

ANTHROPOLOGY 102.01 & 102.03 -- INTRO. TO CULTURAL ANTHROPOLOGY

Fall, 2009 – T/TH 7:30-8:45 a.m.—LIB TCC & T/TH 3:00-4:15 p.m. – MLH 130

INSTRUCTOR: Diana Ames

OFFICE: Spalding Hall, Rm. 100; (*leave papers / msgs. in Soc. Sci. Div., Spalding 101A*)

OFFICE HOURS: T, W, TH, 10 a.m.-Noon, or by appointment at a mutually convenient time.

PHONE: Office has private 24/7 Voicemail: 792-2478 Soc. Sci. Division Secretary: 792-2291

E-MAIL: dames@lsc.edu (*Save all e-mail to me until I reply*)

TEXTS: Ferraro, G. *Cultural Anthropology, 7th ed.* (primary text)

Fernea, Elizabeth Warnock *Guests of the Sheik*

Hillerman, Tony *Skinwalkers*

RECOMMENDED: McKee & Kennedy *Correcting Common Errors in Writing.*

RESERVED: I will let you know how to access these articles.

Bohannon, Laura "Shakespeare in the Bush" [required]

Lee, Richard "Eating Christmas in the Kalahari" [required]

Fernea, Robert. "Shayk and Effendi" [optional]

Sandner, Donald "Navajo Medicine" [optional]

Lamphere, Louise "The Domestic Sphere of Women and the Public World of Men" [optional]

FILMS: I will be showing a number of ethnographic films during regularly scheduled class periods. You will be responsible for information from these films on your exams.

COURSE DESCRIPTION: Anthropology is the study of humans and human societies in time and space. The emphasis of this particular course will be on the subdisciplines of *cultural and linguistic anthropology*, although I will briefly discuss *biological anthropology and archaeology* as these topics relate to your readings and understanding of cultural anthropology. In particular, you will learn to consider the concept of *culture* in analyzing the ways by which various groups of people organize their social, economic, political and religious lives. This course emphasizes a *cross-cultural (comparative) perspective*. The emphasis for both readings and lectures will be on understanding the concepts behind cultural diversity, and learning to apply those concepts to specific ethnographic cases in both small-scale [tribal] societies and nation states, including contemporary U.S. society. This course satisfies GenEd requirements for the Social Sciences section of the Distributive Core. I enjoy and encourage class participation and discussions of the lecture, reading and film topics.

COURSE OBJECTIVES: *Successful completion of this course means that you should have a good understanding of the following:*

- the concept of culture
- the distinction between culture and society and the implications for diversity
- the notions of subcultures and ethnic and cultural pluralism
- the notions of cultural relativism and ethnocentrism
- the integrated / holistic nature of culture
- the symbolic nature of culture (language)
- the notion of linguistic relativism
- a cross-cultural perspective on world history and current events
- the ability to analyze social trends from a cultural (and cross-cultural) perspective
- the interrelationship between environment and culture
- the causes and effects of culture change
- the means to understand and relate personal and cultural values.

COURSE REQUIREMENTS

Exams

1. There will be **3 *equally-weighted exams***. (See "Tentative Course Outline & Assignments" following).
2. Exams will include material from the lectures, readings, discussions and films. I will give you a list of topics and terms as a study guide a week before each exam.
3. Make-ups. You are expected to take the exams at the scheduled times unless you will be gone for a College-related activity and have spoken to me ahead of time. I will consider make-ups for emergency situations on an individual basis *if* you contact me [or leave a message] by phone or email that day; we can meet about it later.
4. Please see me well before any exam for which you need special accommodations.

Writing Assignments:

1. There are **2 *equally-weighted writing assignments*** for this course. The first of these is based on your reading of Fernea's *Guests of the Sheik*, and the second is based on Hillerman's *Skinwalkers*.
2. For each of these assignments you will write a four+ page (typed) analysis of the assigned book, which focuses on some general topics and questions (see "Writing Assignment Guidelines").
3. Note the dates that these are due. No late papers accepted unless you have talked to me prior to the day the paper is due, or in case of a documented emergency.

COURSE EVALUATION:

Your final course grade will be figured as follows:

Exams:	[3 @ 20% each]	= 60% of final grade
Papers:	[2 @ 20% each]	= <u>40% of final grade</u>
Total:		= 100% of your course grade

I will compute your final grade based on the following cumulative percentages:

100%-90% =A or A-; 89%-80% = B+ to B-; 79%-70% = C+ to C-; 69%-60% = D+ or D;
59% & less = F

COURSE RESPONSIBILITIES

You are responsible for the following:

- your class attendance.
- lecture material, class films, discussions & readings.
- directions or clarification of assignments made in class, including possible changes in assignments or exam dates.
- notifying me before any paper due-date or exam that you will miss for scheduled College activities.
- contacting me immediately when assignments or exams are missed due to unforeseeable circumstances;
- scheduling any allowable make-ups within two classes of the missed work [see above]
- checking LCMail regularly for announcements [or forwarding email from it to another account]
- turning in papers by their assigned due dates and times
- *printing and keeping hard [paper] copies* of all your papers *before* you turn them in.
- knowing the College's policies concerning academic honesty (cheating on exams; plagiarism on papers). Check the LCSC Student Handbook for this.

SOME "DO'S AND DON'TS"

DO!

- buy your books on time;
- read the assignment before class, even if it doesn't make much sense at the time. It will make lecture and rereading the assignment much easier.
- attend class.
- take notes in class, writing down terms and concepts, even if you don't understand them at the time.
- come see me if you are having trouble or need help with a specific assignment or with understanding the material.
- make an appointment with the Writing Lab [Spalding Hall 115, ext. 2433] if you need help organizing and editing your papers [take the assignment & and your draft].
- note assignment due dates for papers and exams; plan accordingly.
- know the policies about plagiarism and academic honesty.

DO NOT!

- put off readings.
- leave writing assignments for the day before.
- ignore problems with the material or with low exam grades. Come see me during office hours [or call /email and schedule an appointment] to work on a problem.
- expect me to write your paper for you. Come to see me with something written, and some ideas of what you want to say.
- plagiarize from online or other sources for your papers.

STUDENTS, PLEASE TAKE NOTE!

Please do not hesitate to contact me with questions about the course or your work; I am happy to meet with you about any issues. And I encourage students who have any type of disability to see me privately [after class or in my office at your convenience--Spalding Rm. 100; 792-2478], so that we can arrange appropriate accommodations to better meet your learning needs in this course. I also urge you to contact the Office of Disability Services [Reid Hall, Rm. 111; 792-2211] to learn more about College services available to you.

TENTATIVE COURSE OUTLINE & ASSIGNMENTS

KEY: **read** for comprehension; **sk=skim** for main ideas; **rr=reread** for review
ch # = Ferraro; Boh /Lee = Bohannan or Lee reserve articles

WEEK OF:	TOPICS	READINGS
<i>(Tues. date)</i>		
8/25	Course intro.; what is anthropology?	Pref.; ch 1
9/1	Anth. perspective; unifying concepts biological basis of culture; culture	ch 2; sk 3,16
9/8	culture; fieldwork; ethnology/ethnography	ch 5; sk 4 Boh/Lee articles
9/15	finish culture	ch 6
9/22	language / linguistics; symbols;	ch 6
9/29	Socio-linguistics;	ch 11
10/6	gender Exam # 1—Thursday, Oct. 8th	catch-up; rr all to here
10/13	kinship & social organization.	ch 9, 10
10/20	kinship & social organization Fernea paper due Thursday, Oct. 22nd <u>in class</u>	rr ch 9, 10
10/27	subsistence & economics	ch 7, 8
11/3	subsistence & economics	rr 7, 8
11/10	finish subsistence & economics Exam # 2—Thursday, Nov. 12th	ch 12 rr all to here from Ex 1
11/17	Politics & stratification	rr 12; ch 14
11/24	***** Thanksgiving Break is 11/23 through 11/29 *****	
12/1	Begin Religion, magic, belief systems Hillerman paper due by noon, <u>Friday</u>, Dec. 4th--in my mailbox / SPH 101A	rr ch 14
12/8	Religion, cont.; art; culture change; catch-up	sk ch 15
12/15	Exam # 3, Tues., Dec. 15th @ 7:30 a.m. for Section 01 Thurs., Dec. 17th @ 3:00 p.m. for Section 03	

WRITING ASSIGNMENT #1
Guests of the Sheik by Elizabeth Warnock Fernea

DUE: Thursday, October 22nd, in class.

Fernea, was not originally trained as an anthropologist, but she has written an exceptional ethnography based on her experience living in a small Shi'ite village in southern Iraq before the 1958 revolution. (This was one of the regions that was attacked by Saddam Hussein in the mid-1990s). Although Fernea was there to accompany her anthropologist husband while he did his fieldwork, she developed a unique perspective of life in a tribal Islamic village. She was perhaps the first person to write cross-culturally about the role of women in a society where purdah (the veiling and seclusion of women) is the norm. Rather than take a western (and ethnocentric) approach to understanding these customs, she is able to put them in their proper cultural perspective, and to give us a detailed, human--and humane--report on what it means (and just as importantly, what it does *not* mean) to be female in a traditional patrilineal and patrifocal society.

Your paper should be **an analysis** (NOT a "book report"), which focuses on the gender roles in the traditional tribal Islamic community of El Nahra. **Specifically**, you should write a paper in which you *analyze and discuss ideas about satisfaction, security, authority, power, and autonomy for women* in the El Eshadda tribal society of El Nahra, tying your discussion to what you've learned about that society's cultural ethos and values. In other words, from what different things do women derive their satisfaction, power, authority, and security in this very different world? You should deal with some/all of the following: customs of dress, restrictions, movements throughout the community, relationships, marriage, friendship, work, leisure and rituals. In what ways do women in these traditional societies enjoy certain freedoms that women now in North America do not?

Your paper should be 4+ pages (typed, double spaced). You should have 1) an introduction to the paper topic/thesis; 2) a *brief* summary of the book as it relates to the topic; 3) an analysis/discussion of the questions I've noted above; 4) any pertinent examples and quotes from the book; and 5) a summary of your discussion.

This is an easy-to-read ethnography, with very little anthropological jargon; in many ways it reads like a novel, and I suggest that you read it as such. Read it through quickly, getting a general idea of what's going on and who's who. Then go through it a second time for specifics that will help you with your paper.

AN IMPORTANT NOTE TO ALL STUDENTS:

Note that this must be *your* original analysis. The use of anyone else's work must be duly noted and cited in appropriate format, *even if it is not a direct quotation*. You may not use the words, or closely paraphrased wording, of anyone else without proper citation. And you may not use others' previously written papers or articles [or any sections of same], from the Internet or from anyone else, including other students. Doing so will *minimally* result in a '0' on this assignment, as well as reports to the following individuals: your academic advisor, the Chair of your major Division and/or Program, and the Academic Dean and the Dean of Students.

WRITING ASSIGNMENT #2
Skinwalkers by Tony Hillerman

DUE: Friday, December 4th, in my mailbox in the Social Sciences Division Office [Spalding Hall Rm. 101A].

In his book, *Skinwalkers*, Hillerman refers to many traditional Navajo beliefs, ceremonials and curing "sings." All of these are an integral part of Navajo culture [and related to its cultural ethos] and all are necessary for individuals to regain or maintain their harmony with the world. From your reading of the book, discuss the beliefs about and the part that witchcraft plays in Navajo society and culture. In particular, how does witchcraft fit into the Navajo ideal of harmony? How is it related to illness and deviance in Navajo life? What function do you think the belief in skinwalkers (or Navajo wolves, witches) has in traditional Navajo culture? Use these questions to spin off of, but address the role of witchcraft in Navajo culture, and its relationship to the ideal of Navajo life.

Your paper should be a 4-page+ *analysis* (NOT a "book report"). It should be typed double-spaced. You should have 1) an introduction to the paper topic / thesis; 2) a *brief* summary of the book as it relates to the topic; 3) an analysis / discussion of the topics I have noted above; 4) pertinent examples from the book; and 5) a summary of your discussion. You do not need to answer the specific questions above, but your paper should address these issues in some way.

This is an enjoyable and easy to read mystery. Read it for pleasure first, and get a general feeling for the Navajo culture. Reread it for more specific information and examples for your paper.

AN IMPORTANT NOTE FOR ALL STUDENTS!

As always, this must be your original work / analysis. The use of anyone else's work must be duly noted and cited in appropriate format, *even if it is not a direct quotation*. You may not use the words, or closely paraphrased wording, of anyone else without proper citation. And you may not use others' previously written papers or articles [or any sections of same], from the Internet or from anyone else, including other students. Doing so will *minimally* result in a '0' on this assignment, as well as reports to the following: your academic advisor, the Chair of your major Division and/or Program, and the Academic Dean and the Dean of Students.