

AnthroSpeak

In this assignment, students will research the definitions of five key cultural anthropology concepts. These terms help define the discipline and goals of anthropology, a necessary step in understanding the anthropological perspective. Additionally, students will begin to delve into anthropological Internet resources, learn how to evaluate Internet sources, work on preparing clear and concise responses, and apply information outside of the classroom.

Instructions:

- In class, you will write what you think is the definition of the word.
- On your own, access Google (<http://www.google.com>) or another search engine if you prefer [<http://www.bing.com>, <http://www.dogpile.com>, <http://www.altavista.com>].
- Search for “anthropology terms” – use the quotation marks.
- Using at least 2 credible Internet sources, synthesize the definition in your own words. YOU CAN USE THE SAME SOURCES FOR ALL OF THE WORDS, but you cannot use your textbooks. **Do not use Wikipedia, other encyclopedias (e.g., Britannica), or dictionaries (e.g., Merriam-Webster).** “Dictionaries” posted by someone at an anthropology department are OK.
- List your 2 sources. Using the CARS rubric (see below), briefly state why you think these are credible sources. Use the Chicago style format for your citations (<http://owl.english.purdue.edu/owl/resource/717/01/>):

McKenzie, Barbara A. “Bonampak,” Maya Ruins, 6 January 2009, <http://mayaruins.com/bonampak.html> (accessed 26 October 2010).

- Reflecting on what you have learned through your research, compare your original definition with the definition you summarized from your 2 sources. **Then, think critically about how these terms relate to your life outside of the classroom. You should not write about how the terms are used in anthropology—I already know how they are used in the discipline. All of them are applicable outside of the classroom, so don’t write that they aren’t.** Your answer must be a minimum of 300 words—that’s less than the number of words in these instructions, including the introductory paragraph, up to this point.
- Upload your completed assignment to ANGEL.

Concepts: cultural relativism; ethnology; holism; worldview, ethnocentrism

Organize your assignment as follows:

I. original definitions

II. sources and CARS evaluation

III. synthesized definitions

IV. reflection

CARS Internet Site Evaluation Rubric

For more detailed information, please visit <http://www.virtualsalt.com/evalu8it.htm>

Credibility	trustworthy source, author's credentials, evidence of quality control, known or respected authority, organizational support. Goal: an authoritative source, a source that supplies some good evidence
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	that allows you to trust it.
Accuracy	up to date, factual, detailed, exact, comprehensive, audience and purpose reflect intentions of completeness and accuracy. Goal: a source that is correct today (not yesterday), a source that gives the whole truth.
Reasonableness	fair, balanced, objective, reasoned, no conflict of interest, absence of fallacies or slanted tone. Goal: a source that engages the subject thoughtfully and reasonably, concerned with the truth.
Support	listed sources, contact information, available corroboration, claims supported, documentation supplied. Goal: a source that provides convincing evidence for the claims made, a source you can triangulate (find at least two other sources that support it).

Harris, Robert. 2007. Evaluating Internet Research Sources., Electronic Document, <http://www.vitalsalt.com/evalu8it.htm>, accessed June 19, 2007.

Course Outcomes

The following highlighted outcomes are met by this assignment:

A. Illustrate their communication skills by:

- i. Using fundamental cultural anthropology terms and concepts in proper context (2.c, 2.d, 4.b)
- ii. Developing or improving both verbal and written communication skills (2.c, 2.d, 4)
- iii. Clearly expressing thoughts about human culture and adaptive processes (2.c, 2.d, 4.b)
- iv. Successfully completing team work both in- and out-of-class (2.c, 2.d, 3)

B. Demonstrate their critical thinking and problem solving skills by:

- i. Recognizing key elements of human culture (2.a, 2.c)
- ii. Analyzing culture at various levels (individual, community, national) and from an anthropological perspective (1.a, 1.b)
- iii. Explaining anthropological theory and its application to human culture (1.a, 1.b)
- iv. Assessing the interaction between culture, biology and the environment (1.a, 1.b)
- v. Identifying cultural traits and determining their function within their cultural context (1.a, 1.b)
- vi.

C. Illustrate their level of cultural literacy by:

- i. Demonstrating the ability to be culturally relative (1.a, 1.c, 2.a, 2.b)
- ii. Interrelating personal experience and societal forces within the context of cultural anthropology (1.a, 1.b)
- iii. Demonstrating an understanding of why human cultures vary (1.a, 1.b)
- iv. Demonstrating respect for the diversity of human culture (1)

D. Show their level of information literacy by:

- i. Using and evaluating a variety of internet resources (2, 4.c)
- ii. Assessing anthropological information in general and scholarly resources (1.a, 2.a, 4.b, 4.c)
- iii. Using appropriate citation standards for anthropology (4.b, 4.c)
- iv. Exploring how anthropological knowledge is gained by practicing a few of cultural anthropology's methodologies, e.g., real-world observation (2.a, 2.c, 2.d)