

ANTH 2301 INTRODUCTION TO CULTURAL ANTHROPOLOGY
J-Term 2013

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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.

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 J-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 (10%): 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 (20% 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. You are allowed to skip two (2) of them or throw out your two (2) lowest scores.

Mole People Notebooks (35%): This project is explained in depth at the end of this syllabus. The response papers for this project must be turned in every morning at the start of class. For every 24 hours it is late you will receive one grade less than earned by its content. It will not be accepted after the third late day.

Final Exam (35%): 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 taught in this class 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

Monday January 7

Go over syllabus, course outcome, class project

Text: Chapter 1. What is Anthropology?

Have Read before class: Article on page 14 of Ferraro book "Anthropology in the Courtroom"

Film: *The Nature of Anthropology* (30 min)

Lunch Break

Text Book Chapter 2. The Concept of Culture

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

Film: *Them and Us: Cultural Awareness*

assignment 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."

Tuesday January 8

Lecture: *Text Book Chapter 5. Methods in Cultural Anthropology*

Have Read before class: *Handout: 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?

Lunch Break

Lecture: *Text Book Chapter 7. Subsistence Patterns*

Have Read before class: *Article on pg 163 of Ferraro text book “Nice Marketing”*

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?

Wednesday January 9

Lecture: *Text: Hand out – Food In A Social Context,*

Have Read before class *Reader: Article 31 “Eating Christmas in the Kalahari” pg 210*

Film: *A World of Food: Tastes and Taboos in Different Cultures (34 min)*

Notebook question: After visiting this restaurant write a 1 page informal essay analyzing cultural indicators of ethnicity that you note on the menu, food, restaurant decor, server dress, and other aspects of the establishment. How do the food habits of this culture foster build and maintain relationships. What aspects of the culture of this ethnic group do you think supported the food items on the menu?

BONUS: Tell me about something on the menu that you tried that you would not have normally eaten? What kind of cultural experiences in your life led you away from that choice?

Lunch Field Trip –Turkish Restaurant in Plano

Guest Lecture – Owner of restaurant/Turkish food ways

Lecture: *Text Book Chapter 8. Economics*

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?

Thursday January 10

Lecture: *Text Book Chapter 9. Marriage and the Family*

Have Read before class *Reader: Article 34 – “When Brothers Share a Wife” pg 226 and pg 214 in Ferraro text book “Is Marriage a Crime?”*

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?

Lunch Break

Lecture: *Text Book Chapter 13: Political Organization and Social Control*

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 January 11

Lecture: *Text Book Chapter 12. Social Stratification*

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?

Lunch Break

Lecture: *Text Book Chapter 11. Sex and Gender*

Have Read before class *Reader: Article 38- "Law, Customs and Crimes against Women" pg 265*

Film: *Kingdom of the Women: The Matriarchal Mosuo of China*

Notebook question: The Mole People chapter 22- How are sex and gender roles defined in the Tunnels? Is there any gender stratification in the tunnels? Explain.

Monday January 14

Lecture: *Text Book Chapter 6. Language and Communication*

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?

Lunch Break

Lecture: *Text Book Chapter 14. Supernatural Beliefs*

Have Read before class: *Reader: Article 49 "Do Muslim Women Rally Need Saving" pg 368*

Film: *Paper Gods*

Notebook question: The Mole People chapter 21 & 16 - The Mole People are not a people without faith. Describe at least 2 examples of the Mole People having a supernatural belief. What are some of the social and psychological functions of their religions?

Tuesday January 15

Lecture: *Text Book Chapter 16. Culture Change and Globalization*

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?

Lunch Break

Field Trip: International Museum of Cultures

Have Read before class: *(Handout) Do Museums Misrepresent Ethnic Communities Around the World?*

Notebook question: The Mole People chapter 18- Pick a culture on display at the museum and explain it in terms of 5 of the themes studied in this course so far. What similarities can you find between the Mole People and some of the cultures found in the museum? Qualify your answer with details.

Review themes discussed in the course for final exam

Wednesday January 16

Final Exam