

Culturally Responsive Updated Curriculum/Assignments for ANTH 102

Synopsis:

For my Culturally Responsive Education Project I updated and added several Learning Objective Review (LOR) assignments for the ANTH 102 – Introduction to Cultural Anthropology curriculum. The rationale for these updated and additional LORs is to increase the amount of cultural/ethnic diversity that students will be learning with in this course. These additional LORs can also be used to update and/or change current assignments. The ideal is that students will have increased agency to study cultures/ethnicities that they find interesting and/or can better relate to. This will hopefully lead to increased student engagement and success in the class.

REQUIRED TEXTBOOK (accessible online or from the Canvas modules):

Society for Anthropology in Community Colleges (2020). *Perspectives: An Open Invitation to Cultural Anthropology* (2nd ed.). Retrieved from:
<http://perspectives.americananthro.org/>

Excerpt from Syllabus:

Learning Objective Review (LOR) Assignments – These writing assignments will be based on articles and videos as well as the Learning Objectives for the chapters. The titles of the articles and videos are located in the “Class Schedule and Assignments” and links to can be found in the “Modules” for each week of the class for which they are assigned. Each review will be worth **15 points** and this part of the class will account for **150 points** of the course grade.

Assignment Instructions:

To submit your LOR (article/video review) open the link above and copy and paste your work into the window or upload your file to the Canvas site. Assignments need to be submitted as either a Word document or a .pdf. Assignments turned in using any other format (for example, .pages documents, .notes, .rtf, etc.) will not be accepted.

Instructions:

A. The LOR is to be submitted no later than 11:59 pm (PST) on Monday evening. To receive full credit for the assignment your article review should include:

- The title of the article or video you are reviewing at the top of your assignment.
- Correct APA citations (i.e. Miner, 1956).
- Correct APA references (see the optional textbook for further information and examples).
- Assignment submitted properly to the Canvas cite.
- Questions/responses numbered and separated.

B. Answers to all questions for the article/video review. Your responses are to be written in complete sentences and address the question(s) directly and completely. You should also use examples when necessary to illustrate your understanding of the question (see Anthropology 102 Article/Video Rubric in the syllabus for grading details) but do not overly rely on quotes.

Anthropology 102 LOR Assignment Rubric (15 points):

Dimension	Expected Performance	Score/Comments
Directions 3 points	Title of article/video printed at the top of the review Correct APA citations Correct APA references Assignment submitted properly to Canvas Questions/responses numbered	
<i>Each question will be worth 3 - 4 points and graded on the following criteria</i>		
Completeness: 1-2 points per question	Answer is focused and addresses all parts of the question completely	
Specificity/Examples: 1-2 points per question	Examples and facts are used and discussed appropriately	
Accuracy/Reflection: 1-2 points per question	Answer includes the majority of relevant information to the topic/debate and demonstrates comprehension of topic	

Chapters & LOR Assignments:

Chapter 1 – Introduction to Anthropology by Katie Nelson

LOR question for Chapter 1

- In your own words, define and describe the five subfields of anthropology. Using the Internet, find a recent example (less than 5 years old) of research done in each of the subfields. Which of the subfields do you find most interesting and why? Use evidence and research in your response and cite and reference your sources using the APA Style Guide.

Chapter 2 – The Concept of Culture by Priscilla Medeiros & Emily Cowall

A. LOR/Video Review - *Sir Walter Baldwin Spencer: Fieldwork* (Singer, 1990)

LOR questions for *Sir Walter Baldwin Spencer: Fieldwork* (Singer, 1990).

1. Based on your understanding of the video, describe and discuss two of W. B. Spencer's contributions to the field of anthropology? Please use evidence and examples from the video in your response.
2. What was the purpose of Horn Expedition? When and where did it take place? According to the video, what was the most important discovery of the expedition? Explain why this discovery was so crucial for Spencer and his future work.
3. Using the evidence from the chapter and video, describe and discuss Spencer's theoretical perspective? Explain how it influenced his understanding of native peoples by discussing an example from the video. Discuss an example from the video to support your response.
4. Using the evidence from the chapter and video, compare and contrast how W. B. Spencer and Franz Boas understood culture by discussing two examples. Explain why anthropologists today would disagree Spencer's perspective/understanding of culture.

Chapter 3 - Doing Fieldwork: Methods in Cultural Anthropology by Katie Nelson

A. LOR/Article Review - *Body Ritual Among the Nacirema* (Miner, 1956)

B. LOR/Video Review - *Margaret Mead and Samoa: The Greatest Controversy in Anthropology* (Heimans, 1988)

A. LOR questions for *Body Ritual Among the Nacirema* (Miner, 1956).

1. Describe a cultural ritual or practice of the Nacerima that you found unusual or strange? Why? How would you describe this ritual or practice from an insider's perspective? In your opinion, is Miner's description of this ritual or practice incorrect? Why or why not?
2. Describe and discuss an example of a ritual or practice in another culture that you find odd and hard to understand (i.e., arranged marriages, ritual body piercing, rites of passage, etc.)? Why? Include research in your discussion of this ritual/practice.
3. What does Miner's piece tell us about the difficulty of describing another culture? Discuss an example of how Miner was deliberately ethnocentric in his description of the Nacerima. Support your response with evidence/examples.
4. Who are the Nacirema and were you surprised to find out who they are? Why or why not? A section of chapter 3 is entitled "Making the Strange Familiar and the Familiar Strange". How does title/phrase relate to Miner's article? Support your response with evidence/examples.

B. LOR questions for *Margaret Mead and Samoa: The Greatest Controversy in Anthropology* (Heimans, 1988).

1. Do some research on the nature vs. nurture debate as it relates to human behavior? Explain this debate in your words and provide a human behavioral example for each. Which side of this debate did Margaret Mead support and what evidence did she use to support it? Which side of this debate do you think Derek Freeman supported? Why? Use evidence to support your claims.
2. In the video, several anthropologists, Samoans and other individuals were interviewed regarding their opinions of the Freeman-Mead controversy. Which of these interviewees did you find most credible and why? What evidence did they present that made you agree with them? Which of the interviewees did you find least credible and why? Use evidence to support your claims.
3. What is science? Do some research on what science is and explain this term in your own words. One of the quotes shown in the video stated, "All that ~~man~~ *people* can do for humanity is to further the truth whether it be bitter or sweet." (Boas in Heimans, 1988). What does this quote mean to you and how does it relate to the concept of science? How does it relate to the Freeman and Mead controversy?

4. Based on evidence from the video and chapters 2 & 3, compare and contrast the field methods used by Margaret Mead and Derek Freeman and discuss and example for each of the anthropologists. Explain how their approaches fieldwork produced different results. Use evidence and examples to support your response.

Chapter 4 – Language by Linda Light

A. LOR/Video Review *Language of Science* (Usborne, 2009)

Questions for *Language of Science* (Usborne, 2009)

Transcripts for *Language of Science* (Usborne, 2009):

<https://subsaga.com/bbc/documentaries/history/science-and-islam/1-the-language-of-science.html>

1. In the video, Jim Al-Khalil stated that modern science has Islamic roots. Describe and discuss two lines of evidence that were discussed in the video to support this claim. Do you agree with this statement? Why or why not?
2. Explain how the Muslim Empire expanded beginning in the 8th century and how they used language to govern its diverse populations/ethnicities. Describe and discuss the “translation movement” and explain why/how it was important. Use specific evidence/examples from the video to support your response.
3. According to the video, what is the universal truth of science? Why is understanding science from this perspective important and how does this relate to language? Do you agree? Why or why not? Use specific evidence/examples from the video to support your response.
4. How many different languages have you heard being spoken in your community/town/city? What are the languages you’ve heard and why do you think people in your community speak them? Based on what you read in chapter 4, how do these different languages reflect the speaker’s identity, social status and ethnicity. Support your claims with examples and research.

5. A linguistic style can be defined as, “a person's characteristic speaking pattern. It includes such features as directness or indirectness, pacing and pausing, word choice, and the use of such elements as jokes, figures of speech, stories, questions, and apologies.” (Tannen, 1995) How would you describe your personal linguistic style? What does your linguistic style say about you as an individual and as a member of your culture? Support your claims with examples and research.

Chapter 5 – Subsistence by Isaac Shearn

A. LOR/Video Review *Borneo Death Blow* (Treza, 2018)

Questions for *Borneo Death Blow* (Treza, 2018).

1. How would you categorize the Penan’s original mode of subsistence? Using the book’s description of this mode of subsistence, provide three lines of evidence from the video that support this is their original mode of subsistence. How and why has their economy recently changed? Did the Penan appear pleased with this change? Why or why not?
2. In the video, it was said that for the Penan, “kindness, generosity and courage is a way life” (Treza, 2018). Why are these values important for people who practice this mode of subsistence and what would you classify their mode of distribution/exchange as? Why?
3. In your own words, define and provide an example for each of the three forms of reciprocity.
4. Have you ever engaged in a food-getting practice with an immediate return, such as hunting, fishing, or gathering? How was this experience different than purchasing the same type of food at the grocery store? How do the social and economic practices of industrial agriculturalists support a competitive and individualistic lifestyle?

Chapter 6 – Economics by Sarah Lyon

A. LOR/Article Review – *Eating Christmas in the Kalahari* (Lee, 1969)

Questions for *Eating Christmas in the Kalahari* (Lee, 1969)

1. What was the goal of Richard Lee’s Ethnographic research among the !Kung? Why did the !Kung regard him as stingy? Were they justified? Why or why not? Use evidence for the article in your response.

2. When Lee bought the ox for the Christmas celebration, what response did he expect (given his own cultural biases) from the !Kung? How did the !Kung in fact treat his “generosity”? Why? What does the article illustrate about differences in cultural values?
3. Much of this article concerns difference in “manners” or etiquette. Though etiquette may seem a trivial concern, manners often reflect deep and significant cultural values. How do !Kung and U.S. systems of etiquette/manners reflect distinctive notions of the value of the groupism and equality? Why do people in the U.S. feel that it is important to thank someone who shares with others, even if the person clearly “owes” something to the rest? Discuss another example of U.S. “manners” that reflect our cultural values.
4. What did you have for dinner last night? Do you know where the food came from and how it was produced? Also research where and when two of the foods you consumed were originally domesticated? Include evidence and research in your post.

Chapter 7 – Political Anthropology: A Cross-Cultural Comparison by Paul McDowell

- A. LOR/Video Review - *Masters of the Pacific Coast – Tribes of the American Northwest Part 1 – Arrival* (Stubberfield, 2016)
- B. LOR/Video Review - *Masters of the Pacific Coast – Tribes of the American Northwest Part 2 – Survival* (Stubberfield, 2016)

A. LOR questions for *Masters of the Pacific Coast – Tribes of the American Northwest Part 1 – Arrival* (Stubberfield, 2016)

1. The Northwest Coast cultures are regarded as ranked or chiefdom level societies, why? Using the textbook chapter and evidence from the video, describe and discuss three attributes/lines of evidence that demonstrates that the Northwest Coast cultures achieved the level of socio-cultural integration of a chiefdom society.
2. How/why did sociopolitical complexity of the cultures of the Northwest Coast defy conventional wisdom for cultural development? What are three marine food resources utilized by these cultures. Describe and discuss how they were able to acquire and utilize each of these food resources to achieve sociopolitical complexity.

3. Describe and discuss the decentralized nature of the Northwest Coast cultures political organization. What role did chiefs, clans, and councils play in the use of power and authority in these societies. According to the video, what motivated chiefs in the ruling of their villages? Do you agree? Why or why not?
4. Although state societies are efficient in organizing people and resources, they also are associated with many disadvantages, such as extreme disparities in wealth, use of force to keep people in line, and harsh laws. Given these difficulties, why do you think the state has survived? Do you think human populations can develop alternative political organizations in the future? Use evidence and research to support your claims.

B. LOR questions for *Masters of the Pacific Coast – Tribes of the American Northwest Part 2 – Survival* (Stubberfield, 2016)

1. Based on evidence from the video, describe and discuss the relationship between the native cultures of the Northwest Coast and the Europeans/Russians. How was this different from other colonial interactions of European nations and native peoples? Discuss specific examples in your response.
2. Using evidence from the chapter and video, describe and discuss the ritual and purpose of the potlatch of the Northwest Coast. Explain how this ceremony defied European logic and how/why it changed after contact.
3. Describe and discuss the two trade goods that Europeans/Russians wanted to exploit from the Northwest Coast. Explain how exploitation of these resources changed the native cultures of the Northwest Coast. Use evidence and examples from the video in your response.
4. Explain why is art an important part of Northwest Coast native and provide an example. Explain why/how there was a resurgence in Northwest Coast art and culture. Discuss specific examples from the video in your response.
5. According to the video, the Head of the Department of Indian Affairs in Canada wrote, “The happiest future for the Indian race is their absorption into the general population.” (Harper, 2016) What does this statement mean to you and do you think this statement is true? Why or why not? How does this quote relate to ethnic inequality in our society? Discuss a recent example and use evidence/research to support your claims.
6. Two important themes highlighted in the video include reconciliation and defiance. In your own words, define these two themes/terms and explain

why they are important to someone's identity/culture. Using different examples your previous responses, explain how these themes were portrayed in the video.

7. Two important themes highlighted in the video include reconciliation and resilience. In your own words, define these two themes/terms and explain why they are important to someone's identity/culture. Using different examples your previous responses, explain how these themes were portrayed in the video.

Chapter 8 - Family and Marriage by Mary Kay Gilliland

- A. LOR/Article Review – *Arranging a Marriage in India* (Nanda, 2000)
- B. LOR/Video Review – *Kingdom of Women: The Matriarchal Mosou of China* (Zou, 2007)

A. LOR questions for *Arranging a Marriage in India* (Nanda, 2000).

1. According to the article, why do Indian women prefer having their families arrange their marriages rather than pursuing a "love match" themselves? Explain why Serena's friend's family rejected one of the possible girls for their eldest son to marry. Do you think they were justified in rejecting this particular girl as a future daughter-in-law? Why or why not?
2. The author mentions that there is a very low divorce rate in India. Why do you think this is and how does this compare to our society's divorce rate? Include research to support your claims.
3. According to the author, what is the most important thing that a family looks for when searching for a marriage partner for their child and why? What is the most important thing that a family is looking for in their future daughter-in-law and why?
4. Considering your own family of orientation, what anthropological terms can you use to describe it? For instance, if you have two married parents, where did they live after marriage? Were any gifts involved during the wedding? What is a dowry and is its purpose/function? Does your culture practice anything comparable? Who's family pays for the wedding in the your culture and could this been seen a dowry? Why or why not?

B. LOR questions for *Kingdom of Women: The Matriarchal Mosuo of China* (Zou, 2007).

1. In your own words, define what a matrilineal means. Why do the Mosuo practice this type of descent system? Discuss two reasons.
2. Describe and discuss the concept of a walking marriage. Why was this system successful for the Mosuo in the past? Explain how and why is it changing? Do you think this is a positive or negative change for their culture? Why?
3. Describe and discuss the coming of age ceremony for Mosuo women. When does this ceremony take place and how does her role and status change? Discuss the rituals are associated with this ceremony?
4. According to the video, what is the most important ceremony for the Mosuo? Why? How do the gender roles change for this ceremony? What are the roles of religious specialists during this ceremony?

Chapter 9 - Race and Ethnicity by Justin Garcia

A. LOR/Video Review – *Brazil in Black & White: Skin Color in Higher Education* (Stepan, 2007)

A. Questions for *Brazil in Black & White: Skin Color in Higher Education* (Stepan, 2007).

1. Based on the evidence presented in the chapter, explain why the concept of human biological races does not make sense from a scientific perspective. Explain how this is different from the social concept race. Use evidence from the chapter to support your claims.
2. How do you understand and express your ethnic background? Do you know about your family's history of immigration and/or assimilation? How does this factor into your own sense of identity?
3. What do you think of Brazil's racial quota system that mandates that 20% of incoming university students be Afro-Brazilian? Based on evidence presented in the video discuss one advantage (pro) and one disadvantage (con) of the racial quota system.
4. Brazil has struggled to be a society that that does not define race. Why? Based on evidence presented in the video, is their racial discrimination in Brazil? Why or why not? Provide two lines of evidence from the video to

support your claims. Do think the quota system change this? How? Support claims with evidence and research.

5. This video was produced over ten years ago, do you think the university quota system has been successful? Why or why not? Now, do some research on Brazil's university quota system? Did your research support or contradict your opinions? Include two lines of evidence that either support or contradicted your initial opinions.

Chapter 10 - Gender and Sexuality by Carol C. Mukhopadhyay. Tami Blumenfeld, Susan Harper and Abby Gondek

- A. LOR/Article Review – *Do Muslim Women Really Need Saving?....* (Abu-Lughod, 2002)
- B. LOR/Video Review – *A Place in the Middle* (Hammer & Wilson, 2014)

A. Questions for *Do Muslim Women Really Need Saving?....* (Abu-Lughod, 2002).

1. Based on your understanding of the information presented in the article, explain why Afghan women were being used as symbols to justify the “War on Terrorism.” Do you agree with Abu-Lughod’s critique of this strategy? Why or why not? Use evidence/examples from the article.
2. Using information from the article as well as additional research, describe and discuss the differences between a burka, hijab, and chador. Include examples of who would wear these items and why. Which of these articles is most symbolically similar to a Catholic nun’s coif and/or veil and why?
3. In the article, the author states that, “Projects of saving other women depend on and reinforce a sense of superiority by Westerners, a form of arrogance that deserves to be challenged.” (Abu-Lughod, 2002) Explain what you think she meant by this statement and provide an example. Do you agree with her claim? Why or why not?
4. According to the text, sex, sexuality, and gender may be thought of as related, but independent, realms. What does each signify? Provide an example from the chapter, or from your experience, of each.

B. Questions for – *A Place in the Middle* (Hammer & Wilson, 2014)

1. Describe and discuss the gender role of the māhū in traditional Hawaiian culture. What do the terms of kāne-wahine and wahine-kāne mean and

- show how are they used by providing examples? Explain what historical event that repressed that māhū gender role? Why?
2. According to the video, what is the true meaning of “aloha”? Explain how being Hawaiian and the concept of aloha helped Kumu Hina with her transition? How does aloha influence Kumu Hina’s teaching? Support claims with evidence and research.
 3. The Hawaiians are not the only culture that accepted or assigned important roles to individuals who were not exclusively male or female. Compare and contrast the māhū with a third gender in another culture (see chapter for examples). What do these cultures that honor “in the middle” individuals have in common? Use evidence and research in your response.
 4. In your own words, explain the difference between sex and gender. Use examples to support your claims. Which of these two terms do you think is more important to your identity? Why? Use evidence and/or examples to support your claims.
 5. Describe and discuss examples of how schools, media and politics promote gender norms in your culture. Use evidence and research to support your claims.

Chapter 11 – Religion by Sashur Henninger-Rener

A. LOR/Video Review - *The Real Story of Halloween* (Ellis & Hickey, 2010)

A. Questions for *The Real Story of Halloween* (Ellis & Hickey, 2010)

1. According to the video, when and where did Halloween begin and what was it called? What was the significance of this holiday and how was it expressed/ritualized. The video also mentions that Halloween is associated with agricultural societies, explain why?
2. Describe and discuss two examples of how Christianity adopted and re-imagined the holiday that was to become Halloween. Explain why the church did this. Also, explain how the name “Halloween” came to be.
3. Explain why Halloween was viewed as “Hell Night” by the 20th century. Discuss how and why the holiday began to change in the 1930s. How and why did holiday change again in the 1960s and 1970s?
4. Consider the four elements of religion described in the chapter: cosmology, belief in the supernatural, rules governing behavior, and ritual. Apply these four elements to the history and rituals associated with Halloween. Support your response with examples, evidence, and research.

Chapter 12 – Globalization by Lauren Miller Griffith and Jonathon S. Marion

A. LOR/Video Review– *Thailand’s Moken: The Vanishing Sea Tribe* (Wedel, 2014)

A. Questions for *Thailand’s Moken: The Vanishing Sea Tribe* (Wedel, 2014)

1. What day/event changed everything for the Moken? Why? What did the Thai government do to protect the Moken? How has this affected Moken culture and why are they not happy with the government regulations that they are supposed to follow now? Discuss two examples from the video.
2. Why are Moken and other indigenous people who live in Rawai being sued? Do you think the government will better support the Moken now that they have been given Thai citizenship? Why or why not? Do you think the Moken of Rawai are better off now that they being exposed to globalization? Why or why not? Discuss two examples from the video.
3. In the video it was stated that for the Moken, “the transformation of nomadic seafarers to land dwellers brought many struggles.” (Wedel, 2014). Describe and discuss two of these struggles and they must be different from your previous examples. Do you think that the Mokens will be able to keep a balance between their traditions and modernity? Why or why not?
4. Consider the ways that the ideascapes and mediascapes, especially through social media, have contributed to global awareness of protests and injustices around the world. In addition to Syria, as described in the chapter 12, what are some other sites of protest that social media has made you aware of in the past few years? Describe and discuss two examples and provide evidence/research in your response.

Chapter 14 – Culture and Sustainability: Environmental Anthropology in the Anthropocene by Christian T. Palmer

A. LOR/Video Review - *When You Return: The Basketweavers* (Beaver, 2022)

A. Questions for *When You Return: The Basketweavers* (Beaver, 2022)

1. Based on information in video and in your own words, describe and discuss the processes and/or steps used by the Wukchumni to make their baskets.

Would you want to learn how to make this style of basketry? Why or why not?

2. Explain why the Wukchumni continue to make their baskets? What symbols are used in the basketry and why is this significant? What are the rules that the Wukchumni follow with basket weaving? Discuss two and explain why they are followed as well as their significance.
3. In your own words, define cultural ecology and provide an example from your own society. Describe and discuss two example of how the Wukchumni basket weavers demonstrated their understanding of their native environment.
4. In your own words, define ethnobotany and explain why cultural anthropologists interested in this topic. Describe and discuss two example of how the Wukchumni basket weavers demonstrated their understanding of their native environment.
5. According to the video, what does the title of the video, “When you return”, mean to the Wukchumni? Why is this phrase significant and how does it relate to their culture and environment?
6. According to the video, what/who taught the Wukchumni to make baskets? How? Describe and discuss two types of plants that were used by the Wukchumni to make their baskets.

Chapter 15 – Performance by Lauren Miller Griffith and Jonathon S. Marion

- A. LOR/Video Review – *Grand Sumo: The Beauty of Tradition* (NHK Joho Network and Tokyo Video Center, 2003)
- B. LOR/Video Review - *The Art That Made Mexico: Episode 2 – Power* (Hart, 2017b).
- C. LOR/Video Review - *The Art That Made Mexico: Episode 3 – Prayers* (Hart, 2017c).

A. Questions for *Grand Sumo: The Beauty of Tradition* (NHK Joho Network and Tokyo Video Center, 2003)

1. In your own words, define what is meant by cultural performance. Describe and discuss an example of a cultural performance from video. Describe and discuss an example of cultural performance that you have observed or participated in.
2. In your own words, define what is meant by performance of culture. Describe and discuss an example of a performance of culture from the

video. Describe and discuss an example of a performance of culture that you have observed or participated in.

3. Using a different example from the first two questions, describe an example of the presentation of self and personal front from the video. Discuss and discuss an example of the presentation of self and personal front that you have observed or done.
4. What was the most interesting thing you learned from the video about Sumo and why? Use evidence and research in your response.
5. What is the role of performance in reflecting social order and values on the one hand and challenging these and leading to social change on the other? Describe and discuss an example of each. Include research to support your response.

B. Questions for - *The Art That Made Mexico: Episode 2 – Power* (Hart 2017b)

Transcripts – <https://subsaga.com/bbc/documentaries/arts/the-art-that-made-mexico-paradise-power-and-prayers/series-1/2-power.html>

1. Based on information from the video, explain how architecture and ritual space are used as symbols of power in Mexico. Describe and discuss two examples from the video. Would you consider this a political performance? Why or why not? Use evidence and examples to support your claims.
2. Based on information from the video, describe and discuss four attributes of muralism and provide an example for each. Which mural shown in the video did you find most interesting and why?
3. Describe the meaning and symbolism of library of Mexico's National University by discussing three attributes of this building.
4. Describe the meaning and symbolism of Mexico's Museum of Anthropology and explain why Alinka described it as a hybrid. What were the two parallel images that this building was designed to portray and is this important?
5. According to the video, who is Mexico's greatest living artist and why? Discuss this artist's inspirations and why are they important to Mexico's identity as a nation? Use evidence from the video to support your claims.

C. Questions for - *The Art That Made Mexico: Episode 3 – Prayers* (Hart, 2017c).

Transcripts - <https://subsaga.com/bbc/documentaries/arts/the-art-that-made-mexico-paradise-power-and-prayers/series-1/3-prayer.html>

1. Based on what you observed in the video, explain why the Virgin of Guadalupe is an important symbol in Mexican art. Using examples from the video, describe and discuss two ways in which this symbol is used to link religion to the Mexican people.
2. The video discusses how the Spanish/Catholic Church destroyed the belief system of Aztecs and other indigenous cultures. Describe and discuss two examples of this from the video. Would you consider this a political performance? Why or why not? Use evidence and examples to support your claims.
3. The video discusses a painting by Villapando of the Archangel Saint Michael from the Cathedral in Mexico City. What three colors is Saint Michael painted in and why is their significance/meaning. Explain how and why Villpando's paintings in this cathedral are important from a cultural/historic perspective.
4. Who was the Church of Santa Maria Tonantzintla dedicated to and how is this represented in the art of this building? Describe and discuss two examples. According to the video, what is the style of this church's art called and why?
5. The video discusses how 20th century artists of Mexico embraced/celebrated pre-Columbian artistic styles. Describe and discuss the contributions of the two 20th century Mexican artists from the video and how their work rejected the rules of European artistic styles/traditions.
6. Explain how the artists in the video represent the tension between "European" hegemony and "indigenous" agency? Describe and discuss two examples from the video. Which one of these two forces, hegemony and agency, do you feel is more influential in Mexican art and why? Use evidence and examples from the video to support your claims.

Chapter 16 – Media Anthropology by Bryce Peake

- A. LOR/Video Review - *Optic 2016: Capturing Culture with Erika Larsen* (Larsen, 2016)
- B. LOR/Video Review - *The Art That Made Mexico: Episode 1 – Paradise* (Hart, 2017a)

A. Questions for *Optic 2016: Capturing Culture with Erika Larsen* (Larsen, 2016).

1. Describe and discuss three ways that the horse has meaning to the Native American individuals/cultures shown in the video. Why are these relationships important and what do you think that says about these cultures and their relationship to the landscape, their past and/or their present? Include specific ethnographic examples from the video in your response.
2. What did Erika Larsen mean when she talked about “seed planting”? Describe this concept and why she thought it was important. Why would this concept be important for a cultural anthropologist? If a cultural anthropologist/journalist was observing/studying you and your culture, what seeds would you hope to plant with them (discuss two)?
3. Through media, people tell stories and we are all “image makers.” How did Erika Larsen use media to tell the stories about the people she was studying? How do you use images and media to tell your stories to others? Who do you share these images with and what do you want these people to think when they see them? What was your favorite part/story from the video and why?
4. What types of media contribute to a shared national identity in your country or among your community? Are there particular television programs, films, or other media sources that seek to bring the entire nation together? Describe and discuss a specific example and include evidence/research in your response.

B. Questions for *The Art That Made Mexico: Episode 1 – Paradise* (Hart, 2017a)

Transcripts - <https://subsaga.com/bbc/documentaries/arts/the-art-that-made-mexico-paradise-power-and-prayers/series-1/1-paradise.html>

1. According to the video, for the pre-Hispanic cultures of Mexico the natural world inspired everything. Discuss the three things the video used as examples for how the natural world inspired these cultures. Discuss examples for each.
2. Describe and discuss how changes in Mexican art were linked with major political and social movements/events. Describe and discuss two and how they impacted Mexican artistic traditions.

3. Based on information presented in the video, describe and discuss how landscapes and indigenous peoples were used to promote Mexican art. Describe and discuss an example of each from the video.
4. Describe and discuss who Gerardo Murillo was and his contributions to Mexico's art. How did Murillo want to transform Mexican society and how does this relate to his art work? Describe and discuss a specific example.
5. Using information from the video and chapter, define the concept of cultural infrastructure. Explain how the cultural infrastructure changed from pre-Hispanic times and during the historic periods and how this was reflected in the artistic traditions of Mexico.

Chapter 17 - Health and Medicine by Sashur Henninger-Rener

- A. LOR/Video Review – *Return of the Gods: The Shamans of Nepal* (Skafté, 1998).
- B. LOR/Video Review – *The Peoples Medicine* (Crane, 1983).

A. Questions for *Return of the Gods: The Shamans of Nepal* (Skafté, 1998)

1. In your own words, define and describe the concept of ethnomedicine. Explain why Peter Skafté (1998) said the shaman is a "religious leader, doctor, psychiatrist and teacher." Provide and discuss a specific examples from the video.
2. What does the title of the video, *Return of the Gods*, mean? How is this portrayed in the video and why is it important to the shamans healing abilities? In your response, be sure to discuss how the title relates to the monsoons and the pilgrimage to the summit of Tangnadara.
3. Using the evidence from the chapter and the video, how would you describe the medicinal practices of the Nepalese. Provide and discuss examples and include additional research to support claims.
4. Using information from the chapter and video, compare and contrast the Nepalese naturalistic medicine and the Western biomedical approaches to wellness. Describe and discuss an example of how they are similar and how they are different. Would you be comfortable with being treated by a Nepalese shaman? Why or why not?

B. Questions for *The Peoples Medicine* (Crane, 1983).

1. Describe and discuss how traditional Chinese medicine is different from Western medicine? Explain why the Chinese like herbal medicines and typically prefer them over Western Medicines? Discuss how and why Chinese doctors practice both types of medical systems. Provide examples to support claims.
2. Doctors practicing traditional Chinese medicine use what theory to treat their patients. What are the symptoms of the two parts of this theory? What is qi gong and why is it practiced in traditional Chinese medicine?
3. According to the video, what was China's most controversial policy? Why? Why did China's government in force this policy? Do you think it was successful? Use evidence/research to support your claims. Why or why not? What were the penalties from not following the policy?
4. Using information from the chapter and video, compare and contrast the TCM medicine to Western biomedical approaches to wellness. Describe and discuss and example of how they are similar and how they are different. Would you be comfortable with being treated by a TCM practioner? Why or why not?

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