

SYLLABUS ANTH 2300.400 CULTURE AND SOCIETY SPRING 2026

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Email Policies:

1. Please allow 48 hours for a response to your email. Emails sent during the weekend will be treated as if sent on Monday morning.
2. When emailing your professor or your Instructional Assistant, **please use your UNT email account rather than Canvas email**. Be sure to include the course name or number and section (ANTH 2300.400) in the subject line along with the topic of the email. This will help us better respond to you in a timely fashion.

Course Description

Humans are social and cultural beings; our very survival depends upon it. This course introduces students to the field of cultural anthropology, which is the study of human cultures in their diversity and variations. Rather than providing a collection of facts about other cultures, however, this class attempts to help students understand, and utilize, the general approach anthropologists take when they study a culture; in other words, it will help you to *think like* an anthropologist. In this class, we will focus on asking critical questions, rather than simply memorizing an inventory of answers.

Thinking like an anthropologist is a critical life and career skill in our globalized world. We interact with people from different cultural backgrounds than our

own at a more rapid pace than ever before and across all domains of life. Furthermore, every day we see ample evidence of how social institutions and cultural norms influence fundamental aspects of our lives-- from the distribution of wealth, to the fate of the environment, to how we understand people who are different from ourselves. In this course, you will learn new analytical and methodological tools for understanding cultural difference, social organization, and social change.

Course Objectives

- Learn and apply key anthropological concepts and frameworks
- Learn and practice methodologies used by cultural anthropologists
- Develop an awareness of the complexity and diversity of cultures and societies within the United States and around the world
- Understand and analyze your own experience as a cultural and social being
- Develop and utilize critical thinking skills
- Develop and utilize written communication skills

Required Texts and Other Readings

One textbook is required for this course, entitled *“Essentials of Cultural Anthropology: A Toolkit for a Global Age*, ed. 4E, by Kenneth J. Guest. (Make sure you get the **4th** edition!) The text is available at the UNT University Bookstore.

Additional articles and other required course materials will be posted on our course webpage for your downloading pleasure. All readings listed on the syllabus are required unless otherwise marked.

Important Things to Know to Succeed in this Class

Late work: As a general rule, I do not accept late assignments unless you have received my approval. However, if you think you will miss a grade for a reason other than a documented medical excuse or family emergency, please get in touch with me prior to the deadline and we may be able to work something out. Even if it only gets you partial credit, that is better than no credit at all!

Extra Credit: Extra credit can be earned at any point during the semester. I will suggest several opportunities to the class as they arise, and I am open to creative ideas from you. Some ideas for possible extra credit suggestions might include: analysis of a relevant movie/documentary; summary and discussion about a talk/lecture on campus, description and analysis of relevant cultural event, festival, or location that you attend; creating an artistic piece such as poetry, painting, sculpture or music. I once had a student create a relevant

playlist for me! You must get approval from me ahead of time for your choice, so check with me before you do the work.

Academic Honesty: The Department of Anthropology expects its students to abide by the high ethical standards of practicing professionals within the field of anthropology. The Department does not tolerate cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, or sabotage. This includes the use of unauthorized professional writing/editing services and generative AI for assignments. Students are expected to follow the [American Anthropological Association's code of ethics](#): "In their capacity as researchers, anthropologists are subject to the ethical principles guiding all scientific and scholarly conduct. They must not plagiarize, nor fabricate or falsify evidence, or knowingly misrepresent information or its source" (<http://ethics.americananthro.org/category/statement/>).

- The UNT policy on Academic Misconduct defines Cheating as the physical or electronic **distribution or use** of answers for graded components, such as discussion posts, writing assignments, and exams.
- Plagiarism is defined as misrepresenting the work of others (whether published or not) as your own.
- Plagiarism may be inadvertent or intentional. **That is, plagiarism is still plagiarism even if you "didn't mean to do it."** Any facts, statistics, quotations, or paraphrasing of any information that is not common knowledge should be cited.
- **Students who are suspected of cheating or plagiarism will receive an automatic zero on the assessment.** I also reserve the right to pursue further disciplinary action within the UNT system. In this instance, students will be provided the opportunity for a hearing; if found guilty they can receive an automatic "F" in the course. Multiple violations may result in dismissal from the university.
- For additional resources to help with paper writing, including how to avoid plagiarism and how to use citations, see the [Department of Anthropology Writing Guide](#). In addition, students are encouraged to make use of the [UNT Writing Center](#).
- For more information on the University's policies and procedures regarding academic integrity and dishonesty, see the UNT [Student Academic Integrity policy](#).

Two more points about this:

- A) In this class, you are expected to do your own work. All assignments will be run through Turnitin (an application integrated into Canvas that compares the text of student submissions to an extensive electronic database and assesses for use of generative AI) and possibly other AI content detectors. Even without that, I will likely be able to tell if the writing is not yours. It is better to talk with me about why the assignment is not complete, or to ask

for help on in-text citations, rather than passing off someone else's work as your own or using AI to complete the assignments.

- B) Cheating/Plagiarism/use of generative AI are also issues related to the politics of citation and representation. When you represent someone else's thoughts/writing as your own, you are denying them credit for their intellectual work. AI generators pull from multiple sources of information but do not always give credit to all of the sources of information that are used. Especially when authors are women, persons of color, queer, and/or are born outside the United States and Europe, plagiarism is yet another way in which certain voices are marginalized within the western academy. Actions have meaning. Please do your own thinking and cite your sources.

Academic Accommodations: The University of North Texas is committed to providing accommodation for all students. If you have or acquire a disability that may affect your participation in class, I will strive to accommodate your needs. To ensure that the necessary accommodations are made, be sure to contact the Office of Disability Accommodation (located in Sage Hall) as soon as possible to ensure your needs are met in a timely manner. They will work with both of us to ensure proper accommodations are made. If you need accommodations, please remember that reasonable prior notice needs to be given to the Office of Disability Accommodation. Note that students need to obtain a new letter of accommodation for every semester and meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at 940.565.4323.

Resources

Names and Pronouns: I will gladly honor your request to call you by a name that differs from school records as well as whatever pronouns you use. I also understand that we grow and change in how we understand ourselves, therefore appropriate name and pronouns can change during the semester. So, please advise me of how to address you whenever you feel comfortable, safe, and ready to do so. You can add pronouns to your Canvas account here <https://community.canvaslms.com/t5/Student-Guide/How-do-I-select-personal-pronouns-in-my-user-account-as-a/ta-p/456>.

UNT Food Pantry: Any current UNT student in need can visit the Food Pantry 8am-6pm Monday-Thursday and 8pm-5pm on Fridays. Students will check-in at the Dean of Students Office front desk in the Union, Suite 409. Students may go directly to room 366 from 5PM-6PM, Monday-Thursday. Students who visit the

food pantry can request to meet with a staff member to discuss any difficulties they may be facing during the hours of 8am-5pm. When appropriate, referral to additional campus and/or community resources will be made. The Dean of Students Office has established protocols that allow for student confidentiality and dignity to be maintained. In addition, there is a pantry located at the Discovery Park Location in the Engineering Library (M130) next to the Career Center, as well as a Food Pantry located at UNT's Frisco campus, which can be accessed by visiting the information desk. YOU CAN'T LEARN IF YOU ARE HUNGRY!

TECHNICAL HELP/ASSISTANCE

UNT IT Helpdesk

Phone: 940-565-2324
E-Mail: helpdesk@unt.edu
Location: Sage Hall, Room 130

Technology Resources
<http://it.unt.edu/helpdesk>

ACADEMIC HELP/ASSISTANCE

UNT Learning Center

The UNT Learning Center provides a variety of tutoring services that are open to you—including online tutoring for distance students. Check out their website for more information here: <https://learningcenter.unt.edu/tutoring>

UNT Writing Center

Also, the UNT Writing Center provides assistance with any academic writing needs. Find more about their services here: <https://writingcenter.unt.edu>

Canvas Privacy Policy: <https://www.instructure.com/policies/privacy>

Canvas Accessibility Policy: <https://community.canvaslms.com/docs/DOC-2061-accessibility-within-canvas>

NAVIGATING THE COURSE

This is an introductory-level course, and there are no prerequisites for prior knowledge in this field.

Some students find online courses daunting or confusing, but this course is designed to be straightforward and user-friendly. Everything that you turn in you will submit through Canvas. The structure of the course is as follows:

- The class is divided into 14 Lessons.

- Generally speaking for each Lesson, you will complete the following:
 1. Assigned readings from the textbook
 2. Lesson content on Canvas (found under "Modules") that expands on and adds to the required readings
 3. 1-2 articles to read on Canvas – the links to these will be in the lessons on Canvas.
 4. One reflection discussion post with discussion question and at least one response discussion post to a classmate's submission about the materials for that Lesson (see more detail below); prompts are provided.
- Some Lessons you will complete an additional writing assignment (Practicing Participant Observation, A Day in the Life Analysis, Core Assessment, and Ethnographic Interview and Report, see below for details)

~ All assignments (except the final assignments) will be due on Sundays by 11:59 PM. However, the earlier you post your reflection discussion post, the more time your classmates will have to respond!~

EVALUATION AND EXPECTATIONS

Course Expectations

This course requires your engagement with new and sometimes academically rigorous materials. Further, we may cover content in this course that challenges your personal beliefs and opinions. I do not expect you to agree with course materials in order to do well in this class, but I do expect you to a) approach these topics in an open and intellectual fashion and b) use course content and the provided resources to complete assignments. Comments that are disrespectful to your classmates and/or myself will not be tolerated.

Grades

There are no exams in this course. However, this course does require you to develop and use skills important to anthropologists, such as research methodologies, data analysis, and communication skills through a variety of assignments including online discussions, written essays, and more.

Calculating Your Grade

A total of 983 points are available in this class. To calculate your grade at any given moment, you divide the number of points you have received by the number of points possible at that point in time.

Grade Breakdown

Reflection Discussion Posts/Responses (35 points each x 13)	455 points
Practicing Participant Observation Assignment	150 points
"A Day in the Life" Analysis	150 points
Core Assessment	28 points

ASSIGNMENTS**I. Discussion Boards: Reflection and Response Posts (35 points each)**

For each reflection post, you will 1) respond to the provided prompt 2) create one original, relevant discussion question, and 3) respond to at least one of your classmates' posts. *At the end of the semester, I will drop the lowest discussion board grade for each student.*

Each discussion board should contain:

- One original post that is at least 300 words (20 points)
- One original, relevant discussion question that focuses on the content and/or readings for that week's lesson (see parameters below, 5 points)
- At least one discussion post in response to a classmates' post that is at least 100 words (10 points)

The audience for your discussion question will be your classmates. Keep in mind the best discussion questions will be:

Open-ended: Questions cannot be answered with yes/no or either/or

Answerable: Questions do not require extensive knowledge from outside the course, and can be answered using knowledge learned in the course versus speculation

Substantive and relevant: Questions should be related to a significant point/argument in the lesson content and/or readings, and should ask us to consider the point/argument in the context of the broader themes of this course

The goal for this assignment is to create a dialog between you and your fellow students regarding important issues and topics raised in the readings. For those who may not have participated in online discussions before, it's okay to have different opinions from others-- in fact, that's part of what can make online discussions so rich and vibrant! Just remember to address those differences in a courteous manner. If you have a different opinion or idea about something, support what you are saying with evidence from the lesson content, textbook, and/or required readings.

If a post contains offensive or disrespectful language, it will be removed and the student will receive 0 points for that week's discussion board grade. Students may not make up discussion board posts after the due date has passed unless there is a university documented emergency.

Please note that like all other assignments, all discussion posts are checked for the use of generative AI. If a discussion post is determined to be AI generated, it

will receive a 0. If you believe that there is an error in a grade you receive, you are welcome to contact me to set a meeting to discuss. Ultimately, it is up to you to demonstrate to me that you created the discussion post on your own/without use of AI assistance.

II. Practicing Participant Observation: Fieldnotes, Map, and Reflection (100 points)

Fieldnotes are the backbone of anthropological research. They serve as the record of observations, interactions, and reflections that anthropologists draw upon to analyze cultural practices, social relationships, and meanings. This assignment will help you develop your skills in ethnographic observation, description, and reflexivity by documenting a real-world social setting.

- **Choose a “Field Site”:** Select a **public or semi-public setting** where you can ethically observe without interfering with normal activities (e.g., coffee shop, park, library, community center, farmer's market). Do **not** choose a site where you frequently go and/or have a close personal relationship with participants, as this may influence your observations. Ensure your site is safe, legal, and appropriate for the purposes of this assignment.
- **Conduct Participant Observation (Minimum 45 minutes): Observe** interactions, spatial arrangements, movements, sounds, smells, and other sensory details. **Participate** in the activities taking place to the extent it makes sense given your site. Avoid relying solely on memory—take notes during the observation when possible, but also allow moments to watch without writing. Pay attention to both the everyday/mundane and the unexpected. Try to consider not only what is present, but what might be absent as well!
- **Record Field Notes**
 - **Jottings:** Brief, shorthand notes you take during observation (keywords, sketches, snippets of dialogue).
 - **Expanded Fieldnotes:** Within 24 hours, rewrite your jottings into full, detailed descriptions. Include complete sentences, context, and sensory information. Make connections between your observations and the concept of “culture” as we have learned about it in class.

Your final submission will have 3 components that can be submitted individually or as 1 document. The submission should include:

1. Expanded Fieldnotes (3 pages). This should be a polished, detailed, and organized record of your observations. In your fieldnotes, you should include the following:

- In-depth description of the place/space, including structures, landscape elements, natural or man-made objects, the organization and “feeling” of the place, etc.

- In-depth descriptions of the people at the place/space, including demographics, comportment and dress, interactions, expressions of emotions or moods, etc. (see note below)
- **Make a connection to the anthropological concept of “culture” as described in Lesson 3 and/or the textbook to discuss the cultural function, significance, or meaning(s) of this space/place.** In particular, I want you to identify how at least one **key characteristic of culture (i.e. that culture is learned and taught, shared and contested, etc)** are demonstrated within your observations. To do this well, you must also define/describe the anthropological concept(s) you are using.

2. Drawn map of the place/space

3. Reflexive Commentary (2 pages double-spaced) that addresses:

- New questions that came up for you from the observation
- How your position (identity, role, perspective) influenced what you noticed
- Any challenges you encountered (e.g., discomfort, distractions)
- How you might approach the observation differently next time

Do not record/report identifying details (full names, specific addresses, etc). If you hear dialogue, paraphrase or anonymize it unless you have explicit permission to quote verbatim.

Keep in mind, the more descriptive detail, the better! Your submission will be evaluated for thoroughness and attention to detail.

Parameters for completing this assignment:

- ***Please do not select a location or event on campus, and I would prefer that this study take place outside of any coffee shops, bars, or other “hangout” spots that you already frequent.*** Choose some place or event that is different for you, it will make this project considerably more interesting!
- Keep in mind you need to be in the space for at least an hour, so do not select a location where this would be difficult or inappropriate to do.
- Wherever you choose, please be respectful of the people who are there.
- Make sure that the site is safe and please be aware of your surroundings.

III. “A Day in the Life” Analysis

This assignment asks you to explore and reflect on your daily life through an anthropological lens, identifying cultural norms, values, practices, and symbols

that shape your experiences. This assignment is designed to help you view the "everyday" through an anthropological lens, uncovering the cultural layers embedded in daily life. Some questions you might consider to get you thinking:

- What do you eat, when do you eat it, how do you eat it, and why? How does this reflect cultural values or traditions?
 - How do you greet others? Are there implicit rules for these interactions?
 - What technology do you use? What role does it play in your life?
 - What do you consider to be a suitable distance between persons (in an elevator, or standing in line, for example)? How does this reflect cultural norms about space and proximity?
- Select a specific day, and throughout the day try to consider and reflect on your activities, interactions, and surroundings. Pay particular attention to aspects such as:
 - What you do and why you do it
 - Social norms or expectations influencing your thoughts, behaviors, choices
 - Interactions with others (e.g., friends, family, coworkers)
 - Material objects or symbols you use and their cultural significance
 - Choose three key moments or aspects of your day that stand out to you. For each, consider:
 - How these moments reflect broader cultural patterns (e.g., individualism, consumerism, community, etc.).
 - What assumptions or values underlie your behavior or the behavior of others.
 - Any implicit rules or expectations you followed.
 - **Craft and submit a narrative analysis of your day (750-1000 words)** that describes and analyzes the three moments/aspects you have selected. The narrative should **define and make use of at least two anthropological concepts** from class lessons and/or the textbook to analyze your observations. In your analysis, you should discuss how these concepts help you understand your experiences in a new way. Make sure to cite your sources! Finally, reflect on what you learned about your culture or yourself through this exercise. What seemed "normal" or "natural" that now feels culturally constructed? Did anything surprise you?

IV. Core Assessment (36 points)

This course is part of the University Core Curriculum. In order to ensure the course is fulfilling its role in the Core, a course assessment will be given to all students. The Core Assessment is 3 components: two short answer questions and one multiple-choice quiz.

V. Ethnographic Interview and Report (200 points)

To complete this project, you will conduct an ethnographic interview with someone who is from a *different* cultural or sub-cultural background than you. It is up to you to describe how the interviewee's cultural background is different from your own (in some cases, it may be obvious, in others, less so). While an in-person interview is ideal, you can choose to do this interview using video conferencing technology if necessary.

For this assignment, you will develop an interview questionnaire that will help you to gain information about their life. You may want to ask about your interviewee's cultural background, their childhood and life growing up, their education and work experiences, their family relationships, food practices, religion/spirituality, or other areas in which you are interested. Your goal is to approach this assignment like an anthropologist and consider how your interviewee's specific life experiences are related to broader cultural and historical contexts.

In your report, you will analyze the content of the interview using anthropological theories and concepts that we have discussed in class and that you have learned through your readings. You will be expected to discuss the relationship between the particular experiences of your interviewee and the broader cultural context(s) in which they exist. Remember, you need to approach this project like an anthropologist: open minded and without value judgments placed on those who are different from you.

You will turn in a **900-1100 word paper** describing your interviewee's life (175 points), **along with a copy of the interview questions that you asked your interviewee** (25 points). In the final paper, you will give a detailed description and analysis of the interview, including:

1. Brief description of the subculture your interviewee is a part of, and your positionality in relation to it (i.e. how your cultural background is different from and/or similar to your interviewee)
2. A discussion that situates your interviewee's life experiences within a particular cultural and historical context
3. Focused discussion of specific aspect of interviewee's life experiences based upon the content of the interview. This could include but is not limited to: your interviewee's childhood and life growing up, their education and work experiences, their family relationships, food practices, religion/spirituality, or other areas in which you are interested. These experiences should be specific to your interviewee!
4. At least 2 direct quotes from your interviewee
5. **Application of at least two anthropological concepts from the textbook, readings, and/or class meetings to analyze, interpret, and/or understand**

the content of the interview. To do this well, you must also describe/define the concept itself. Cite your sources!

6. A reflection on your experience of doing the interview. How did it feel to be the interviewer? What did you learn? Was it easier or more challenging than you thought it would be? Did you know the person before the interview? If so, how do you see that person differently after the interview?
7. In-text citations and work cited page

** Please make sure you have consent from the person before you conduct your interview, and please be respectful to your interviewee. For instance, if you can see that a topic makes them uncomfortable, discontinue that line of questioning.

NOTE: The instructor reserves the right to add, delete, or revise segments of the syllabus. Any changes in the course schedule will be announced in class and on the course webpage.

***Paper Formatting: All papers are to be double spaced, with 12-point font and 1-inch margins on all sides. If used, in-text quotes and references should be properly cited. You may use whichever format you are most familiar with (i.e. MLA, APA, Chicago), but you must be consistent. If you do not know what I am talking about here, please, please, please ask the Professor, your Instructional Assistant, or the UNT writing lab for help.**

Dates To Remember

Every Sunday: Reflection and Response Discussion Posts

1/18: Extra Credit Syllabus Quiz

2/22: Practicing Participant-Observation Assignment

3/29: A Day in the Life Analysis

4/19: Core Assessments

5/4: Ethnographic Interview and Report

COURSE SCHEDULE

1/12- 1/18 Lesson 1: Introduction to the Course	To Read: No required readings, familiarize yourself with the Canvas course webpage	To Turn In: DUE 1/18 1. Lesson 1 Reflection and Response Discussion Posts 2. EXTRA CREDIT! Syllabus Quiz
1/19- 1/25 Lesson 2: Introduction to Anthropology	To Read: 1. Essentials of Cultural Anthropology pgs. 5-31 2. Raybeck "The Dawn of Interest" 3. Watters "The Americanization of Mental Illness"	To Turn In: DUE 1/25 1. Lesson 2 Reflection and Response Discussion Posts
1/26- 2/1 Lesson 3: The Concept of Culture	To Read: 1. Essentials of Cultural Anthropology pgs. 33-63 2. DeLuca "Why Don't Westerners Eat Off One Plate"	To Turn In: DUE 2/1 1. Lesson 3 Reflection and Response Discussion Posts
2/2- 2/8 Lesson 4: Ethnographic Fieldwork	To Read: 1. Essentials of Cultural Anthropology pgs. 80- 95 2. Miner "The Body Rituals of the Nacirema" 3. Nordling "Who Gets to Study Whom?"	To Turn In: DUE 2/8 1. Lesson 4 Reflection and Response Discussion Posts

2/9- 2/15 Lesson 5: History and Theories in Anthropology	To Read: 1. Essentials of Cultural Anthropology pgs. 65-80 2. Edward Said- selection from "Orientalism"	To Turn In: DUE 2/15 1. Lesson 5 Reflection and Response Discussion Posts
2/16- 2/22 Lesson 6: Economic Systems	To Read: 1. Essentials of Cultural Anthropology pgs. 281-300, 305-314 3. Smith "Cell Phones, Sharing, and Social Status in an African Society"	To Turn In: DUE 2/22 1. Lesson 6 Reflection and Response Discussion Posts 2. PRACTICING PARTICIPANT-OBSERVATION ASSIGNMENT DUE
2/23- 3/1 Lesson 7: Politics, Social Order, and Social Control	To Read: 1. Essentials of Cultural Anthropology pgs. 357-387 2. Suzman "Hunter-Gatherer Inequality: Why Envy Might Be Good for Us" Suggested: The Guardian "What does the Panopticon Mean in the Age of Digital Surveillance?"	To Turn In: DUE 3/1 1. Lesson 7 Reflection and Response Discussion Posts
3/2- 3/8 Lesson 8: Sex and Gender	To Read: 1. Essentials of Cultural Anthropology pgs. 187- 217 2. Goel "Hijras- India's Third Gender Rises Again"	To Turn In: DUE 3/8 1. Lesson 8 Reflection and Response Discussion Posts
3/9- 3/15 SPRING BREAK!!		

3/16- 3/22 Lesson 9: Race and Ethnicity	To Read: 1. Essentials of Cultural Anthropology pgs. 127-155, 161-166, 178-185 2. AAA Statement on Race	To Turn In: DUE 3/22 1. Lesson 9 Reflection and Response Discussion Posts
3/23- 3/29 Lesson 10: Culture Change and Culture Tradition	To Read: 1. Selection from Eller "Cultural Anthropology: Global Forces, Local Lives" pgs. 215-232; 274-293 2. Lasco "The Dark Side of Skin Whitening" 3. Eriksen "How Globalization has Broken the Chain of Responsibility"	To Turn In: DUE 3/29 1. Lesson 10 Reflection and Response Discussion Posts 2. A DAY IN THE LIFE ANALYSIS DUE
3/30- 4/5 Lesson 11: Kinship and Marriage	To Read: 1. Essentials of Cultural Anthropology pgs. 249- 277 2. Nanda "Arranged Marriages in India"	To Turn In: DUE 4/5 1. Lesson 11 Reflection and Response Discussion Posts
4/6- 4/12 Lesson 12: Language and Communication	To Read: 1. Essentials of Cultural Anthropology pgs. 104-123 2. Boroditsky "How Language Shapes Thought: The Languages We Speak Affect our Perceptions of the World" 3. Arnold "Can an iPhone App Help Save an Endangered Language?"	To Turn In: DUE 4/12 1. Lesson 12 Reflection and Response Discussion Posts

4/13- 4/19 Lesson 13: Religion and Magic	To Read: 1. Essentials of Cultural Anthropology pgs. 389- 421 2. Del Guerico "The Secrets of Haiti's Living Dead"	To Turn In: DUE 4/19 1. Lesson 13 Reflection and Response Discussion Posts 2. CORE ASSESSMENTS DUE (3 COMPONENTS)
4/20- 4/26 Lesson 14: Museums and Material Culture	To Read: 1. Selection from "Material Culture" in Asking Questions about Anthropology 2. Kahn "Not Really Pacific Voices: Politics of Representation in Collaborative Museum Exhibits" 3. Cairns "Museums are Dangerous Places: How Te Papa is Challenging Colonialist History"	To Turn In: DUE 4/26 1. Lesson 14 Reflection and Response Discussion Posts
4/27-5/1 Pre-Finals Week Work on final projects!		
5/4: Final Project Due: Ethnographic Interview and Report		