest link. (United States)

Not everyone who has a towel is a monk. (Russia)
Don't judge a book by its cover. (United States)

As you cooked the porridge, so must you eat it. (Russia)
As you sow, so shall you reap. (United States)

Every seed knows its time. (Russia)
All in good time. (United States)

Lesson Plan: Values

Learning Objective: After successfully completing this activity, students will be able to:

- Understand values and how they may differ historically and cross-culturally.

Core Student Success Skills Addressed: Critical Thinking, Communication

Course Topic Link: Culture

Instructions:

1. Ask the students to make a list of their personal values.
2. Ask them to make a separate list of what they think the values of other Americans are.
3. Have them bring both lists to class and compare the lists to one another.
4. How much discrepancy is there? Use this discrepancy, or lack of it, to discuss what it means to say values are shared.
5. If there are students from other cultures, compare their lists to the lists of other students' personal values and to the list of what students think are other American values.
6. Discuss any discrepancy—what does this say about how other peoples perceive Americans? What does this say about the reality of their perceptions? Discuss any similarities: Are there any values that are universally human?

Assessment/Reflection: Students will be assessed on the basis of their ability to understand individual values vs. cultural values and how values may differ from culture to culture and how each example is as legitimate as the next one.

Lesson Plan: Cultural Differences

Learning Objective: After successfully completing this activity, students will be able to:

- Exercise the process of identifying cultural differences and similarities.

Core Student Success Skills Addressed: Critical Thinking, Communication, Self-Assessment

Course Topic Link: Culture

Instructions:

1. Ask students who have visited other countries what was the first thing they noticed.
2. They will likely bring up some differences.
3. Use this opportunity to emphasize that cultural differences are the "easiest" to note and therefore the easiest to emphasize.
4. The student will likely take for granted the similarities. Ask them if they could identify similar practices in their culture to those that struck them as very different in other cultures.
5. If there are students from other cultures in the class, you can also ask them their first impressions of this country.
6. If any of their reactions are negative, ask them why they made such a judgment.

Assessment/Reflection: Students will be evaluated on the basis of their ability to exercise cultural relativism skills that they have learned in class.

Unit 3: Doing Anthropology (Research Methods)

Lesson Plan: Cultural Scene Ethnography (Semester Long Project)

Learning Objectives: After successfully completing this activity, students will be able to:

- Explain the concept of anthropological fieldwork.
- Have a solid grasp of what undertaking anthropological fieldwork entails.

Core Student Success Skills Addressed: Critical Thinking, Communication, Collaboration, and Organization

Course Topic Link: Doing Anthropology (or Fieldwork)

Instructions: The purpose of this assignment is to enable the student to participate in a cultural experience by doing some of the general ethnographic fieldwork in an American cultural scene that is already familiar to the student. See following assignment sheet for complete instructions.

Assessment/Reflection: This ethnography will be assessed according to the following criteria:

- Writing: grammar, spelling, word choice, clarity, neatness, etc.
- Clear, detailed observations.
- Awareness and sensitivity to the role of being an outsider and doing participant observation as part of ethnographic research.
- Cultural analysis and/or problem solving; especially, the ability to see things from the "insider's" point of view.
- Completed research prospectus

Handout: Cultural Scene Ethnography Project

Assignment Option I:

Purpose and Objective

The purpose of this assignment is to enable the student to participate in a cultural experience by doing some of the general ethnographic fieldwork in an American cultural scene that is already familiar to the student. A cultural scene may be defined as "a geographic or symbolic place where two or more people repeatedly share activities that lead to shared understandings" (Kutsche 1998:85). Examples are abundant: schools, playgrounds, farms, nursing homes, restaurants and grocery stores would all qualify as cultural scenes. Most of these could also be broken down into smaller scenes within the scene, such as a particular classroom in a school, or the emergency room of a hospital.

Your first procedure will be to select a scene for the site of your research. It is often helpful to choose a site which is completely foreign to you but about which you are curious; this will heighten your "outsider's" perspective. However, for the purposes of this course it is also possible to choose a site which you are already involved with in some significant way, either through work or other activity. In this case, you must try to imagine yourself as an "outsider" to see these already familiar surroundings from an observer's point of view.

This project focuses on the primary anthropological research process known as ethnography and the research technique known as participant-observation. In writing your ethnography, your primary goals will be to capture both the insider's and the outsider's point of view, and to provide a cultural analysis. It must be remembered that an ethnography is not merely an objective description of people and their behavior from the observer's viewpoint; it is a systematic and careful attempt to discover the knowledge a group of people have learned and are using to organize their behavior. Instead of asking, "What do I see these people doing?" it is essential that we ask, "What do these people see themselves doing?" This is important in acquiring an anthropological perspective and a deeper understanding of American culture and society. Ethnography is the task of discovering and describing a society's culture. Culture, then, consists of the beliefs and behavior people learn and show as members of a society.

As part of your research, you must write a research prospectus and keep a field notebook recording your observations and experiences. This notebook will be returned in along with your final paper once your research is complete. It may be typed or neatly hand-written.

This is a semester-long project which involves the following components:

A. Research Prospectus

If your cultural scene is somewhere you've never (or infrequently) been, write a reflection examining your initial feelings, preconceptions and ideas about this site and the people who participate, live and/or work here. Ideally, this should be done before you visit the site for the first time. It is important to be as honest as possible here, in order to reveal your initial point of view as an "outsider" before you become fully immersed in the "culture" of your scene. You should also consider any prior experiences which may influence your perception.

If you choose a site which you are already familiar with, try to imagine how it might appear to someone who is approaching it for the first time. If you remember your own initial impressions, you may discuss them. If this scene is a very large part of your life, it may be helpful to consider how someone from a culture very different from your own might view it. This "anthropologist from Mars" approach may yield some very interesting results! The main point is to reveal all the details and shared understandings which "insiders" take for granted, but present puzzles to "outsiders."

You should also explain carefully what field research methods you plan to use (i.e., participant-observation, interviewing, surveys, background research, document and artifact collection, etc.), and who will be your principal informants.

The research prospectus should be about 2 pages in length and typed.

B. Final Cultural Scene Ethnography

Your completed, final ethnography should draw upon information discussed in your field notes. The overall organization is up to you, but it must include the following:

1. Introduction

Why you chose this site, what your preconceptions were, what you hoped to learn, what methodology you used (i.e., a review of your research prospectus).

2. Physical Description

A physical description of your cultural scene from an "outsider's" perspective (i.e. the setting and overall environment).

3. Description of the People

A description of the people at the site and their various roles and norms. (i.e., the social structure). Also include a reflection on your role as primarily an "outsider" or as an "insider."

4. Cultural Analysis

An in-depth cultural analysis of the "inside" point of view; i.e., what types of shared understandings are present, and how do they affect behavior? Are there any significant problems or issues? Try to focus on a particular aspect or problem typical of your site's culture, and explore it in detail.

5. Personal Assessment

A personal assessment of what you have learned; i.e., whether your ideas about the scene changed very much from your initial assumptions, whether you feel your research was effective or not.

6. (Optional)

Photographs, drawings, videos, recordings, etc.

Some Suggestions

It is recognized that the student's expertise in anthropological fieldwork is limited. Therefore, do not think it is advisable, under normal circumstances, to send students into communities and groups that are socioculturally distant from their own backgrounds, or to place them in particular situations in which there may be fear of strangers asking questions. The beginning fieldworker can develop basic skills and learn great deal about their own society by looking at various aspects of culture close to home and with subjects of similar age and background. Remember, the primary purpose of this project is to gain an anthropological perspective on American culture, as well as making anthropology fun to study.

In the following list I offer some possible suggestions for small studies. If you come up with your own topic be sure it is approved by the instructor. And, don't be afraid to ask the instructor for help if you need it!

1. The ethnography of the college club.
2. The ethnography of an important religious event such as a wedding or funeral.
3. The ethnography of the economics of the household.
4. The ethnography of the PTA or similar organization or entity.
5. The ethnography of a restaurant or bar.
6. The ethnography of a recreation group, such as a snowmobile club or backpacking group.
7. The ethnography of a rock concert.
8. The ethnography of a scout troop.
9. The ethnography of a component of the college's administration with day-to-day student contact, such as student financial aid.
10. An oral history gathered from an elderly member of the family.
11. Observations on the functioning of a local civil administration, such as the town council or district court.
12. An ethnography of hospital volunteers.
13. An ethnography of a work experience.

Once you have chosen a cultural scene, the best approach to use is to participate in it, observe it, and interview members of it. Interviewing informants is very important in understanding and gaining insights into the cultural scene. A good informant is one who (1) knows the culture well, (2) is willing to talk, (3) communicates about his/her

culture in a non-analytic manner. In other words, he accepts it as the way things are, and is hardly conscious that other people might see things differently. The informant who wants to translate his information into concepts he thinks are more familiar to the investigator should be avoided.

There are many ways one can find an informant. Probably the best way is to find a middleman who can provide a human link between you and your informant. S/he can help you create a bond of trust and rapport between you and your informant.

Be sure to explain to your informant what you are doing in terms comprehensible to the informant. Be honest in your approach, by making the simple statement that you are a student from Middlesex Community College and you are in an excellent position to learn from an informant. Most people are flattered to think that someone would ask them to give college student information about the "real world," and thus assist them in their education. A statement such as, "I am doing anthropological fieldwork and would like to do an ethnographic study of your culture" will probably discourage a possible informant.

As you talk to your informant and take careful notes (using a tape recorder will be very helpful) be sure you are careful in asking questions. There are several approaches to questioning.

Special thanks to Susan Thomson Tripathy for sharing her original project.

Handout: Assignment Option II-Term Paper Assignment

Ethnographic Exploration of a Ritual in Contemporary America

Background Information:

A **RITUAL** may be described as a cultural performance, laden with symbolism, characterized by prescribed and predictable forms of behavior, speech, and actions. Other definitions of ritual are as follows:

- Action set apart or different in intent from that of everyday life,
- Symbolically charged cultural performance with prescribed and predictable acts and utterances
- An event or process of collective celebration or commemoration
- Reiterated or patterned behavior that links time present with time past, future, or both

This list of definitions is not exhaustive and other definitions of rituals may be found. Some examples of ritual include religious services, marriage ceremonies, funerals, fraternity and sorority functions, a birthday party, and any social interactions where people follow a cultural script or a set of social roles. In the past students have also observed and analyzed the entry and exit ritual at City Building, ways people embrace one another in public, rituals associated with doctor's visit, reality shows and others.

Step One

Attend and observe a ritual or something that may be defined as a ritual. Attending more than once will allow you to note predictable or patterned behavior, i.e. elements of the ritual that follow a particular routine each time it happens, and those elements of the ritual that are more spontaneous or created on the spot. Be creative and use some imagination, and take advantage of your region's cultural diversity in deciding on the ritual. It is required of each student to attend a ritual among people whose culture or traditions are different, in some important way, from your own cultural background. Where practicable, please carry out your exploration as a participant as well as an observer. You may work independently or in groups of two. However each student will have to prepare their own written report.

Step two

Document a ritual by taking detailed field notes during or immediately following the ritual noting

- the setting where the ritual takes place, day, time, and the people involved
- the sequence of events in as great detail as possible
- the behavior of the participants or what people do
- the use of language or what people say
- the use of symbolism

- any other aspects that you find relevant or interesting or that participants themselves indicate as important

Step three

Focus your analysis on one important aspect of the observed ritual and describe the sequence of events in great detail. **Organize** your data and construct a report in writing of no more than 5 pages, typed, double spaced, Times New Roman, 11-12 size font in which you discuss how some of the above features combined to produce meaning for the participants of the ritual. After you have presented your observations, what can you say about the meaning of the rituals to the participants? Be explicit about how you determined what that meaning is (i.e., through interviews, analysis of content, etc.) and how you decided which forms of behavior were most important for understanding the ritual. Please avoid vague unsubstantiated generalizations and aim to make your report as informative as possible. Final report will be expected in an essay format, and students are to abide by the guidelines set by the instructor as well as those from the writing tutors who may visit our class.

It is important that:

- The ritual you choose must be SAFE, i.e. that your participation will not put you or others in any danger.
- The ritual you choose to explore is LEGITIMATE by college regulations, local, state, and national laws, and
- It is a ritual in which you are acknowledged and WELCOMED as a participant, observer, or both.

A ONE PAGE PROPOSAL OF THE RITUAL TO BE OBSERVED AND ANALYZED IS DUE halfway through the semester

Term Paper Proposal

In no more than two concise paragraphs, describe what you intend to do for your term paper project. Be sure to include the following information in your proposal:

- Student's Name:
- Name of ritual to be observed
- Date of Attendance
- Location or where ritual/event will take place
- Duration or how long will the ritual last approximately
- Community or who are the people that your study is about

Explain briefly how this community is to some degree different from your own cultural background. In a few sentences, what do you expect to find out?

Lesson Plan: Observation

Learning Objectives: After successfully completing this activity, students will be able to:

- Apply Cultural Anthropological research concept of observation

Core Student Success Skills Addressed: Critical Thinking, Organization, Communication

Course Topic Links: Research methods

Instructions:

This activity is designed to have students look at their social environment through the lens of a Cultural Anthropologist.

1. Students are asked to spend an afternoon people watching at the mall, particularly paying attention to clothing, age, race, gender, as well as the way people interact with one another. They are given a week to complete their observations.
2. Students are asked to write down their field notes after each systematic observation session at the mall.
3. Students are asked to analyze their field notes and make connections between individual appearances and larger societal factors such as social class, political opinion, education, and life styles.
4. At the end of the week students share and discuss their observations with class and answer the following questions:
 - What differences might you observe in how people present themselves?
 - What factors might shape how they dress and talk, whether they are alone or in a group, and how much they buy?
 - How has this exercise changed the way you look at everyday, casual interactions?

Assessment/Reflection: This project is assessed on the basis of the ability of the student to make the connections between the individual and the society and the ability to answer above mentioned specific questions based on their observations.

Lesson Plan: Gang Leader for a Day

Learning Objectives: After successfully completing this activity, students will be able to:

- Describe the strengths and weaknesses of the participant observation research method.

Core Student Success Skills Addressed: Critical Thinking, Communication, Collaboration, Organization

Course Topic Link: Research methods

Instructions:

1. Read the section of the textbook on the participant observation research method. Note the pros and cons of this method.

2. Visit the following website and listen to Sudhir Venkatesh describe his research on a gang in a Chicago housing project:

<http://www.npr.org/templates/story/story.php?storyId=18003654>.

3. What were some advantages and disadvantages of using participant observation in this research? How might Venkatesh have conducted this research differently to address any of the disadvantages?

4. Organize in groups and do the following:

- Select a topic that group members can research, using participant observation. Topic examples include: strategies used by parents when children misbehave in a public space such as a store; topics discussed by community college students while in the school cafeteria; text messaging behavior of students before entering and/or upon exiting class.
- Design a participant observation activity based on the chosen topic, to be carried out over a period of about 3 days. The activity design must include steps to be taken (who, where, note-taking strategies, etc.) and a rubric for writing up results (field notes).
- Groups meet to share results among themselves, discuss pros and cons of their research design and results and finally, share out with the whole class.

5. Conduct a whole class discussion of findings and critique of methodology used by each group.

Assessment/Reflection: Groups and class reflect on the activity in the last step listed under #4 above. Each group writes up a brief report of its findings and each student turns in her/his write up of results (field notes) to be read and graded by professor.

Unit 4: Language

Lesson Plan: Language

Learning Objective: After successfully completing this activity, students will be able to:

- Understand the importance of language in human communication and as an important part of culture.

Core Student Success Skills Addressed: Critical Thinking, Communication, Self-Assessment.

Course Topic Link: Language

Instructions:

1. An important interest of sociolinguistics is how people use speech style and mannerisms to present favorable (or false!) impressions of themselves to others.
2. Get students to discuss how their speech varies with who is present, the overall social context of the interaction, and their goals.
3. Have them observe linguistic interactions in different contexts and describe how the parties spoke to one another. Family, classrooms, dining halls, and work environments provide readily available opportunities to hear such differences.

Assessment/Reflection: Students will be rewarded points if they are able to make connections between the concepts of *diglossia* and *dialect* and everyday verbal interactive experiences.

Lesson Plan: Do Chimps Have Language?

Learning Objectives: After successfully completing this activity, students will be able to:

- Differentiate between forms of communications found in the animal world and human language as a unique form of communication
- Understand and elaborate those features of human language that are not shared with other primate and non-primate species?
- Discern the relationship between language and culture

College Student Success Skills Addressed: Critical Thinking, Organization, Communication

Course Topic Link: Language

Instructions:

- Brainstorm with students about the types of communications that exist in the animal world (pack animals such as wolves, bees, dolphins, etc).
 - Instinctual calls
 - Genetically coded vocalizations
- Outline on the board the functions that animal systems of communication. That is, what do other animals accomplish through their communicative behavior?
 - Remarkable social coordination
 - Ability to live in groups or social living
- Clearly, if we define language as communication, language is not clearly a unique human characteristic. What are the unique forms of human language? (Move on to the lecture component of the course on human language)
 - Displacement in time and space
 - Human language as learned rules and conventions, syntax and grammar
 - Culture/language as other-dependent learning
 - Open vs. closed systems of communication
 - Written forms of language and cultural transmission over generations

Assessment: A brief quiz may be given about this activity in order to assess whether students have understood what differentiates language as a unique human communicative behavior and systems of communications found among chimps or other non-human species.

Unit 5: Subsistence Strategies

Lesson Plan: The Better Life?

Learning Objectives: After successfully completing this activity, students will be able to:

- Define the idea of culture.
- Describe the ways in which non-human primates exhibit culture.
- Compare non-human primate culture to human culture.

Core Student Success Skills Addressed: Critical Thinking, Communication, and Collaboration

Course Topic Link: Subsistence Strategies

Instructions:

1. Explore the debate on which mode of subsistence lends itself to the most affluent lifestyle through the following article and video.
The Worst Mistake in the History of the Human Race (by Jared Diamond)
<http://www.ditext.com/diamond/mistake.html>
2. “The Last Bushmen” (video) found through Films on Demand (MCC Library)
<http://proxy21.noblenet.org/login?user=2605200000000&pass=middlesex&url=http://digital.films.com/PortalPlaylists.aspx?aid=8386&xtid=40038>
3. Ask students to come to class prepared to discuss the concept of the lifestyle of the Kung foraging culture and our culture today, based on the article and video.

Assessment/Reflection: Small class groups (of 4-6 students) reflect on the activity. Each group assigns a leader to take notes of the discussion and then share their ideas with the class as a whole.

Lesson Plan: Work and Leisure

Learning Objective: After successfully completing this activity, students will be able to:

- Understand relative nature of the concepts of work and leisure at different subsistence levels.

Core Student Success Skills Addressed: Critical Thinking

Course Topic Link: Subsistence Strategies

Instructions:

1. Have students discuss what “work” and “leisure time” are, and how our definitions of these two might differ from those of foragers.
2. North Americans have the misperception that their society enjoys lots of leisure time compared to other areas of the world. Ask them what measures they think are used in this assessment.
3. Get them to understand that these evaluations result from viewing the changes in industrialized societies over time, not in a comparison between different systems of production.
4. Can they think of any “universal” definitions of the two that could be used cross-culturally?

Assessment/Reflection: Students will be assessed on their ability to think outside of their own cultural framework and understand how subsistence strategies are interrelated to concepts of work and leisure.

Unit 6: Economy and Exchange Systems

Lesson Plan: Exchange

Learning Objective: After successfully completing this activity, students will be able to:

- Make connections between exchange practices of their own culture with those of other cultures and other modes of productions.

Core Student Success Skills Addressed: Critical Thinking, Self-Assessment

Course Topic Link: Exchange

Instructions:

1. When used as a means to change the nature of a social relationship, reciprocity is a form of nonverbal communication.

2. What is it about communicating with goods that makes it sometimes preferable to communicating with words?

3. Businesses, fellow students, and even friends who want something out of you sometimes try to make you indebted to them with a small preliminary gift.

4. Those who have done you a favor sometimes ask you for something in return. Get the class to discuss such uses of reciprocity in ordinary social life, as with their roommates, classmates, and friends.

5. Get them to see why some social scientists consider that all kinds of social relationships can be analyzed as an exchange.

Assessment/Reflection: Students will be evaluated on their ability to make connections between cross-cultural exchange systems and their own cultural practices as examples of these exchange principles.

Unit 7: Family and Marriage

Lesson Plan: Marriage

Learning Objective: After successfully completing this activity, students will be able to:

- Understand that marriage is a cultural universal but yet how it is defined vary greatly across cultures.

Core Student Success Skills Addressed: Critical Thinking, Self-Assessment

Course Topic Link: Marriage and Family

Instructions:

1. Set up a hypothetical situation pretending that you are a foreign anthropologist coming to study the marriage and family customs in their country.
2. Ask students to offer features they think you should know about.
3. Take nothing for granted; have the students define "love" and differentiate from feelings for parents or pets, ask exactly what their incest taboos are, what does it mean that marriages are legal contracts and the like.
4. Point out the different emphases people in other cultures might have and features that are present or lacking elsewhere.

Assessment/Reflection: Students will be given points if they can show understanding that cultural universals such as love and marriage can take many different forms and therefore our definition of what love and marriage could not be imposed upon others, especially when it comes to controversial issues in our society such as same sex couples marriages.

Unit 8: Gender

Lesson Plan: Cultural Construction of Gender

Learning Objectives: After successfully completing this activity, students will be able to:

- Explain how culture influences and shapes gender.
- Explain how the human body can be transformed to reflect cultural ideas about gender.

Core Student Success Skills Addressed: Critical Thinking, Communication, and Collaboration

Course Topic Link: Gender

Instructions:

1. Read the following articles: “FGM: Maasai Women Speak Out” (available on *Culture Survival Quarterly*, Issue 28.4, at <http://bit.ly/qUEXQ0>).
2. “Painful memories for China’s Footbinding Survivors” (<http://www.npr.org/templates/story/story.php?storyId=8966942>)
3. Have students think of ways in which our own culture promotes the exaggeration of the female form (ex. breast implants, high heels, etc.)
4. Ask students to come to class prepared to discuss the idea that culture (and gender enhancements) can shape the way women are perceived in society.

Assessment/Reflection: Small class groups (of 4-6 students) reflect on the activity. Each group assigns a leader to take notes of the discussion and then share their ideas with the class as a whole.

Lesson Plan: Gender Roles, Patriarchy, and ‘Sworn Virgins’

Learning Objectives: After successfully completing this activity, students will be able to:

- Demonstrate an understanding of the relationship between gender roles and kinship systems, patriarchy and gender role reversals, and gender roles and division of labor.
- Demonstrate an understanding of how gender roles are culturally specific and constructed to answer to particular demands of kinship and economic circumstances.

College Student Success Skills Addressed: Critical Thinking, Communication, Organization, Self-Assessment

Context in the Course:

This activity is meant to follow lecture coverage of *Kinship, Family, and Marriage* and also after students are introduced to kinship terminology and systems of family and marriage from a cross-cultural perspective. It is meant as a concluding classroom activity after the students are introduced to topics of sex and gender.

Instructions:

1. Ask students to read the article “Sworn Virgins: Cases of Socially Accepted Gender Change” by Antonia Young available online at <http://bit.ly/p9uGTq>.
2. Students should come to class having read and understood the article. As a self-assessment of their reading, they may be asked to prepare answers to the following questions about this reading:
 - a. What is patriarchy and what form of kinship system is it an example of?
 - b. Why do some women in Northern Albania prefer to take on the roles of ‘cultural males’? Make use of specifics from the study cases presented in the article.
 - c. What does it mean for a woman to become a ‘cultural male’ in this context?
 - d. What is the relationship between gender roles and division of labor?
3. Divide students into four groups and assign the above questions to each of the groups. With one student keeping track of group discussions, each group arrives to a collective answer to their question which they share with the entire class. The answers are also written down, collected, and graded (each group receives a collective grade).

Assessment: Each group is graded on their verbal contribution to the class discussion as well as on their written work which amounts to the answer of the respective reading question.

Unit 9: Kinship and Descent

Lesson Plan: Polyandry-- when brothers take a wife

Learning Objectives: After successfully completing this activity, students will be able to:

- Understand the relationship between forms of marriage and potential conflict over sex, children, and inheritance.
- Understand how kinship systems are culturally specific and constructed to answer to particular subsistence and economic contexts.

College Student Success Skills Addressed: Critical Thinking, Communication, Organization, Self-Assessment

Course Topic Link: Kinship and Descent

Context in the Course:

This activity is meant as a supplement to lecture coverage of “Kinship, Family, and Marriage” and after students are introduced to kinship terminology and systems of family and marriage from a cross-cultural perspective.

Instructions:

4. Prior to discussing Tibetan polyandry, ask students to read the article “Polyandry: When Brothers Take a Wife,” by Melvyn C. Goldstein in Spradley and McCurdy’s *Conformity and Conflict: Readings in Cultural Anthropology*, Prentice Hall, pp. 195-202.
5. Students should come to class having read and understood the article. They may be asked to prepare answers to the following questions about this reading:
 - What is fraternal polyandry and how does this form of marriage manage potential conflict over sex, children, and inheritance?
 - Why do Tibetans choose polyandry over monogamous or polygynous marriage?
 - According to Tibetans, what are some of the disadvantages of polyandry?
 - What is wrong with the theories that Tibetan polyandry is caused either by a shortage of women due to infanticide or is a way to prevent famine by limiting population and land pressure?
6. Divide students into four groups and assign the above questions to each of the groups. With one student keeping track of group discussions, each group arrives to a collective answer to their question which they share with the entire class. The answers are also written down, collected, and graded (each group receives a collective grade).

Assessment: Each group is graded on their verbal contribution to the class discussion as well as on their written work which amounts to the answer of the respective reading question.

Lesson Plan: Revitalization Movements

Learning Objectives: After successfully completing this activity, students will be able to:

- Define the concept of a revitalization movement.
- Explain how revitalization movements correspond to various religions.

Core Student Success Skills Addressed: Critical Thinking and Organization

Course Topic Link: Religion

Instructions:

1. Choose a religion. Some possible choices can be found below. This can be a major religion, such as Christianity or Islam, or a less known cult religion, such as The Branch Davidians or the Jon Frum cargo cult.

Possible Religions:

- *Jon Frum cargo cult*
- *Heaven's Gate*
- *Islam*
- *Hinduism*
- *Mormonism*
- *Buddhism*
- *Scientology*
- *Christianity*
- *Branch Davidians*
- *People's Temple (Jonestown)*

2. In a short paper, discuss the conditions in which this religion arose (for example, pressure of social change and oppression), its radical preachings for social reform, and the social characteristics of its early followers. You should also include a summary of the progression of this religion, including the major leader or prophet, his preachings, the organization of the religion or movement, and its eventual acceptance or rejection by the larger society.
3. Define revitalization movement. Describe the sequence of a revitalization movement and use the religion you have outlined in part 1 to illustrate this sequence. Be sure to include an explanation of the stages and of how the

sequencing of your chosen religion corresponds to each stage of the revitalization movement.

Assessment/Reflection: The essays/papers will be graded on content and ability of the student to synthesize and explain the concepts of religion and revitalization movements, and demonstrate this through their explanation of their chosen religion.

Unit 10: Religion

Lesson Plan: Religion

Learning Objective: After successfully completing this activity, students will be able to:

- Understand that each religion is as legitimate as the other.

Core Student Success Skills Addressed: Critical Thinking, Self-Assessment, Collaboration

Course Topic Link: Religion

Instructions:

1. Ask the students to visit a worship service of a faith different from their own. (They are more likely to do so if you advise them to go in pairs or threes.)
2. Have them describe the service, concentrating on:
 - statuses
 - ritual performance
 - nature of the congregation and their response
 - explicit message delivered by the leader
 - implicit messages communicated by the ritual itself.
3. Have students compare what they observed with their own religion and point out the differences and similarities.

Assessment/Reflection: It is often very difficult to tolerate religious beliefs that are other than one's own. The first step of understanding and tolerating differences is exposure to and learning about those differences. Students will be evaluated on the basis of how much they tried to understand a different religion and how they transform that understanding into tolerance.

Unit 11: Political and Legal Systems

Lesson Plan: The Kindness of Strangers-The U.S. and Iraq

Learning Objectives: After successfully completing this activity, students will be able to:

- Consolidate their knowledge of international law and politics and see how they intersect in a real world scenario.
- Distinguish how universal ideals such as democracy play out in a cross-cultural context.
- Understand and employ ways that cultural anthropology handles law and politics in a cross-cultural perspective.

College Student Success Skills Addressed: Critical Thinking, Collaboration, Organization, Self-Assessment

Course Topic Link: Political and Legal Systems

Context in the Course:

This reading and discussion activity is meant to follow the introduction of law and politics which will give students the necessary analytical tools needed for this activity.

Instructions:

1. Prior to discussing this essay, ask students to read "The Kindness of Strangers: The U.S. and Iraq" written by Robin Fox in Spradley and McCurdy's *Conformity and Conflict: Readings in Cultural Anthropology*, Prentice Hall, pg. 291-297.
2. Students should come to class having read and understood the article. They may be asked to prepare answers to the following questions about this reading:
 - According to the author of this essay, how do people usually act when strangers try to give them things?
 - Americans believe that people everywhere long for something. What is it, and how does this belief relate to our actions toward Iraq?
 - Why is the phrase "Iraqi people" wrong, according to the author?
 - Why is it important to know who Iraqis marry, and what does this tell us about political structure in Iraq?
 - How has democracy emerged in the world, and what does that say about human nature and prospects for U.S. success in Iraq?
3. Divide students into five groups and assign the above questions to each of the groups. With one student keeping track of group discussions, each group arrives to a collective answer to their question which they share with the entire class.

The answers are also written down, collected, and graded (each group receives a collective grade).

Assessment: Each group is graded on their verbal contribution to the class discussion as well as on their written work which amounts to the answer of the respective reading question.

Unit 12: Globalization (and Culture Change)

Lesson Plan: Country Poster

Learning Objective: After successfully completing this activity, students will be able to:

- Explain how access to resources impacts a society's development.

Core Student Success Skills Addressed: Critical Thinking, Communication, Organization

Course Topic Link: Globalization

Instructions:

This activity focuses on comparing the life chances (access to resources and necessities) between the world's poorest nations and the world's wealthiest nations.

1. Look at a map of the nations of the world that depicts the most developed, developing and least developed nations.
2. Ask each student to choose a different "least developed" nation and a "most developed" nation and create a poster on the two nations, following the instructions (see handout below).
3. Students present their posters to the class, highlighting the most interesting and startling differences between the two nations.

Assessment/Reflection: Students read the textbook on theories of global stratification and discuss the differences between wealthy and poor nations in light of these theories. Students discuss which theories seem most logical and plausible. Posters receive a score based on thoroughness, clarity of presentation and choice of information depicted.

Handout: Country Poster

Create a poster (about 30x20 inches) on which you convey information about the “life chances” of the people in the two countries you have chosen to research. Your poster should present a side-by-side comparison of the two countries. You will present your poster to the class.

List of facts to include in your country poster for each of the two countries:

- Average life expectancy
- Infant mortality rate
- Nutrition: Number of malnourished or undernourished; Average calories consumed per person
- Incidence of: HIV, malaria, tuberculosis, other diseases
- Accessibility of doctors, hospitals and numbers per population
- Literacy rate for males and females
- Number of people attending school up to 6th grade (or other benchmark you can find)
- Type of housing
- Annual income per family and per person
- Types of employment and working conditions
- Existence of sweatshops and numbers employed in them
- Incidence of slavery and human trafficking
- Any other relevant facts you would like to add that convey the degree of well-being of the citizens of your countries.

Some good web-based sources of information:

- ❖ **Nationmaster**, a “a massive central data source and a handy way to graphically compare nations” www.nationmaster.com
- ❖ **World Health Organization** <http://www.who.int/countries/en/>
- ❖ **CIA World Factbook** <https://www.cia.gov/library/publications/the-world-factbook/>

Lesson Plan: Kiva Micro Loan

Learning Objectives: After successfully completing this activity, students will be able to:

- Explain the causes of global poverty.
- Describe possible methods of alleviating global poverty.

Core Student Success Skills Addressed: Critical Thinking, Collaboration, Organization

Course Topics: Globalization

Instructions:

This is a class project that involves learning about micro lending and making a loan to a small entrepreneur. This activity provides the opportunity to discuss many aspects of global poverty, from its causes to possible solutions. Sociology often points out problems and risks, leaving students feeling helpless to solve them. Being a micro lender through Kiva offers a positive experience and an antidote to this feeling.

1. Assign the relevant textbook chapter and one or more articles on micro lending. You can also show a film or film clip about micro lending, for example the profile of Muhammad Yunis and the Grameen Bank in the New Heroes Series produced by PBS.
2. Show the class the Kiva website (Kiva.org), explaining how the site enables people to make micro loans of very small amounts. Discuss the effect of micro loans on people's lives.
3. Explain to the class that they will be making such a loan. Assign each student the task of nominating a person or group from the Kiva website. Students then pitch their borrower/entrepreneur to the class and the class votes.
4. Loans can be in amounts as small as \$25. The class can decide how it wants to raise funds to make the loan. This can be as simple as requests for small donations among their friends and family or a full-fledged fundraiser, depending on time and resources available.

The loan pay back rate is extremely high—around 26%. The semester will be over when the loan is repaid. Students can decide if the repaid loan should be donated to Kiva for operating expenses, or to another organization of the students' choosing.

Assessment/Reflection: The instructor assesses the student's pitch presentation based on quality of the reasoning used in the pitch.

Lesson Plan: Immigrant Interview

Learning Objective: After successfully completing this activity, students will be able to:

- Demonstrate an understanding of the motives that prompt people to immigrate.

Core Student Success Skills Addressed: Critical Thinking, Communication, Self-Assessment

Course Topic Links: Globalization

Instructions:

This activity involves interviewing someone who has immigrated to the U.S. Students have the opportunity to probe the reasons for immigrating, as well as the challenges and rewards of the immigrant experience. The activity can also be used as a family history project if students are asked to interview family members.

1. Have students arrange to interview someone who has immigrated to the United States after the age of 12. This can be a relative, friend, coworker, or other acquaintance. They should use the "Instructions for Immigrant Interview" handout (see handout below).
2. Have students write up their notes from the interview into a formal report.

Assessment/Reflection: This activity can be graded based on whether and to what extent the write up of the interview conforms to the criteria listed in the instructions for the interview and write up.

Handout: Instructions for Immigrant Interview

Arrange to interview someone who has immigrated to the United States after the age of 12. This can be a relative, friend, coworker, or other acquaintance. Explain that the interview is for an assignment in your sociology course where you are learning about other cultures and the immigrant experience.

Set aside about one hour for the interview. Bring a notebook in which to jot down your questions and notes on the responses. You may also bring a tape recorder if you have one and if your respondent is comfortable being recorded. This will help you write up your interview later.

Take several minutes to chat informally with your respondent before beginning to ask questions. You want to put yourself and your respondent at ease. If you or your interviewee is uncomfortable with any of these questions, you can skip over them. If you approach the interviewee in a polite manner, and explain that you want to learn more about why people immigrate and how they feel about the process, things should go smoothly. If your interviewee gets sidetracked and goes off of the topic, this may lead to valuable information so "go with the flow." You never know what you might learn. However, if needed, gentle encouragement to get back on track may be necessary. Remember to take good notes.

Interview Questions:

- What country did you come from?
- Did you come alone or with others?
- How old were you when you came?
- Who made the decision to come to the U.S.?
- Why did you and/or your family come?
- Will you be joined by others in your family?
- Can you tell me something about what life was like for you in your country of origin?
- What kinds of work did you or your family do?
- When and why did you come to the United States?
- Was it easy or difficult for you to immigrate? Can you tell me something about that process?
- Tell me about what you do here in the U.S. Are you doing what you want to do? If not, what would you like to be doing?
- Is your past education and experience recognized here?
- In what ways has the U.S. met or exceeded your expectations?
- In what ways have you been disappointed by your experience in the U.S.?

- Have you met with any discrimination here? If so, were you prepared for this or did it take you by surprise?
- If you are comfortable talking about it, what happened?
- How do you feel about going back to your country of origin? For a visit? For good?
- What should Americans know about your country?
- Overall, can you talk about your feelings about having immigrated?

Think up additional questions and add them to this list.

After you have asked all of your questions, ask the interviewee if there is anything else he/she would like you to know. Once you are sure the interview is over, be sure to thank the interviewee.

Interview Write Up:

Next, while the interview is fresh in your mind, write it up. You may write the questions and answers word for word, or you may write a narrative that captures the information in your own words. Either way, you should add your thoughts and reflections on the interview, answering these questions:

- What were the most interesting things that you learned?
- What was the most surprising thing that you learned?
- Did any of the responses remind you of stories you have heard friends, acquaintances or relatives tell about their immigration experiences?
- How might you relate any of the responses to current events centered on immigration?
- Did the interview shed new light on the issue of immigration for you? If so, in what ways?

Lesson Plan: Barbie Dolls, Strawberries, Nike Shoes

Learning Objective: After successfully completing this activity, students will be able to:

- Demonstrate an understanding of the cultural, social, and political impact of industrial production.

Core Student Success Skills Addressed: Communication, Critical Thinking, Collaboration

Course Topic Link: Globalization

Instructions:

1. Divide class into four groups. Have each group pick one of the following products as their project topic: Barbie Dolls, Strawberries (or grapes, Broccoli, Pine Apples etc), Nike Shoes or Balls, Ford Cars.
2. Have each group investigate where these items are manufactured or grown, where the raw materials, labor, seeds, fertilizers come from.
3. Students should answer the questions in the "Means of Production" handout (see handout below).

Assessment/Reflection: Points will be awarded to students who researched and found a concrete item, investigated where and under what condition and through what channels it comes to us, and how all of these are connected to advantages and disadvantages of globalization.

Handout: Means of Production

As we become more and more of a consumer society, we become more and more detached from the sources of the products, and the relationship to production. This exercise encourages students to take a conscious step to look into where and at what cost (money, labor, human) the products they use come from.

Pick one of the following products as your project topic:

- Barbie Dolls
- Strawberries (or grapes, broccoli, pineapples etc)
- Nike Shoes or Balls
- Ford Cars

Investigate where these items are manufactured or grown, where the raw materials, labor, seeds, fertilizers come from. Answer the following questions:

1. Who works in the fields and plants? How much money do they earn? Who are the owners of these corporations? Who transports these products to the U.S.A.?
2. How much government assistance in terms of trade and tariffs, tax breaks, incentives etc. do these corporations receive?
3. How much do U.S. consumers pay for these products?
4. How many U.S. jobs are lost due to outsourcing?
5. Do CEO's owe anything to local communities, either here or abroad, when they make the decision to move jobs overseas?

Lesson Plan: Colonialism

Learning Objective: After successfully completing this activity, students will be able to:

- Understand the colonial process and the real impact it had on peoples and cultures around the world.

Core Student Success Skills Addressed: Critical Thinking

Course Topic Link: Globalization (and Culture Change)

Instructions:

1. Have students imagine that visitors from another planet with an obviously superior technology colonize the earth.
2. They tell us that their religion is the only truthfull one, their family and marriage forms are the only decent kind, their system of government works better and is more humane, only they know how to use the planet's resources for the greater good for the entire galaxy, and so forth.
3. How do students think they would react?
 - If the visitors (both intentionally and unintentionally) introduced new diseases that killed off 75 percent of the earth's people?
 - If large numbers of humans were either killed, enslaved or moved into a small African country to make room for the colonists?
 - And if the planet was taxed to pay for all the programs its inhabitants were to enjoy at some unspecified time in the future?

Assessment/Reflection: Students will be assessed on the basis of how well they can connect the hypothetical situation with historical and current facts about colonialism and neo-colonialism.

Lesson Plan: Indigenous Peoples

Learning Objective: After successfully completing this activity, students will be able to:

- Learn about indigenous peoples and their rights.

Core Student Success Skills Addressed: Critical Thinking, Collaboration

Course Topic Link: Globalization and Culture Change

Instructions:

1. Assign a project in which students work as teams describing and analyzing cases of threatened indigenous peoples.
2. Have the class use their imaginations to think up possible useful knowledge that indigenous people might possess.
3. Have them give brief reports about those societies that none of us will ever see again.
4. Ask them if any practices or features of these peoples' way of life they find attractive, and they wish could become a part of their own way of life.
5. Have them give brief reports about those societies that none of us will ever see again.
6. Have students read the Declaration of Indigenous Rights.
7. Have them discuss why only a few countries, including America, did not sign it.

Assessment/Reflection: Instructor will give extra credit to students who show evidence of understanding indigenous peoples and their struggle for self-determination.

Unit 13: World Problems

Lesson Plan: Whom to Leave Behind

Learning Objective: After successfully completing this activity, students will be able to:

- Identify their own bias towards favoring one group over another.

Core Student Success Skills Addressed: Critical Thinking, Self-Assessment, Collaboration

Course Topic Link: World Problems

Instructions:

1. Have students organize into groups and solve the dilemma described below (see Appendix B for student handout).
2. The twelve persons listed below have been selected as passengers on a space ship for a flight to another planet because tomorrow the planet Earth is doomed for destruction.
3. Due to changes in space limitations, it has now been determined that only eight persons may go. Any eight qualify.
4. Their task is to select the FOUR passengers who WILL NOT GO on the flight.
5. They must also decide the order in which the passengers should be removed from the list. Students place the number 1 by the person who should be removed first from the list of passengers; the number two by the person who should be removed second and so on.
6. The students may choose only four. These are the four who will not make the trip. They are to be left behind.
7. Have students deliberate on why they want to keep certain people and remove others.

Original passenger list:

- An accountant
- A black medical student
- The accountant's pregnant wife

- A famous novelist
- A liberal artist
- A 55-year-old university administrator
- A professional basketball player
- A Latino clergyman
- A female movie star
- An armed police officer
- An orphaned Asian 12-year-old boy
- A Native American manager

Assessment/Reflection: Give points to students who can successfully articulate their reasoning on why they decided to leave some passengers behind.

Lesson Plan: Free Rice

Learning Objectives: After successfully completing this activity, students will be able to:

- Describe the ways in which technology influences our connection with other cultures.
- Describe the ways technology is being used to address social problems.

Core Student Success Skills Addressed: Critical Thinking

Course Topic Link: World Problems

Instructions:

1. Have students go to freerice.com.
2. By logging on to this website, students can learn about hunger and its causes around the world.
3. Freerice.com donates 10 grains of rice through the UN World Food Program to help end hunger when you log on to their website, play an English vocabulary game, and select the correct words.
4. Ask students to play the game and donate some rice.
5. Have students write about their experience. Specifically, ask them to explain why a vocabulary game would be linked to an ending hunger initiative. Also ask them to brainstorm about other ways in which technology is helping us get more connected with the world's cultures and also facilitating us to help other cultures.

Assessment/Reflection: Each student will write an essay on what they learned about hunger and poverty and how his/her individual action can contribute to help. They will be graded on the basis of how informed they become about global poverty as a result of logging on to the website.

Unit 14: Medical Anthropology

Lesson Plan: Coining and Cupping

Learning Objectives: After successfully completing this activity, students will be able to:

- Explain the concepts of coining and cupping.
- Explore the idea of cultural differences in medical practices, and how to apply cultural relativism to our understanding of these differences.

Core Student Success Skills Addressed: Critical Thinking, Communication, and Collaboration

Course Topic Link: Medical Anthropology

Instructions:

Two traditional healing practices are "coining" and "cupping." Use a web search engine (such as www.google.com) to help you find answers to the following questions:

- Define coining. Which cultures are known to practice this healing technique? What is it meant to heal?
- Define cupping. Which cultures are known to practice this healing technique? What is it meant to heal?
- Both of these practices leave marks on the human body, which based on Western thinking might be interpreted as forms of abuse. Based on what you have read, do you think this is the case? How might anthropology play a role in helping to understand such traditional healing practices?

Come to class prepared to discuss these concepts.

Assessment/Reflection: Small class groups (of 4-6 students) reflect on the activity. Each group assigns a leader to take notes of the discussion and then share their ideas with the class as a whole. Individual students turn in their prepared answers to the questions.

Appendix: Sample Syllabi

Syllabus Sample 1: INTRODUCTION TO CULTURAL ANTHROPOLOGY (Instructor Bumbulucz)

INTRODUCTION TO CULTURAL ANTHROPOLOGY

ANT 101 – Fall 2011

INSTRUCTOR: Susan Bumbulucz

bumbulucz@middlesex.mass.edu

COURSE DESCRIPTION	COURSE OBJECTIVES
COURSE REQUIREMENTS	COURSE EVALUATION
REQUIRED RESOURCES	

COURSE DESCRIPTION: An online introduction to the origins of contemporary human culture, this course compares traditional and modern cultural patterns for universality and diversity. Basic concepts and methods of cultural analysis are covered. This course satisfies Behavioral Science Elective as well as a Multicultural or Global Awareness intensive value.

Cultural anthropology is concerned with the description and analysis of people's cultures in different societies and environments. This course will survey man's cultural evolution from a hunting and gathering society to the modern industrial state. In particular, the following will be studied: how families are organized, how members settle conflicts and make political decisions, how they view and maintain relations between women and men, what they believe about the supernatural and how they carry out religious rituals, and how they cope with other groups of human beings who are culturally different from themselves. The most important objective in this course is to enable you to understand the diversity of human cultures - including our own - and to better understand the broad range of "normal" human behaviors and ideas found around the world.

This course will focus on key skills of **Critical Thinking, Communication, Collaboration, Organization, and Self-Assessment**. As students in this course, you will have an opportunity to think more explicitly about these skills, to apply them to course concepts, and then to demonstrate how you have improved in these skills by the end of the semester. Here are definitions for each of these skills:

- **Critical Thinking:** Critical thinking involves a variety of means for integrating knowledge, using reasoning and solving problems. At its "Developing" level

(Application) It requires that students identify and use relevant information and reach conclusions consistent with evidence presented. At more “Proficient” and “Advanced” Levels It requires that students compare and contrast differing views, analyze and evaluate information logically, and make inferences based on testable hypotheses.

- **Communication:** Communication entails the ability of students to explain ideas related to what they are learning in clear oral or written forms. Such information may be presented individually or in groups. Skills may include the ability to break content down into smaller pieces, organizing and summarizing information, and demonstrating informational, technological, and quantitative literacy.
- **Collaboration:** Collaboration includes the skills necessary for students to work together in group activities and projects. This includes direct skills such as dividing tasks into parts, collecting and sharing information, and making group decisions. It also includes skills related to the processes for learning in a community with others such as learning to appreciate differences, negotiating, compromising, and reaching consensus.
- **Organization:** Organization involves a variety of related abilities. These include the ability to systematically relate areas of content to each other, the ability to take an overarching piece of information and to present concepts in a logical manner, and the ability to come up with an outline to show how concepts relate to one another. It may also include the ability to read and follow the syllabus, time management, and the use of effective study skills.
- **Self-Assessment:** Self-Assessment includes setting academic and career goals, developing and following a plan to achieve those goals, and utilizing college resources to help students achieve their goals. It involves the ability to assess oneself to gain insight into how one learns, plans, makes decisions, and studies. It also involves the ability to examine how relevant theories apply to real life.

COURSE OBJECTIVES: With the above course description in mind, this introductory course in Cultural Anthropology will have the following goals:

1. To give students a thorough foundation and understanding of the nature, philosophy and general concepts of anthropology.
2. To illustrate the methods and processes anthropologists and other social scientists use to gain knowledge and form hypotheses about the nature of the world's societies and cultures in the past, present, and future.

3. To survey humankind's cultural evolution from hunter-gatherers to horticulturists, to pastoralists, to peasants, and to the modern industrialists.
 4. To acquaint students with the broad cultural foundations of human societies.
 5. To examine the uniformities and variations in human cultures.
 6. To compare the variety of human groups that exist in different conditions.
 7. To examine ways in which a culture maintains order, incorporates change and establishes meaning.
 8. To foster appreciation of the diversity of culture and the processes which produced them.
 9. To examine our own American culture from an anthropological perspective.
 10. To foster and improve critical thinking and communication skills.
 11. This course, therefore, is offered to you with the sincere hope of facilitating your familiarity with Anthropology, not only to help you take the first steps to acquire the anthropological perspective, but to acquire a greater appreciation of the social sciences as a tool for solving problems and bringing a more humane and peaceful life to all.
-

COURSE REQUIREMENTS:

1) Ethnography Project (including the Prospectus): There will be an ethnography project which will ask you to participate in a cultural experience by doing general ethnographic fieldwork and then writing an ethnographic report on your findings. Information on the project can be found by following the link in Blackboard under the assignment section.

2) Weekly Participation Activities: Each week you will be responsible for an activity which will focus on the key success skills outlined above. These activities will provide you with the opportunity to explore anthropological concepts in more depth, and then provide you with an opportunity to share your findings. Instructions for each activity can be found under Weekly Activities.”

3) Exams: There will be a Midterm and a Final Exam. Each exam will consist of a set of essay questions that pertain to the topics covered during that half of the course (Midterm - 1st half, Final - 2nd half). You will have 1 week to complete the exam. The exams will take place online and are open book/open note.

COURSE EVALUATION:

Assignment Category	Number of Points (Percentage of Grade)
Ethnographic Project	40 points (20%)
Weekly Activities	80 points (40%)
Midterm Exam	40 points (20%)
Final Exam	40 points (20%)
Total	200 points (100%)

PHILOSOPHY OF GRADING: Do not give grades - students earn them. Your final grade is your responsibility. The only legitimate reason to change a grade is if there was a mistake (if the grade was incorrectly recorded or you were incorrectly graded). Any questions about grading must be handed to me in writing (through email) and within the first week following the assignment or project.

PLAGIARISM: As is true in all college courses, neither cheating on assignments nor plagiarism in papers will be tolerated in this course. This includes both copying from another student's work and copying directly from a web or text source. If caught plagiarizing no credit will be given for the plagiarized work. In addition, you may be turned in to the college for disciplinary action.

REQUIRED RESOURCES**1) Required Texts:**

1. Package ISBN-10: 0205826474 ISBN-13: 9780205826476 © 2010

- *Conformity and Conflict: Readings to Accompany Miller, Cultural Anthropology Spradley & McCurdy* | © 2008 | Pearson | Paper; 192 pp

- *Cultural Anthropology in a Globalizing World*, Books a la Carte Edition, Miller | © 2010 | Pearson | Unbound (Saleable); 60 pp

- *MyAnthroLab* with Pearson eText Student Access Code Card (for valuepacks) | © 2009 | Pearson | Access Code Card

2. *Nest in the Wind*. (2nd ed.) Martha Ward. Waveland Press, 2005

You can purchase these texts either by visiting the Middlesex Community College Bookstore or by following the links in Blackboard (Student Services -> Bookstore) and having it shipped to you.

2) Technical Requirements:

You must have reliable Internet access and an updated web browser such as Internet Explorer or Firefox. You must also have Adobe Acrobat Reader installed on your computer. You can download it for free at

<http://www.adobe.com/products/acrobat/readstep2.html>

Sample Syllabus II: INTRODUCTION TO CULTURAL ANTHROPOLOGY (Instructor Ercem)

ANT 101: Cultural Anthropology

Instructor	Binnur Ercem
E-mail	ercemb@middlesex.mass.edu
Office	Bedford-102 Bedford House, Building 5/ Lowell-LC Building, 5 th floor, Cubicle 39
Telephone	781-280-908
Office Hours	Tuesdays and Thursdays 10:00-10:30 in Lowell/ Mondays 12:30-2:30, Wednesdays and Fridays 10:00-10:30 in Bedford or by appointment

Course Description:

This course is an introduction to the basic concepts of the study of contemporary human cultures. Topics to be covered include theoretical perspectives, research methods, communication, subsistence patterns, kinship, descent, family, religion, art and global social problems.

This course was redesigned as part of the Title III grant, *Strategies for Success: Increasing Achievement, Persistence, Retention and Engagement*. The course materials will focus on key skills of Critical Thinking, Communication, Collaboration, Organization, Self-Assessment. As students in the pilot version of this course, you will have an opportunity to think more explicitly about these skills, to apply them to course concepts and then to demonstrate how you have improved in these skills by the end of the semester.

Operational definitions for each term are listed below:

Critical Thinking Critical Thinking involves a variety of means for integrating knowledge, using reasoning and solving problems. At its "Developing" (Level 4 Application) it requires that students identify and use relevant information and reach conclusions consistent with evidence presented. At more "Proficient" and "Advanced" levels it requires that students compare and contrast differing views, analyze and evaluate information logically, and make inferences based on testable hypotheses.

Communication: Communication entails the ability of students to explain ideas related to what they are learning in clear oral or written forms. Such information may be presented individually or in groups. Skills may include the ability to break content down into smaller pieces, organizing and summarizing information, and demonstrating informational, technological, and quantitative literacy.

Collaboration: Collaboration includes the skills necessary for students to work together in group activities and projects. This includes direct skills such as dividing tasks into

parts, collecting and sharing information, and making group decisions. It also includes skills related to the processes for learning in a community with others such as learning to appreciate differences, negotiating, compromising, and reaching consensus.

Organization: Organization involves a variety of related abilities. These include the ability to systematically relate areas of content to each other, the ability to take an overarching piece of information and to present concepts in a logical manner, and the ability to come up with an outline to show how concepts relate to one another. It may also include the ability to read and follow the syllabus, time management, and the use of effective study skills.

Self-Assessment: Self-Assessment includes setting academic and career goals, developing and following a plan to achieve those goals, and utilizing college resources to help students achieve their goals. It involves the ability to assess oneself to gain insight into how one learns, plans, makes decisions, and studies. It also involves the ability to examine how relevant theories apply to real life.

This course satisfies Behavioral Science Elective and Multicultural or Global Awareness Intensive Value.

Prerequisites: Placement above or successful completion of ENG 060 and eligible for ENG 101 Recommendations: Concurrent enrollment in ENG 075 or ENG 085 if CPT reading placement test is between 68 and 75.

Required Reading:

Peoples and Bailey, Humanity, Wadsworth, 8th edition

Course Objectives:

Students in this course will have the opportunity to:

- Acquire knowledge on basic concepts of cultural anthropology.
- Understand the concepts of cultural diversity, ethnocentrism and cultural relativism.
- Strengthen critical and analytical thinking and effective communication skills.

Teaching Procedure:

The instructor will give lectures on topics listed under topics and assignments. The lectures will be partly from the textbook and partly from outside sources. It is very important that the students study both the book and the lectures. It is the students' responsibility to ask the instructor questions about the parts of the book that are not covered in the lectures. It is also the students' responsibility to obtain the lecture notes from a classmate in case they have to miss class. Students are expected to spend a minimum of two hours a week on a regular basis on their readings, assignments, and other class-related projects. Tests and presentations will require additional time to prepare.

The instructor will also show instructional/educational films in class. Instructional/educational films are an integral part of the learning process in this class. They will enrich students' learning options, provide real-life examples for abstract concepts covered in class and will take students to different cultures and different historical periods. There will be questions from the films on the tests.

In addition to lectures and films there will be student presentations. Student presentations will be scheduled once or twice a week. The presentations and the discussions that follow will take up half the class time on the days of the presentations.

Course Requirements:

Presentations/Paper: (20%) Each student will have the option to do either a 15-minute oral presentation or a 7-page research paper on a topic of his/her choice approved by the instructor. The instructor will discuss possible presentation topics on the first and second days of classes. Students will pick their own presentation dates; most days of the semester will be available for presentations. Students may choose to work independently or with a group. If students choose to do group presentation, members of the group will share equal responsibility in preparing and presenting the topic. The presentations will be graded on the basis of style (whether a student is reading directly from his/her notes, making enough eye contact with the class etc.), and content (students are expected to do library research for their presentation topics. Presentation grades will be assigned during each presentation, and students may inquire about their grades at the end of that class.)

Internet research is allowed in addition to library research. No Wikipedia please. Library sources should be scholarly books and/or journals. Magazine articles can only be used as additional sources). Please utilize the writing center on campus or e-tutoring.org for help.

Students who do research papers will choose their date of submission. Papers will include a minimum of one academic book and one academic article. Internet sources and magazine articles may be used only as supplementary sources. Presentation/paper is an opportunity for students to do research on a topic which they may be interested in and which may not be covered in class.

First Test: (25%) Friday, October 15th). The first test will be based on required readings (chapters 1, 2, 3), lectures, films and class discussions.

Second Test: (25%) Wednesday, November 17th). The second test will be on material covered after the first test (chapters 6, 7, 8, 9). Please note: If you are doing service-learning you don't have to take the second test.

Final Exam: (30%) Final exam will be cumulative. It will be on Wednesday, December 22nd at 10:30.

Service-learning Reflection Paper: (25%), Only for students who are doing service-learning. Please see Service-learning requirements for more information.

Service-learning Component (Optional):

This is a Service-learning course. Service-learning is an educational experience that integrates community service with classroom instructions, an opportunity for students to meet identified needs in community settings where the need for assistance is great and ongoing. It is focused on critical, reflective thinking and civic responsibility. The service and the learning are designed to be valuable both the student and the community.

Service-learning Objectives:

Students will be able to

1. Develop a habit of critical reflection on their experiences enabling them to learn more throughout life.
2. Strengthen their ethical, social and civic responsibility.
3. Feel more committed to addressing underlying problems behind social issues.
4. Demonstrate more sensitivity to how institutional decisions affect people's lives.
5. Respect and tolerate other cultures and be better able to learn about cultural differences.
6. Learn how to work more collaboratively with other people on real problems;
7. Step outside of their comfort zone to enter, participate in and exit new communities respectfully.
8. Replace assumptions and stereotypes with more accurate information.
9. Link awareness of community assets and needs to issues of societal inequalities.
10. Connect experiential learning with abstract ideas in course readings.
11. Learn from community activists who have dedicated their lives to making change.

Service-learning Requirements: (25%)

Service-learning participants will not have to take the second test. The requirements will be as follows:

1. Attend Service Orientation Meeting either on the Lowell campus or Bedford campus.
2. Follow Service-Learning Program Schedule and Requirements.
3. At all times, maintain confidentiality of the names and situations of persons they work with at work site.
4. Promptly contact site supervisor if unable to make it to site as scheduled.
5. When appropriate, ask questions about things you do not know or procedures you are unsure of.
6. Arrange an ending date for service, notify supervisor several days in advance of the last day.
7. Sign Time Report and submit it to the Service-learning Coordinator.
8. Contact the Program Coordinator with any problems, concerns or questions at 978-656-3159.

9. Find an appropriate placement in a community agency. Middlesex Community College has following categories of agencies from which you can choose: Hunger/homelessness, domestic violence, children and youth programs, elderly/aging/healthcare, environment, physically challenged/developmentally disabled, multicultural/community organizations (for more information contact the Service-learning Coordinator).
10. Engage in 2 hours of community service each week for 11 weeks.
11. Reflection Project: In order to help students capitalize on their service work and assist them in analyzing and synthesizing their service experience, students are required to complete a 1-2 page reflection paper."

In writing the paper students will consider answering some of the following question:

- How did this experience affect you?
- What did you learn about yourself?
- What did you learn about others in the community?
- What did you learn about an issue or service agency that is particularly interesting or new to you?
- What do you believe is the cause or causes of the societal problems which was addressed through your service?
- Based on your experience, what would you suggest as a reasonable solution to the problem(s)?
- Was this experience everything you expected? If not, why?
- What were the negative and positive aspects of your volunteer experience?
- What types of benefits (academic, personal, professional) did you gain?
- Do you feel you had an effect on a person, group of people, or problem in our community? How and why?
- What impact will this experience have on your future?
- Is there anything you would change about your service work?

Where appropriate, students are encouraged to note formal references. You may cite any of the following that are relevant to your service work and your paper: Agency brochures or materials; newspaper or magazine articles; journal articles; textbooks; videos and other visual materials.

Make-Up Exam Policy:

There will be no make-up exams unless the student provides a legitimate and documented proof that s/he could not be in class on that specific date. Make-up exams will be essay type.

Attendance/Participation Policy:

Attendance is required. Each absence after three absences will result in lowering the student's grade 1 percentage point.

Participation in class discussions is highly encouraged. Students who regularly participate in class discussions will earn extra five percentage points toward their final grade.

Topics and Assignments:

Week 1.....What is Anthropology.....Chp.1

Learning Objectives:

After reading Chapter 1, the student should be able to:

1. Define and describe the field of anthropology and how it differs from other disciplines.
2. Describe and discuss the five subfields of anthropology: physical anthropology, archaeology, cultural anthropology, anthropological linguistics, and applied anthropology.
3. Discuss the importance of fieldwork for the discipline and how cultural anthropologists are able to do research in both small pre-industrial cultures and in large industrialized societies.
4. Explain how the approach of anthropology differs from that of other disciplines in its perspectives, namely, holism, comparativism, and relativism.
5. Explain the value of anthropology and describe its many contributions in the world of today.

Film: The Nature of Anthropology

Activity: Observation

Week 2.....Culture.....Chp.2

Learning Objectives:

After reading Chapter 2, the student should be able to:

1. Define the term "culture" and explain its features.
2. Describe the three main features of the definition of culture.
3. Describe and discuss the five specific components of cultural knowledge.
4. Discuss why culture is essential to humanity.
5. Explain why modern ethnologists reject biological determinism.

Film: Yanomamo

Activity: Is it Ethnocentrism?

Week 3.....Culture and Language.....Chp. 3

Learning Objectives:

After reading Chapter 3, the student should be able to:

1. Discuss the importance of language, its key role in the concept of culture, and its

importance for human life.

2. Describe grammar and the relativistic approach to it used by anthropologists.
3. Describe and discuss the two major fields of the study of language, i.e., phonology and morphology.
4. Explain how language and culture are related, for example, by using the concept of semantic domain.
5. Describe sociolinguistics and explain how speech is influenced by cultural context.
6. Describe and discuss the Sapir-Whorf hypothesis, also called the linguistic relativity hypothesis.

Week 4.....Culture and Language Continued.....Chp. 3

Activity: Language

Week 5.....Patterns of Subsistence.....Chp. 6

Learning Objectives: After reading Chapter 6, the student should be able to:

1. Describe the three pre-industrial adaptations of food production (hunting and gathering, agriculture, and pastoralism) and their influence on culture.
2. Explain the cultural adaptations to the environment by the organization of production through the division of labor, cooperation, and defining rights to resources.
3. Explain the six main characteristics of hunting and gathering cultures, i.e., division of labor, mobility, congregation and dispersal, bands, reciprocal sharing, and rights to resources.
4. Explain the development of domestication, the different forms of agriculture such as horticulture, intensive agriculture, and pastoralism.
5. Explain how intensive agriculture led to the development of civilizations in both the Old and New Worlds.

Film: *Nai!*

Activity: *Work and Leisure*

Week 6.....Patterns of Subsistence Continued.....Chp. 6

Activity: Free Rice

Week 7..... Exchange in Economic Systems..... Chp. 7

Learning Objectives: After reading Chapter 7, the student should be able to:

1. Describe and discuss exchange and its three major types: reciprocity, redistribution, and market.
2. Explain the three forms of reciprocity and why they are associated with social distance between the individuals or groups engaged in them.
3. Explain the importance of a central authority in the redistribution type of exchange system.

4. Describe the different types of money such as multipurpose or limited-purpose and the role they play in a market exchange.
5. Compare and contrast the market place of industrialized economies with those of rural peasants.
6. Explain how market place vendors increase the security of their trade through such relationships as *Suki*

Film: *Business of Hunger*, *Dirty Business*

Activity: Exchange

Week 8..... Marriage and Family..... Chp.8

Learning Objectives: After reading Chapter 8, the student should be able to:

1. Discuss the hypotheses that try to account for incest taboos.
2. Describe some of the functions of marriages and the very different forms that marriages can take throughout the world's societies.
3. Distinguish between and explain the importance of exogamous and endogamous rules.
4. Define, discuss, and explain the different types of marriage systems, such as monogamy, polygyny, polyandry, and group marriage.
5. Describe and explain the common forms of exchange between the families of the bride and groom, i.e., bridewealth, brideservice, and dowry.
6. Explain the importance of affinal ties created by marriage, i.e., as among the Yanomamo.
7. Be able to draw and explain kinship diagrams.
8. Describe the common forms of postmarital residence patterns: patrilocal, matrilineal, ambilocal, bilocal, and neolocal, and explain what factors affect these patterns.
9. Describe the effects of residence patterns on family relationships and the kinds of set units.

Film: *Small Happiness*

Activity: Marriage

Week 9..... Kinship and Descent..... Chp.9

Learning Objectives: After reading Chapter 9, the student should be able to:

1. Discuss the significance of kinship in the social organization of societies, especially among preindustrial peoples.
2. Describe the different ways societies categorize their relatives and trace their descent.
3. State the significance of gender in unilineal descent and describe the main types of descent groups such as, families, lineages, and clans.
4. Differentiate the different types of descent, namely, matrilineal, patrilineal, cognatic, and bilateral.
5. Discuss the patterns of environmental influences on descent systems.

6. Describe how kinship terminologies are culturally constructed.
7. Describe the four main types of kinship terminology.
8. Discuss the influence of descent on the types of kinship terminology that different cultures use.

Week 10.....Kinship and Descent Continued.....Chp. 9

Week 11.....Gender.....Chp. 11

Learning Objectives: After reading Chapter 11, the student should be able to:

1. Explain the difference between sex and gender and describe gender construction among the Hua people of Papua New Guinea.
2. Describe gender crossing and multiple gender identities.
3. Explain the four main characteristics of gender variants among many Native Americans.
3. Explain the importance of the sexual division of labor and why the sexual stereotypes of man the breadwinner and woman the caretaker are not true.
4. Discuss the patterns in different cultures of the sexual division of labor and explain the four factors that influence these patterns, such as physical strength, fertility maintenance, childcare compatibility, and reproductive roles.
5. Explain why biological differences between the sexes cannot account for the cross-cultural variations in the sexual division of labor.
6. Discuss the complexity of the factors that influence the degree of female involvement in cultivation tasks.
8. Describe gender stratification and discuss the causes of its cultural diversity.
7. Explain why patriarchy has never been documented.
9. Explain the significance of anthropological research on the status of women in the future.

Week 12.....Religion.....Chp.14

Learning Objectives: After reading Chapter 14, the student should be able to:

1. Explain the three major components of religion that are shared by all cultures.
2. Describe the importance of a society's religion on its world view.
3. Describe the four types of religious organizations (individualistic, shamanistic, communal, and ecclesiastical) and explain the differences between them.
4. Discuss the three types of functions that religion serves: intellectual or cognitive, psychological, and sociological.
5. Explain and give examples of how misfortune can be caused by sorcerers and witches and how anthropologists explain their functions in a society.

Film: Religion and Magic

Activity: Religion

Week 13.....Globalization.....Chp. 16

Learning Objectives: After reading Chapter 16, the student should be able to:

1. Explain the process of globalization and the history of its development.
2. Describe the development of global trade that occurred with worldwide European expansion.
3. Describe the effects of global trade networks on some of the peoples of different regions of the world.
4. Explain the influence of industrialization on various regions of the world and the rise of a global economy.
5. Describe the major factors involved in the development of a global economy such as the collapse of colonialism and new technology.
6. Discuss some of the current trends in globalization such as the rise of free trade and transnational corporations.
7. Describe and give examples of the inverse correlation between economic development and population growth.
8. Explain the world's rapid population growth and some of the inequalities in the global economy.
9. Explain some of the far-reaching effects of globalization, especially on non-Western peoples.

Activity: Barbie Dolls, Strawberries, Nike Shoes

Week 14.....Ethnicity and Ethnic Conflict.....Chp 17

Learning Objectives: After reading Chapter 17, the student should be able to:

1. Describe what an ethnic group is and how one's ethnic identity varies with one's social context.
2. Identify the two main attributes of an ethnic group namely, an origin myth and ethnic boundary markers.
3. Describe and distinguish between the two types of ethnic groups: nationalities and sub-nationalities.
4. Explain why ethnic conflicts are increasing and the important role of nationalism in ethnic conflict.
5. Explain what ethnic cleansing is and its various forms, such as genocide and relocation.
6. Describe forced or passive assimilation and segregation.
7. Describe accommodation and give examples of the difficulties.

Week 15.....World Problems and The Practice of Anthropology.....Chp 18

Learning Objectives: After reading Chapter 18, the student should be able to:

1. Explain why anthropologists are able to help solve human problems.

2. Describe some of the specific contributions that applied anthropology has made towards the problems of population growth and hunger.
3. Explain how couples around the world make reproductive decisions.
4. Describe the two main reasons for world hunger: overpopulation and the unequal distribution of resources.
5. Explain why technology transfer is not such a good solution to hunger and describe some other solutions, such as intercropping and resource management.
6. Describe who indigenous peoples are and why their way of life is vanishing.
7. Discuss the ethical rights of indigenous peoples and the role of anthropologists as advocates.
8. Describe the types of knowledge that we can learn from indigenous cultures.

Activity: Indigenous People, Colonialism

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- Knowledge of and compliance with individual course policies and procedures
- Knowledge of and compliance with college policies, procedures, and authorities
- Compliance with federal, state, and local laws

- Academic Misconduct
- Cheating
- Receiving or giving unauthorized aid
- Plagiarizing
- Misrepresenting oneself or one's work
- Lying, fabrication, and falsification
- Aiding or encouraging the academic misconduct of others
- Personal Misconduct
- Disrupting class or campus activities or environments
- Harassing or otherwise interfering with the safety, rights, and freedoms of others
- Stealing from or accessory to theft from others or the college
- Misusing computer and network facilities
- Damaging, or unauthorized or inappropriately accessing records, equipment, and facilities
- Using or being under the influence of alcohol or illegal substances on campus
- Unauthorized promotion or selling of goods, services, or activities

The College's honor code applies in the classroom, on the college campuses, and at college-sponsored activities off-campus. College policies, the code of conduct, the disciplinary process, and the student grievance procedures can be found in the student handbook (located online at www.middlesex.mass.edu (alternative formats available upon request)).

Sample Syllabus II: INTRODUCTION TO CULTURAL ANTHROPOLOGY (Instructor Mustapha)

MIDDLESEX COMMUNITY COLLEGE

Fall 2010 (Bedford Campus)

ANT 101 (02) - *Cultural Anthropology*

Tuesdays and Thursdays 9:00-10:15 a.m.

Henderson Hall 114

Mentor Mustafa, MA., MEd.

mustafam@middlesex.mass.edu

Office Hours: Tuesdays and Thursdays 10:20-10:45 a.m.

Enrollment Center, BLDG #9, Office 107D

Course Description:

This course is an introduction to cultural anthropology, a social science discipline in its own right. It aims to familiarize students with the basic concepts and methods of cultural analysis. We will learn what anthropologists do, how they study culture and what anthropology has contributed to the study of humanity. To do this we will carefully consider **readings, lectures, films, and class discussions.** This course satisfies Behavioral Science General Education Elective and Multicultural/Global Awareness Intensive Value.

The teaching design for this introductory course entails learning basic analytical concepts in **lectures** and applying them in other classroom activities. The assigned readings are from a standard textbook in cultural anthropology and a selection of essays by anthropologists who will introduce us to important topics in cultural anthropology such as culture, ethnography, language, ecology and subsistence, economic systems, kinship and family, identity, law and politics, religion, and globalization. The rationale behind our engagement of the available class materials is to learn how social and cultural anthropologists approach the study of culture while written assignments will give students the opportunity to apply learned analytical skills and methods of participant observation in a fieldwork setting.

Prerequisites:

Placement above or successful completion of ENG 060 and eligible for ENG 101

Recommendations:

Concurrent enrollment in ENG 075 or ENG 085 or CPT reading placement test is between 68 and 75.

Instructional Objectives:

1. Learn and apply methods of analysis in cultural anthropology including exercises in ethnographic fieldwork and participant observation.
2. Understand the concepts of cultural diversity, ethnocentrism and cultural relativism and why anthropology is best suited for understanding cultural diversity and for tackling challenges facing humanity in the contemporary world.
3. Enhance and apply critical thinking and effective communication skills in engaging themes and topics of relevance to cultural anthropology.
4. Attain knowledge about cultural anthropology, and apply these effectively by writing short anthropologically informed essays.

Teaching Procedure:

Each instructional week, the instructor will present lessons on the topics listed below. The lectures will be partly from the textbook and partly from outside sources. It is strongly advised that students prepare the assigned readings for the instructional week for which they are assigned and attend all class sessions. Students are encouraged to prepare questions from readings which may be brought up in class and during discussions. In addition to classroom activities, students are expected to spend a minimum of two to three hours a week on their readings, assignments, and other class related projects on a regular basis. Exams and written assignments will require additional preparatory time.

In addition to lectures, class discussions are an integral part of this course. Students are expected to prepare the readings for the sessions that they are assigned and actively participate in class discussion by

- Preparing answers to questions found at the end of each assigned chapter
- Making appropriate use of lessons from lecture and reading materials in class participation and written assignments.

In addition, we will view a selection of ethnographically informed documentary films during class. These visual aids are an integral part of the learning process in teaching and learning about cultural anthropology. They document ethnographic accounts of

diverse themes from diverse settings around the world. The films are included to enrich students' learning and provide real-life examples that will parallel concepts covered in class. Students are expected and strongly encouraged to make use of contents from these films in written assignments, class discussions, and exams. Finally, and this cannot be emphasized enough, engaged note-taking during lectures, discussions, film viewing as well as all other classroom activities are necessary to ensure successful completion of this introductory course in cultural anthropology.

Required Reading:

Schultz, Emily A. and Robert H. Lavenda. *Cultural Anthropology: A Perspective on the Human Condition*. Seventh Edition (2009). Oxford University Press.

DeVita, Philip R., and James D. Armstrong. *Distant Mirrors: America as a Foreign Culture*. Third Edition (2002). Wadsworth.

Course Requirements:

The final grade will be calculated following this rubric:

- **Attendance and Participation 20%**
- **Quizzes 15%**
- **Written Assignments 20%**
- **Midterm 20%**
- **Final Exam 25%**

Attendance

Regular class attendance is required for all students, and it is the most important requirement for the successful management of the contents and assignments for this course over the semester. Regular class attendance means to arrive to class on time and having with you each time that you attend a **notebook** reserved for this course, a pen or pencil, and the textbooks (including outside readings). 'Attending' means that students are in the classroom both physically and mentally, and that class time is utilized for the purpose of learning cultural anthropology.

Attendance grades will be assigned following this rubric: A+ for 0 perfect attendance (0 absences), A- for 1 absence, B+ for 2 absences, B for 3 absences, B- for 4 absences, C+ for 5 absences. Students who accumulate more than five absences during the semester will have a failing grade for attendance and may need to drop the course. Should there be any circumstances that may prevent students from regular class attendance, please notify your instructor at the beginning of the term for a possible solution. Late arrivals and early departures will result in the lowering of a student's

attendance grade. In-class behaviors such as talking out of turn, using your telephone and any other behaviors that students may partake in during regular class time serve to disrupt ongoing classroom activities. These will not be tolerated and may result in dismissal from class, academic misconduct proceedings, or both, depending on the circumstances and instructor's discretion (See instructor's note below for more information). Aside from mounting too poor attendance grade, please note that absences have a negative impact on your participation grade and also on your quiz grade. Quizzes will be unannounced and will take place the first five minutes of class (9:00-9:05 a.m.). Each student will be able to drop the lowest quiz grade.

Participation

The participation grade is based on student's documentation of ***informed verbal contribution*** to class discussions, which will be monitored throughout the semester by the instructor, noting both the contents of verbal participation as well as how well students are able to make use of reading and lecture materials. Informed participation means that students have carefully prepared the assigned readings and are able to offer connections between the reading selections and the topics in cultural anthropology for which they are assigned. Un-informed participation is what may be called 'empty talk'. This is conversation that does not use complete sentences, is not informed by contents in cultural anthropology, and serves not to further our discussion but instead prevents class discussion from moving forward. Empty talk is no different from conversations that one may have with somebody on the street and it is not the kind of effective speech that we try to foster in higher education settings. These and any other behaviors that work against the overall objectives of the course as they are outlined in the syllabus will result in a low participation grade. No participation credit can be given for the days that students are absent.

Written Assignments

There will be two short analytical essays (2-3 pages in length, double-spaced). Details and guidelines for these assignments will be distributed on a separate handout well in advance. Essays will be graded for their clarity, quality and originality of the argument, and the use of concepts and themes in cultural anthropology. First written assignment is due on **Tuesday OCTOBER 19th**, and the second assignment is due **Thursday December 3rd**.

Midterm Exam

Midterm Exam is scheduled for **Thursday, October 28th**. The first test will be based on materials from assigned readings, lectures, films and class discussions. It will be

mixture of short answers to questions, multiple choice questions, identifying terms or a combination of these. Some classroom time will be reserved for a midterm review. In order to best prepare for the midterm (and final) exam, students are strongly advised to practice good note-taking skills during lectures as well as for readings. Successful students in social science courses are well organized, arrive to class several minutes before it begins so that they may review notes from previous lectures. Successful graduates of Cultural Anthropology take thorough lecture and reading notes where students highlight, in their own words, important themes that emerge in this course.

Final Exam

Final exam will draw from a selection of important lessons from the first half that were reviewed in the post-midterm portion of the course and will emphasize primarily the main themes that will emerge from the contents of the second half of the course. The final exam is scheduled by MCC to take place **Thursday, December 16th, 2011, 10:30 a.m. to 12:30 p.m.**

Like the midterm, this examination will be a mixture of short answers to questions, multiple-choice questions, identifications and short answer questions, or a combination of these. A final exam review will take place where students may bring in questions that they may still have after their review and preparation for the final exam.

Make-Up Policy:

There will be **NO make-up exams, quizzes, or written assignments** unless the student provides a legitimate documented proof of the reason(s) for not being able to take the exams on the specified dates. Students are asked to notify the instructor well in advance for any circumstances that may prevent them from regular attendance and/or exam requirements for this course.

Topics and Reading Assignments:

The first three weeks of the course are about anthropology, ethnography and the concept of culture. Objectives here are to define the field of anthropology and understand its subfields, to outline the methods of analysis in anthropology and ethnography, and to introduce the concept of culture, a key concept in cultural anthropology.

Week 1 **Read:** Chapter 1, What is Anthropology and why should I care??

Week 2 **Read:** Chapter 2, Culture and the Human Condition

Week 3 **Read:** Chapter 3, Fieldwork and the Ethnographic Method

First Discussion

Outside Reading: Nice Girls Don't Talk to Rastas (reading will post on Blackboard)

Week 4 **Read:** Chapter 4, Explanations of Cultural Diversity

The following weeks concern the importance of language as a unique human characteristic. Objectives here are to be able to understand the utility of the cross-cultural comparison in anthropology by looking at human behavior (what people do) as well as the ideas and values that inform behavior. It further looks into the diverse ways that people of different cultures around the world have to adapt to similar basic necessities and the economic facet of human existence.

Week 5 **Read:** Chapter 5, Communication and Language

Week 6 **Read:** Chapter 7, Play, Art, Myth, and Ritual

Week 7 **Read:** Chapter 8, Religion and Worldview

Week 8 **Read:** Chapter 10, Making a Living

View Film: *To be determined . . .*

The next part concerns social organization. The objective here is to understand the relationship between family and kinship configuration to cultural understandings. Matrilineal and patrilineal kinship systems will be examined, and students will be introduced to kinship terminology, and relationships. The politics of social organization and inequality in human societies are also part of this section of the course.

Week 9 **Read:** Chapter 12, Marriage, Family, and Kinship

Week 10: **Read:** Chapter 13, Dimensions of Inequality

Second Discussion

Outside Reading: To be determined

The last weeks of the semester discuss applied anthropology, the concept of culture change and globalization. A synthesis of the course materials will conclude our introduction to the field of cultural anthropology.

Week 11 **Read:** Chapter 14, A Global World

View Film: *To be determined*

Week 12 **Read:** Chapter 15, Anthropology in Everyday Life

Week 13 **SYNTHESIS:** The Relevance of Cultural Anthropology to the Contemporary World

PLEASE NOTE:

- October 11, No Classes Columbus Day
- **October 14th Essay 1 is due**
- October 20th, No Classes Professional Day
- **October 28th MIDTERM EXAM**
- November 11th No Classes Veterans Day
- November 24th to 28th Thanksgiving Break
- **December 2nd Essay 2 is due**
- **December 16th, 10:30 a.m. to 12:30 FINAL EXAM**

Instructor's Note:

This is a tentative program of study pending approval of the Behavioral Science Department at Middlesex Community College. Please note that the instructor reserves the right to *modify the proposed course of study over the semester if necessary*, with the aim to meet department and college requirements and, more importantly, to better align instructional activities with the diverse academic interests of the attending students. Every effort will be made on the part of the instructor to maintain classroom integrity. Students' opinions about ongoing classroom activities and suggestions about ways to approach cultural anthropology in higher education settings are welcomed, carefully considered, and greatly appreciated.

As a common courtesy to your instructor and your fellow classmates, please note that the use of cell phones during class time (texting or otherwise) is strictly prohibited. Additionally, in an effort to use our class time effectively, please refrain from talking out of turn, arriving to class late and/or leaving class early without instructor's

prior knowledge. These and any other behaviors that serve to disrupt ongoing classroom activities may lead to dismissal from class. At the instructor's discretion, incidents that amount to disruptive behavior may be reported to Middlesex Community College for personal and academic misconduct. It is recommended that students familiarize themselves with the Code of Ethics outlined below and to consult MCC Student Handbook for further discussion of students' rights and responsibilities.

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