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Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

New Course Course Prefix Change Course Deletion
 Course Revision Course Number and/or Title Change Catalog Description Change

Current course prefix, number and full title: ANTH 211 Cultural Anthropology

Proposed course prefix, number and full title, if changing: _____

2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills Knowledge Area Global and Multicultural Awareness Writing Across the Curriculum (W Course)
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

Global Citizenship Information Literacy Oral Communication
 Quantitative Reasoning Scientific Literacy Technological Literacy

3. Other Designations, as appropriate

Honors College Course Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

Catalog Description Change Program Revision Program Title Change New Track
 New Degree Program New Minor Program Liberal Studies Requirement Changes Other

Current program name: _____

Proposed program name, if changing: _____

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<u>Sarah W. Neusius</u>	<u>11-3-11</u>
Department Chairperson(s)	<u>[Signature]</u>	<u>11-3-11</u>
College Curriculum Committee Chair	<u>[Signature]</u>	<u>11/9/11</u>
College Dean	<u>[Signature]</u>	<u>11/17/11</u>
Director of Liberal Studies (as needed)	<u>[Signature]</u>	<u>2/27/12</u>
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<u>Gail Sedquist</u>	<u>2/29/12</u>

Received FEB 29 2012 Liberal Studies
 Received JAN 30 2012 Liberal Studies
 Received NOV 17 2011 Liberal Studies

Catalog Description**ANTH 211: Cultural Anthropology****3c-01-3cr**

This course explores the nature and development of culture drawing on ethnology and ethnography. Emphasis is given to culture change, kinship and marriage, economic and political systems, and the ethnographic endeavor. It provides a framework for the appreciation and understanding of cultural differences and similarities in human societies across the globe, past and present.

Prerequisites: None**Proposed Catalog Description****ANTH 211: Cultural Anthropology****3c-01-3cr**

This course introduces the major concepts, theories and research methods of cultural anthropology that are used to study and understand human culture in different parts of the world. Emphasis will be given to how traditional and non-traditional cultures undergo change as a result of globalization and how cultural anthropologists study the social, economic, and political consequences that result from integration into an expanding and changing global economy. Topics covered include, but are not limited to, social organization, economics, power and politics, race and ethnicity, language and communication, technology, religion and ritual, and sex and gender.

Prerequisites: None

Rationale: The revised and proposed catalog description provides an up to date summary of the course to better reflect changes in the liberal studies program.

**ANTH 211: Cultural Anthropology
Syllabus of Record**

I. Catalog Description

3c-01-3cr

ANTH 211: Cultural Anthropology

Prerequisites: None

This course introduces the major concepts, theories and research methods of cultural anthropology that are used to study and understand human culture in different parts of the world. Emphasis will be given to how traditional and non-traditional cultures undergo change as a result of globalization and how cultural anthropologists study the social, economic, and political consequences that result from integration into an expanding and changing global economy. Topics covered may include, but are not limited to, social organization, economics, power and politics, race and ethnicity, language and communication, technology, religion and ritual, and sex and gender. A wide geographic coverage in the course provides a basis for global comparisons of cultural similarities and differences among human societies.

II. Course Objectives

Upon completing the course, students will be able to:

Objective 1:

Identify the holistic and cross-cultural approach to the study of human culture unique to cultural anthropology.

Expected Student Learning Outcome 1:

Informed Learners

Rationale:

Assignments will require students to evaluate the various approaches, perspectives and methods used to illuminate the intellectual questions and problems of cultural anthropology.

Objective 2:

Describe major theories and research methods used to study human cultures from a global perspective.

Expected Student Learning Outcomes 1 and 3:

Informed and Responsible Learners

Rationale:

Assignments will require students to discuss human cultural change in the past and present from historical, social and spatial perspectives. In so doing, students learn how

cultural anthropology's examination of these issues differs from other subfields in anthropology and other disciplines. These assignments foster a holistic perspective on the cultural interrelationship of human beings.

Objective 3:

Develop an awareness of cultural differences and an appreciation for the cultural diversity in the United States and in other parts of the world.

Expected Student Learning Outcomes 1, 2, and 3:

Informed, Empowered, and Responsible Learners

Rationale:

Assignments will require students to develop a respect for the identities, politics and cultures of others in and outside of the United States. The course offers a detailed and contextually rich analysis of the depth and breadth of human diversity throughout the world and over time. It also gives students the tools to critically analyze the impact of natural and social forces that shape culture and their cultural practices.

Objective 4:

Apply critical anthropological perspectives to explore ways of addressing and solving contemporary social issues.

Expected Student Learning Outcomes 2 and 3:

Empowered and Responsible Learners

Rationale:

Assignments will require that the students familiarize themselves with the use of critical anthropological perspectives, such as advocacy anthropology, critical ethnography, and native anthropology, to understand the complex nature of social problems and their many causes. In tandem, this same objective exposes the students to how these critical perspectives in cultural anthropology consider culture and its many characteristics to develop and implement culturally-based social programs and policies aimed at solving challenging contemporary social problems of the world.

III. Course Outline

- A. Introduction to Cultural Anthropology (1 hour)
 1. Introduction to Course
 2. Cultural Anthropology, a Sub Field of Anthropology
- B. Culture (5 hours)
 1. Culture: What is it?
 2. Culture and Language
 3. Cultural Relativism
- C. Explanation in Anthropology (5 hours)
 1. Culture Concept and Theory
 2. Objectives of Explanation in Anthropology
 3. Examples of Contemporary Anthropological Theories
- D. Fieldwork & Ethnography (3 hours)
 1. Ethnographic Inquiry
 2. Field Work & Research Dissemination

Exam 1 (1 hour)

- E. Kinship, Marriage, and Social Organization (5 hours)
 1. Kinship
 2. Kinship and Genealogical Inquiry
 3. Sex and Gender
 4. Marriage and Social Organization

Assignment 1: Diagramming and Analyzing a Genealogy (In-class activity)

- F. Traditional Societies, Subsistence, and Economic Activities in the Contemporary Era (6 hours)
 1. Foragers
 2. Horticulturalists
 3. Pastoralists
 4. Peasants

Exam 2 (1hour)

- G. Globalization, Power, and Resistance (6 hours)
 1. Globalization and Culture Change
 2. Early Colonialism and Anthropology
 3. Post-Colonialism and Anthropology
 4. Native Responses to Culture Change

Assignment 2: Anthropology's Response to Globalization (Out of class assignment)

H. Contemporary Issues and Anthropology (6 hours)

1. Food Security
2. Environment and Native Rights
3. Human, Gender, and Citizen Rights
4. Refugees, Immigrants, Migrants, and Other Diaspora Populations
5. Health Care and Traditional Medicine

Assignment 3: Reaction Paper: Critique of video *El Norte*

I. Applying Anthropology (3 hours)

1. Advocacy and Applied Anthropology
2. Making a Differences in Cultural Anthropology

Final Exam

IV. Evaluation Methods

(60 Percent) Exams - Three in-class exams: two midterms and one noncumulative final. The exams, which will require essay responses, will address the assigned readings and class presentations. Each exam is worth 20 percent of the grade.

(30 Percent) Assignments - Three out-of-class assignments: one of them is based on a genealogy exercise. The student will diagram his or her family genealogy, spanning at least three generations, and analyze it for residence and immigration, education, and occupation patterns. The other two assignments will be essays. These two assignments will be reaction papers to case studies presented in lecture or a video showing. The reaction papers, not to exceed more than 5 double-spaced pages, will explore a theory explaining globalization and culture change and critique the theory's explanatory value and contribution to understanding the impact globalization has on traditional and western cultures. Each of the three assignments is worth 50 points.

(10 Percent) Critical Reading of Ethnographic Text Assignment - An out-of-class assignment that focuses on *Nisa: The Life and Words of a !Kung Woman*, an ethnography. The assignment consists of two essays based on a series of questions designed to stimulate critical reading and thinking skills. This assignment is presented as the Sample Assignment for a Liberal Studies Course.

V. Grading Scale

Grading scale: A 90-100 B 80-89 C 70-79 D 60-69 F 59 and below

VI. Attendance Policy

Students are strongly encouraged to attend class. Individual faculty members may develop their own policies that comply with the university attendance policy” would be better.

VII. Required Textbooks, Supplemental Books, and Readings

Below are three examples of currently available textbooks from which faculty select:

Eller, J. D. (2009). *Cultural anthropology: Global forces, local lives*. New York: Routledge.

Haviland, W. (2005). *Cultural anthropology: The human challenge*. Belmont, CA: Wadsworth Publishing Company.

Kottak, C. P. (2008). *Mirror for humanity: A concise introduction to cultural anthropology*. New York: McGraw-Hill Inc.

Supplemental/Non-textbook readings (Examples)

Chavez, L. (1998). *Shadowed lives: Undocumented immigrants in the United States*. New York: Harcourt Brace College Publishers.

Endicott, K. M., & Welsch, R. L. (2008). *Taking sides: Clashing views on controversial issues in cultural anthropology* (4th ed.). New York: McGraw-Hill/Dushkin Publishers.

Shostak, M. (2000). *Nisa: The life and words of a !Kung woman*. Cambridge, MA: Harvard University Press.

VIII. Special Resource Requirements

No special resources are needed.

IX. Bibliography

Baba, M., & Hill, C. (Eds.). (1997). *The global practice of anthropology*. Williamsburg, VA: Studies in Third World Societies.

Barnard, A. (2000). *History and theory in anthropology*. Cambridge: Cambridge University Press.

Bernard, R. (2010). *Research methods in anthropology* (5th ed.). New York: Altamira Press.

Bernard, R. (2011). *Research methods in anthropology: Qualitative and quantitative approaches*. Thousand Oaks, CA: Sage Publications, Inc.

Bohannon, P., & Glazer, M. (1988). *High points in anthropology* (2nd ed.). New York: McGraw-Hill, Inc.

Chavez, L. (1998). *Shadowed lives: Undocumented immigrants in the United States*. New York: Harcourt Brace College Publishers.

- Chiseri-Strater, E., & Sunstein, B. (1997). *Fieldworking: Reading and writing research*. New Jersey: Prentice Hall.
- Crane, J., & Angrosino, M. (1992). *Field projects in anthropology: A student handbook* (3rd ed.). Illinois: Waveland Press, Inc.
- Emerson, R., Frezt, R., & Shaw, L. (1995). *Writing ethnographic fieldnotes*. Chicago, IL: The University of Chicago Press.
- Endicott, K., & Welsch, R. (2008). *Taking sides: Clashing views on controversial issues in anthropology* (4th ed.). New York: McGraw-Hill/Duskin Publishers.
- Kottak, C. (2007). *Mirror for humanity: A concise introduction to cultural anthropology* (5th ed.). New York: McGraw-Hill Humanities Companies Inc.
- Mascia-Lees, F. E., & Johnson Black, N. (2000). *Gender and anthropology*. Long Grove, Illinois: Waveland Press Inc.
- McGee, J., & Warm, R. (2011). *Anthropological theory: An introductory history*. BostonNew York: McGraw-Hill Companies Inc..
- Metcalf, P. (2005). *Anthropology: The basics*. New York, NY: Routledge.
- Moore, H., & Sanders, T. (2006). *Anthropology in theory: Issues in epistemology*. New York, NY: Wiley-Blackwell.
- Moses, Y. (2002). Black feminist anthropology: Theory, politics, praxis, and poetics. *Anthropological Quarterly*, 75(2), 427-431.
- Narayan, K. (1993). How native is a "native" anthropologist? *American Anthropologist*, 95(3), 671-686.
- Ortner, S. (2006). *Anthropology and social theory: Culture, power, and the acting subject*. Durham, NC: Duke University Press.
- Podolefsky, A., & Brown, P. (1997). *Applying cultural anthropology: An introductory reader*. Mountain View, CA: Mayfield Publishing.
- Rice, P., & McCurdy, D. (2007). *Strategies in teaching anthropology*. New Jersey: Prentice Hall.
- Shaffir, W., & Stebbins, R. (Eds.). (1991). *Experiencing fieldwork: An inside view of qualitative research*. Newbury Park, CA: Sage Publications, Inc.
- Shostak, M. (2000). *Nisa: The life and words of a !Kung woman*. Cambridge, MA: Harvard University Press.

- Strathern, A., & Stewart, P. J. (2001). *Kinship in action: Self and group*. Boston: Prentice Hall.
- Van Willigen, J. (1993). *Applied anthropology: An introduction*. Westport, CT: Bergin & Garvey.
- Van Willigen, J., Rylko-Bauer, B., & McElroy, A. (Eds.). (1989). *Making our research useful: Case studies in the utilization of anthropological knowledge*. Boulder: Westview Press.
- Vélez-Ibáñez, C., & Sampaio, A. (2002). *Transnational Latina/o communities: Politics, process, and cultures*. Boulder: Rowland and Littlefield Publishers, Inc.
- Whiteford, L., & Trotter, R. (2008). *Ethics for anthropological research and practice*. Illinois: Waveland Press, Inc.
- Wulff, R., and Fiske, S. (Eds.). (1987). *Anthropological praxis: Translating knowledge into action*. Boulder: Westview Press.

2. Summary of the Proposed Revisions

- 2.1. Catalog description changed
- 2.2. Revision of course objectives
- 2.3. Revision of bibliography
- 2.4. Minor revisions to course outline

3. Rationale

- 3.1. The catalog description has been revised to better reflect recent changes in the Liberal Studies Program.
- 3.2. The course objectives have been updated to meet current expectations for student-centered measurable objectives.
- 3.3. The bibliography was revised to include only references on general and cultural anthropology.
- 3.4. The course outline has been revised to a topic format that can be ordered to match the textbook selected for the course.

4. Sample Assignment for Liberal Studies Course Critical Reading of Ethnographic Text Assignment

Assignment Instructions

For your paper assignment, please write two brief two-page essays that address each of the following questions. Using APA format, please cite your supporting evidence in detail and include page numbers from the text. Your essay should reflect thoughtful consideration of the text and should incorporate a critical analysis reflecting your own thoughts and perspectives on the topic. Your analysis should be grounded in a detailed reading and should demonstrate familiarity with this ethnography.

Essay 1: Discuss the changes Nisa has witnessed over the course of her life, paying special attention to the political and formalized leadership aspects of the !Kung culture. Incorporate materials from the textbook and lecture notes as well, reflecting especially on the concept of political leadership and the notion of an egalitarian society versus a “tribe.”

Essay 2: Using the readings in your primary textbook (Kottak) and your own opinion, address the ways in which Nisa appears to be both a typical and an atypical woman living in !Kung society, as portrayed by Marjorie Shostak.

Essay Rubric

An ‘A’ paper will be thoughtful and analytical and will illustrate critical thinking. It will show a facility with both of the works you're drawing from. It will draw on the primary concepts discussed in the course (that is, it will be grounded in readings from the primary textbook) and will be illuminated by an appropriate ethnographic example from Shostak. In other words, there will be a high correspondence and a logical fit between the two sources. It will be stylistically and grammatically well written and will conform to the guidelines.

A ‘B’ paper will be moderately thoughtful, analytical, and critical. The link between the key arguments and the example will be clear and will demonstrate that you understand the arguments you're focusing on. It may have some grammatical or spelling errors but will conform to the guidelines.

A ‘C’ paper will not demonstrate analytical or critical thinking. There may be misunderstandings in the key arguments, or the linkages between the argument and the example will not be logical. The arguments from the different sources might not seem to be completely understood. There will be grammatical and spelling errors, and it may not completely conform to the guidelines.

A ‘D’ paper will not demonstrate analytical or critical thinking. It will not apply the arguments from the primary course textbook to the examples of Kottak, or it will do so in a way that illustrates that the author of the paper isn't well versed in one or both of the sources. There may be significant grammatical and spelling errors. It might not have a thesis or may lack one of the three main components of a paper (introduction, body, and conclusion).

An ‘F’ paper may not have a thesis and may be missing one or more of the three main components of a paper (introduction, body, and conclusion). The student will not develop an argument and might simply relate the details of the readings. There will be significant stylistic, spelling and/or grammatical errors in the paper.

5. ANTH 211: Liberal Studies Approval Questions

5.1. The course will be taught as a multiple-section, multiple-instructor course in which all three of the cultural anthropologists in the department will teach the course from time to time. The department will maintain equivalency by sharing syllabi, approaches, and information on new resources once a year. This will maintain flexibility and equivalency.

5.2. The course not only addresses issues of ethnicity, race, gender, and social class, it also includes the perspectives and contributions of ethnic and racial minorities and of women to cultural anthropology. Examples of perspectives used in their work, albeit not exclusively, are feminist anthropology, cultural citizenship, and native anthropology. The writings of ethnic and racial minorities and women are also discussed in the course. Examples of these writings are the works of Kirin Narayan (*How Native is a "Native" Anthropologist?*), Yolanda Moses (*Black Feminist Anthropology: Theory, Politics, Praxis, and Poetics*), and Carlos Vález-Ibáñez and Ana Sampaio (*Transnational Latina/o Communities: Politics, Process, and Cultures*). Full citations are located in the bibliography.

5.3. Instructors will draw from fiction and non-textbook sources including journal articles, text books, book chapters, readers, and ethnographies.

5.4. The course is not an introductory course in the Department of Anthropology.

Syllabus of Record

I. Catalog Description

ANTH 211: Cultural Anthropology

3 class hours

0 lab hours

3 credit hours

Prerequisites: None

This course explores the nature and development of culture drawing on ethnology and ethnography. Emphasis is given to culture change, kinship and marriage, economic and political systems, and the ethnographic endeavor. It provides a framework for the appreciation and understanding of cultural differences and similarities in human societies across the globe, past and present.

II. Course Objectives

Students will be able to

1. Critically examine the study of culture from an anthropological perspective.
2. Develop an understanding of key theories and methods within the field of cultural anthropology and their application to the study of culture.
3. Explore the ethnographic method and research related dilemmas.
4. Broaden awareness and understanding of world cultures from a humanistic and cross-cultural perspective.
5. Gain awareness of new research directions in cultural anthropology and their contribution to examining contemporary social issues in the United States and abroad.
6. Understand cultural differences and gain an appreciation for cultural diversity

III. Course Outline

- A. Introduction to Cultural Anthropology (1 hour)
 1. Introduction to Course
 2. Cultural Anthropology, a Sub Field of Anthropology
- B. Culture (3 hours)
 1. Culture: What is it?
 2. Culture and Language
 3. Cultural Relativism

C. Explanation in Anthropology (4 hours)

1. Culture Concept and Theory
2. Objectives of Explanation in Anthropology
3. Examples of Contemporary Anthropological Theories

D. Fieldwork & Ethnography (3 hours)

1. Ethnographic Inquiry
2. Field Work & Research Dissemination

Exam 1

E. Kinship, Marriage, and Social Organization (5 hours)

1. Kinship
2. Kinship and Genealogical Inquiry
3. Sex and Gender
4. Marriage and Social Organization

Assignment 1: Diagramming and Analyzing a Genealogy (In-class activity)

F. Traditional Societies, Subsistence, and Economic Activities in the Contemporary Era (6 hours)

1. Foragers
2. Horticulturalists
3. Pastoralists
4. Peasants

Exam 2

G. Globalization, Power, and Resistance (6 hours)

1. Globalization and Culture Change
2. Early Colonialism and Anthropology
3. Post-Colonialism and Anthropology
4. Native Responses to Culture Change

Assignment 2: Anthropology's Response to Globalization (Out of class assignment)

H. Contemporary Issues and Anthropology (6 hours)

1. Food Security
2. Environment and Native Rights
3. Human and Citizen Rights
4. Refugees, Immigrants, Migrants, and Other Diaspora Populations
5. Health Care and Traditional Medicine

Assignment 3:

I. Applying Anthropology (2 hours)

1. Advocacy and Applied Anthropology
2. Making a Differences in Cultural Anthropology

Exam 3

IV. Evaluation Methods

The final grade will be determined as follows:

65 Percent—Exams. Three in-class exams: two mid-terms and one noncumulative final. The exams, which will require essay responses, will address the assigned readings and class presentations. Each exam is worth 100 points.

35 Percent—Assignments. Three out-of-class assignments: one of them is based on a genealogy exercise. The student will diagram their family genealogy, spanning at least three generations, and analyze it for residence and immigration, education, and occupation patterns. The other two assignments will be essays. These two assignments will be reaction papers to case studies presented in lecture or a video showing. The reaction papers, not to exceed more than 5 double-spaced pages, will explore a theory explaining globalization and culture change and critique the theory's explanatory value and contribution to understanding the impact globalization on traditional and western cultures. Each of the three assignments is worth 50 points.

V. Attendance Policy

Although there is no formal attendance policy for this course, student learning is enhanced by regular attendance. Exams contribute to a substantial portion of the class grade and cannot be made up with a medical excuse.

VI. Required Textbooks, Supplemental Books, and Readings

One textbook is required for the course: Kottak, C.P., Mirror for Humanity : A Concise Introduction to Cultural Anthropology (McGill, Fifth Edition). Another required book for the course is: Endicott, K.M. & Welsch, R.L., Taking Sides: Clashing Views on Controversial Issues in Anthropology (McGraw-Hill/Duskin Publishers, Fourth Edition). Mirror for Humanity will present an overview of cultural anthropology, and introduce key concepts and describe peoples and cultures of the world. The other, Taking Sides: Clashing Views on Controversial Issues in Anthropology, will address theories and ethnical issues in anthropology, some of them controversial, and give students the opportunity to critique them constructively.

VII. Special Resource Requirements

No special resources are needed.

VIII. Bibliography

- Baba, Marietta and Hill, Carole. (Eds). 1997. *The Global Practice of Anthropology*. Williamsburg, VA: Studies in Third World Societies.
- Barnard, Alan. 2000. *History and Theory in Anthropology*. Cambridge: Cambridge University Press.
- Bernard, Russell. 2010. *Research Methods in Anthropology* (5th edition). New York: Altamira Press.
- Bernard, Russell. 2011. *Research methods in anthropology: Qualitative and Quantitative approaches*. Thousand Oaks, CA: Sage Publications, Inc.
- Bohannon, Paul and Glazer, Mark. *High Points in Anthropology* (2nd Edition). New York: McGraw-Hill, INC.
- Chiseri-Strater, Elizabeth and Sunstein, Bonne. 1997. *Fieldworking: Reading and Writing Research*. New Jersey: Prentice Hall.
- Crane, Julia and Angrosino, Michael. 1992. *Field Projects in Anthropology: A Student Handbook* (3rd Edition) Illinois: Waveland Press, Inc. (reserve)
- Emerson, Robert, Frezt, Rachel and Shaw, Linda. 1995. *Writing ethnographic fieldnotes*. Chicago, IL: The University of Chicago Press.
- Endicott, Kirk. and Welsch, Robret. 2008. *Taking Sides: Clashing Views on Controversial Issues in Anthropology* (4th Edition). McGraw-Hill/Duskin Publishers.
- Kottak, Conrad. 2007. *Mirror for Humanity: A Concise Introduction to Cultural Anthropology* (5th Edition). McGill-Hill Humanities Social.
- Lurie, Nancy Oestreich. 1966. *Women and the Invention of American Anthropology*. Prospect Heights, Illinois: Waveland Press INC.
- Mascia-Lees, Frances E. and Black, Nancy Johnson. 2000. *Gender and Anthropology*. Long Grove, Illinois: Waveland Press INC.
- McGee, Jon. and Warms, Richard. 2011. *Anthropological Theory: An Introductory History*. Boston: McGraw-Hill Humanities.
- Metcalf, Peter. 2005. *Anthropology: The Basics*. New York, NY: Routledge.
- Moore, Henrietta and Sanders, Todd. 2006. *Anthropology in Theory: Issues in Epistemology*. New York, NY: Wiley-Blackwell.

Ortner, Sherry. 2006. *Anthropology and Social Theory: Culture, Power, and the Acting Subject*. Durham, NC: Duke University Press.

Podolefsky, Aaron and Brown, Peter. 1997. *Applying Cultural Anthropology: An Introductory Reader*. Mountain View, CA: Mayfield Publishing.

Rice, Patricia and McCurdy, David. 2007. *Strategies in Teaching Anthropology*. New Jersey: Prentice Hall.

Schusky, Ernest. 1965. *Manual for Kinship Analysis*. New York: Holt, Rinehart and Winston.

Shaffir, William and Stebbins, Robert. (Eds). 1991. *Experiencing fieldwork: An inside view of qualitative research*. Newbury Park, Ca: Sage Publications.

Strathern, Andrew and Stewart, Pamela J. 2001. *Kinship in Action: Self and Group*. Boston: Prentice Hall.

Van Willigen, John. 1993. *Applied Anthropology: An Introduction*. Westport, CT: Bergin & Garvey.

Van Willigen, John, Rylko-Bauer, Barbara & McElroy, Anne. (Eds). 1989. *Making Our Research Useful: Case Studies in the Utilization of Anthropological Knowledge*. Boulder: Westview Press.

Whiteford, Linda and Trotter, Robert. (2008). *Ethics for Anthropological Research and Practice*. Illinois: Waveland Press, Inc.

Wulff, Robert and Fiske, Shirley. (Eds). 1987. *Anthropological Praxis: Translating Knowledge into Action*. Boulder: Westview Press.