OVERVIEW
More so than perhaps any other field of knowledge, cultural anthropology relies upon the ethnographer’s ability to look at one’s cultural beliefs and practices through an outsider’s eyes. This ability allows us to reverse that gaze and see how another’s beliefs are practices are not only familiar but self-evident and logical. Anthropologists have historically used this technique to analyze both seemingly ‘exotic’ practices in lands far from their homes, and seemingly ‘normal’ practices in their native countries and hometowns. In this course, we will examine a range of examples to learn some of the basic ideas and perspectives that undergird the discipline, with some emphasis on the methodological and ethical questions that arise when trying to ‘write like an anthropologist’.

COURSE MATERIALS
You are expected to read all assignments in timely fashion; assignments are listed on the syllabus on the day by which they should be read. We will be reading four books, supplemented with many shorter readings from an anthology and individual pieces placed on digital reserves. The books are:


We will also be reading a number of articles and book chapters, which you can download from the digital course reserves available through the Moodle link “Library Course Reserves.” As part of being prepared to participate actively, you should bring all relevant reading materials to class with you.

NB: I strongly recommend **against** buying an electronic version of a text, unless you are certain that it has page numbers. (*Conformity and Conflict* has them, but many other e-books do not.) You will find yourself at a disadvantage if you are unable to flip to a particular passage, or cite a passage appropriately according to standard practice. Those students intent on minimizing textbook expenses can visit the ROW library, where one copy of every book will be placed on a two-hour reserve.

EVALUATION
We will have two tests and two short papers to write during the semester. The tests will consist of short essay questions of increasing complexity; accordingly, you will note that the second test will be worth twice as much as the first. Similarly, the second paper will be worth more than the first, since I expect you to demonstrate increasing facility with the ideas under discussion. The first test will be inclusive of everything we have studied since the first test. The second test will be inclusive of everything we have studied since the first test. The final exam, although it will certainly draw on the material studied since the second test, will be cumulative of the entire semester.

On five occasions throughout the semester, you will submit a letter via Moodle, addressed to me, in which you reflect on the readings, class, or whatever else you think relates to what is going on based upon what we are learning in class. The due dates are marked in the syllabus: there are seven opportunities. You must do five — there is no credit for doing extra, so just do five. You should spend some time thinking about and writing down your thoughts as they relate to class. These letters need not be long; they can be whatever length you think expresses what you are trying to think about. Each letter will be graded on a C/NC basis.

For both the papers and the letters, the prompts will become available on Moodle exactly one week from when they
are due. The letters, due to the relatively small grade percentage they represent individually, will not be accepted late. The papers can be submitted late for a mandatory grade penalty of 10 points, for up to 24 hours following the deadline. In both cases, however, I urge you NOT to turn in anything late, since it will drag your grade down unnecessarily.

Why you may ask, are these assigned? Partly, it’s because at times we think and process our thoughts about what we hear or learn or connect throughout the day at different points other than in the classroom. It is also partly because much of what we will learn may challenge your thinking in some potentially uncomfortable ways; these letters are a good way to work out some questions that, for whatever reason, you do not feel ready to bring up in class. It is a good opportunity to demonstrate your thoughtful, reflective ways of synthesizing your anthropological experience of the world around you.

Points are assigned as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>% value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test 1</td>
<td>10</td>
</tr>
<tr>
<td>Test 2</td>
<td>20</td>
</tr>
<tr>
<td>Paper 1</td>
<td>10</td>
</tr>
<tr>
<td>Paper 2</td>
<td>15</td>
</tr>
<tr>
<td>Letters (5 x 2%)</td>
<td>10</td>
</tr>
<tr>
<td>Class participation</td>
<td>10</td>
</tr>
<tr>
<td>Final exam</td>
<td>25</td>
</tr>
</tbody>
</table>

CHEATING AND ACADEMIC INTEGRITY
As a matter of academic integrity, no cheating will be tolerated. Cheating would include such things as copying someone else’s work on a test, or working on a test past the deadline. Academic integrity also requires that students do not attempt to gain unfair advantages over their peers, such as giving a false excuse for a make-up test. Such behavior will carry severe consequences, reflected in your grade or in recommendations to be suspended or expelled from the university.
See: [http://www.depauw.edu/handbooks/academic/policies/integrity/](http://www.depauw.edu/handbooks/academic/policies/integrity/)

COMPUTERS AND ELECTRONICA
I’ll be frank here: I am dubious about the wisdom of using computers in classrooms, especially when people are supposed to engage with discussions. However, I recognize that many students now come to college acclimated to typing notes in class, and may even have the self-discipline not to zone out on Facebook, check their team’s standing on ESPN, etc. As an experiment, I will allow the use of computers in class for note-taking purposes. If it becomes apparent to me that the computers are hindering the learning process more than helping, I will declare the experiment at an end and computers will be banned from that point on, unless I specifically tell you to bring them for a particular day.

The use of mobile phones is frowned upon during class, since they inevitably serve to distract the students using them, and often distract others around as well. Many of them also have the ability to record sound and therefore turn the class into a recording session, which circumvents the entire purpose of a discussion-oriented class. Please put such devices away for the duration of class. I will deduct five points from your participation grade for every day on which I see you ignoring this demand.

EXAMINATION POLICY
The use of mobile phones, PDAs, mp3 players, and any similar device is forbidden during all tests and exams. Any student found using any form of electronic device, cheating in any way, or talking with another student will have their test confiscated, and they will be asked to leave without the possibility of taking a make-up. Any test so confiscated will be assigned a grade of zero.
ATTENDANCE
Students are strongly recommended to attend all class sessions. I will present material only once, and will not send my notes or other materials on an individual basis; it should go without saying that class discussions cannot be replicated. Those students who miss a class session are still responsible for keeping up with the material presented. It is a good idea to coordinate with a classmate to get the notes for days that you miss. **Do not** ask me after an absence, “Did I miss anything important?” The answer is always yes.

EXCUSED ABSENCES
If you are unable to attend a test for good reason, you must provide me with appropriate documentation. Do not simply give me an excuse with no way to prove it. If you had a doctor’s appointment, make sure to ask the doctor for a note – signed, dated, and on professional letterhead – confirming this fact. If you had to attend a family funeral, then bring the funeral program with you. Upon receiving this documentation, I will decide whether or not the excuse is valid. Documentation **does not** guarantee that I will grant a make-up.

An excused absence from a test will require a make-up to be administered. You and I must agree on a time for this as soon as possible following the missed session; the test must be made up within two school days of the absence. The exception to this is the final exam, which must be held at a university-mandated date and time.

ADA STATEMENT:
“DePauw University is committed to providing equal access to academic programs and University administered activities and reasonable accommodations to students with disabilities, in compliance with the Americans With Disabilities Act and Amendments (ADAAA). Any student who feels she or he may need an accommodation based on the impact of a disability or learning challenge is strongly encouraged to contact Pamela Roberts, Coordinator of Academic Success and Student Disability Services, for further information on how to receive accommodations and support. Academic Success and Student Disability Services is located in Harrison Hall, 302 A, 765-658-6267. It is the responsibility of the student to share the letter of accommodation with faculty and staff members. Accommodations will not be implemented until the faculty or staff member has received the official letter. Accommodations are not retroactive. It is the responsibility of the student to discuss implementation of accommodations with each faculty and staff member receiving the letter.”

GOOD ADVICE:
Note well my open office hours. These are the times when my door is open and students may come to consult me with no prior appointment. If you cannot attend any of these hours due to other obligations, you are always welcome to email me to schedule an appointment at some other time. Much to my bafflement, some students seem to consider it a sign of weakness to ask for help. **I am here to help you!** If you are having trouble grasping the material even after we discuss it in class, do not wait until you have racked up half a semester’s worth of low grades to seek me out. Come talk to me, and I will do my best to clarify any class material puzzling you.

COURSE CALENDAR

*Introductory stuff*

Thursday, August 29

Syllabus review. Covering a few basics of anthropology.

Tuesday, September 3

Spradley & McCurdy pp. 2-5. (Reader)
Horace Miner, “Body ritual among the Nacirema” (Reader)

Thursday, September 5

Richard Lee, “Eating Christmas in the Kalahari” (Reader)
Laura Bohannon, “Shakespeare in the bush” (Reader)
Medical anthro and ethnoscience; death and grieving

Richard Nelson, “Eskimo Science” (Reader)
Spradley & McCurdy pp. 256-258. (Reader)

Tuesday, September 10

Fadiman pp. vii-ix, 3-118

Thursday, September 12

Fadiman pp. 119-249

Friday, September 13

Letter #1 due by 5:00PM

Tuesday, September 17

Fadiman pp. 250-end
Nancy Scheper-Hughes, “Mother’s love: death without weeping” (Reader)

Thursday, September 19

Knauft pp. 1-64

Gender and sexuality

Tuesday, September 24


Thursday, September 26

Knauft pp. 67-90

Friday, September 27

Letter #2 due by 5:00PM
Religion, magic, and worldview

Tuesday, October 1

Spradley and McCurdy pp. 256-259 (Reader)
Stanley and Ruth Freed, “Taraka’s ghost” (Reader)
George Gmelch, “Baseball magic” (Reader)
Jill Dubisch, “Run for the wall: An American pilgrimage” (Reader)

Thursday, October 3


Friday, October 4

Paper #1 due by 5:00PM

Tuesday, October 8

Matt Thompson, “Harry Potter and magical thinking” (Reserves)

Discussion assignment: Come to class prepared to discuss THREE (3!) rites of passage that you have undergone yourself. Be ready to explain your ‘before’, liminal, and ‘after’ statuses, as well as whatever process and ceremonies were involved. (Remember that these need not be related to any formal religious practice, or even anything that you might recognize as religion.)

Thursday, October 10

Test #1

Kinship

Tuesday, October 15

David McCurdy, “Family and kinship in village India” (Reader)
Melvyn Goldstein, “When brothers take a wife” (Reader)

Thursday, October 17

Margery Wolf, “Uterine families and the women’s community” (Reader)
*Don’t worry about the chapter after page 69.

Friday, October 18

Letter #3 due by 5:00PM

October 19-27 - Fall Break
Economic systems and exchange

Tuesday, October 29

Richard Lee, “The hunters: Scarce resources in the Kalahari” (Reader)
Lee Cronk, “Reciprocity and the power of giving” (Reader)
Richard Reed, “Forest development the Indian way” (Reader)
Sonia Patten, “Malawi versus the World Bank” (Reader)

Thursday, October 31

Brenda Mann, “You@Work: Jobs, identity, and the internet” (Reader)
Philippe Bourgois, “Poverty at work: Office employment and the crack alternative” (Reader)
Bernard Nietschmann, “subsistence and market: When the turtle collapses” (Reader)
Jack Weatherford, “Cocaine and the economic deterioration of Bolivia” (Reader)

Globalization

Monday, November 4

Letter #4 due by 5:00PM

Tuesday, November 5

Knaufft pp. 93-178
Ian Condry, “Japanese hip-hop and the globalization of popular culture” (Reader)
Terence Turner, “The Kayapo resistance” (Reader)
Theodore C. Bestor, “How sushi went global” (Reader)

Thursday, November 7

Test #2

Race and ethnicity

Tuesday, November 12

Shanklin Ch. 1-3

Thursday, November 14

Shanklin Ch. 4
Jefferson Fish, “Mixed blood” (Reader)

NB: I will not be in class this day, but I expect you all to attend and discuss the readings with each other anyway. (The class discussion will form the basis of Letter #5.)

Monday, November 18

Letter #5 due by 5:00PM

Tuesday, November 19

In-class: Watch Race: The Power of an Illusion
Thursday, November 21

In-class: Watch *Race: The Power of an Illusion*

Tuesday, November 26

**No class today, but:**

Paper #2 due by 5:00PM

**Ethnographic styles and ethics**

Tuesday, December 3


Thursday, December 5

Wolf pp. 1-60

Friday, December 6

Letter #6 due by 5:00PM

Tuesday, December 10

Wolf pp. 61-139


Thursday, December 12

Student surveys (bring your computers!) and wrap-up

Friday, December 13

Letter #7 due by 5:00PM

**Monday, December 16 @ 1:00-4:00pm - Final exam**