

**ANTHC 101: Final Take-Home Exam**  
*Fall 2018 / Sheehan Moore*

**General Instructions**

- Read all directions carefully
- Put your name at the top of the first page
- Clearly number your answers so they match the question number
- Cite in (Author Year: Page number) format; a works cited page is not necessary
- Your final submission must be in a single .doc, .docx, or .pdf file (NO .pages files)
- Submit your answer file on Blackboard before 5pm on Tuesday, December 18
- Late exams will not be accepted, so give yourself time to figure out how to submit, deal with connectivity issues, etc. Double check the submitted file to make sure you uploaded the correct one.

**Short Answer Questions** (10pts/ea., 30pts total)

*Answer all three questions. Address all parts of the question. Maximum 200 words each.*

**S.A. #1** Define unilineal cultural evolution as exemplified by Lewis Henry Morgan, and then describe one specific way that subsequent anthropological work has critiqued or corrected for it.

**S.A. #2** Anthropologists refer to a number of concepts as being “cultural constructions.” Identify one of these from the semester and describe some of the ways that it is constructed, citing and explaining the research of at least one assigned course reading.

**S.A. #3** The “Strange/Familiar” lecture ended with a discussion of *reflexivity*. Define and explain the importance of reflexivity in your own words, and identify a moment in any of our readings where the author was reflexive.

**Essay Questions** (35pts/ea., 70pts total)

*Pick two questions to answer with a short argumentative essay (i.e. with a specific argument/thesis). Address all parts of the question. Avoid repeating information that you used in your short answers. 450-550 words each.*

**Essay 1**

At many points in the semester, we’ve seen culture and the biological sciences intersect. Sometimes one seems to prop up or even determine the other, while at other moments they seem completely at odds. How do you think anthropology helps us understand the culture–biology juncture? Make your argument by describing two different ways that we’ve encountered culture and biology together, including (for both of these different ways) an explanation of the work of specific anthropologists we’ve read or learned about.

**Essay 2**

This is a chance to relate what we’ve discussed in class to current world events. Select a news or opinion article from a major news source and analyze it, and the events it describes, through an anthropological lens. Focusing on at least one of the topics we’ve covered in class, discuss:

- 1) How anthropologists might approach this current event (the questions they might ask, the understandings they would bring to it), and
- 2) Whether the author of the article you selected does this adequately. If so, show where, and if not, describe what they overlook and how they might approach their subject more anthropologically.

Use vocabulary and concepts from the course, and connect your analysis by explaining the argument of at least one assigned course reading. Include a link to the news or opinion article you read.

### **Essay 3**

Many of the authors in this course have made arguments (either explicitly or by example) about the kind of work that anthropologists should be doing – the dynamics they should research, the methods they should use, and the things they should pay attention to. What do you think the role of anthropology in 2019 (and on!) should be? Describe in detail at least two authors' own visions of anthropology's purpose. What aspects do you agree or disagree with? As you argue for anthropology's place, make connections to specific concepts from the semester: this is your own opinion, but it needs to be carefully informed by the things you've learned and that you've found most compelling about anthropology.

### **Essay 4**

Stevenson and Kohn argue for the power of images in the film "Leviathan," suggesting that, "In anthropology, we often equate voice with speech—focusing our attention on discourse and to what, precisely, people say" (2015: 51). Often film is "linguified," they write, at the expense of other ways of ethnographic knowing, including visual ones.

Briefly summarize the key points of Stevenson and Kohn's article. Then discuss their argument in relation to 1-2 other films (or film clips) that we've watched this semester (listed below, and excluding "Leviathan"). Do this by making an argument about the film(s)' use of images and dialogue. You could address, for instance, whether it succeeds or fails on Stevenson and Kohn's terms, whether it relies too much on language, whether it's depoliticizing (Stevenson and Kohn 2015: 52), etc.

Films (most are available on YouTube or Vimeo if you need a refresher): "Nanook of the North" (1922), "Bathing Babies in Three Cultures" (1951), "Les maîtres fous (The Mad Masters)" (1955), "Reassemblage" (1983), "Paris Is Burning" (1991), "Southern Comfort" (2001)

### **Essay 5**

In the second half of the semester, we've focused on a number of distinct subjects and the ways that anthropologists have dealt with them. As we've seen, though, these topics are rarely approached in isolation – they overlap and intermingle in anthropologists' analyses. Choose two of the subjects listed below and describe why they should be studied together. To help you make your argument, explain the work of at least two anthropologists we've read or learned about.

Subjects: Politics/the state; Race; Colonialism and/or settler colonialism; Orientalism; Power; The body; Medicine; Gender; Sexuality; Resistance; Nature/environment