

ANTH 2301 INTRODUCTION TO CULTURAL ANTHROPOLOGY
May Term 2015
May 14 -29

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.

Lenkeit, Roberta Edwards

2014 *High Heels and Bound Feet*

Waveland Press: Illinois

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 is one planned field trip 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 (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.** 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 (30%): 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 14

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: Read Chapter 1 “Culture is Us” (pp 1-8 in *High Heels*). Write an essay that describes how anthropologists define culture and sub-culture, and that answers both of the “Thinking Practically” questions on page 8. In answering them, note the immediate differences you see between “us”(your group) and “them” (Others).

Friday May 15

Lecture from Text Book Chapter 4. How 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: Read Chapter 5 “The Hospital as Foreign Culture” (pp 35-44 in *High Heels*). Write an essay that answers the four “Think it Through” questions on page 42.

Monday May 18

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: Read Chapter 9 “Food for Thought” (pp 67-72 in *High Heels*). Write an essay that answers the two “Thinking Practically” questions on the page 71.

Tuesday May 19

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: Read Chapter 15 “Potlatch?” (pp 109-115 in *High Heels*). Write an essay that answers both the “Thinking it Through” and the “Thinking Practically” questions on pg 115.

Wednesday May 20

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: Read Chapter 12 “I Do!” (pp 87-91 in *High Heels*). Write an essay that answers both the “Thinking it Through” and the “Thinking Practically” questions on pg. 91.

Thursday May 21

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: Read Chapter 14 "Who Has the Power?" (pp 101-107 in *High Heels*). Write an essay that answers the three "Thinking Practically" questions on page 107.

Friday May 22

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: No notebook assignment

Monday May 25 – NO CLASS/MEMORIAL DAY**Tuesday May 26**

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: Handout "Should Anthropologists and Linguists Be Concerned about Losing Endangered languages" (pg. 122-132 handout). Which of the two sides do you support and why?

Wednesday May 27

Lecture from Text Book Chapter 10. What Can Anthropology Tell Us about Religion and Worldview?

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

Film: *Paper Gods*

Notebook question: Read Chapter 17 "Return of the Kitchen Elf" (pp 123-129 in *High Heels*). Write an essay that answers the "Thinking Practically" questions on page 129.

Thursday May 28

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: Read Chapter 7 "White Teeth" (pp 51-57 in *High Heels*). Write an essay that answers both the "Think it Through" and "Thinking Practically" questions on page 57.

Friday May 29

Final Exam