

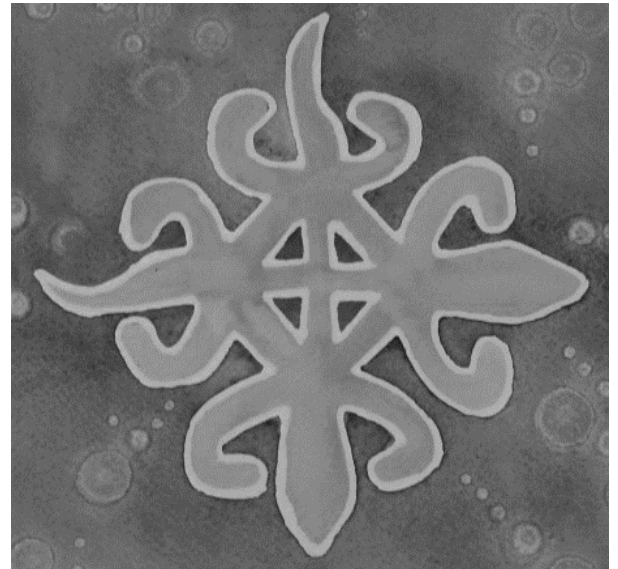
"It is not our differences that divide us. It is our inability to recognize, accept, and celebrate those differences."
Audre Lorde

Introduction to Anthropology: Anthropology 101

Oxford College
Fall 2018
T/Th, 11:30-12:45
Language 202

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Office Hours: Thursday 3:00-5:00 or by appointment



Course Description

"Anthropology is the most humanistic of the sciences and the most scientific of the humanities."
Alfred Kroeber

Anthropology is the study of us—of humanity. Anthropologists investigate how and why humans became a unique species (*Homo sapiens*) as well as document and communicate the pluralistic ways in which contemporary human experiences are shaped and expressed. Diversity is the fundamental anthropological concept and establishing a comparative understanding of diversity is primary methodological technique. As we will explore, even though there are sub-fields or specialties in anthropology, anthropologists are united in their exploration of how and why we are such a diverse species. This course, therefore, is an overview of human diversity across time and space and we will encounter this overview through four distinct units that organize our exposure to, engagement with, and application of new information and knowledge about the shared human experience.

Course Objectives:

By the end of this course, you should be able to:

- Distinguish the four subfields of anthropology as practiced in the United States and the ways in which they interrelate and interact to contribute to a singular disciplinary aim.
- Identify how anthropologists draw from unique and diverse methodology in ways that supplement and complement evidence from other disciplinary perspectives
- Relate to the depth and breadth of the human evolutionary story
- Relay the importance of understanding humans as simultaneously biological and cultural
- Explain how and why certain categorizations (race, gender) are features of human social life that are not biologically determined
- Feel comfortable with a flexible understanding of culture--as an amalgamation of material, social, and behavioral attributes
- Reflect upon the diverse social and economic norms and institutions that endure in our globalized world order as well as articulate how certain predominant social and economic norms and institutions destabilize this diversity.
- Describe how anthropologists use their training to address complex human problems.
- Envision how you will apply an anthropological worldview to your engagement in a global world—as a traveler, citizen, employee.

Materials

To meet our course objectives, we will rely on two key sources. Our primary resource is an introductory textbook. We will also read an ethnography to become familiar with this defining methodology and product of anthropology.

Textbook: *Anthropology: Asking Questions About Human Origins, Diversity, and Culture*, 1st Edition, 2018. Robert L. Welsch, Luis A. Vivanco, Agustin Fuentes, eds. Oxford University Press.

Ethnography: *Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States*. Seth Holmes. University of California Press.

Student Accommodations

If you have a documented disability and have anticipated barriers related to the format or requirements of this course, or presume having a disability (e.g. mental health, attention, learning, vision, hearing, physical or systemic), and are in need of accommodations for this please contact the Office of Accessibility Services (OAS) to learn more about the registration process and steps for requesting accommodations at oas_oxford@emory.edu. Students who have accommodations in place are encouraged to coordinate with the instructor within the first week to discuss your specific needs for the course. Accommodations are not implemented until the instructor is provided an accommodation letter and discusses the accommodation plan for this course face to face with the OAS student. All discussions with OAS and faculty concerning the nature of your disability remain confidential.

Grading/Assignments:

Below are general descriptions of the work you will produce collaboratively and independently in this class. These projects and tasks will result in your final course grade. Grades will be assigned on the Oxford College +/- scale

Group Quizzes (15%)

Over the course of the semester there will be 3 group quizzes. Groups will be assigned randomly on the day of the quiz. Group quizzes will entail collaborative work, but students will not be able to refer to books or notes.

Participation (15%)

At its most fundamental level, participation means you are engaged in the course. You are attending class, reading the material, actively listening to your classmates, and thinking about topics and discussions at hand. This class will also require a secondary level of participation. There will be many opportunities to put forward your reflections and ideas about a particular topic. Because everyone has a different format for how they do their best thinking and idea sharing, we will work in small groups as well as a larger class unit when we break into classroom discussion.

Throughout the semester I will ask you to reflect upon your participation—what you think is going well and where you want to improve. This will help me re-direct how I am facilitating classroom discussions as well as give you an opportunity to demonstrate how you are developing and growing as a young scholar.

Ethnographic Reflections (20%)

As we read the ethnography *Fresh Fruit, Broken Bodies* you will hold a responsibility to critically reflect upon and write about the book. These ethnographic reflections will be guided by particular prompts that will be made available to you prior to our ethnography lab days. Rubrics will be used to assess these written works.

If you find yourself struggling with the ethnographic reflections, I encourage you to visit the campus Writing Center.

Anthropological Project (10%)

This independent project will occur towards the end of the semester and will allow you to make use of your own experiences and subjectivity to creatively explore anthropological concepts and theory. Further prompts/guidelines for this assignment will be delivered at a date amenable to successful completion of the assignment. A rubric will be used to assess this project

Midterm (20%)

The midterm will be an independent exam assessing material from the first 2 units of the course.

Final exam (20%)

The final exam will be an independent exam assessing your competency of all of the course material.

THERE ARE THREE WAYS TO ULTIMATE SUCCESS:

THE FIRST WAY IS TO BE KIND.

THE SECOND WAY IS TO BE KIND.

THE THIRD WAY IS TO BE KIND.

*FRED ROGERS****

Course Policies

What do you need to do to succeed in this course? Become familiar with the following guidelines:

Attendance is essential for successful completion of this course. You will be granted 2 absences without penalty to your participation grade. For every absence beyond 2, your participation will drop one letter grade.

Should you need to be absent from class more than twice for religious observance, please communicate this to the instructor within the first two weeks of the semester. The student and instructor will then discuss a way to compensate for time lost in the class and the student will not be penalized. Emory's official list of religious holidays may be found at: http://www.religiouslife.emory.edu/faith_traditions/holidays.html.

Late Work: All assignments are due on the date listed in this syllabus. While due dates are subject to change, extensions will only be granted on a case by case basis and with documented support from a member of the campus community (i.e. Student Health Center or academic advisor).

Technology: Unless the instructor states otherwise, this is an electronics free class. Please turn off all electronic devices at the start of each class and store out of your field of vision.

Classroom Decorum: You are not expected to agree with your instructor or your peers, but you are expected to be respectful and tactful in the expression of your ideas and response to others.

Academic Honesty: As a member of the Oxford College community, you are to uphold the Student Honor Code. As a faculty member of Oxford College, it is my duty to report any transgressions. Need a refresher? Visit: <https://inside.oxford.emory.edu/academics/oxford-honor-council/student-honor-code/>

Grades: It is your right and responsibility to discuss dissatisfactory grades with your instructor, but do not expect such discussions to result in a grade change. Approach discussions about grades with an objective that indicates commitment to future improvement. While grades are important aspect of your career at Oxford College, it is important to not let grades be the sole currency by which you value your progress as a young scholar. Grades are a particular kind of numerical outcome. Learning is a process. If you aren't already, start to become comfortable with the fact that both success and failure are part of the learning experience.

***This is the ultimate course policy. Kindness to ourselves and to one another will ensure inclusivity and productivity in our conversations.

Reading/Assignment Responsibilities and Course Timeline

Course Section	Class	Readings/Materials	Assignments Due
Foundations of the Discipline and the Production of Ethnography	8.29	Introductions	
	9.4	How did anthropology begin? Pg. 5-7 What are the four subfields? Pg. 8-14 Doing Fieldwork Pg. 16 How do anthropologists know what they know? Pg. 15-19 How is anthropology put to work in the world? Pg. 21 What ethical issues does anthropology raise? Pg. 23-26 Thinking Like an Anthropologist Pg. 25 <i>The Awe is Shared: Evolution and Public Science with Andrea Eller (podcast, see Canvas)</i>	
	9.6	What is culture? Pg. 31-37 If culture is emergent and dynamic, why does it feel so stable? Pg. 39-41 How is culture expressed through social institutions? Pg. 42-43 Can anybody own culture? Pg. 45 Classic contributions Pg. 11 & Pg. 38 Anthropologist as problem solver Pg. 49	
	9.11	How do cultural anthropologists research the lifeways of contemporary peoples? Pg. 100-106	
	9.13	Understanding Global Interconnections Pg. 141-142 Is the world really getting smaller? Pg. 143-146 Thinking like an anthropologist Pg. 147 Are there winners and losers in global integration? Pg. 148-151 Classic contributions Pg. 150 Doesn't everyone want to be developed? Pg. 152-155 If the world is not becoming homogenized, what is it becoming? Pg. 156-157 What strategies can anthropologists use to study global interconnections? Pg. 159 Doing fieldwork Pg. 160-161 <i>Kenya Boran Part 1 and Part 2 (films, see Canvas)</i>	
	9.18	Ethnography Lab <i>Fresh Fruit, Broken Bodies</i> Chapters 1-2	<i>Fresh Fruit, Broken Bodies</i> Reflection #1

Becoming Human

	Class	Readings/Materials	Assignments Due
	9.20	<p>How and why did evolutionary thinking come about? Pg. 57-60</p> <p>Life Changes. But what does it mean to say it evolves? Pg.61-64</p> <p>What are the genetic and non-genetic mechanisms of evolution? Pg. 66-73</p> <p>How/why do new species evolve and others go extinct? Pg. 75</p> <p>How do evolutionary processes affect organisms? Pg. 76</p> <p>Classic contributions: Pg. 76</p> <p>How do behavior patterns among monkeys and apes compare with humans? Pg. 169-173</p> <p>What does studying monkeys and apes illustrate about human distinctness? Pg. 188-189</p> <p>Doing fieldwork Pg. 175</p> <p>Thinking like an anthropologist Pg. 181</p> <p>Bonobos Spied Sharing a Feast (see Canvas)</p>	In Class Group Quiz #1
	9.25	<p>How do anthropologists study the origins and evolution of early humans? Pg. 85-91</p> <p>Who are our earliest possible ancestors? Pg. 197-210</p> <p>What did walking on two legs and having big brains mean for the early hominins? Pg. 210-211</p> <p>Classic Contributions Pg. 215</p> <p>Anthropologist as Problem Solver Pg. 212</p> <p>The Evolutionary Enigma of the Human Eyebrow (see Canvas)</p>	
	9.27	<p>Who Were the First Humans, Where Did they Live? Pg. 214-218</p> <p>How Do We Know If the First Humans Were Cultural Beings and What Role Did Culture Play in Their Evolution? Pg. 219-227</p> <p>Thinking Like An Anthropologist Pg. 231</p>	
	10.2	<p>How Do Biocultural Patterns Affect Evolution? Pg. 239-242</p> <p>How Does Behavior Evolve? Pg. 245-247</p> <p>Are Modern Humans Evolving? Pg. 250-251</p> <p>Where Are Biocultural Evolutionary Patterns Taking Us? Pg. 256</p> <p>Anthropologist as Problem Solver Pg. 253</p>	In Class Group Quiz #2
	10.4	<p>Anthropological Methods: What methods are important to the study of language within anthropology? Pg. 108-110</p> <p>Where does language come from? Pg. 116-118</p> <p>How Does Language Actually Work? Pg. 121-123</p> <p>Do people speaking different languages experience reality differently? Pg. 126-129</p>	
	10.11	MIDTERM	

Human Social and Environmental Relations

	Class	Readings/Materials	Assignments Due
	10.16	What methods do archaeologists use to decipher the more recent past? Pg. 91-96 How Heavily Did Prehistoric People Depend on Hunting? Pg. 319-325 Why Did People Start Domesticating Plants and Animals? Pg. 326-330 How Did Early Humans Raise Their Own Food? Pg. 331-336	
	10.18	What Impact Did Raising Plants and Animals Have on Other Aspects of Life? Pg. 338 Understanding Social Complexity in History Pg. 345 When Archaeologists Talk About Social Complexity, What Do They Mean? Pg. 347-355 How Can We Identify Social Complexity from Archaeological Sites and Their Artifacts? Pg. 356-361 Why Don't Cities and States Always Survive? Pg. 362-365 Doing Fieldwork Pg. 364	
	10.23	Does every society have a government? Pg. 423-425 What is political power? Pg. 426-429 Thinking Like An Anthropologist: Pg. 430 Anthropologist as Problem Solver Pg. 431 How is Social Inequality Constructed and Upheld? Pg. 432-435 Why do some societies seem more violent than others? Pg. 437-439 How Do People Avoid Cycles of Aggression, Brutality, and War? Pg. 441-443 How Does Language Relate to Social Power and Inequality? Pg. 132-135 Thinking Like An Anthropologist Pg. 134	
	10.25	Do all people conceive of nature in the same way? Pg. 397 How do people secure an adequate, meaningful, and environmentally sustainable food supply? Pg. 400-403 How is non-western knowledge of nature and agriculture similar to and different from science? Pg. 406-407 How are industrial agriculture and economic globalization linked to increasing environmental and health problems? Pg. 408-412 Do only industrialized Western societies protect and conserve nature? Pg. 414-415	
	10.30	Ethnography Lab <i>Fresh Fruit, Broken Bodies</i> , Chapter 3	
	11.1	NO CLASS	

Being Human

	Class	Readings/Materials	Assignments Due
	11.6	<p>Is money really the measure of all things? Pg. 373-378</p> <p>How does culture shape the value and meaning of money itself? Pg. 380</p> <p>Why is gift exchange such an important part of all societies? Pg. 381-385</p> <p>Why does having some things make you cool? Pg. 386</p> <p>Are there distinct cultures of capitalism? Pg. 388-389</p>	<i>Fresh Fruit, Broken Bodies</i> Reflection #2
	11.8	<p>What are families and how are they structured in different societies? Pg. 451-455</p> <p>Why do people get married? Pg. 458</p> <p>In what ways are males and females different? Pg. 460-463</p> <p>What does it mean to be neither male nor female? Pg. 466-468</p> <p>Is human sexuality just a matter of being straight or queer? Pg. 469-472</p> <p>Thinking Like An Anthropologist Pg. 456</p> <p>Classic Contributions: Pg. 462</p>	
	11.13	<p>How should we understand religion/religious beliefs? Pg. 479-482</p> <p>What forms does religion take?</p> <p>How do rituals work? Pg. 485-490</p> <p>How is religion linked to political and social action? Pg. 496-497</p> <p>Thinking Like An Anthropologist Pg. 495</p> <p>Doing Fieldwork Pg. 499</p>	In Class Group Quiz #3
	11.15	<p>Why is the ownership of artifacts from another culture a contentious issue?</p> <p>How should we look at objects anthropologically? Pg. 505-509</p> <p>Why and how do the meanings of things change over time? Pg. 512-513</p> <p>What role does material culture play in constructing the meaning of a community's past? Pg. 522-524</p> <p>Anthropologist as Problem Solver Pg. 511</p>	
	11.20	<p>In what ways do contemporary humans vary biologically? Pg. 265-268</p> <p>Why do human bodies look so different across the planet? Pg. 270-273</p> <p>Are Differences of Race Also Differences of Biology? Pg. 275-280</p> <p>Thinking Like An Anthropologist Pg. 279</p> <p>What biocultural consequences do discrimination and stress have on human bodies? Pg. 283-284</p> <p>Doing Fieldwork Pg. 286</p> <p>How Cutting-Edge Arch. Can Improve Public Health (see Canvas)</p>	

	Class	Readings/Materials	Assignments Due
	11.27	Student Anthropological Project Presentations	Anthropological Project
	11.29	How should we make sense of the biological and cultural factors that jointly shape our bodily experiences? What do we mean by health and illness? How and Why Do Doctors and Other Health Practitioners Gain Social Authority? Pg. 300-303 Anthropologist as Problem Solver Pg. 295	
	12.4	Ethnography Lab <i>Fresh Fruit, Broken Bodies</i> Chapters 4-5	<i>Fresh Fruit, Broken Bodies</i> Reflection #3
	12.6	Anthropologically Envisioning Futures, <i>Materials TBD</i> Is Your DNA You? (podcast, See Canvas)	
	12.11	Wrapping Up	
	12.18	FINAL EXAM, 9AM-12 PM	