

The discipline of anthropology in America is most often traced back to its father figure, “Papa Franz” Boas. A German psychologist and geographer by training, Boas was introduced to the Inuit peoples of Baffin Island and became fascinated by the culture, eventually working for the Field Museum, the American Museum of Natural History, the Smithsonian Institution, and heading the first American Department of Anthropology at Columbia University in 1896. Through Boas, American anthropology would be defined as a field by four unique, but interrelated sub-fields – socio-cultural anthropology, linguistic anthropology, archaeology, and physical anthropology. During this course, you will explore and learn about the history, theories, methods, ethics and applications of **socio-cultural anthropology**. While this course specifically addresses the socio-cultural sub-field, you will also be exposed to **linguistics**, **archaeology**, and **physical anthropology** and how these other sub-fields inform socio-cultural anthropological research and understanding.

“So...how does this relate to me?”

Anthropology is the study of humanity in every aspect across time and space. If people ‘do it,’ ‘think it’ or ‘make it,’ then it is fair game for anthropological study. At one time, anthropology as a discipline was focused on and brought to mind images of the exotic ‘Other’ – societies and cultures in the most remote places on earth with practices and beliefs that both amazed and horrified those living in the modern Western world. And yes, today, research continues in some of the most remote areas of the planet, and with peoples who do have practices and beliefs strikingly different from mainstream Western culture. However, anthropologists are also engaged in research within the Western world interested in the variety of sub-cultures that exist and with the range of concerns and problems facing humanity from the local to the global. This course is designed to be an introduction to socio-cultural anthropology, so for those of you who will become anthropology majors this is your introduction to the concepts and methods that you will build upon as you progress in your career. Those of you that go into other fields will benefit from this course as well, because as you will see over the course of the semester the topics and questions of concern for anthropologists are everywhere! My goals for you as a non-anthropology major are to learn about how anthropologists approach and study the immense cultural diversity that exists in the world, to appreciate the uniqueness of specific cultures, to learn about the common threads that bind us all as humans, and to take this with you, applying the concepts, theories and methods to your respective field for a greater understanding.

Human Cultures

ANTH 151C

Asbury Hall 222
MWF 8am - 9 am
Fall 2015

Instructor: Clark Sage
clarksage@depauw.edu
Office Hours: Asbury Hall 104 - F 11:30-12:30

During this course, you will:

- learn about the history and development of American anthropology,
- understand the core concepts and terminology of socio-cultural anthropology,
- learn about the ethics, debates and controversies of socio-cultural anthropology,
- learn basic anthropological methods,
- appreciate the diversity of cultures and the common threads of humanity, and
- be able to apply socio-cultural anthropology to your own field of study.

These objectives will be achieved through:

- critical reading of the literature,
- class discussion and debates of core themes (such as, ethics, social organization, gender, politics, economics, etc.), and
- applying anthropological research methods for assignments.

To be successful in these objectives, you are expected to:

- attend class regularly,
- actively participate in the class discussions, activities and readings, and
- study and review class materials for the exams.



Course Objectives

Each class will be 60 minutes long, and meet 3 days a week for 16 weeks. Each week will be devoted to a central theme or topic in socio-cultural anthropology and will be structured in this way:

- On **Mondays**, I will introduce the larger concepts of the week through **lecture**.
- **Wednesdays** will be for finishing up the initial **lecture** if needed, and to **provide examples from specific cultures around the world**.
- **Fridays** will be **discussion days**. At the beginning of class I will post the questions/prompts found in the syllabus for that days discussion. You will have the first 10 minutes to break into groups and discuss with each other. We will then reconvene as a class to discuss the readings, lecture material, and questions you have. To prepare for this, you will complete and bring to class your Reading/Discussion Notes.



Readings:

There is no required text book for this course. I will post selected readings on Moodle in PDF format. The readings are intended to provide you with further culture-specific examples of the week's main concept. I will not be summarizing these during the lectures on Mondays and Wednesdays. You are responsible for the weekly readings and preparing for the Friday discussions. It is during these discussions that we will compare/contrast and tie the readings together with the material introduced in lecture.

Course Structure

Assignments:

Reading/Discussion Notes:

In order to ensure that you are reading the texts and are prepared for each Friday's discussion, you will be required to write 1-2 pp. for each week's readings. You will bring a hard copy to Friday discussions and submit them after class. These will be valuable for studying, so they will be returned with comments. Further details will be provided.

Writing Assignments:

You will have 2 writing assignments to complete during the first half of the semester. These assignments are designed to have you draw on personal experience and relate the materials of the course to those experiences. Each of these will be submitted via Moodle.

1. Personal Essay

For this assignment, you will write an essay describing a specific personal experience that you have had with a culture other than your own. You will need to discuss how that experience relates to two or more of the core concepts discussed in the readings and lecture – cultural relativism, ethnocentrism, cultural bias, enculturation, etc. Complete guidelines will be given.

2. Identity

For this assignment, you will consider culturally constructed categories such as language, ethnicity, race, kinship, gender, and family, and reflect on your own cultural identifications. You will choose 2 cultural identifications that you consider important to your identity and write an essay defining these identifications, how they were acquired, how they are displayed, what conflicts exist for yourself or with society regarding these identifications, and how this class has influenced your ideas about the cultural identifications of yourself and others. Complete guidelines will be given.



Coursework

Assignments:

Ethnographic Assignments:

During the second half of the semester you will engage in some ethnographic work of your own around a topic of your choosing. (Some suggestions - farmers' market, sporting event, campus nightlife, food waste, campus organization, library, etc. OR, you may choose a specific aspect of an activity, such as - rituals preceding going out on a Friday night, athletes preparing for an event, etc.) These two assignments will be connected, so you will need to consider that when choosing your topic/questions. Full details will be given after the midterm exam.

1. Observation

For this part of the assignment, you will start to develop your skills as an ethnographer by observing only. You will choose a topic/question that you are interested in and that you can explore without having to talk to people. Over the course of two hours, you will observe a specific space and the actions and interactions of people and things to address your question. During this time, you will take field notes recording your observations. You will then write an essay in which you pose your initial question, describe the setting, events, actions and interactions, and then discuss inferences that you are able to make. Complete guidelines will be given.

2. Interview

For this part of the assignment, you will continue with your initial topic/question, but now you will engage through interviewing and/or participant observation. You should plan to interview at least four individuals associated with your topic and engage them for about 2 hours total (about 30 min. each). You will then write an essay in which you draw upon your initial observations and more thoroughly address your question. You will also need to discuss how observation and interviewing contributed to your understanding of the phenomenon, challenges/difficulties of each method, and the difference in understanding brought about via emic/etic perspectives.

Exams:

Midterm:

The midterm exam will be given in class on Friday, October 9th. The exam will consist of multiple choice, fill-in the blank, and short identification questions. A study guide will be provided at least 1 week before the exam.

Final:

The final exam will be similar in format to the midterm, drawing mostly from the material after the midterm with some attention given to the larger, unifying concepts of the course. The exam will be given on Wednesday, December 16th from 8:30-11:30am. A study guide will be provided at least 1 week before the exam.

Coursework

Your grade for the course will be based on a total of 425 points. The course requirements are weighted as follows:

- **10 Readings/Discussion Notes:** – 50 pts. (11.76%)
- **Assignments** – 175 pts. (41.16%)
 - *Writing Assignment 1* – 25 pts. (5.88%)
 - *Writing Assignment 2* – 50 pts. (11.76%)
 - *Ethnographic Assignment 1* – 50 pts. (11.76%)
 - *Ethnographic Assignment 2* – 50 pts. (11.76%)
- **Midterm Exam** – 100 pts. (23.53%)
- **Final Exam** – 100 pts. (23.53%)

Late Policy:

Assignments are due on the dates noted on the syllabus and will be submitted via Moodle by the deadlines indicated. Readings/Discussion Notes are due in hardcopy form immediately following that day's discussion. Late submissions will be penalized 5% for each day late. If an emergency arises, please contact me as soon as possible.

Attendance Policy:

Attendance and your participation in weekly discussion is important. The readings for each class are meant to introduce and compliment topics that we will be discussing that week, and are not a substitute for attending class. At the end of lectures I may pose 1 or 2 questions or prompts for you to write on regarding the lecture material and/or readings. You will then turn this in so that I have a sense of how you and the class or doing with comprehending the material and as a means of tracking attendance.

I understand that things happen and arise in our lives – illness, family obligation, and religious holidays – but please let me know, as soon as possible, if you will be unable to attend class so we can make sure that you receive relevant notes, materials, etc. In the event of extenuating circumstances (prolonged illness, family emergency, etc.) you will need to inform me of the situation, as soon as possible, so that we can make appropriate arrangements.

| Grading Scale | |
|---------------|-------|
| Percent | Grade |
| 96-100 | A+ |
| 93-95 | A |
| 90-92 | A- |
| 86-89 | B+ |
| 83-85 | B |
| 80-82 | B- |
| 76-79 | C+ |
| 70-75 | C |
| 60-69 | D |
| 0-59 | F |

Professor's Disclaimer:

I retain the right to modify the syllabus (with ample notice) during the semester to reflect the needs and interests of the class.

Grades

Laptops & Cell Phones:

DePauw has no official policy regarding laptop and cell phone use in the classrooms. Therefore, it is left to the instructor to decide. Turn your cell phone to vibrate and put it away during class – it's that simple. It is distracting and disrespectful to your classmates and instructors to text, play games and/or receive calls during class. Laptops are permitted for note taking purposes only, not checking email, working on other assignments, playing games, etc. Students found to be doing such things will lose this privilege. If multiple people are abusing their privileges the entire class will lose laptop privileges.

Student Support and Services:

"DePauw University is committed to providing equal access to academic programs and university administered activities with 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, Director of Student Disability Services and ADA Compliance for further information on how to receive accommodations and support. Contact information for Student Disability Services is: 408 S. Locust Street, Suite 200, in The Memorial Student Union Building (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."

DePauw University provides students with resources to aid them in the writing process through the Writing Center (W-Center), located in the Academic Resource Center (Asbury Hall, Room 115). More information regarding these services may be found on their website (<http://www.depauw.edu/academics/academic-resources/academic-resource-center/w-center/>).

Do's & Don'ts

Academic Integrity:

Each student in this course is expected to abide by the DePauw University Code of Academic Integrity (<http://www.depauw.edu/handbooks/academic/policies/integrity/>). Any work submitted by a student in this course for academic credit is expected to be the student's own work. You are definitely encouraged to study and work together to discuss information and concepts covered in lecture, and come to office hours in groups to discuss the material. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in any format. Should copying/plagiarism occur, both the student who copied work from another student and the student who gave material to be copied will automatically receive a zero for the assignment. Penalty for violation of this Code may also be extended to include failure of the course and University disciplinary action.



Week 1 (8/26, 8/28)

- **Wednesday** - Course overview
 - Introduction: What is anthropology?
- **Friday** - **History of anthropology & core concepts**

- **Readings**
 - AAA - AAA Statement of Purpose
 - Miner - Body Rituals Among the Nacerima

- **Core Concepts**
 - Anthropology (four subfields)
 - Cultural norms & values
 - Culture/society
 - Cultural relativism/ethnocentrism
 - Culture shock
 - Emic/etic
 - Reflexivity
 - Symbolic/Interpretive Anthropology
 - Worldview

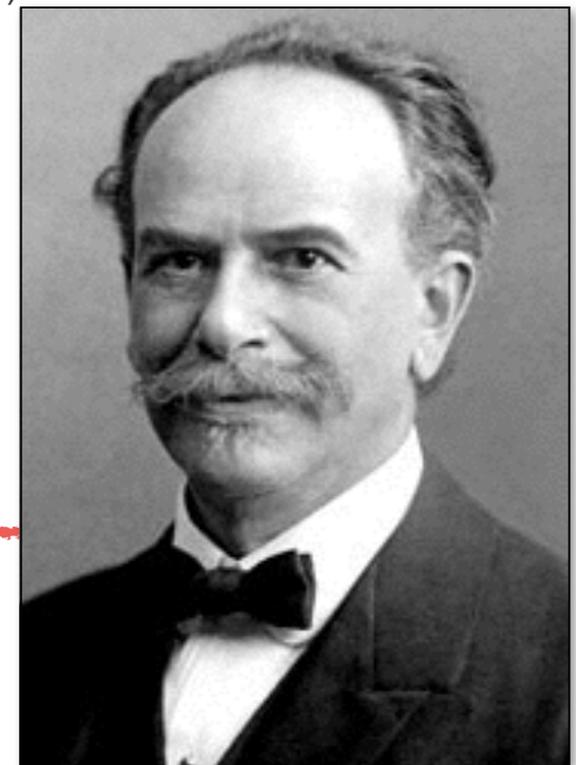
Introduction History of Anthropology & Core Concepts Ethics & Methods

Week 2 (8/31, 9/2, 9/4)

- **Monday** - Ethics
- **Wednesday** - Methods
 - Introduction: What is anthropology?
- **Friday** - Discussion Day
 - What is anthropology?
 - How do anthropologists study culture? What are the ethical concerns of research and publication?

- **Readings**
 - AAA - Code of Ethics, Statement on US Military Action Against Iran, Statement on US Occupation of Iraq, Statement of Torture (8/31)
 - Monaghan – A Dispute in Donggo: Fieldwork and Ethnography (9/2)
 - Fleuhr-Lobban – Anthropology and Ethics in America’s Declining Imperial Age (9/2)
 - Kensinger – “You Killed My Baby!” The Dilemmas of Medical Intervention During fieldwork (9/4)

- **Core Concepts**
 - IRB
 - Indigenous rights
 - Intellectual property rights
 - Ethnography/ethnology
 - Cross-cultural comparison
 - Synchronic/diachronic
 - Qualitative/quantitative
 - Participant-observation
 - Interviews/surveys



Week 3 (9/7, 9/9, 9/11) Writing Assignment 1 DUE (9/9)

- **Monday** - Linguistic Anthropology
- **Wednesday** - Language Loss/Revitalization & Zombie Languages
- **Friday** - Discussion Day
 - How does language shape our perceptions of the world & others? Why/how do words/languages matter? What other ways to we communicate?
- **Readings**
 - Basso – Stalking with Stories (9/7)
 - Fordham – Dissin’ ‘the Standard:’ Ebonics as Guerrilla Warfare at Capital High (9/9)
 - Tannen – I Can’t Even Open My Mouth: Separating Messages From Metamessages in Family Talk (9/11)

• Core Concepts

- Diglossia
- Lexicon
- Morphology/phonology
- Sapir-Whorf hypothesis
- Sign & symbol, signifier & signified
- Sociolinguistics
- Style shifts



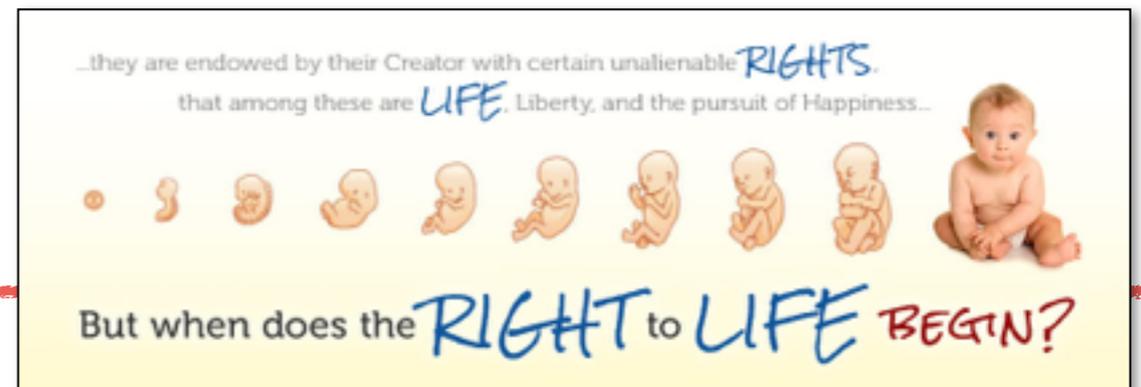
Linguistic Anthropology Personhood & Identity

Week 4 (9/14, 9/16, 9/18)

- **Monday** - Personhood & Identity
- **Wednesday** - Becoming Human in Other Cultures
- **Friday** - Discussion Day
 - How do cultures define/mark personhood differently? What are the implications (socially, legally, ethically, etc.) for these differences? How do we construct/perform our identity? Is it always the same?
- **Readings**
 - Candea - Anonymous Introductions: Identity and Belonging in Corsica
 - Ferguson - Intensifying Taste, Intensifying Identity: Collectivity through Community Cookbooks
 - Shir-Vertesh - “Flexible Personhood”: Loving Animals as Family Members in Israel

• Core Concepts

- Agency
- Corporate personhood
- Identity (achieved & ascribed)
- Personhood



Week 5 (9/21, 9/23, 9/25)

- **Monday** - Race & Ethnicity
 - What is(n't) race, and how is ethnicity different (the same)?
- **Wednesday** - Defining race: Brazil, America, and the Lakota
- **Friday** - Discussion Day
 - Why do anthropologists assert that race is not a valid scientific category? How is race constructed? Is ethnicity really different? Is there a difference between ethnicity, culture and identity?

• Readings

- AAA - Statement on Race (9/21)
- Moses - Race, Higher Education, and American Society (9/23)
- Smedley - 'Race' and the Construction of Human Identity (9/23)

• Core Concepts

- Bio-Physical Anthropology
- Cultural colonialism/imperialism
- Discrimination, prejudice, & racism
- Essentialism
- Genocide/ethnocide
- Hypo-descent
- Imagined communities
- Nationality
- Race/ethnicity
- The Other/Othering



Race & Ethnicity Gender & Sexuality

Week 6 (9/28, 9/30, 10/2)

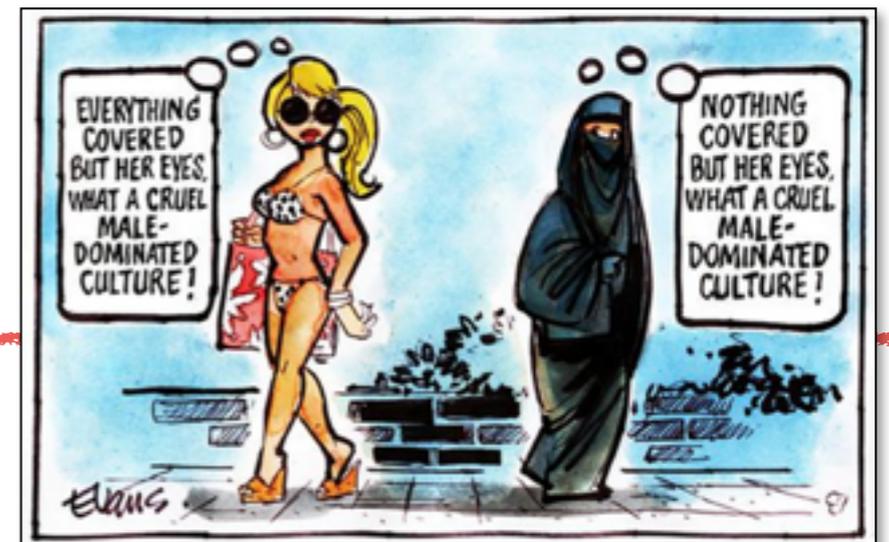
- **Monday** - Gender & Sexuality
- **Wednesday** - The Zuni *Ihamana* and the Lakota *winkte*
- **Friday** - Discussion Day
 - Are gender & sex the same? Is there a correlation between gender & sexuality? How is gender embodied through practice? What stories do you tell about sex/sexuality? How are they different from our examples?

• Readings

- Bernhardt-House - The Werewolf as Queer, the Queer as Werewolf, and Queer Werewolves (9/28)
- Herek - Sexual Orientation Differences as Deficits: Science and Stigma in the History of American Psychology (9/30)
- Simmons - Where Fat is a Mark of Beauty (10/2)

• Core Concepts

- Berdache
- Gender vs. sex
- Gender roles, stereotypes, & stratification
- Queer Theory
- Sexuality

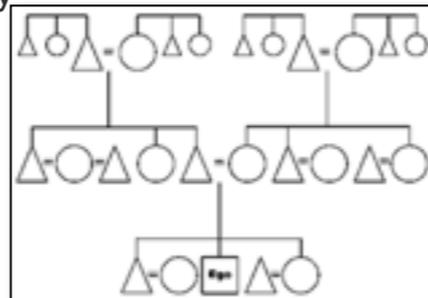


Week 7 (10/5, 10/7, 10/9)

Writing Assignment 2 DUE (10/5)
MIDTERM EXAM (10/9)

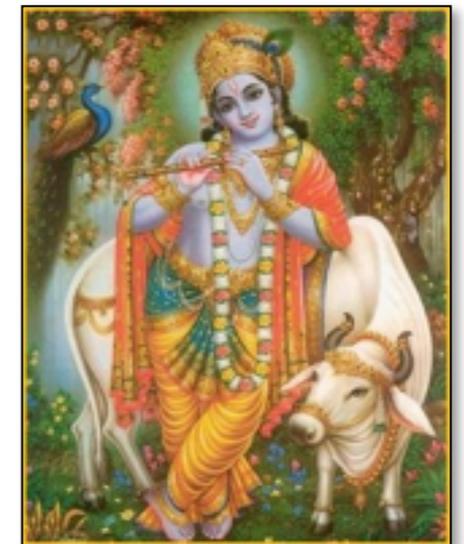
- **Monday** - Kinship Systems
 - Kinship exercise
- **Wednesday** - Marriage Types
 - How does kinship shape/influence our lives? How might an alternative kinship or marriage system change your life/worldview? What constitutes a family within a particular culture?
- **Friday** - MIDTERM
- **Readings**
 - Levine - Gestational Surrogacy: Nature and Culture in Kinship (10/5)
 - Goldstein - When Brothers Share a Wife (10/7)
- **Core Concepts**
 - Descent (demonstrated vs. stipulated, clan vs. lineage)
 - Endogamy & exogamy
 - Incest
 - Kinship systems
 - Family – nuclear/extended, of orientation/of procreation
 - Marriage - Polygamy, polygyny, polyandry, polyamory
 - Residence pattern

Kinship Marriage MIDTERM The Environment



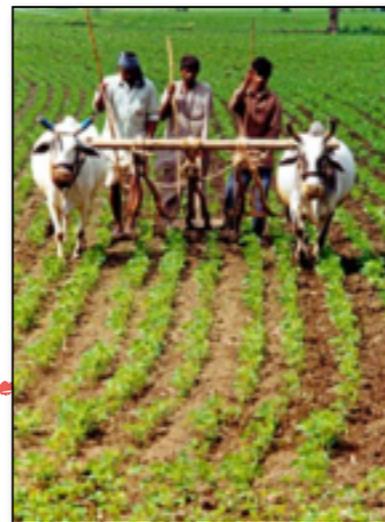
Week 8 (10/12, 10/14, 10/16)

- **Monday** - The Environment
- **Wednesday** - The Environment
- **Friday** - Discussion Day
 - How does the environment dictate/shape culture? Does the environment determine cultural development? What are the similarities of TK & WSK? Can they contribute to each other?
- **Readings**
 - Harris – The Cultural Ecology of India's Sacred Cow (10/14)
 - Lansing – Balinese 'Water Temples' and the Management of Irrigation (10/14)
 - Lewis – Ecological and Technological Knowledge of Fire: Aborigines Versus Park Rangers in Northern Australia (10/16)
- **Core Concepts**
 - Environment/nature
 - Environmental determinism
 - Materialism
 - Cultural Ecology
 - Culture Area
 - Knowledge Systems (TK & WSK)



Week 9 (10/19, 10/21, 10/23)

FALL BREAK



FALL BREAK
Subsistence Patterns

Week 10 (10/26, 10/28, 10/30)

- **Monday** - Hunting & Gathering
- **Wednesday** - Pastoralism
- **Friday** - Horticulture

• Readings

- Morris – Insects as Food among Hunter-Gatherers
- Penderson – One Leg or Two? Food Security and Pastoralism in the orthern Sahel
- Riches - Hunter-Gatherer Structural Transformations
- Fraser - "Caboclo" Horticulture and Amazonian Dark Earths along the Middle Madeira River, Brazil

• Core Concepts

- Boserup Hypothesis
- Green Revolution
- Market principle
- Reciprocity (negative)
- Redistribution
- Replacement fund
- Subsistence fund
- Unilineal evolution



Week 11 (11/2, 11/4, 11/6) Ethnographic Assignment 1 DUE (11/4)

- **Monday** - (Industrial) Agriculture
- **Wednesday** - Discussion Day
 - How do practices of production & consumption reflect/reinforce cultural ideology? What are the implications for the different adaptive strategies at the individual, community, and global scales?
- **Friday** - Bands & Tribes

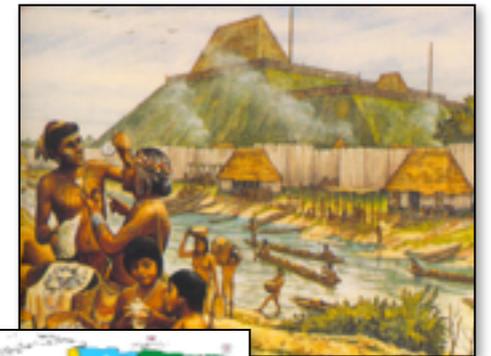
- **Readings**
 - Osterhoudt – Sense and Sensibilities: Negotiating Meaning within Agriculture in Northeastern Madagascar (11/2)
 - Clark – The Raw and the Rotten: Punk Cuisine (11/2)
 - Kirsch – Lost Tribes: Indigenous People and the Social Imaginary (11/6)
 - Smith – Local Band Organization of the Caribou Eater Chipewyan (11/6)
- **Core Concepts**
 - Correlates (adaptive strategies and political systems)
 - Prestige
 - Status
 - Wealth



Week 12 (11/9, 11/11, 11/13)

- **Monday** - Chiefdoms
- **Wednesday** - States
- **Friday** - Discussion Day
 - What are the correlates of adaptive strategies political systems? How is conflict resolved? What are the West's perceptions of bands & tribes? How are populations controlled?

- **Readings**
 - Kipp – The Political Impact of Trade in Chiefdoms (11/9)
 - Swidler – Kalat: The Political Economy of a Tribal Chiefdom (11/9)
 - Price – Interlopers and Invited Guests: On Anthropology's Witting and Unwitting Links to Intelligence Agencies (11/13)
- **Core Concepts**
 - Hegemony
 - Specialized systems of states (population control, judiciary, enforcement, fiscal)



Subsistence Patterns Political Systems

Week 13 (11/16, 11/18, 11/20)

- **Monday** - Religion/Spirituality
- **Wednesday** - Cargo Cults & Revitalization Movements
- **Friday** - Discussion Day
 - Is there a sacred secular dichotomy? What is the role of religion/magic in peoples' lives? What are some examples of sacred and secular rituals? How do religious systems correlate with political systems and subsistence patterns?

• Readings

- Evans-Pritchard – The Notion of Witchcraft Explains Everything (11/16)
- Gmelch – Baseball Magic (11/18)
- Kozak – Shamanisms: Past and Present (11/18)

• Core Concepts

- Animism, polytheism, monotheism
- Cargo cults & Revitalization movements
- Cult vs. Sect
- Fetish vs. talisman
- Functions of religion
- Rites of passage & Liminality
- Magic (contagious & imitative) vs. ritual
- Mana
- Shaman



Week 14 (11/23, 11/25, 11/27)

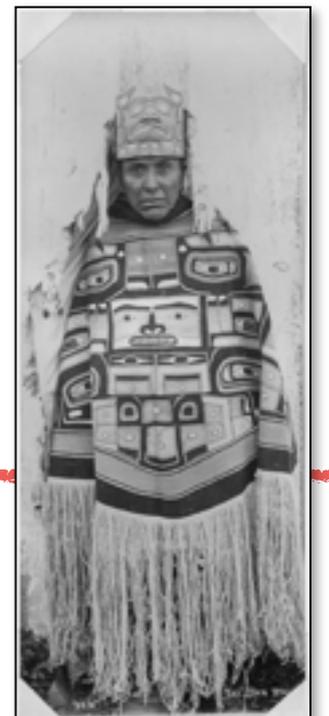
- **Monday** - Review
- **Wednesday** - THANKSGIVING BREAK
- **Friday** - THANKSGIVING BREAK
 - What are the correlates of adaptive strategies political systems? How is conflict resolved? What are the West's perceptions of bands & tribes? How are populations controlled?

• Readings

- Kipp – The Political Impact of Trade in Chiefdoms (11/9)
- Swidler – Kalat: The Political Economy of a Tribal Chiefdom (11/9)
- Price – Interlopers and Invited Guests: On Anthropology's Witting and Unwitting Links to Intelligence Agencies (11/13)

• Core Concepts

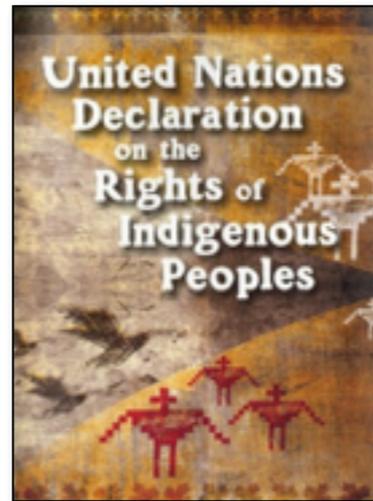
- Hegemony
- Specialized systems of states (population control, judiciary, enforcement, fiscal)



Religion/Spirituality
THANKSGIVING BREAK

Week 15 (11/30, 12/2, 12/4) Ethnographic Assignment 2 DUE (12/4)

- **Monday** - Globalization
- **Wednesday** - Applied Anthropology
- **Friday** - Discussion Day
 - Is globalization new? Is there any one way to describe the current circumstances of global politics & economy? What is the connection between resources & power? How does this help us understand social structures? What is the role of applied/academic scholarship?
- **Readings**
 - Mankiller – Being Indigenous in the 21st Century (11/30)
 - Davidson – Questions in Cross-Linguistic Medical Encounters: The Role of the Hospital Interpreter (12/2)
 - Ryko-Bauer – Reclaiming Applied Anthropology: Its Past, Present, and Future (12/2)
- **Core Concepts**
 - Applied anthropology
 - (Cultural) Colonialism/Imperialism
 - Globalization & Westernization
 - Indigenization
 - Underdifferentiation
 - World System Theory



Globalization Applied Anthropology Poverty & Hunger

Week 16 (12/7, 12/9, 12/11)

- **Monday** - Poverty & Hunger
- **Wednesday** - Discussion Day
 - Why does poverty & hunger exist? Do societies “need” the poor? GMO’s and the Green Revolution - savior or Frankenfoods?
- **Friday** - Semester recap & final exam review
- **Readings**
 - Anderson – Feeding the World (12/7)
 - Lappe – Beyond the Myths of Hunger: What Can We Do? (12/7)
- **Core Concepts**
 - Green Revolution
 - Hunger
 - Poverty

