

ANTH 2301 INTRODUCTION TO CULTURAL ANTHROPOLOGY

May Term 2014

Instructor: Dr. Faith Nibbs

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Class times: 9:00 AM – 1:00 PM

Description: This class explores the basic concepts, theories, and methods of cultural anthropology. It explores variations in cultural values, social practices, religion, rules of law, and worldview in different cultures around the world. Focuses on understanding the forces that shape cultures and societies, and how they adapt to a rapidly changing world.

LEARNING OUTCOMES AND PERFORMANCE OBJECTIVES

Learning Outcome 1: Students will be able to recognize and contribute to a culturally diverse world.

Performance Objective 1: Students will distinguish the major figures in cultural anthropology (Boas, Malinowski, Mead, Radcliffe-Brown, Geertz) and identify anthropology's contribution in documenting worldwide cultural diversity.

Performance Objective 2: Students will have an in-depth familiarity with at least one ethnography of a non-Western culture.

Learning Outcome 2: Students will be able to utilize the comparative perspective to better understand both their own culture and other cultures.

Performance Objective 1: Students will describe the various kinds of subsistence strategies used around the world.

Performance Objective 2: Students can distinguish the many different kinship structures that exist and the role of kinship in culture.

Performance Objective 3: Students will compare and contrast the different forms of political organization that have been documented by anthropologists.

Learning Outcome 3: Students will be able to think critically about contemporary social issues and apply anthropological concepts to their everyday lives.

Performance Objective 1: Students can explain the different anthropological perspectives on race and ethnicity (instrumentalism and primordialism).

Performance Objective 2: Students will recognize the importance of gender and class in contemporary anthropological work.

Performance Objective 3: Students will utilize anthropological concepts (participant observation, cross-cultural perspective, etc) and interpret a component of their own lives (family, job, neighborhood) using these concepts.

Additional Student Learning Objectives for the University Curriculum

FOR PILLAR: Individuals, Institutions, and Cultures

1. Students will be able to identify the types of interactions and influences that arise between or among individual, social, cultural, political, or economic experiences.

2. Students will be able to summarize basic empirical phenomena in the study of individual, social, cultural, political, or economic experiences.

FOR PROFICIENCY: Human Diversity

1. With respect to issues related to race, ethnicity, gender or societies in the developing world, students will be able to demonstrate an understanding of the historical, cultural, social, or political conditions of identity formation and function in human society, including the ways in which these conditions influence individual or group status, treatment, or accomplishments.

Required Texts:

Andretta, Susan and Gary Ferraro

2012 *Elements of Culture: An Applied Perspective*, Thompson Wadworth: Belmont, CA.

Podelefsky, A., P. Brown, and S. Lacy

2012 *Applying Anthropology: An Introductory Reader*. McGraw Hill: New York, NY.

Toth, Jennifer

1995 *The Mole People: Life in the Tunnels Beneath New York City*

Chicago Review Press: Chicago, IL

[This book needs to be completely read before the first day of class]

Disability Accommodations: Students needing academic accommodations for a disability must first contact Ms. Rebecca Marin, Coordinator, Services for Students with Disabilities (214-768-4557) to verify the disability and establish eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements. (See University Policy No. 2.4.).

Religious Observance: Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9.).

Excused Absences for University Extracurricular Activities: Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. (University Undergraduate Catalogue).

Attendance:

Because of the of the May Term, students are expected to attend all class sessions. If you will not be able to attend a specific session, you must make arrangements with another student to get copies of notes, etc. Assignments must be turned in on time; for each 24-hour period an assignment is late, one full grade will be deducted (e.g., an “A” paper will become a “B” paper).

Field Trip

There are two field trips planned during the regularly scheduled time period of our classes. Attendance and respectful behavior is expected during both outings.

Course Assignments:

Participation: Participation includes actively engaging with the readings and discussing them in a productive manner during class, bringing in examples from your own experiences that relate to the topics being discussed, and being respectful of divergent viewpoints. Please do not come in late or leave early during class unless you have notified me beforehand.

Index Card Quizzes (30% each): A quick 5 minute quiz on an Index Card will be given first thing every day to verify that you have done the readings from the night before.

Response Papers: (30%) Each student will be required to prepare three reading response papers (worth 10% each) over the course of the semester that integrate the concepts and issues presented in the textbook with the readings in Annual Editions and, where relevant, a film shown that week in class. **These will be due the following morning of the given question.** You have one mandatory paper on the restaurant fieldtrip, and two others of your choice. These papers will be graded for clarity of writing, ability to link general concepts to ethnographic data (presented in the readings and in films), ability to tease out themes, ability to draw comparisons, including comparisons with our own society, and understanding in relation to the student learning outcomes for the pillar and proficiency requirements (see above). For every 24 hours it is late, you will receive one grade less than earned by its content (an A becomes a B, a B becomes a C, etc).

Final Exam (40%): The final exam shall consist of watching a 2 hour movie in class during which you will take notes. You’ll be given the rest of the class to demonstrate your understanding of the basic concepts of anthropology by connecting them to and explaining them through the film.

Course Format

Each day will begin with a quick 5 minute Index Card quiz based on the previous night’s readings followed by a Power Point lecture, short teaching film, and discussion groups. After a lunch break students will return to class to begin the second theme of the day through Power Point lecture, short teaching film, and discussion groups. Homework for the night will be discussed before dismissal.

The readings listed under each date should be read the night BEFORE you come to class.

CLASS SCHEDULE

Thursday May 15

Go over syllabus, course outcome, class project

Lecture from Text Book Chapter 1. What is Anthropology?

Break

Lecture from Text Book Chapter 2. How Do Anthropologists Perceive the Concept of Culture?

Have Read before class: *Reader:* Article 29, Body Ritual among the Nacirema pg. 200

Film: *Them and Us: Cultural Awareness*

Notebook question: The Mole People chapter 1 & 5- Define culture and sub-culture. How has American culture influenced the sub-culture in the tunnels? What types of cultural adjustments do you think you would face if you had to move into the tunnels? What are the immediate differences you see between “us” and “them.”

Friday May 16

Lecture from Text Book Chapter 4. What Do Anthropologists Gather Their Data?

Have Read before class: *Blackboard:* Methods for learning About Culture

Film: *How Cultures Are Studied (30 min)*

Activity: Mapping the Block

Notebook question: The Mole People, Chapter 8 & 17 -What were some of the things Jennifer Toth did in order to establish an “in or good relationship with her research population? Did you find those methods ethical? Why or why not? What are some of the risks and rewards of her methodology?

Monday May 19

Lecture from Text Book Chapter 6. How Do People Make A Living?

Have Read before class: Article on pg 138 of *Elements of Culture* text book “Secondary Education Influences Survival Strategies for East African Pastoralists” **and** *Blackboard:* The Massai

Film: *With These Hands (33 min)*

Notebook question: The Mole People, Chapter 10 - How do the Mole People make a living? Discuss at least two different food getting strategies used by the people in the tunnel? How do they obtain other things that they need for survival? How do they obtain other things that they need?

Tuesday May 20

Lecture from Text Book Chapter 6. How Are Goods Distributed and Exchanged?

Have Read before class: *Blackboard:* The Potlatch

Film: *Onka’s Big Moka*

Notebook question: The Mole People chapter 6- How do economic activities define the Mole People? What is the relationship between the unpredictability of resources for the tunnel people and the level of sharing in their society?

Wednesday May 21

Lecture from Text Book Chapter 7. Why Do People Get Married and Have Families?

Have Read before class *Reader: Article 34 – “When Brothers Share a Wife” pg 226*

Film: *Taboo: Blood Bonds*

Notebook question: The Mole People chapter 9 & 14 & 2- What are the different ways the tunnel people define family? Support your answer with detailed examples. How is this different or the same as the way you define family?

Thursday May 22

Lecture from Text Book Chapter 9: How are Culture and Power Connected?

Have Read before class *Reader: Article 46- “The Kpelle Moot” pg 349*

Film: *Taboo: Justice*

Notebook question: The Mole People chapter 11 & 20- How do the Mole People organize themselves politically and for what purposes? What are some of the means of social control used in the tunnels? Who are they used by and for what purposes (what are they trying to control)?

Friday May 23

Lecture from Text Book Chapter 12. What Can Anthropology Tell Us about Social Inequality?

Have Read before class *Blackboard: Inequalities*

Film: *People Like Us: Social Class in America*

Notebook question: The Mole People chapter 4- Is there any social stratification in the tunnels? Qualify your answer with details. What factors determine social ranking in this sub-culture?

Tuesday May 27

Lecture from Text Book Chapter 8. How Do We Make Meaning?

Have Read before class *Handout: “Tango” and “Video in the Villages”*

Film: *Coming of Age: Rites of Passage*

Notebook question: The Mole People chapter 22- Discuss the different forms of art, play, sport, ritual, and rites of passage found in the tunnels. Knowing that they function for the psychological wellbeing of the society, explain how those expressions act as a form of metacommunion, exercise, practice for the real world, commentary on the real world, and consideration of alternative realities for the tunnel dwellers.

Wednesday May 28

Lecture from Text Book Chapter 5. What is Human Language?

Have Read before class: *Reader: Article 27 “Lost in Translation” pg. 187*

Film: *American Tongues*

Notebook question: The Mole People chapter 24- The Mole people seem to be reluctant to talk to those inside and outside the tunnels but effectively use various forms of communication within the tunnels. Discuss at least 5 words or terms the Mole people have created for their culture – what do these words/terms mean? How is the vocabulary of the mole people’s language affected or influenced by its sub-culture? Give at least two different examples of non-verbal communication used by the Mole People within the tunnels? What do they mean? Why were those particular forms of communication chosen, how are they a “fit” for their sub-culture?

Thursday May 29

Lecture from Text Book Chapter 12. What Can Anthropology Tell Us about Globalization and Culture Change?

Have Read before class: *Reader: Article 50- The Price of Progress pg. 375*

Film: *Advertising Missionaries*

Notebook question: The Mole People chapter 19- How has globalization affected some of the citizens of New York so that they eventually ended up in the tunnels? Do you think that continued globalization will eventually force more people into the tunnels? Qualify your answers. Who are the most vulnerable and why?

Friday May 30

Final Exam (bring laptops)