OVERVIEW
More 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 three exams and three short papers to write during the semester. The exams will consist of short answer and essay questions of increasing complexity; accordingly, you will note that the second exam 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 exam will be inclusive of everything we have studied to that point. The second exam will be inclusive of everything we have studied since the first exam. The final exam, although it will certainly draw on the material studied since the second exam, 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 should be at least one page in length. Each letter will be graded on a C/NC basis.

Why, you may ask, are these letters 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.

Please note that I expect papers to be submitted in standard format:

- Three full pages in length — no more, no less
- Times New Roman 12-point font
- 1-inch margins on all four sides
- Paragraph indentations of 0.5 inch.
- No header

I will assign and collect these papers entirely through Moodle, and will give you the prompts therein. All papers and letters will be due on their respective dates at 5:00PM Eastern Time.

Points are assigned as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>% value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>10</td>
</tr>
<tr>
<td>Exam 2</td>
<td>15</td>
</tr>
<tr>
<td>Paper 1</td>
<td>5</td>
</tr>
<tr>
<td>Paper 2</td>
<td>10</td>
</tr>
<tr>
<td>Paper 3</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>

**LATENESS POLICY**

I do not accept any excuses for late work: you have a week before the deadline during which you may submit a paper or letter. Remember that software can be glitchy, and computers can crash. If you attempt to upload a paper mere seconds before the deadline elapses, only to discover that your computer or Moodle is malfunctioning, then that paper will be late.

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.

**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 an exam, or working on an exam 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 exam. 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. Ignoring this request will harm your participation grade significantly.

EXAMINATION POLICY
The use of mobile phones, PDAs, mp3 players, and any similar device is forbidden during all exams. Any student found using any form of electronic device, cheating in any way, or talking with another student will have their exam confiscated, and they will be asked to leave without the possibility of taking a make-up. Any exam 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 an exam 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 an exam 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 exam 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, and which you cannot miss!

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**

Monday, January 27

Syllabus review. Covering a few basics of anthropology.
Wednesday, January 29

Spradley & McCurdy pp. 2-5. (Reader)
Horace Miner, “Body ritual among the Nacirema” (Reader pp. 287-291)

Friday, January 31

Richard Lee, “Eating Christmas in the Kalahari” (Reader pp. 13-19)
Laura Bohannon, “Shakespeare in the bush” (Reader pp. 41-48)

Medical anthro and ethnoscience; death and grieving

Monday, February 3

Richard Nelson, “Eskimo Science” (Reader pp. 87-92)
Spradley & McCurdy pp. 256-258. (Reader)

Wednesday, February 5

Fadiman pp. vii-ix, 3-59

Friday, February 7

Fadiman pp. 60-118

Monday, February 10

Fadiman pp. 119-170

Wednesday, February 12

Fadiman pp. 171-249

Letter 1 due today

Friday, February 14

Fadiman pp. 250-end

Monday, February 17

Nancy Scheper-Hughes, “Mother’s love: death without weeping” (Reader pp. 155-164)

Paper 1 due today

Wednesday, February 19

Knauf pp. 1-66
Gender and sexuality

Friday, February 21


Monday, February 24


Wednesday, February 26

Knauf pp. 69-92


Letter 2 due today

Religion, magic, and worldview

Friday, February 28

Spradley and McCurdy pp. 256-259 (Reader)

Stanley and Ruth Freed, “Taraka’s ghost” (Reader pp. 260-265)

George Gmelch, “Baseball magic” (Reader pp. 266-274)

Jill Dubisch, “Run for the wall: An American pilgrimage” (Reader pp. 275-286)

Monday, March 3


Wednesday, March 5


Paper 2 due today

Friday, March 7

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

Monday, March 10

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.) Come to class with typewritten explanations of your rites of passage to turn in at the end of class.
Wednesday, March 12

Exam 1

Kinship

Friday, March 14


Monday, March 17

David McCurdy, “Family and kinship in village India” (Reader pp. 165-171)
Melvyn Goldstein, “When brothers take a wife” (Reader pp. 172-178)
Margery Wolf, “Uterine families and the women’s community” (Reader pp. 179-184)

Wednesday, March 19

*Don’t worry about the chapter after page 69.*

Letter 3 due today

Economic systems and exchange; Globalization

Friday, March 21

Richard Lee, “The hunters: Scarc resources in the Kalahari” (Reader pp. 73-86)
Lee Cronk, “Reciprocity and the power of giving” (Reader pp. 119-124)

March 22-30 - Spring Break

Monday, March 31

Richard Reed, “Forest development the Indian way” (Reader pp. 105-113)
Sonia Patten, “Malawi versus the World Bank” (Reader pp. 145-148)
Brenda Mann, “You@Work: Jobs, identity, and the internet” (Reader pp. 189-196)

Wednesday, April 2

Bernard Nietschmann, “Subsistence and market: When the turtle collapses” (Reserves)
Philippe Bourgois, “Poverty at work: Office employment and the crack alternative” (Reader pp. 125-135)
Jack Weatherford, “Cocaine and the economic deterioration of Bolivia” (Reader pp. 136-144)

Globalization

Friday, April 4

Knauf pp. 97-179

Letter 4 due today

Monday, April 7

Ian Condry, “Japanese hip-hop and the globalization of popular culture” (Reserves)
Terence Turner, “The Kayapo resistance” (Reserves)
Theodore C. Bestor, “How sushi went global” (Reader pp. 296-304)
Wednesday, April 9

Exam 2

**Race and ethnicity**

Friday, April 11

Shanklin Ch. 1 and 2

Monday, April 14

Shanklin Ch. 3

Wednesday, April 16

Shanklin Ch. 4

Friday, April 18

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

Letter 5 due today

Monday, April 21

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

Wednesday, April 23

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

Friday, April 25

Jefferson Fish, “Mixed blood” (Reader pp. 217-225)

**Ethnographic styles and ethics**

Monday, April 28


Paper 3 due today

Wednesday, April 30


Friday, May 2

Wolf pp. 1-60

Letter 6 due today
Monday, May 5

Wolf pp. 61-139

Wednesday, May 7


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

Letter 7 due today

Monday, May 12

Final exam 8:30-11:30AM