

Liberal Studies and Anthropology (LRS 150) and Field Study (LRS 150F)

Semester: Spring 2017
Tuesdays & Thursdays 2:00- 3:40 PM
Location: ED 1126

Professor:	Dr. Christina von Mayrhauser	Dr. Greg Knotts
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“When those who have the power to name and socially construct reality, choose not to see you or hear you, whether you are dark skinned, old, disabled, female, or speak with a different accent or dialect than theirs, when someone with the authority of a teacher, describes the world and you are not in it, there is a moment of psychic disequilibrium, as if you looked in the mirror and saw nothing.”

~Adrienne Rich¹

I. [Brief LRS 150/F Course Description \(from Catalog\)](#): *How do I see myself in the world?
How do I develop my own perspective and leave room for the perspective of others?*

LRS 150 introduces students in the ITEP program to the study of cultural anthropology, with a focus on cultural issues that influence learning and education of multicultural populations. Students in LRS 150 will apply cultural concepts to elementary school settings through participation in the companion activity course, LRS 150F, which involves classroom activities as well as 15 hours of guided field experience in elementary classrooms.

Combined Course Learning Objectives (For LRS 150 and 150F)

By successfully completing this combined lecture and activity course, students will be able to

1. Recognize, identify, explain and apply anthropological perspectives about society and culture, anthropological methods of social inquiry and observation, and ethnographic research findings from cultural anthropology.
2. Develop and practice using an anthropological toolkit based on class lectures, discussions activities, and fieldwork experiences that are useful for studying and understanding elementary school classrooms as social communities that are microcosms of the broader society and world.

¹ Adrienne Cecile Rich was an American poet, essayist and feminist. She was called "one of the most widely read and influential poets of the second half of the 20th century", and was credited with bringing "the oppression of women and lesbians to the forefront of poetic discourse."

II. Course Requirements: *What do I need to do to succeed?*

Required Reading

1. Delaney, Carol with Deborah Kaspin (2011). *Investigating Culture: An Experiential Introduction to Anthropology, 2nd Edition*. New York: Wiley-Blackwell.
<http://www.wiley.com/WileyCDA/WileyTitle/productCd-EHEP002260.html>.
2. Other readings may be assigned as the semester progresses. These will be posted on Moodle.

Summary of Course Requirements

Note: LRS 150 and 150F are graded separately, thus, we have broken the grade requirements accordingly. Both teachers, however, will have input into both grades. For your convenience, this syllabus combines both classes.

For questions relating to LRS 150 grades and procedures, your point person is Dr. von Mayrhauser. For questions relating to LRS 150F grades and procedures, your point person is Dr. Knotts.

LRS 150 (2 units):

Attendance and Participation in LRS 150 lecture/discussions* (10%) *on most Tuesdays; read assigned text and completed textbook exercises before each meeting to get full points

Textbook Exercises (complete each week and bring to class; hand in periodically for 3 progress checks, in Wks 4, 8, and 12: @ 10% each).

Tests on readings and lectures (3 tests in Weeks 5, 10, and 15 @ 20% each)

100%

LRS 150F (1 unit):

Participation in LRS 150F activities/discussions* (10%) *(most Thursday class meetings); and periodic project check-ins in Weeks 4, 8, and 12: @ 10% each

Presentation of fieldwork project to peers (20%)

Write-up of fieldwork project, due in lieu of Final Exam for LRS 150F (40%)

100%

Explanation of Graded Components and Grading

LRS 150:

LRS 150 is the lecture portion of this combined lecture/activity course. The teacher lead for this portion of the course is Dr. Von Mayrhauser, Professor of Anthropology here at CSUN. Her lectures and related readings will share with you some anthropological perspectives about society and culture, anthropological methods of social inquiry and observation, and ethnographic research findings from cultural anthropology.

The Liberal Studies Program's goal in bringing these anthropology approaches to your attention early on in your teacher training career is to share with you a useful "toolkit" for studying and understanding your future classrooms as a social community, one that is a microcosm of (as well as constantly interacting with) the broader society and world.

Professor von Mayrhauser's lectures and the readings that she will assign you from your textbook, as well as exercises that she assigns from the textbook, and tests that you will take, are all created with the main Liberal Studies goal for this course. Meeting 1 of each week (i.e., our Tuesday meetings, 2-3:40 pm) will be the targeted day for Dr. von Mayrhauser's lectures and reading-related exercises.

Dr. Knotts, Professor of Education, partners with Professor von Mayrhauser in teaching LRS 150. His goal, as a specialist in the field of elementary education, is to help you "build a bridge" between what you are learning in the classroom and from readings, and actual elementary classrooms. He will help us identify the ways that our lessons from LRS 150 can be applied, through class discussions and activities.

LRS 150F:

The teacher lead for this portion of the LRS 150/F experience is Dr. Knotts, who as mentioned above is a specialist in Elementary Education. LRS 150F will consist of application-based discussions and activities that will typically occur in two contexts: (1) our Thursday class meetings (2-3:40 pm) and (2) local schools.

Dr. Knotts will be helping build a bridge between the anthropology content of LRS 150 and the educational settings in which you are going to be teaching in the future -- and you'll get a first-hand exposure to that application by working with Dr. Knotts on activities (both in the classroom and in local school settings) that will help you **practice applying the anthropology to the classroom**.

Ultimately Dr. Knotts wants you to be able to **understand your classroom and the people you will teach and work with in future school settings**. Like Dr. von Mayrhauser, Dr. Knotts wants you to use LRS 150F to practice using your anthropological toolkit. He will be your guide, therefore, on most Thursdays as well as "in the field" (in local school settings). Dr. von Mayrhauser meanwhile will be on hand most Thursday class meetings to give input and help based on her experiences of conducting ethnographic fieldwork.

For LRS 150F, you need to participate in both the Thursday classroom activities/discussions and actual classroom-based fieldwork (which you will organize through Dr. Knotts). You will also **write up your fieldwork experience and present the highlights of what you learned to your classmates** at the end of the semester.

Grades will be weighted according to the percentages listed above. We will use the standard CSUN scale: 93-100 = A, 90-92 = A-, 87-89 = B+, 84-86 = B, 80=83 = B-, etc.

PROFESSIONAL PREPARATION: Candidates will be evaluated during each class session for their Attendance, Preparation, Participation, and Attitude (APPA).

- a. Candidate will earn 5 points for a session by: Coming to class prepared. Maintaining a cheerful, professional, constructive attitude. Substantively contributing positively to group and class dynamics. Participating enthusiastically in whole class activities, small group activities, and collegial presentations. Wearing professional (interview-quality) attire when conducting presentations. Offers relevant, insightful, and constructive comments during class, but does not dominate discussions.
- b. Candidate will earn 4 points for a session by: Coming to class prepared. Maintaining a professional attitude. Contributing appropriately to the class. Participating in whole class activities, small group activities, and collegial presentations. Wearing professional (interview-quality) attire when conducting presentations.
- c. Candidate will earn 3 points for a session by: Coming to class somewhat prepared. Maintaining a professional attitude. May tend to be very quiet or too talkative. May participate in class activities, but is not enthusiastic. Rarely offers relevant, insightful, and constructive comments during class.
- d. Candidate will earn 2 points for a session by: Coming to class unprepared. May display an unprofessional attitude. Sometimes fails to participate appropriately, or contributes hardly anything positive to group and class dynamics.
- e. Candidate will earn 1 point for a session by: Coming to class unprepared. Displays an unprofessional attitude. May make irrelevant comments. May fail to participate constructively.
- f. Candidate will earn 0 points for a session by: Not attending class.

III. [Schedule for LRS 150/F \(Combined Schedule\):](#) *What's going on in this course?*

Note: Weeks' 2-12 lecture titles and descriptions, as well as titles of reading assignments are taken directly from the Table of Contents in your assigned textbook: PP. v-vii. Our schedule may change slightly over the course of the semester, so consult the course webpage for the most up-to-date information.

Week	Meeting	Topics:	Readings and Other Assignments	Other Notes:
Week 1 <i>How do you understand culture?</i>	1 (Jan 24)	Welcome and Orientation to the Course Week 1 Lecture Topic: "Using Anthropology to Understand Classrooms"	Syllabus. Also: Get a feel for what anthropology is by looking up these two videos ... https://www.youtube.com/watch?time_continue=5&v=cmn_oxmVNW2Y	

			https://www.youtube.com/watch?v=BhCruPBvSjQ ... as well as a Prezi presentation made by anthro students: http://www.americananthro.org/LearnAndTeach/Content.aspx?ItemNumber=2346&RDtoken=12178&userID=6944&navItemNumber=2347	
Week 1	2 (Jan 26)	Let's begin to understand classrooms and let's look at the Fieldwork expectation' Let's understand that we are not the first teachers, nor will we be the last – we have a history and we are creating new history...all at the same time! Let's look at "Chambers 3 rd grade writing mini lesson" https://www.youtube.com/watch?v=oHEhgKi3On0 TPEs: 1.1, 3.1, 3.8; PS: 1		
Week 2 <i>How do you understand society?</i>	1 (Jan 31)	Week 2 Lecture Topic: "Orientation and Disorientation" <i>How culture provides orientation in the world: What is culture and how do anthropologists investigate it? Learning to think anthropologically.</i>	Read Ch 1 in Delaney text, including Bohannan, "Shakespeare in the Bush", and do related exercises	Bring completed Ch 1 exercises to Meeting 1 class of Week 2; we will use them.
Week 2	2	Let's learn a little about		

	(Feb 2)	<p>ourselves: Cultural Identity Web</p> <p>Descriptive Review</p> <p>TPEs: 1.1, 1.5, 6.2; PS: 1</p>		
<p>Week 3</p> <p><i>How do you develop knowledge?</i></p>	<p>1</p> <p>(Feb 7)</p>	<p>Week 3 Lecture Topic: "Spatial Locations"</p> <p><i>How do we situate or locate ourselves in space? Are notions of space "universal" or are they shaped by culture? This [lecture and] chapter [explore] these questions from macro to micro contexts, including discussion of maps, nations, segregation, public spaces, invisible spaces, and that space that is no place: cyberspace.</i></p>	<p>Read Ch 2 in Delaney text, including Beckham, "The American Front Porch: Women's Liminal Space", and related exercises</p>	<p>Bring completed Ch 2 exercises to Meeting 1 class of Week 3.</p>
<p>Week 3</p>	<p>2</p> <p>(Feb 9)</p>	<p>Let's learn how to do behavioral mapping and practice observing proxemics (space people keep between them when communicating) on a walk together through the CSUN campus.</p> <p>TPEs: 6.2</p>		
<p>Week 4</p> <p><i>How do we shape our day-to-day living?</i></p>	<p>1</p> <p>(Feb 14)</p>	<p>Week 4 Lecture Topic: "All We Have is Time"</p> <p><i>Time is another major way we orient ourselves. What does it mean to be on time, out of time, or in time? This [lecture and] chapter [discuss] different cultural notions of time, the development of measuring time and clocks, the construction of the Western calendar and its rootedness in a sacred</i></p>	<p>Read Ch 3 in Delaney text, including Goodman, "Time is for Savoring"; and related exercises</p> <p>Note: check Moodle for Test 1 Review Lecture and Powerpoints. Test 1 is next week. Feel</p>	<p>Bring completed Ch 3 exercises to Meeting 1 class of Week 4. At end of class, leave Ch 1-3 exercises with Prof von M for first progress check; to be returned next</p>

		<i>worldview, and birthdays and other markers of time.</i>	free to email Dr. von M with questions.	class meeting.
Week 4	2 (Feb 16)	<p>Let's explore how we MANAGE <i>time</i> in the classroom (Student Time, Teacher Time) "Time management in the classroom" https://www.youtube.com/watch?v=PP4XUvEUj4E and "Classroom Clips – 3rd Grade English – Janel Doggett" https://www.youtube.com/watch?v=qGswkruqlT8</p> <p>Let's begin to Lesson Plan! How do we stay positive and keep the room a positive place for learning?</p> <p>TPEs: 1.5, 2.6; PS: 1</p>	Fieldwork Check-In #1 DUE	Review "Transitions Gr K-5" on your own https://www.youtube.com/watch?v=izDqu7nMfl4
Week 5 <i>What is your world view?</i>	1 (Feb 21)	Test 1, LRS 150, on Ch 1-3		Test 1 on Ch 1-3 will be returned the next class day
Week 5	2 (Feb 23)	<p>Let's look at our test results: peer inquiry and review</p> <p>Let's look at Black History Month (or ANY 'history month')</p> <p>TPEs: 2.2, 2.5, 3.1, 3.8, 6.3; PS: 1</p>		
Week 6 <i>How are we influenced by what is around us?</i>	1 (Feb 28)	<p>Week 6 Lecture Topic: "We are What We Speak"</p> <p><i>Is language quintessentially human or do some other animals possess it? Communication versus language. Writing. The symbolic function and metaphor: different languages,</i></p>	Read Ch 4 in Delaney text, including Le Guin, "She Unnames Them", and Dundes, "Seeing is Believing"; and related exercises	Bring completed Ch 4 exercises to Meeting 1 class of Week 6.

		<i>different worlds? The social function: what information do you obtain from a person's speech? How are race, class and gender inflected in language?</i>		
Week 6	2 (Mar 2)	Let's use our classroom observations: 1) 4-Point Reflection, 2) "Culture and Planning" handout. Address content standards and developmentally appropriate inquiry and problem-solving in planning. TPEs: 1.1, 1.5, 3.1, 3.8		
Week 7 <i>With whom do we develop relationships?</i>	1 (Mar 7)	Week 7 Lecture Topic: "Relatives and Relations" <i>Notions of kinship and kinship theory: to whom are we related and how? Is there any truth to the idea the "blood is thicker than water?" What constitutes a family? This [lecture and] chapter also [discuss] different meanings of friendship, romantic relationships, and parent-child relationships.</i>	Ch 5, Delaney text including Eckert, "Symbols of Category Membership", and Hocart, "Kinship Systems", and related exercises	Bring completed Ch 5 exercises to Meeting 1 class of Week 7.
Week 7	2 (Mar 9)	Let's look at our own family trees and how we address family, communication with family, and support student success with diverse families of K-5 students. Activity and Literature TPEs: 1.1, 1.2, 2.1, 2.6, 3.1, 3.8, 6.2; PS: 1		
Week 8 <i>How do</i>	1 (Mar 14)	Week 8 Lecture Topic: "Our Bodies, Ourselves"	Ch 6, Delaney text including Minor,	Bring completed Ch

<i>you wear your sexuality?</i>		<p>-- plus -- Begin LRS 150: Test 2 prep</p> <p>Are we our bodies or do we have bodies? Different concepts of the body, the gendered body, the physical body, the social body. Techniques and modifications of the body. Tattoos. Body parts and organ transplants. Traffic in body parts. Body image, advertisements, and eating disorders. Bodies before and after death.</p>	<p>"Body Ritual among the Nacirema" and related exercises</p> <p>Note: check Moodle for Test 2 Review Lecture and Powerpoints. Test 2 comes up the week after Spring Break. Feel free to email Dr. von M with questions. You can do that review throughout Spring Break.</p>	6 exercises to Meeting 1 class of Week 8. At end of class, leave Ch 4-6 exercises with Prof von M for second progress check; to be returned next class meeting.
Week 8	2 (Mar 16)	<p>Let's look at how students "see themselves" in the classroom by using (children's) literature.</p> <p>TPEs: 1.1, 1.5, 1.8, 2.1, 2.5, 3.1, 3.8; PS: 1</p>	Fieldwork Check-In #2 DUE	
SPRING BREAK - no classes - <i>Should I go skiing?</i>				
Week 9 <i>How do you hyphenate your identity?</i>	1 (Mar 28)	Test 2 for LRS 150 on Ch 4-6		Test 2 on Ch 4-6 will be returned the next class day.
Week 9	2 (Mar 30)	<p>Let's look at our test results: peer inquiry and review</p> <p>Let's look at Cesar Chavez and (national/State) Holidays</p> <p>TPEs: 2.2, 2.5, 3.1, 3.8, 6.3; PS: 1</p>	"Integrating Art" from Burstein & Knotts distributed	
Week 10 <i>Yeah, but what does all this look</i>	1 (Apr 4)	<p>Week 10 Lecture Topic: "Food for Thought"</p> <p><i>What constitutes food? What</i></p>	Ch 7, Delaney text including Dubish, "You Are What You Eat: Religious	Bring completed Ch 7 exercises to Meeting 1 class of Week 10.

<i>like in a classroom?</i>		<i>makes a meal? What does it mean to say that "food is love"? Relation of food to the environment. Fast food, slow food, genetically modified food ("Frankenfood"). Food and civility. Food and religion. Cooking.</i>	Aspects of the Health Food Movement" and related exercises	
Week 10	2 (Apr 6)	Let's continue to Lesson Plan with the "Culture and Planning" handout and the "Integrating Art" chapter. Address high expectations, differentiation, and integration of technology in planning. TPEs: 1.8, 2.2, 2.5, 3.1, 3.8; PS: 1		
Week 11 <i>When did you become gendered?</i>	1 (Apr 11)	Week 11 Lecture Topic: "Clothing Matters" <i>Clothing does more than cover the body: it is also a cultural index of age, gender, occupation and class. Is it then true then that "clothes make the man"? Haute couture, sweat shops, clothing, and the economy.</i>	Ch 8, Delaney text including Ribeyro, "Alienation (An Instructive Story with a Footnote)" and related exercises	Bring completed Ch 8 exercises to Meeting 1 class of Week 11.
Week 11	2 (Apr 13)	Let's use our classroom observations: 1) 4-Point Reflections, 2) Using (Children's) Literature to continue lesson planning TPEs: 1.1, 1.5, 1.8, 2.1, 2.2, 2.5, 3.1, 3.8; PS: 1		
Week 12 <i>How does elementary school shape</i>	1 (Apr 18)	Week 12 Lecture Topic: "VIPs: Very Important People, Places and Performances" <i>Certain people, places, evens</i>	Ch 9, Delaney text including Geertz, "The Impact of the Concept of Culture on the	Hand in Exercises for Ch 9. At end of class, leave Ch 7-9 exercises with

power?		<p>and cultural practices become iconic: they embody cultural myths or epitomize cultural values. Jesse Owens. Princess Diana. Why are certain people described as "larger than life"? The Statue of Liberty. The Beatles. The global circulation of such icons.</p> <p>--plus--</p> <p>Begin LRS 150 Test 3 Review</p>	<p>Concept of Man" and related exercises</p> <p>Note: check Moodle for Test 3 Review Lecture and Powerpoints. Test 3 is next week. Email Dr. von M with questions.</p>	<p>Prof von M for a final progress check; to be returned next class meeting.</p>
Week 12	2 (Apr 20)	<p>Let's re-imagine "The Three Little Pigs" through children's literature</p> <p>TPEs: 2.2, 2.5, 3.1, 3.8; PS: 1</p>	Fieldwork Check-in #3 DUE	
Week 13 <i>How do we undo, reshape, and (re)construct for kids?</i>	1 (Apr 25)	LRS 150 Test 3 on Ch 7-9		Test 3 on Ch 7-9 will be returned the next class day.
Week 13	2 (Apr 27)	<p>Let's look at our test results: peer inquiry and review</p> <p>Let's make sure we're ready for next week's Presentations</p> <p>TPEs: 6.3</p>		
Week 14	1 (May 2)	Student Presentations of LRS 150F Fieldwork		
Week 14 <i>How do I impact the world when I'm just me?</i>	2 (May 4)	<p>Student Presentations of LRS 150F Fieldwork</p> <p>TPEs: 4.8, 6.3</p>		
Week 15 <i>How do I claim my voice?</i>	1 (May 9)	Student Presentations of LRS 150F Fieldwork		

Week 15	2 (May 11)	LRS 150 Class Conclusion, Wrap Up and Next Steps: How do we go forth and conquer as law-enforcers, standard-deliverers, and dream-motivators...all at the same time?! TPEs: 4.8, 6.3, 6.6		
Week 16/ Final Exams <i>How will I be different during my second year of college?</i>	no meetings	LRS 150F Fieldwork Project Write-up Due as take-home Final for LRS 150F		Final Project Write-Up Due Online by Posted Final Exam Date

IV. Additional Course Policies, Information, and Notes: *What guides the context?*

POLICY ON CLASS ATTENDANCE:

LRS 150/F is a required course. Therefore, class attendance is necessary and no classes are optional. Absence from class will affect the final grade. Students should come to class consistently prepared and should regularly participate in class discussions and small group activities. Participation guidelines are listed on page 4 of the syllabus. The instructor(s) retains the right to make changes, additions, or deletions to the syllabus during the course of the semester.

You can only proceed with fieldwork assignments in your chosen school location once you have completed all necessary paperwork and planning procedures as directed by Dr. Knotts. You must follow all protocols as set out by Dr. Knotts when you are visiting a school site.

POLICY ON ACADEMIC HONESTY:

You are expected to complete your work on your own and to follow the CSUN academic honesty policies. Cheating and plagiarism will result in being reported to Dean of Students and a failing grade for the class.

California State University, Northridge expects honesty and integrity from all members of its community. All acts of cheating on assignments or examinations, plagiarism, forgery of signature, or falsification of data, unauthorized access to University computer accounts or files, and removal, mutilation, or deliberate concealment of materials belonging to the University library will be dealt with appropriately.

Students found guilty of any offence against academic honesty and integrity are subject to a failing grade in the course by the instructor. In addition, students may be suspended or dismissed from the University upon the recommendation of the Department/Program Chair/Director or the Dean of the student's college or school.

In addition, students enrolled in credential or licensing programs may be suspended, dismissed, or denied recommendation for the credential or license for any violation of the published Code of Ethics for the professional group.

POLICY ON SPECIAL ACCOMMODATIONS:

Students with special needs who need reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the course instructor(s). The instructor(s) can direct the students to the appropriate office on campus for assistance.

POLICY ON WRITTEN, LATE, AND MAKE-UP WORK:

Written work should be well written, grammatically correct, and conform to the American Psychological Association (APA) style manual, 6th edition. All assignments should be typewritten and double-spaced.

Late work will not be accepted except under dire circumstances. If you foresee a problem it is your responsibility to communicate with us in advance. Test make-up requests will not be granted under dire circumstances. It is your responsibility to contact us in a timely way about such problems.

iPad REQUIREMENT:

This is an iPad designated class so please bring your iPad fully charged to class. We will use it for class exercises frequently.

Our doors are always open to you. Feel free to contact us!

It is the mark of an educated mind to be able to entertain a thought without accepting it. ~ Aristotle²

² Aristotle (384-322 B.C.E) was a Greek philosopher and scientist during Classical Greece. At seventeen or eighteen years of age, he joined Plato's Academy in Athens and remained there until the age of thirty-seven. His writings cover many subjects – including physics, biology, zoology, metaphysics, logic, ethics, aesthetics, poetry, theater, music, rhetoric, linguistics, politics and government – and constitute the first comprehensive system of Western philosophy.

LRS 150 -- Linking

TPE 1 Engaging and Supporting All Students in Learning

- 1.1- pages I: 5, 6, 8, 9, 10
- 1.2- pages I: 8
- 1.5- pages I: 6, 7, 8, 9, 10
- 1.8- pages I: 9, 10

TPE 2 Creating and Maintaining Effective Environments

- 2.1- pages I: 8, 9, 10
- 2.2- pages I: 7, 9, 10, 11
- 2.5- pages I: 7, 9, 10, 11
- 2.6- pages I: 7, 8

TPE 3 Understanding and Organizing Subject Matter for Student Learning (Social Studies and Visual-Performing Arts)

- 3.1- pages I: 7, 8, 9, 10, 11
- 3.8- pages I: 7, 8, 9, 10, 11

TPE 4 Planning Instruction and Designing Learning Experiences for All Students

- 4.8- pages I: 11, 12

TPE 6 Developing as a Professional Educator

- 6.2- pages I: 6, 8
- 6.3- pages I: 7, 9, 11
- 6.6- pages I: 12

Program Standard 1

- Foundations- pages I: 8, 9, 10
- Demographic Factors- pages I: 7, 8, 9, 10, 12
- Positive Behavioral Supports- pages I: 7, 10