ANTH 2011B:3 CULTURAL ANTHROPOLOGY

Course Description and Objectives:

This course introduces the student to the discipline of cultural anthropology. Cultural anthropologists have developed a set of ideas and practical activities that help them learn about people through interaction. 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 taking a number of unfamiliar perspectives to appreciate the diversity in our world and society while we try to better understand our place within them.

Culture unites as well as divides. Everyone has language, family, politics, religion, and ideas that give our world meaning. All cultures ask similar questions but formulate their own specific and unique answers. By investigating what is culture and how culture influences our lives, students will gain an appreciation and understanding of the differences and similarities in diverse societies including their own. Students will get to know particular cultures, their lifeways, habits, beliefs, myths, economies, kinship patterns, and religions. Students will learn how to view other societies holistically, comparatively, and relativistically. By gaining an appreciation of cultural differences, students in this class will also be more knowledgeable and better prepared for future multicultural experiences.

Tentative Course Schedule:

June 25, 29  Introduction
What are the four subfields of anthropology? What is culture?

CC Culture and Ethnography (p. 2-5), Spradley: Ethnography and Culture (p. 6-12), Miner: Body Ritual (p. 287-291); DS Ch. 1-3

June 29  Fieldwork and Ethnography
What is cultural relativity and ethnocentrism? We will consider anthropology as a holistic science. Where do anthropologists do research? How do we study culture: methods and tools? What is the IRB?

CC Sterk: AIDS (p. 20-30), Gmelch: Rastas (p. 31-36); DS Ch. 4-9

June 30  Kinship, Descent, and Marriage
How do societies determine whom they are related to and whom they are eligible to marry? How do these relationships create and maintain social obligations?

CC Kinship and Family (p. 152-154), Scheper-Hughes: Mother’s Love (p. 155-164), McCurdy: India (p. 165-171); Goldstein: Polyandry (p. 172-178)

July 1  Folklore
What is folklore and do people in industrial societies have folklore?

July 1 (second half of class)  Discussion
DS Ch. 10-14

July 2 (first half of class)  *****EXAM 1*****
July 2 (second half of class), July 6  **Identity**
   * ****Interview DUE July 6****
   - Who are we and how do we come to that conclusion? Who has the right to define our identity? Do we have a choice or are we born with our identity(ies)? Can we have more than one identity? What are forms of dominance and resistance? What is acculturation versus assimilation? How and why do people modify their culture to meet their needs?

CC Identity, Roles, and Groups (p. 186-188); Shandy & Moe: Women, Work, Id (p.197-207); Ehrenreich & Hochschild: Global Women (p. 325-333); Spirit Ch. 1-3
Film: *In Whose Honor?* (dvd 844)

July 7, 8  **Ethnicity and Race**
   - How is race a historical and cultural category rather than biological? What distinguishes ethnicity from race? Which is a more useful category for distinction between people? How does migration or refugee status create and use these categories?

CC Fish: Mixed Blood (p. 217-225), Shandy: Refugee Resettlement (p. 316-324); Spirit Ch. 4-6
Film: *The House We Live In* (dvd 254)

July 9, 13  **Sex and Gender**
   - What are the distinctions between gender and sex? Why are these concepts important to ethnographic analysis? How are gender and gender roles learned? What is the significance of veiling around the world?

CC Abu-Lughod: Muslim Women (p. 208-216); Spirit Ch. 7-8

July 14  **Language and Communication**
   - How do people use language to communicate ideas and emotions? How do anthropologists study language use in relationship to culture?

Film: *Do You Speak American?*: Up North (Library website: Films On Demand)

CC Language and Communication (p. 37-40), Boxer: Name Game (p. 57-60), Tannen: Conversation Style (p. 61-68), Deutscher: Whorf (p. 49-56)

July 15  **Ecology and Subsistence: Making a Living**
   - How do different societies maintain their material needs as individuals and as members of a community?

CC Ecology and Subsistence (p. 70-72) and Economic Systems (p. 115-118), Reed: Forest Development (p. 105-114)

July 15  **Discussion**
   *Spirit* Ch. 9-11

July 16 (first half of class) *******Exam 2 *******

July 16 (second half of class), 20  **Religion and Ritual**
   - How do anthropologists study religion and what similarities are there between religions? Why are rituals important to religion? Can rituals be secular or are they always religious? How does religion differ from magic?

Film: *Monday’s Girls*  (vct 3536)
CC Religion, Magic, and Worldview (p. 255-259), Freed and Freed: Ghost (p. 260-265), Gmelch: Baseball (p. 266-274); Dubisch: Run for Wall (p. 275-286)
July 20  Political Organization
How do bands, tribes, chiefdoms, and states organize themselves politically? How do gifts and reciprocity tie people together in relationships?

CC Law and Politics (p. 228-229), Cronk: Reciprocity (p. 119-124), Sutherland: Gypsy (p. 230-237);

July 21, 22  World System, Colonialism, Industrialism, and Stratification
How did a world system emerge? What impacts did industrialism have on the creation of the class differences? What are core, periphery, and semi-periphery nations?

CC Weatherford: Cocaine (p. 136-144), Bourgois: Crack (p. 125-135); Spirit Ch. 12-14

July 23  Development and Globalization
What do the terms “third world” or “underdevelopment” refer? What are the major political and economic forces that have shaped the world and how do they affect us today? How have these forces contributed to globalzation? What are the benefits and problems associated with globalzation? What is the anthropology of development?

CC Globalization (p. 293-295); Guneratne & Bjork: Tourism (p. 306-315)

July 27  Health and Illness
•  ****Ritual July 27****
What are different ways that cultures recognize, evaluate, and heal illnesses? How is American medicine its own sub-culture and how does that affect the way that people are treated in the health care system compared to other cultures?

CC Barrett: Leprosy (p. 351-358), Stryker: Prison (p.359-370)

July 28  Anthropology in the 21st Century
What is applied anthropology? What does anthropology contribute to the field of medicine? How is medicine a culture? How can anthropologists act as cultural brokers?

CC Culture Change and Applied Anthro (p. 335-339), McCurdy : Using Anthro (p. 371-381), Omohundro: Advice (p. 382-390)

July 28  Discussion
Spirit Ch. 15-19

Thurs., July 30 @ 1 p.m.  ***EXAM 3****

Required texts:

Website: I will be posting notes, announcements, articles, study guides, etc. on D2L as well as GRU email. It is the students' responsibility to check them regularly. If you have trouble accessing D2L then call the IT help desk at 706-721-4000.

Course Requirements:
Grades are based on three exams (composed of multiple choice questions), two written assignments, and in-class participation with reflection papers. Readings should be completed by the second class of that week. Here is a brief summary of the large assignments, but more details will be given out closer to the due dates.
Assignments are designed to give you hands-on experience of being anthropologists. You should be able to reflect on what you have learned in class and tie that in with your analyses. Assignments are due at the beginning of class in 12 pt. Times (New Roman) font, double-spaced with one-inch margins.

**Interview Assignment:** (4 pages) Find a specialist who will show you how to perform a task and discuss the social and cultural implications of the task. Include a step-by-step description of the task, including the materials and tools used and the setting. Discuss the implications of the activity and people’s reaction to it. (Worth 20% of the final grade.)

**Ritual Analysis:** (5-7 pages) Choose a religious or secular ritual to participate in and observe. Make sure it is something you have NOT participated in the last five years. Describe the people participating, the ritual, and the setting. In your discussion justify why it is a ritual and why it is religious and not secular or vice versa. Position yourself in the analysis and describe any biases you may have. (Worth 30% of final grade.)

**Reading Reflections:** (10% of the final grade): An important part of learning the material in this course involves your critical reflection on what we have read and discussed, as well as what you see happening in your everyday life. Time does not permit for us to go over each reading in detail, but to help facilitate your study, you will write a two-page, typed reading reflection five (5) times during the semester. (NOTE: 2 pages typed means two pages of text [your name, the date, etc. don’t count toward that] with one-inch margins and 12-point font.)

Reflections are due on the days circled above on the schedule; late reflections will not be accepted without a GOJpass. (In other words, if you want to do a reflection on Topic 2, it must be turned in the circled day of Topic 2. You can’t do it later without a GOJpass. You are responsible for keeping track of how many of these you’ve done (see Grade Book in D2L). You can choose the topics that you turn in. They are to be based on the readings for the week that you turn them in. For example, if you turn in a paper on Ethnicity & Race it is due that day and you should write a reflection on CC Fish: Mixed Blood, Shandy: Refugee Resettlement, and/or Spirit Ch. 4-6. You may focus your two-page paper on one of those readings or find ways to tie them together as they relate to the week's theme on race and ethnicity. You should not write a paper on each separate article for that week as you only turn in one two-page paper. The key to these reflections is two-fold: they must be critical and they must be reflective. In other words, they require you to think about what we are discussing in class and to form some sort of opinion about it. They are not to be summaries of the readings or class. They are your thoughts, based on what we’ve read. You might write about how something we’ve been studying can be applied to everyday life, relate it to current events in the news, or about how it relates to something else we’ve studied. You might speculate about how the author would respond to some question(s) you have or critique the author’s argument. Questions for the readings are posted on D2L and may be used as a springboard for your paper. You may focus on one reading or integrate all of that week’s readings into your discussion. You need to footnote or use parenthetical citations when you paraphrase or quote class readings in your reflections, but you do not have to have a works cited page unless you use material from outside of class.

**Participation** (10% of final grade): Participation assumes active learning by paying attention, presenting relevant comments/questions to class, and not distracting other students from learning. Therefore, please respect your fellow classmates by NOT contributing to distracting classroom behavior (e.g., talking when someone else is talking, eating, being tardy, leaving early, leaving your cell phone ringer on, etc.). The professor has the right to remove disruptive students from class and to penalize them for any work they miss as a result. Students who come in after the roll is passed around will not be allowed to sign in and will be counted absent for the day. Frequent distracting behavior and absences will lower participation grades. Cell phones and other electronic devices are not allowed to be used at all during the exams. As you come into class you should sign only yourself in (and not anyone else). **Students who have more than 3 absences** (6 if you use three GOJF passes) will automatically fail the course. According to the Georgia Regents University Catalog, “if [a] student has been absent for more than the equivalent of 10 percent of class time, regardless of cause, then the professor may withdraw the student from the class for excessive absences.” Each class meeting is important. It is your responsibility to maintain a record of your attendance. If you choose to withdraw from the course then it is your responsibility to take care of the paperwork or you will have an F on your transcript. If you miss class because of sports or military obligations then inform Dr. Bratton.
✓ A successful discussion requires your critical thinking about issues raised in class and readings as well as your articulation about your positions, which requires your regular participation. No idea is too simple or silly to communicate. Do not be afraid to ask questions or take a stand or articulate confusion.

✓ It is not my job to summarize the reading for you. You need to do the assigned readings before class and think about them on your own. During class time we will connect the readings to broader anthropological issues. I am depending on you to interact with me and with one another in class during these discussions.

✓ We will frequently talk about current events as examples and to demonstrate anthropology’s relevance to the real world. Also, there is no topic off limits in class, and you do not have to agree with everyone. However, we must learn how to listen and respect people’s rights to their own opinion as well as their right to express those opinions. We will be discussing sensitive or charged issues in class, so please practice cultural relativity as much as possible. The readings and ideas we will discuss in this class may challenge how you look at the world and how you engage in everyday practices, including your thoughts on what you do on a day-to-day basis. All students are expected to commit to the creation of a safe, respectful classroom community in which we are able to enter into productive dialogue. Comments that deny the humanity of anyone inside or outside the classroom are not acceptable.

Grading Scale

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<th>Points</th>
<th>Grade</th>
<th>Extra Credit Opportunities</th>
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The Instructor

Dr. Angela Bratton— Allgood Hall E208  
email: abratton@gru.edu  
Office hours: Thurs. 3:30-4 and by appointment  
Tel: 706-729-2286

Teaching Methods: This class is primarily lecture based with frequent opportunities for discussion. Films and Powerpoint are used as tools—students are responsible for their own note taking and audio recording may take place only with professor’s permission.

You are welcome to visit my office to discuss any problems or questions you have, whether or not they are related to class. I will steer you in the direction of the appropriate campus resources as best I can. For example, those with writing or other tutoring questions are urged to visit the Writing Center (University Hall 235 <http://www.gru.edu/colleges/pamplin/writingcenter/>). For help managing your schedule, dealing with stress, or if you’re just feeling overwhelmed, there is the Counseling Center (in the Central Utilities Plant building, 706-737-1471 http://www.gru.edu/admin/counseling/). Services are confidential and inclusive in your school fees.

Disabilities note: If you have a disability that may require assistance or accommodations, or if you have questions related to any accommodations for testing, note takers, readers, etc. please speak with me and also contact the Testing and Disability Center (737-1469 or http://www.gru.edu/admin/tds/) for additional information about services available at GRU.

Another Anthropology resource is the Anthropology Student Union (ASU) at GRU. This club promotes interest in anthropology through fieldtrips, lectures, films, etc.

Class Policies and Academic Honesty:
Exam make-ups make ups will be allowed only for students with extenuating and documented issues. You have three (3) “Get Out of Jail Free” passes. These can be turned in for an absence OR attached to an assignment that must be handed in during the NEXT class period. They CANNOT be used to simultaneously count as an absence and a late assignment. If you are two classes late with an assignment then you must use two passes to turn it in. Once these three are used up there will be no more excused late assignments or absences, therefore you will earn a zero for those not turned in. Use wisely. See Participation above for more info on attendance and behavior policies.

“Violations of academic honesty include cheating of all kinds, plagiarism, fraudulent research activity and/or scholarship, collusion, and false statements made to avoid negative academic consequences “(for more information see link below). These violations or attempts at such are not tolerated in this course. All work that is turned in should be your own work. Instances of academic misconduct will be dealt with in accordance with the procedures outlined in the GRU Academic Conduct Policy 3.1.4 (available at http://policy.gru.edu/3-1-4-academic-conduct-policy/) and may include failing the assignment, the course, or even expulsion from GRU.

Plagiarism is presenting the work, words or ideas of another person as though they were one’s own, without giving the originator credit. For example, it is plagiarism to paraphrase material from another source without proper citation. Consider the following statement from Barbara Myerhoff’s 1980 ethnography Number Our Days: “Thus, in addition to being an intrinsic good, learning was a strategy for worldly gain.” It is plagiarism for the student to write the following in a paper: “Learning was not only inherently good, but a way to acquire worldly things.” Although a few words have been changed, the sentence is basically the same, and Myerhoff is not given credit. An acceptable sentence in a student paper would be, “Myerhoff (1980:92) notes that although learning was valued for its own sake, it was also “a strategy for worldly gain.” Here, Myerhoff is given credit for the idea, and her exact words are placed in quotation marks. The same rules apply to material from websites, and student work may be subject to online plagiarism searches.

You may discuss assignments with classmates, but you should note their ideas you use just like you would cite a book. If you use published or web sources, whether you are quoting or directly paraphrasing, you should acknowledge this using standard citation practices (e.g., Chicago, MLA). See D2L for more information on citing online resources. Citations should appear in-text where the material is being discussed (through in-text citation, as seen in the example above, or in a footnote style like Turabian). In-text citations also require a full works cited section.

1 Taken from Miami University’s Anthropology Majors’ Handbook (Feb. 2004).