HUMAN CULTURES

ANTH 151

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Semester: Fall 2010

Location: Asbury Hall 301

Time: 8:20-9:50 Monday and Wednesday

Office: Asbury Hall 219

**Office Hours:** 10am-Noon Monday and Wednesday; also by appointment

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*If you want to know what anthropology is,*

*look at what anthropologists do…*

**Course Description:**

 In this introductory course, we will address the methods of inquiry characteristic of cultural anthropology. Focusing on both so-called “exotic” cultures and our own, we will also explore the great diversity existing in human culture, while at the same time searching for cultural universals—the similarities that make all humans fundamentally alike.

 Cultural anthropologists have developed a set of ideas and practical activities that help them learn about people through interaction and observation.  These anthropological methods and practices provide a lens through which trained individuals can learn about others while simultaneously learning about themselves.  Anthropologists pay close attention to the way people act, talk, and think about their culture, themselves, and their world.  During the course of the class we will be addressing a number of new perspectives to appreciate the diversity in our world and society while we try to better understand our place within them.

 This course has three main goals: 1) to provide students with a concrete setting in which to examine the essential concepts and intellectual methods that typify cultural anthropology, 2) to expose students to the great variety existing in human cultures so that they can place their own particular life in a cross-cultural perspective, 3) to provide students with a base for interpreting and understanding key anthropological concepts concerning such topics as culture, ethnicity, religion, race, and gender, and 4) to enable students the opportunity to engage in some of the key methodological practices associated with cultural anthropology such as participant observation and interviews.

**Required Readings:**

Dettwyler, Katherine. *Dancing Skeletons: Life and Death in West Africa*. Prospect

Heights: Waveland Press, 1994.

This personal account by a biocultural anthropologist highlights the more sobering aspects of conducting fieldwork among malnourished children in West Africa. With nutritional anthropology at its core, this book presents informal, engaging and oftentimes dramatic stories from the field that relate the author's experiences conducting research on infant feeding and health in Mali.

Fadiman, Anne. *The Spirit Catches You and You Fall Down*. New York: The Noonday

Press, 1997.

Anne Fadiman tells the story of a Hmong family's experience with the American health care system and highlights many of the weaknesses of what some describe as the best health care system in the world. Fadiman writes beautifully and weaves the story of the Lees, their doctors, and the social and political history of the Hmong people and their unwilling immigration to the United States.

Goldstein, Donna. *Laughter Out of Place: Race, Class, Violence, and Sexuality in a Rio*

*Shantytown*. Berkeley: University of California Press, 2003.

Working in an urban shantytown or favela, Goldstein uncovers the truth behind black-humor storytelling practices used in the face of trauma and tragedy. She works closely with everyday women in these urban centers to provide a more holistic interpretation of the “culture of poverty” in Brazil.

Ferraro, Gary. ed. *Classic Readings in Cultural Anthropology*. 2nd edition. Wadsworth: Cengage

Learning, 2009.

This reader presents historical and contemporary works that define the main areas of anthropological study. These include chapters on the culture concept, language, family, gender and culture change.

All required texts have been ordered with the DePauw University bookstore.

Note: There are also 3 articles and/or chapters that are required reading. These articles are noted in your syllabus with an asterisk (\*). Be sure to bring either a copy of the article and/or your notes to class.

**Course Format:**

Methods used to cover class material include lectures, films, music, slides, guest lecturers and most importantly class discussion. The lectures will be used to introduce key concepts during each week’s topic, but they will also be less formal and very participatory. Films will also be used as texts to enhance the course material. Periodically we will split-up into smaller discussion groups to review and analyze material more thoroughly. Students will occasionally be asked to reflect on films, classroom discussions, and readings in the form of in-class response papers. In order to achieve this cooperative learning experience, readings must be done as assigned and texts as well as notes brought to class.

**Grading:**

There are three different types of assignments. The diversity in this required work is aimed at reducing the amount of weight put on any one type of assignment (test or paper).

1. **EXAMS**: There will be two essay exams, which will combine short and long essay questions. One test will be given mid-way through the course (30%) and the other during the second half of the semester (30%).
2. **FIELD PROJECT:** A mini-ethnographic assignment that asks you to incorporate anthropological research skills in your daily life. This is a fun activity that allows you to try your skills as an anthropologist (20%).
3. **PARTICIPATION**: Participation is an integral part of this course (worth 20%). There are numerous ways you can participate in class, but to start you must first have a punctual attendance record. Attentive listening is also key to class participation as is contributing insightful comments that link class material to your experiences and/or your classmates contributions as well as engaging class activities (group discussions, debates, reflection/response papers).

Current event: Students will be assigned to contribute a current event that links with course readings (3 at 5% each).

Co-curricular: Each student is required to attend one Anthropology-related event, write a one page single-spaced response paper demonstrating your integration of class material with the event, and share this experience with the class. Do not simply summarize the event—instead your response paper should reflect on the event as it relates to anthropological ideas/concepts covered in class. I encourage you to begin looking for an activity to attend as soon as possible and to write-up your response and turn it in no more than one week after your attendance at the event. I will announce event ideas periodically during class (5%).

Your final grade for the course will be based on the following:

* Participation….…………….……………20%
* One (1) field project...…..……………….20%
* Two (2) in-class exams………………….60%

 TOTAL 100%

**Grading Scale**:

A 94%+ A- 90-93%

B+ 87-89% B 84-86% B- 80-83%

C+ 77-79% C 74-76% C- 70-73%

D+ 67-69% D 64-66% D- 60-63%

F 59%-

A note on graded materials—you must wait at least 24 hours (but no more than 1 week) before coming to see me about a grade you received on any class material. I am available for consultation regarding any graded assignment only after you have taken sufficient time to read through both your original work and my comments. Keep in mind that reviewing graded material means a possible increase OR decrease in the original grade, so be sure to look over your work carefully before bringing it to my attention for a second time.

The following information will help you better understand the criteria for graded material:

A= exceptionally thought-provoking, original, creative in both content and manner of presentation, and a skillful use of concepts and/or materials which are fully supported.

B= presents a solid understanding of the subject matter and an ability to handle the issues and materials encountered in the subject with only minor errors.

C= demonstrates an adequate understanding of the subject matter with central ideas present, but too general, repetitious and not clearly supported or integrated with evidence and details.

D= a minimally acceptable performance with a confusing central idea and lacking details. Parts of the assignment are missing and/or incomplete.

F= shows lack of effort and minimal comprehension of material with major mechanical errors, no thesis, and misuse of key concepts.

**Attendance:**

Regular attendance and active class participation is required. Late arrivals will not be tolerated. Class attendance will be taken at the beginning of the period, and it is your responsibility to make sure you receive credit for your attendance if you arrive after attendance is taken. Irregular attendance and repeated late arrivals will result in the lowering of the final course grade.

**Class Preparation:**

Your class preparation is essential to your required active participation in the course. You must complete assigned readings **before** the class period for which they are assigned. You must come to class with prepared questions and comments regarding the assigned readings (see participation in course requirements). This will help ensure your active participation in class.

**Things to think about regarding the readings: What was the author’s main point/thesis? How does this relate to the class topic? What connection can you make between the reading and your own life?**

**Assignment Policy:**

It is important that students pay close attention to the details on assignments, which will be provided in handouts. Hard copy assignments must be turned in **NUMBERED AND STAPLED** (electronic copies must also have page numbers—also it is the students responsibility to make sure their assignment is properly attached to the email). All assignments are due at the beginning of the class session, unless otherwise noted. Late assignments will not be accepted without a medical excuse or otherwise documented emergency. The instructor retains the right to lower the grade on any late assignment accepted. If you must miss class on the day an assignment is due, it is your responsibility to turn the assignment in early.

**Academic Dishonesty:**

All work must be **your own**. You must give credit to **any** information and/or ideas that you use that are not your own by citing it in your work. Failing to do so will be perceived as plagiarism resulting in a zero on the assignment and possible additional penalties to be decided by the instructor. If you are unfamiliar with proper citation procedures, you should consult the W center.

**Questions???**

I encourage all of my students to take advantage of my office hours, either for questions, concerns, or just “drop-in” discussions. Please feel free to stop by Asbury Hall 219, and if the “official” hours are not convenient or you would like to ensure yourself a specific block of time, we can set up an appointment (office phone x4372 or email acastaneda@depauw.edu).

**Course Schedule and Reading Assignments**

\* = Reserve Reading

**WEEK 1 INTRODUCTION**

August 25th

* Discussion of course, syllabus, and discipline of anthropology

**WEEK 2 ETHNOGRAPHIC METHODS**

August 30th

* READ: Ferraro chapters 1 and 2

September 1st

* READ: Dettwyler Ch. 1-4 p. 1-48

**WEEK 3 FIELDWORK**

 September 6th

* READ: Dettwyler Ch. 5-7 p. 49-90

September 8th

* READ: Dettwyler Ch. 8-14 p. 91-163

**WEEK 4 IDENTITY RACE & ETHNICITY**

September 13th

* CURRENT EVENT—Dettwyler
* READ: Ferraro chapters 3 and 4
* VIDEO: *Brazil*

September 15th

* READ: Fish, “Mixed Blood”\* AND Goldstein’s Introduction
* VIDEO: *Brazil in black and white*

**WEEK 5 IDENTITY: RACE & ETHNICITY continued…**

September 20th

* READ: Goldstein chapter 1 and 2

September 22nd

* READ: Goldstein chapter 3
* VIDEO: *City of Men*

**WEEK 6 CLASS & SEXUALITY**

September 27th

* READ: Goldstein, chapters 4 and 5

September 29th

* READ: Goldstein, chapter 6
* VIDEO: *City of Men*

**WEEK 7 MIDTERM**

October 4th

* READ: Goldstein, chapter 7
* CURRENT EVENT—Goldstein

October 6th

* **MIDTERM EXAM**

**WEEK 8 GENDER**

October 11th

* READ: Ferraro chapters 7 and 8
* FILM: *The Beauty Academy of Kabul* (74min)

October 13th

* READ: Ferraro chapter 9 AND Counihan chapter 11 “Body and Power in Women’s Experiences of Reproduction in the United States”\*

**WEEK 9 FALL BREAK**

**WEEK 10 RELIGION**

 October 25th

* READ: Ferraro chapters 13 and 14

 October 27th

* READ: Fadiman, Ch. 1-4

**WEEK 11 BELIEFS & RITUALS**

November 1st

* READ: Fadiman, Ch. 5-8

 November 3rd

* READ: Fadiman, Ch. 9-10

**WEEK 12 APPLIED ANTHROPOLOGY**

 November 8th

* READ: Fadiman, Ch. 11-15

November 10th

* READ: Fadiman, Ch. 16-19

**WEEK 13 FOOD IS CULTURE TOO**

 November 15th

* CURRENT EVENT—Fadiman
* FILM: *Food Inc.*

November 17th

* READ: Watson, Ch. 1 and 2\*
* NO CLASS—be prepared to discuss Watson on Monday

**WEEK 14 CULTURE CHANGE**

November 22nd

* READ: Ferraro chapters 15-16
* FILM: *No Logo*

November 24th

* NO CLASS THANKSGIVING BREAK

**WEEK 15 FIELD PROJECT**

November 29th

* Work on field project

December 1st

* **DUE—FIELD PROJECT**

**WEEK 16 CONCLUSIONS…where do we go from here?**

December 6th

* TBA

December 8th

* Review for exam

**FINAL EXAM: TO BE ANNOUNCED**

NOTE: The instructor retains the right to change the syllabus for this class as necessary.