



INTRODUCTION TO ANTHROPOLOGY

ANSO 103

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Common sense is neither common nor sensical. Discuss.

What does it mean to be human? Anthropology is the study of the almost infinite number of answers to that question. It is in exploring these answers, from the seemingly

mundane to the exotic, that we can begin to comprehend alternative cultural logic that might have previously seemed illogical. At the same time, the experience of “culture shock” — of learning about a cultural practice that is novel, foreign, or incomprehensible — can make us aware of or even call into question many of the deeply-held beliefs, assumptions, and values that we take for granted. The purpose of this class is neither to shock nor exoticize, but to view the vast diversity of social forms and cultural practices that all adhere to their own common sense.

This course covers the basic data, concepts, and theories of cultural anthropology placing emphasis on the foundations of human society, social organization, culture, and symbol systems.

NO PREREQUISITE EXCEPT THE DESIRE TO LEARN • NOT OPEN TO SENIORS
SATISFIES THE F9 REQUIREMENT

FULL COURSE DESCRIPTION

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The study of the diversity human cultures through time and across space has long been the domain of anthropological studies. Anthropology is often a comparative endeavor, and as such, has a keen interest in both understanding differences among cultural groups and in identifying the commonalities and categories that are shared cross-culturally. What constitutes a family? What are appropriate gender roles? How do we define group membership? What are our conceptions of race or ethnicity? How do we eat? What do we wear? What is polite? What is funny? What is beautiful? Why do people tweeze their eyebrows? How do we organize space? Labor? Subsistence? Governance? How do we view the dead? How do we raise our children? How do we communicate? How do we conceive of the human body? Cleanliness? Sickness and healing? What constitutes art? What do we worship? What do we hate? What is immoral?

All of these questions might be considered anthropological in that they all depend on trying to understand the cultural logic of a particular group in a particular space and time. At the same time they make certain anthropological assumptions about what constitutes culture — from the broad categories of family, religion, politics, and economics, to knock-knock jokes, tattoos, karaoke, and table manners.

Throughout this course, we will consider how anthropologists conceptualize and investigate many of these broader categories of culture. But we will also look at how an investigation of the seemingly minute and mundane often reveal profound insights about cultural logic that can make sense of the uncommon and make the common seem nonsensical.

COURSE STRUCTURE AND EVALUATION

CLASS PARTICIPATION (10%):

Although this is an introductory course, we will work very hard involve everyone in the conversation about what makes us human. Discussion is always encouraged, and you should feel free to ask questions, make observations, or raise any issues that are relevant to the theme of the class. You will be expected to read the texts carefully and reflect on how they relate to the theme of the class, then come to class prepared to discuss your ideas.

I intend to carve out time for discussion in many classes by lecturing for part of the time then dedicating time to discuss the readings and examine specific examples of anthropological investigations. Many of these discussions will be student-led (everyone will sign up to lead 2 discussions during the semester), but class participation by all class members will be extremely important for the success of the class (plus it will count as 10% of your grade).

LEADING DISCUSSION + READING RESPONSE PAPERS (2 X 7.5% = 15%):

Twice during the semester you will co-lead the class discussion (signups will take place during the first week of classes). For the classes when you will be discussion leader, you will write a 1.5-2-page response paper for one of the readings and post it to the Moodle page. This assignment entails writing a brief summary (~3-4 paragraphs) of the article that describes the author’s central argument, identifies the who/what/when/where, and summarizes the significant points made in the article. You should then write brief responses: 1) identifying and defining 2-3 keywords or phrases; and 2) coming up with 2-3 questions for discussion. The response sheets will provide both a study guide for your exams and a cheat sheet for your class discussion. Your response sheets should be **posted to Moodle before the class** and handed in as a paper copy.

MIDTERM EXAM (15%): The midterm exam will be held in class on **FRIDAY, OCTOBER 14.**

IMAGE ASSIGNMENT (10%):

During the semester you will have a visual assignment that will require you to find and analyze an image related to the assigned theme. Write a 2-3-page response addressing any aspect of the questions related to the assigned theme. You will very briefly (3 minutes) present this image to the class. Your image assignment is **DUE FRIDAY, OCTOBER 21.**

TWO SHORT PAPERS (2 X 15% = 30%): You will be asked to write 2 short papers (4-5 pages each) during the semester exploring anthropological themes. These will be **DUE FRIDAY, SEPTEMBER 23** and **MONDAY, NOVEMBER 28**

FINAL EXAM (20%): The final exam for **Section 1 (11:00)** will be held on **FRIDAY, DECEMBER 9 @ 1:00 PM.** The final exam for **Section 2 (1:00)** will be held on **MONDAY, DECEMBER 12 @ 1:00 PM.**

PLEASE NOTE: All assignments should be turned in as a hard copy in class and electronically, either as email attachments (in the case of papers) or posted to Moodle (for reading responses and the image assignment). Late assignments will be penalized one full letter-grade per day (except under dire circumstances or with special permission *in advance* from the instructor).

COURSE READINGS

REQUIRED TEXTS:

- Rosman, Abraham, Paula G. Rubel, and Maxine Weisgrau
2009 *Tapestry of Culture: An Introduction to Cultural Anthropology*, 9th ed. Lanham: Altamira Press.
- Farrer, Claire R.
1996 *Thunder Rides a Black Horse: Mescalero Apache and the Mythic Present*, 2nd ed. Long Grove, IL: Waveland Press, Inc.
- Kehoe Alice Beck.
2006 *The Ghost Dance: Ethnohistory and Revitalization*. Long Grove, IL: Waveland Press, Inc.
- All other readings are available on Moodle.

See detailed course outline for reading assignments. Please note that everyone should read the required chapters and articles before the class for which they are assigned. All books are available for purchase at the bookstore and all other readings are available in PDF format on the course Moodle site.

The goal of the reading assignments is to provide a common basis for class discussions of the major themes alongside more in-depth readings on specific topics — without overloading everybody. We'll be using a strategy of dividing the work and sharing the results. To accomplish this, everyone reads the book chapter or article that provides an overview of the class topic. Then approximately once a week, half the class will read OPTION A and half will read OPTION B. These paired articles present a theme of the class through different perspectives. Each side will then present the author's argument to the other side during the class discussion to analyze and compare the approaches.

COURSE POLICIES

HONOR CODE & PLAGIARISM:

While I will not require you to sign honor code pledges on your assignments, it is assumed implicitly that you are bound to the honor code you signed as a member of the Rhodes community for all of your work in this class. Incidences of plagiarism (or any other kind of cheating) will be taken very seriously and will be dealt with according to college policy. You are expected to properly use and acknowledge any sources that you cite in your work. All students should be sure to read the college's policies on academic honesty. For resources about knowing how and when to use sources, students should familiarize themselves with the Writing Center's publication, "A Guide to

Effective Writing” (www.rhodes.edu/writingcenter/9076), and especially the sections titled “Intellectual Honesty” (www.rhodes.edu/writingcenter/9788 & www.rhodes.edu/writingcenter/9790). The Writing Center provides many resources for assistance with all aspects of writing. And of course you are welcome to come talk to me about any general or specific questions you might have about the proper use of sources in your work.

ATTENDANCE:

Since participation in class discussions is central to this course, attendance is extremely important and counts toward your participation. In addition, more than three unexcused absences will result in the lowering of your final grade by a step (e.g. B to B-) for each additional absence.

EMAIL:

If you have administrative questions about the class or work you missed, you should first consult the syllabus and then ask a fellow student. If you still can't find the answer, I would greatly appreciate it if you asked me in person before or after class, during office hours, or by calling my office phone. In other words, email is a vast, sucking black hole (think ~100 messages in my inbox per day) and therefore tends to be the least efficient means of resolving minor issues. Plus I want to see your bright, shiny faces in person...

OUTLINE OF COURSE TOPICS AND ASSIGNMENTS

WEEK 1		TOPIC	READINGS & ASSIGNMENTS
AUG.	24 W	Culture Shock!: What Discomfort Can Tell Us About Ourselves Overview of Course Requirements	
	26 F	What Makes us Human? What is Culture?	<i>Tapestry of Culture</i> , Chapter 1, pp. 1-15

WEEK 2		TOPIC	READINGS & ASSIGNMENTS
AUG.	29 M	Anthropological Method and Theory	<i>Tapestry of Culture</i> , Chapter 1, pp. 16-27 <i>Tapestry of Culture</i> , Chapter 2, pp. 28-33 Discussion Leader Sign-Up
	31 W	FILM: <i>Strange Relations</i>	Bohannon "Shakespeare in the Bush" Begin Farrer <i>Thunder Rides a Black Horse</i> (Finish by September 21)
SEPT.	2 F	Learning About the Other	Behar <i>The Vulnerable Observer</i> , Chapter 1, pp. 1-16 Paper 1 Assigned (Due September 23)

WEEK 3		TOPIC	READINGS & ASSIGNMENTS
SEPT.	5 M	LABOR DAY — NO CLASS	
	7 W	Human Nature? DISCUSSION: Biology, Nature, Nurture, and Culture	OPTION A: Small "How Many Fathers are Best for Child" OPTION B: Small "Our Babies, Ourselves"
	9 F	A World of Symbols	<i>Tapestry of Culture</i> , Chapter 5

WEEK 4		TOPIC	READINGS & ASSIGNMENTS
SEPT..	12 M	Family, Friend, and Foe	<i>Tapestry of Culture</i> , Chapter 6, pp. 99-120, 133-140
	14 W	DISCUSSION: Gender and Social Relations	<i>Tapestry of Culture</i> , Chapter 7 OPTION A: Urla & Swedlund "Measuring up to Barbie" OPTION B: Abu Lughod "Do Muslim Women Really Need Saving?"
	16 F	Language and Culture	<i>Tapestry of Culture</i> , Chapter 3, pp. 46-65 Thomson "The Sapir Whorf Hypothesis: Worlds Shaped by Words"

WEEK 5		TOPIC	READINGS & ASSIGNMENTS
SEPT.	19 M	Sociolinguistics DISCUSSION: Language and Difference	<i>Tapestry of Culture</i> , Chapter 4, pp. 66-72 OPTION A: Maltz & Borker "A Cultural Approach to Male-Female Miscommunication" OPTION B: Basso "'To Give up on Words': Silence in Western Apache Culture"
	21 W	DISCUSSION: <i>Thunder Rides a Black Horse</i>	FINISH Farrer <i>Thunder Rides a Black Horse</i>
	23 F	DISCUSSION: <i>Thunder Rides a Black Horse</i>	PAPER 1 DUE

WEEK 6		TOPIC	READINGS & ASSIGNMENTS
SEPT.	26 M	Subsistence, Production, and the Environment	<i>Tapestry of Culture</i> , Chapter 8, pp. 161-176 Nietschmann "Subsistence and Market: When the Turtle Collapses"
	28 W	DISCUSSION: Humans and the Environment in a Globalized World	OPTION A: Reed "Forest Development the Indian Way" OPTION B: Weatherford "Cocaine and the Economic Deterioration of Bolivia"
	30 F	Distribution, Consumption, and the Giving of Gifts	<i>Tapestry of Culture</i> , Chapter 8, pp. 176-197 Hand Out Image Assignments (Due 10/21)

WEEK 7		TOPIC	READINGS & ASSIGNMENTS
OCT.	3 M	FILM: <i>A Poor Man Shames of All</i>	Cronk "Strings Attached" Start Kehoe <i>The Ghost Dance</i> (Due Week of 10/31)
	5 W	DISCUSSION: Gifts, Reciprocity, and Social Relations	Weiner <i>Inalienable Possessions</i> , pp. 28-42
	7 F	Midterm Review & Discussion of Course Themes	OPTIONAL: Prepare Midterm Review Sheet

WEEK 8		TOPIC	READINGS & ASSIGNMENTS
OCT.	10 M	Worldview, Religion, and the Supernatural	<i>Tapestry of Culture</i> , Chapter 10
	12 W	Ghosts, Magic, & Rituals	OPTION A: Gmelch "Baseball Magic" OPTION B: Freed and Freed "Taraka's Ghost"
	14 F	MIDTERM EXAM	

WEEK 9		TOPIC	READINGS & ASSIGNMENTS
OCT.	17 M	FALL BREAK — NO CLASS	
	19 W	Images of Otherness: Race, Gender, and Culture in Visual Media	Lutz & Collins <i>Reading National Geographic</i> Chapter 6: "The Color of Sex: Postwar Photographic Histories of Race and Gender"
	21 F	DISCUSSION: Anthropological Imagery START IMAGE ASSIGNMENT PRESENTATIONS	Lutz & Collins <i>Reading National Geographic</i> Chapter 4: "A World Brightly Different: Photographic Conventions 1950-1986" IMAGE ASSIGNMENTS DUE

WEEK 10		TOPIC	READINGS & ASSIGNMENTS
OCT.	24 M	CONTINUE IMAGE ASSIGNMENT PRESENTATIONS & DISCUSSION	Continue Reading <i>The Ghost Dance</i> (Due Next Monday) Hand out TGD Discussion Questions
	26 W	CONTINUE IMAGE ASSIGNMENT PRESENTATIONS & DISCUSSION	Continue Reading <i>The Ghost Dance</i>
	28 F	FILM: <i>Wiping The Tears Of Seven Generations</i>	Kehoe <i>The Ghost Dance</i> , Foreword-Chapters 3

WEEK 11	TOPIC	READINGS & ASSIGNMENTS
OCT. 31 M	DISCUSSION: <i>The Ghost Dance: Ethnohistory and Revitalization</i> , Part 1	Kehoe <i>The Ghost Dance</i> , Chapters 4-6
NOV. 2 W	DISCUSSION: <i>The Ghost Dance: Ethnohistory and Revitalization</i> , Part 2	Kehoe <i>The Ghost Dance</i> , Chapters 7-Postscript
4 F	Power and Prestige in Non-Western Societies	<i>Tapestry of Culture</i> , Chapter 9, pp. 198-221 Paper 2 Assigned (Due Nov 28)

WEEK 12	TOPIC	READINGS & ASSIGNMENTS
NOV. 7 M	FILM: <i>Race: The Power of an Illusion</i>	American Anthropological Association "Official Statement on 'Race'"
9 W	Nationalism, Ethnicity, and Race	<i>Tapestry of Culture</i> , Chapter 14, pp. 332-344, 352-361
11 F	DISCUSSION: Problematizing Race and Ethnicity	OPTION A: Fish "Mixed Blood" OPTION B: McIntosh "White Privilege: Unpacking the Invisible Backpack"

WEEK 13	TOPIC	READINGS & ASSIGNMENTS
NOV. 14 M	Sex and Gender	Fausto-Sterling <i>Myths Of Gender: Biological Theories About Women And Men</i> , rev. ed, pp. 3-12, 53-59
16 W	DISCUSSION: Problematizing Sex and Gender	OPTION A: Farrer "A 'Berdache' by Any Other Name... Is a Brother, Friend, Lover, Spouse" OPTION B: Fausto-Sterling <i>Sexing the Body: Gender Politics and the Construction of Sexuality</i> , pp. 1-8, 243-248
18 F	FILM: <i>Maquilapolis</i>	<i>Tapestry of Culture</i> , Chapter 13, pp. 306-319 AMERICAN ANTHROPOLOGICAL ASSOCIATION ANNUAL MEETING

WEEK 14	TOPIC	READINGS & ASSIGNMENTS
NOV. 21 M	FILM: <i>Maquilapolis</i> (cont'd) Colonial, Postcolonial, & Globalized Worlds	<i>Tapestry of Culture</i> , Chapter 13, pp. 319-331
23 W	THANKSGIVING — NO CLASS	
25 F	THANKSGIVING — NO CLASS	

WEEK 15	TOPIC	READINGS & ASSIGNMENTS
NOV. 28 M	Capital and People Crossing Borders: Development, Transnationalism, and Migration	OPTION A: Gmelch "Why Tourism Matters" OPTION B: Shandy "The Road to Refugee Resettlement" PAPER 2 DUE
30 W	Anthropology, Anthropologists, and Human Rights	Sanford "Breaking the Reign of Silence: Ethnography of a Clandestine Cemetery"
DEC. 2 F	The Anthropology of Us	Individual Selections from DeVita and Armstrong <i>Distant Mirrors: America as a Foreign Culture</i>

WEEK 16	TOPIC	READINGS & ASSIGNMENTS
DEC. 5 M	OPEN DISCUSSION: Anthropology in Our World	Omohundro "Career Advice for Anthropology Undergraduates"
7 W	Final Review & Discussion of Course Themes	OPTIONAL: Prepare Final Review Sheet