

From Mountains to Marriage:

An Exploration of Geography & Cultural Anthropology



The purpose of anthropology is to make the world safe for human difference...
Ruth Benedict

Course Overview

Explore the relationship of environment and culture. While studying the physical and environmental processes that shape the earth's surfaces, students will examine the varied forms of social institutions around the globe—how our cultures came to be the way they are and how we interact in that space. Combining studies of climate, geology and ecology with ethnography, ethnology, videos, and discussion, students will examine etic and emic perspectives, including their own, to

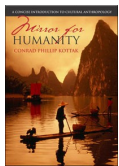
Geography is the best subject on earth...
Alan Parkinson



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Phone: 425-352-8217
Email: tsaneda@cascadia.edu
Office Hours: M 930-1030a & T 11a-12p
or by appointment

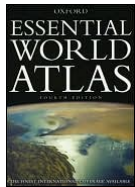
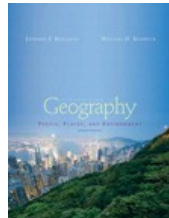
Required Texts

Spradley, James and David W. McCurdy.
Conformity and Conflict, 12th edition. Boston: Allyn and Bacon, 2006.



Kottak, Conrad . *Mirror for Humanity: A Concise Introduction to Cultural Anthropology*, 6th edition. Boston: McGraw-Hill.

Bergman, Edward & William Renwick.
An Introduction to Geography: People, places, and Environment, 4th ed. Pearson/Prentice Hall.



Oxford Essential World Atlas, 4th ed. Oxford University Press.

Geography Faculty: John Van Leer
Office: CC1-145
Phone: 425.352.8157
Email: jvanleer@cascadia.edu
Office Hours: M & W 3:30-4, via e-mail, or by appointment
Class Location: CC1-351 Class Time: 11:00am-3:20pm
Prerequisite: ENG 100 (grade ≥ 2.0) OR placement by testing in ENG 101

Anthropology Librarian: Katie Whitson, 425.352.5341
kwhitson@uwb.edu
Geography Librarian: Rob Estes, 425. 352.5242
restes@uwb.edu

In support Cascadia's value of environmental stewardship, this is a Blackboard enhanced class in order to cut down on the amount of paper consumed. To access Blackboard, go to <http://waol.blackboard.com>.

General Learning Agreement

Academic Dishonesty: The College regards acts of academic dishonesty, including such activities as plagiarism, cheating, and/or other violations of integrity in information technology, as very serious offenses. In the event that cheating, plagiarism and other forms of academic dishonesty are discovered each incident will be handled as deemed appropriate. Care will be taken that students' rights are not violated and that disciplinary procedures are instituted only in cases where documentation or other evidence of the offense exist. A description of all such incidents shall be forwarded to the Vice President for Student Success, where a file of such occurrences will be maintained. The Vice President may institute action against a student according to the College's disciplinary policies and procedures as described in the *Student Handbook*.

In this class, students will receive a zero (0) on assessments where academic dishonesty is demonstrated. Repeated offenses can result in a 0.0 for the course.

Diversity: Cascadia Community College affirms a commitment to freedom from discrimination for all members of the College community. Celebration of diversity and cultural differences is a hallmark of a true learning community. Pluralism, diversity, and equity are therefore at the core of Cascadia's mission. Individual difference is affirmed and celebrated in our community.

Inclement Weather: In the event of inclement weather affecting morning classes, there will be notification on the local media by 5:00am. Students may also call the main campus number, 425-352-8000, to hear a message that will be updated with the latest Cascadia closure information. Students may also go online to www.schoolreport.org and click on Cascadia Community College to get the latest report. Should the weather deteriorate during the day, students may check online, listen to the main campus message, or check email or the media to hear news about closures or class schedule changes.

Student Rights and Responsibilities: Cascadia is a student-centered college, operated to provide knowledge and skills for the achievement of learners' academic, professional and personal goals. Inherent in the college's mission are certain rights and freedoms needed for learning and personal development. Admission to Cascadia provides these rights to students, and also assumes that students accept the responsibility to conduct themselves in ways that do not interfere with the purposes of the college in providing education for all of its learners. For the complete policy, see the Student Code of Conduct in the *Student Handbook* (<http://www.cascadia.ctc.edu/StudentHandbook/studentcodeofconduct.asp#studentcodeofconduct>).

General Learning Agreement

Acceptable Use Policy on Information Technology: In general, the same ethical conduct that applies to the use of all college resources and facilities applies to the use of Cascadia's systems and technology. These systems may only be used for authorized purposes, using only legal versions of copyrighted software, and with consideration and respect for the conservations of resources and the rights of other users. For additional information, go to the Open Learning Center for a complete copy of the *Information Technology Acceptable Use Policies and Procedures*.

Disability Support Services: Cascadia provides services to help students with disabilities successfully adapt to college life. Students who meet specific criteria may also qualify for academic accommodations. For information, or a referral, please contact Enrollment Services, Room 103, 425-352-8860 and ask for the Disability Support Facilitator.

Family Education Rights and Privacy Act (FERPA): Cascadia Community College complies with the Family Education Rights and Privacy Act (FERPA) of 1974 concerning the information that becomes a part of a student's permanent educational record and governing conditions of its disclosure. Under FERPA, students are protected against improper disclosure of their records.

Emergency Procedures: Emergency procedures are posted in each classroom. To reach campus security personnel, dial 425-352-5222. Fire and police may be reached by dialing 9-911.

Learning Assistance Options: The Open Learning Center provides a place for students to receive assistance with technology need that support class assignments. The Open Learning Center computer lab is available for students to receive assistance on the software programs used in Cascadia's courses. Trained assistants are available to help students individually or in small groups. Staff members can help on a wide range of computer applications, including web technology and programming applications, as well as assist students with class projects. Staff can also demonstrate to students how to effectively create an ePortfolio to showcase their work at Cascadia Community College. The Open Learning Center is located in CC2-060.

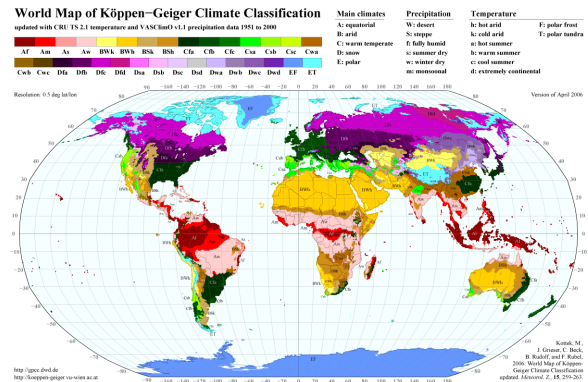
The Math Center provides trained staff to assist students with their math courses, from arithmetic through calculus. Individual assistance and the opportunity for students to work in groups are available. The Math Center is equipped with computers, video and printed materials, that provides a supportive environment for students studying mathematics. The Writing Center provides opportunities for students to learn study techniques and improve reading and/or writing skills in a lab environment. Students learn through a variety of media, including computer programs, audio/video lessons and traditional text materials. A lab manager develops an individualized program of study and provides feedback to students. Tutors are available for one-on-one instruction. Students may also receive tutorial assistance on a walk-in basis with assignments from other classes in which they are enrolled.

Letter grade designations: The following deadlines affect grading options for students:

Grade		Outcomes	Policy
I	Incomplete	Grade based on previously completed coursework and contracted work if that work is submitted by the contract date. Student receives the grade designated on the contract if contracted work is not completed by contract date. Grade may adversely affect ability to register in subsequent quarters.	This grade may be given when requested by the student and approved by the instructor. A grade of I is appropriate when the student (a) has completed a majority of work for the course, (b) is unable to finish the remaining coursework, and (c) is able to complete the coursework with no additional instructions.
N	Audit	Grade not calculated in GPA, and no credit earned.	This grade may be given when requested by the student and approved by the instructor (required after the end of the second week of the quarter) that an audit status is appropriate. The student participates in coursework at the instructor's discretion, but no credit is earned.
P	Passed the Course	Grade not calculated in GPA	Non-graded classes use a "P" to designate a grade of 2.0 or higher OR for level completion. This grade is assigned with the student has met the learning outcomes for the class. Only designated courses are graded using a P.
NP	No Credit for the Course	Grade not calculated in GPA	This grade is assigned when the student has not met the class outcomes and requirements to receive a grade of 2.0 or higher OR for the level. Only designated courses are graded using a NP.
V	Unofficial Withdrawal	Grade calculated at 0.0 in GPA, and no credit earned. Grade may adversely affect ability to register in subsequent quarters.	(Vanished) This grade is given to a student who attends briefly or rarely and does not withdraw with a W grade.
W	Official Withdrawal	Grade not calculated in GPA, and no credit earned. Grade may adversely affect ability to register in subsequent quarters.	This grade is assigned when the student withdraws from a class with instructor permission in weeks three through six of the quarter. After the sixth week, no official withdrawals may be made.
Z	Hardship Withdrawal	Grade not calculated in GPA, and no credit earned. May adversely affect ability to register in subsequent quarters.	This grade may be given when requested by the student and approved by the instructor. This grade reflects a crisis and/or unusual extreme circumstance which has interfered or interrupted the student's ability to attend class and complete the remaining coursework for the quarter.
H	Course in Progress	Grade not calculated in GPA, and no credit earned until final grade is issued by instructor.	This grade is assigned when instructors teach courses that extend beyond the end of the quarter or for courses which are continuous
Admin. Drop	Administrative Drop	Student is dropped from the class	Students who do not attend class during the first two days of the quarter (and do not contact the instructor) may be dropped from the class roster at the instructor's discretion.

Financial Aid Students

Financial Aid Students: Financial Aid students should consult with the Student Financial Services Office to determine the impact of dropping classes or earning no credit in courses per the Financial Aid Satisfactory Academic Progress Policy. Financial Aid students who earn zero (0) credits in a quarter (including any combination of grades listed on the previous page and 0.0 grades) may owe a repayment (see Satisfactory Academic Progress in the *Student Handbook* at <http://www.cascadia.ctc.edu/StudentFinancialServices/sapp.asp> for detailed information).



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Grades: Everyone starts out with a 4.0 in this class. It is up to you whether or not you keep your 4.0. You are responsible for your own learning and for improving your learning and self-assessment skills. Our feedback will focus on identifying the strengths and weaknesses of your work and helping you identify areas for improvement. We view learning as a collaborative process and encourage you to meet with either of us if you have concerns about your standing in the class. Note: Letter grades are included for informational purposes only

% of Points	Grade	% of Points	Grade	% of Points	Grade
96-100	4.0/A	82	2.7/B-	70	1.5/C-
94-95	3.9/A-	81	2.6/B-	69	1.4/D+
93	3.8/A-	80	2.5/B-	68	1.3/D+
92	3.7/A-	79	2.4/C+	67	1.2/D+
91	3.6/A-	78	2.3/C+	66	1.1/D
90	3.5/A-	77	2.2/C+	65	1.0/D
89	3.4/B+	76	2.1/C	64	0.9/D
88	3.3/B+	75	2.0/C	63	0.8/D-
87	3.2/B+	74	1.9/C	62	0.8/D-
86	3.1/B	73	1.8/C-	61	0.8/D-
85	3.0/B	72	1.7/C-	60	0.7/D-
84	2.9/B	71	1.6/C-	0-59	0.0/F
83	2.8/B-				

Learning Outcomes

Learn Actively: Learning is a personal, interactive process that results in greater expertise and a more comprehensive understanding of the world. Through in-class activities and small group work, by the end of the quarter you will:

- recognize key elements of human culture and have a basic understanding of fundamental cultural anthropology concepts
- be familiar with and have practiced fieldwork and methods in cultural anthropology & geography
- have researched and educated your classmates about an indigenous culture
- have delved into discipline-specific databases and explored a variety of library resources
- Apply geographic methods and knowledge to actively discover relationships between peoples of a specific region and their environment.

Communicate with Clarity and Originality: The ability to exchange ideas and information is essential to personal growth, productive work, and societal vitality. Through writing assignments and discussion, by the end of the quarter you will:

- have begun to develop or improve your communication skills
- be able to clearly express your thoughts about human culture, adaptive processes, and the natural world
- know how to properly cite sources and provide complete citations for sources

Think Critically, Creatively, and Reflectively: Reason and imagination are fundamental to problem-solving and the critical examination of ideas. By the end of the course, you will:

- understand how to look at culture at various levels (individual, community, national) and from an anthropological perspective
- know how to break down a theory into its main components
- be able to assess the interaction between culture, biology and the environment
- have learned to assess anthropological information in general and scholarly sources
- be able to interrelate your personal experiences and societal forces within the context of cultural anthropology
- understand that while there are various ways of being human and we are each unique, we also share basic commonalities of experience and living
- Understand various aspects of Earth's physical environment, including climate, landforms, soils, vegetation, and wildlife.

Interact in Diverse and Complex Environments: Successful negotiation through our increasingly complex, interdependent, and global society requires knowledge of awareness of self and others, as well as enhanced interaction skills. Through group work, basic fieldwork, and discussion, by the end of the quarter you will:

- have some tools to use to help you identify ethnocentrism
- have explored cultural anthropology methods through real-world ethnographic observation
- have worked on your cooperative and verbal skills through team work



*Other cultures are not failed
attempts at being you
...Wade Davis*

Classroom Expectations

Courtesy and respect is expected of all students. This includes but is not limited to:

- punctuality*
- turning off your cell phone—if your cell phone rings during class we may answer it for you
- no texting
- careful listening, including not interrupting others
- no personal conversations during class
- being prepared
- active participation in class
- turning assignments in on time
- openness to others' opinions
- quiet eating
- asking permission to use a laptop, record class, or bring a guest
- letting the instructor know if you have to leave class early

*We realize that sometimes things happen that will make you late for class; however, chronic tardiness will negatively impact your grade as will repeated absences.

If you must miss class due to illness of yourself or an immediate family member, please notify John or Tori before class if possible or as soon as possible thereafter.

Assessments

AnthroSpeak	5%
Reading Ethnography	7%
Ethnography & Ethnology	8%
Journal	10%
Final Essay	10%
Portfolio of Activities	12%
Quizzes.....	3%
Geographic Knowledge Assessment	5%
Midterm Examination	10%
Final Examination	10%
Team Project.....	15%
Class Participation	5%

Late Assessments

Students may turn in late assignments, except group assignments; however, for each class day the assignment is late, the maximum grade you can achieve drops by 10%. No assignments will be accepted more than 4 class days late unless there are extreme circumstances, such as illness of yourself or family member, or a death in the family. **Work duties and vacation are not acceptable reasons.**



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Course Calendar

Conformity and Conflict # refers to article numbers, not chapter #
ER = Reading on reserve

Notice: This syllabus is subject to change as we may need to make modifications based on the learning process in class. All changes to the syllabus will be announced in class.

Date		Topic	Readings & Assignments
Week 1	4/2	Introduction	
Week 2	4/7	What is culture? <i>Geography & Geographic Tools</i>	Kottak: Ch. 1 <i>Bergman, Chapter 1</i>
	4/9	What is culture? <i>Geographic Tools</i>	Kottak: Ch. 4 Spradley: 6 & 7 AnthroSpeak <i>Bergman, Chapter 1</i>
Week 3	4/14	What is culture? <i>Weather</i>	<i>Bergman, Chapter 2; Geographic Knowledge Assessment</i>
	4/16	How do I learn about culture? <i>Weather</i>	Kottak: Ch. 2 Spradley: 4 <i>Bergman, Chapter 2;</i>
Week 4	4/21	How do I think like an anthropologist? <i>Climate</i>	ER: Salzman, et. Al <i>Bergman, Chapter 2; Quiz 1 due</i>
	4/23	Am I judging this? <i>Climate</i>	ER: Omohundro Spradley: 2, 3, 5 Journal 1 <i>Bergman, Chapter 2</i>
Week 5	4/28	How do people make a living? <i>Endogenic Processes</i>	Kottak: Ch. 5 ER: Scaglione Reading Ethnography <i>Bergman, Chapter 3</i>
	4/30	Project Work Day <i>Exogenic Processes</i>	<i>Bergman, Chapter 3; Quiz 2 due</i>
Week 6	5/5	How do people get things done? <i>Microprojects</i>	Kottak: Ch. 6 ER: Shahrani Microprojects
	5/7	How do people organize themselves? Midterm Exam	Kottak: Ch. 7 Spradley: 16, 17, 18 Midterm Exam
Week 7	5/12	How does culture impact identity? <i>Biogeochemical Cycles</i>	Kottak: Ch. 8, 11 ER: Herdt Spradley: 20, 22, 23 Journal 2 <i>Bergman, Chapter 4</i>
	5/14	How do people ascribe meaning to life? <i>Biosphere</i>	Kottak: Ch. 9 <i>Bergman, Chapter 4</i>
Week 8	5/19	How do people ascribe meaning to life? <i>Human Food Supply</i>	ER: Lommel & Mowaljarlai Spradley: 27, 29 Ethnography & Ethnology <i>Bergman, Chapter 8</i>
	5/21	How do people ascribe meaning to life? <i>Human Food Supply</i>	<i>Bergman, Chapter 8; Quiz 3 due</i>
Week 9	5/26	NO CLASS: MEMORIAL DAY	
	5/28	How are people adapting to globalization? <i>Natural Resources</i>	Kottak: Ch. 10, 13 <i>Bergman, Chapter 9</i>
Week 10	6/2	How are people adapting to globalization? <i>Natural Resources</i>	Spradley: 31, 32, 35 Journal 3 <i>Bergman, Chapter 9; Portfolios Due</i>
	6/4	Project Work Day <i>Regionalism and Globalization</i>	Final Essay <i>Bergman, Chapter 13</i>
Week 11	6/9	Final Project Presentation	Final Project Presentation
	6/11	Final Examination	Final Examination