***Introduction to Cultural Anthropology*** Dr. Misha Quill

|  |  |  |
| --- | --- | --- |
| ANT 101  Cornell College  Block 4 2018 |  | [mquill@cornellcollege.edu](mailto:mquill@cornellcollege.edu)  Office: 206 College  Office hours by appointment  Campus phone: x4841 |

Course Description:

This course is an introduction to cultural anthropology, the comparative and holistic study of humankind. It surveys anthropological theories, methods, and major findings regarding human cultural development, change, and conflict, sociocultural systems, and cross-cultural comparisons of people throughout the world. The course will be taught using a combination of lectures, discussions, readings, films, and short projects.

**LEARNING OBJECTIVES & SKILLS:**

This course aims to:

* Familiarize students with the diverse nature of human societies and cultures around the world.
* Help students develop critical thinking skills in order to appreciate the social, economic and political roots of cultural diversity within a historical context.
* Enable students to recognize the value of anthropology in understanding complex social phenomena.
* Demonstrate how to break down complex academic journal articles into thesis, main points, and supporting evidence.
* Using ethnographies, help students identify the kinds of data anthropologists rely on and in what way they these data to make claims and build arguments.

*The course supports the Educational Priorities and Outcomes of Cornell College with emphasis on knowledge, inquiry, communication, ethical behavior and intercultural literacy.*

**Required texts:**

* *Applying Anthropology* 10th edition (AA) by Podolefsky, Brown and Lacy
* *Guests of the Sheik* (GOTS) by Elizabeth Warnock Fernea
* *Travesti: Sex, Gender, and Culture Among Brazilian Transgendered Prostitutes* (Travesti) by Don Kulick

**Other articles as assigned (on Moodle).**

Evaluation Criteria

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Quizzes (5-10 pts ea) | 30 |  | Course Participation | 40 |
| Evil Eye | 15 |  | Weekly reading responses | 30 |
| Grocery Store | 20 |  | Midterm Exam | 30 |
| Ritual/ Participant observation | 30 |  | Final Exam | 30 |
|  |  |  |  |  |
|  |  |  | **Total points** | **225** |

***Grade Scale*** I use the following grading scale:

A = 93-99 A- = 90-92 B+ = 87-89 B = 83-86 B- = 80-82 C+ =77-79

C = 73-76 C- = 70-72 D+ = 67-69 D = 63-66 D- = 60-62 F 59 and below

**Course Schedule – Subject to Change**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  | Meeting time | What? | Reading Due/  Discussion | Assignment Due, other activities |
| Week 1 | Mon | 11/26 | 9-11, 1-3 | What is anthropology? | (lunchtime -Read AA Ch 29 *Body Ritual Among the Nacirema* and “What is Anthropology” (Moodle) | Syllabus, film, discussion |
| Tues | 11/27 | 1-3 | What is Biological Anthropology? | Read AA 1 *Teaching Theories: The Evolution-Creation Controversy*  3 *Great Mysteries of Human Evolution*  5 *What are Friends For?*  6 *Mothers and Others* |  |
| Wed | 11/28 | 9:30-11,  1-3 | How do archaeology and biological anthropology help us think about human diversity?  Watch part of “Becoming Human” | Read AA 8 *How Race Becomes Biology: Embodiment of Social Inequality;* 19 *The Challenge of Ra*ce*;*  *11 The Tall and the Short of It* |  |
| Thur | 11/29 |  | What is Linguistic Anthropology?  Watch film  “The Linguists” | Read AA Ch 24 “*To Give up on Words;”* 26 *Shifting Norms of Respect*;  27 *Lost in Translation* |  |
| Fri | 11/30 | 9:30-11:30  Possible 8-3 field trip or film | What do we learn from Archaeology?  Catch up discussion | Read AA14 *Feminine Knowledge and Skills;*  16 *Disease and Death at Dr. Dickson’s Mounds;*  17 *Uncovering America’s Pyramid Builders;*  18 *Battle of the Bones* | Select Evil Eye or Rite of Passage culture, post details on Moodle.  (Two reading responses due by Friday. They cannot be posted on the same day.) |
|  |  |  |  |  |  |  |
| Week 2 | Mon | 12/3 | 12:30-3 | Doing cultural anthropology | Read AA 30 *Shakespeare in the Bush* and 31 *Eating Christmas in the Kalahari* |  |
| Tues | 12/4 | 9:30-11 class  12-3 field trip | Family & Kinship  Grocery Store field trip | Read AA 32 *Our Babies, Ourselves*; 33 *How Many Fathers Are Best for a Child?;* *34 When Brothers Share a Wife* |  |
| Wed | 12/5 | 12:30-3 | Health, medicine and culture; begin to discuss GOTS | Read AA 41 *Culture, Poverty, and HIV* and 42 *Circumcision, Pluralism, and Dilemmas of Cultural Relativism*; GOTS 1-6 | Evil Eye Assignment Due on Moodle (and discuss in class) |
| Thurs | 12/6 | 12:30-3 |  | GOTS 7-17 | . |
| Fri | 12/7 | 9:30-11:30 | Film *The Anthropologist* | GOTS 18-26 | (Two reading responses due by Friday.)  Select Ritual or Participant Observation site; post to Moodle |
|  |  |  |  |  |  |  |
| Week 3 | Mon | 12/10 | 9:30-11  1-3 | Anthropology and contemporary problems | No reading | Morning: Midterm |
| Tues | 12/11 | 12:30-3 | Gender diversity and sexuality | Read: AA 36 “Strange Country This and 37 Tricking and Tripping |  |
| Wed | 12/12 | 12:30-3 |  | Travesti Ch 1 |  |
| Thurs | 12/13 | 9:30-11, 1-3 | Poverty and life in Brazil  Film *Waste Land* | Travesti Chapter 2 |  |
| Fri | 12/14 | 9:30-11:30 |  | Travesti Chapter 3 | Grocery Store Assignment Due  (Two reading responses due by Friday. |
|  |  |  |  |  |  |  |
| Week 4 | Mon | 12/17 | 9:30-11, 1-3 |  | Read Travesti Ch 4 | Ritual/Participant Observation Assignment Due |
| Tues | 12/18 | 9:30-11 | Finish up Travesti | Travesti Chapter 5 |  |
| Wed | 12/19 | 9:30-11:30 | Last day – no reading | Final Exam |  |

Course Expectations:

**Academic Honesty:** Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is his or her work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College’s requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Compass, our student handbook, under the heading, “Academic Policies-Honesty in Academic Work.”

**Additional Resources:** I encourage you to utilize the services of Meghan Yamanishi, Social Sciences Librarian, Laura Farmer, Writing Consultant, and the Academic Media Studio. These professionals and their departments can provide additional perspectives and guidance to help polish your research, writing, & presentation skills.

**Attendance and Participation**: It is essential that you keep up with the readings and attend class regularly. Excessive absences will result in points deducted from your grade. Further, there will be in-class quizzes and writing assignments, some of which cannot be made up (unless you have discussed the matter with me beforehand).

**Classroom Behavior**: Throughout the semester, we will be covering topics that may be controversial and inspire heated debates. It’s important to remember that everyone in this class has a right to be heard, even if you disagree with what they’re saying. Treat your classmates with the same respect and courtesy that you expect from them, and together we can explore these important and difficult issues.

**Course Accommodations:** Cornell College is committed to providing equal educational opportunities to all students. College Policy regarding students with disabilities: Students who need accommodations for learning disabilities must provide documentation from a professional qualified to diagnose learning disabilities. For more information see:

<http://www.cornellcollege.edu/academic-support-andadvising/disabilities/documentation/index.shtml>

-Students requesting services may schedule a meeting with the disabilities service coordinator as early as possible to discuss their needs and develop an individualized accommodation plan. Ideally, this meeting would take place well before the start of classes.

-At the beginning of each course, the student must notify the instructor within the first three days of the term of any accommodations needed for the duration of the course.

**Course communication**: The main communication tools for the class are the Moodle site and email. Please make a point of checking these regularly for updates and/or changes to assignments. The best way to reach me is after class, via email or by making an appointment.

**Electronics**: All electronic devices need to be used in a way that is not disturbing or distracting. This means that all devices should be turned off or silenced during class, including cell phones. While I am willing to allow the use of laptops and tablets to take notes during class, I reserve the right to ask you to put them away if they seem to be an excessive distraction to you or anyone else. (Remember that students sitting beside or behind you can likely see your screen.) Common distractions include texting and checking Facebook or other social media; avoid doing these during class.

**Formatting for Assignments:** Please type your papers, which should be double-spaced, with standard margins (1 in.) and fonts (12 point Times New Roman). Most take-home written work must be uploaded to Moodle, however there may be additional you will need to submit in hard copy. In an effort to reduce the amount of paper we generate for the course, I will be providing some feedback electronically. Do not send me work via email unless I have specifically given permission. (Emails with attachments too often end up in my spam folder.) If you send files in formats I can’t easily open, I will send them back to you for reformatting.

**Late or Missing Work**: I will not accept late papers. If you know you will be absent when something is due, you must speak to me or email me in advance. If you miss a scheduled presentation or are absent when an assignment is due, do not just assume that you will be able to make it up or turn it in late for full credit. Keep in mind that we all have unforeseen circumstances in our lives, so do not wait until the last minute to complete your assignments.

**15-Day Drop Policy:** Per the academic catalog, a 15-day drop may be available to those students who have made, in the opinion of the instructor, a determined effort to learn the material, complete the work, comply with the attendance policy, and participate in the class. Students may relinquish their right to a 15-day drop if they fail to turn in any assignments, come unprepared to class or have excessive absences.

**Assignments**

1. Reading responses (**Due twice each week by Friday (weeks 1, 2, 3))** NOTE: I will only accept one response per day, so please plan ahead and don’t submit two at the same time).

**For each reading response, please answer the following:**

What is the basic bibliographic info?

·         Title

·         Author

·         Publisher/

·         publication date/place

Tell me about the reading:

·         Summary – How would you summarize the author’s main point and main argument?

·         Insights – What main insights did you gain from this reading?

·         Disagreements and/or holes – What was missing from the text/ what did you disagree with?

·         Takeaways – What were your key takeaways?

·         Snippets – What are some quotes worth remembering (remember to keep track of page numbers!)

• Adopted from Michael Hyatt’s template at Michaelhyatt.com

1. **Evil Eye or Rite of Passage Assignment:**
2. Conduct online research in order to be able to describe this phenomenon in greater detail.

You may start with an Internet source (even Wikipedia) but **must** supplement with at least one peer-reviewed academic source. Remember you might have to try a variety of key words.

1. **Due Friday 11/30** (5PM) Select your topic and location – post to Moodle.

Select one country or culture area in which belief in some form of “evil eye” is common. Or select a culture (listed below) and learn about the rites of passage the mark the transition from childhood to adulthood or those that mark the end of life (mortuary ritual)

1. Find and read carefully one peer-reviewed journal article about your topic
2. **Due Wednesday 12/5** in class:

-To submit (via Moodle)

* The bibliographic information for your source(s) and a pdf of the academic journal article.
* There is no paper due for this assignment, but you will have to be able to explain what you learned from the article in class.

-To present (in class)

* Describe exactly how you searched for an appropriate article. Since you will have to explain your process in detail, please keep notes on what databases you searched in, as well as what key words or filters you used to narrow your search.
* Describe your findings, providing, if possible, images, video clips or other resources to better show your peers how specifically people in the culture area you selected try to manage or ward off the evil eye or how individuals are expected to make the transition from childhood to adulthood.

RITES OF PASSAGE CULTURES / Traditions/

|  |  |
| --- | --- |
| 1. Quinceañera 2. Bar or bat/ bas mitzvah 3. Rumspringa (Amish and Mennonite) 4. Navajo 5. Papua New Guinea 6. China 7. Japan (Gasshuku) 8. Nepal | 1. Mormon 2. South Africa 3. Israel 4. Marquesas Islands (French Polynesia) 5. Masai (Kenya) 6. HIV/AIDs and coming of age ritual in Africa 7. HIV/AIDs and tribal communities |

EVIL EYE Beliefs

|  |  |
| --- | --- |
| 1. Greece 2. Italy and Sicily 3. Slovak-Americans 4. Brazil 5. Egypt (Bedouin) 6. Iran 7. Mexico | 1. Lebanon 2. Ethiopia 3. Turkey 4. Israel – (Jewish culture) 5. Saudi Arabia 6. South Asia (India/ Pakistan/ Bangladesh) |

Mortuary Rituals

|  |  |
| --- | --- |
| 1. Melanesia 2. Madagasgar 3. Japan 4. Uganda | 1. Indonesia 2. Nigeria 3. Chile/ Argentina (Mapuche) 4. India 5. Papua New Guinea |

1. **Selection of Ritual for *Ritual /Participant Observation Assignment –*** Upload your plan to Moodle by Friday 12/7 (1PM)

* Select a ritual to observe and post details about that ritual (what, where, when) to Moodle. Note, since your analysis will be due 12/17, the ritual you select should be before that by enough time so that you can write up your notes and do the analysis.
* What is a ritual?
* Rituals are formal, repetitive, stereotyped behavior. People perform them at set times. In many cultures, rituals have religious or spiritual significance; they can also mark a rite of passage (moving from one life stage to another). Rituals often include artistic expression (music, visual art, body adornment, dance, special clothing).
* There are sacred rituals and secular rituals.
* Sacred rituals have to do with worship, giving thanks, santification (making something sacred), and/or making contact with a god or spirit world. Sometimes ritual are used to try to control unpredictable events and the supernatural. Some rituals are organized to try to know the unknowable and/or change the unchangeable.
* Secular rituals have important cultural significance and may be marked by symbols like flags, national songs, or uniforms.

1. ***Ritual /Participant Observation Assignment -- Due Monday 12/17 (in class or by noon on Moodle)***

* For this assignment, you will be required to conduct original ethnographic research on a ritual, and write a **3­5 page summary about what you observed (following the directions below).**
* **Part One:** Observe (and participate if possible). Your basic assignment is to observe a ritual that you are unfamiliar with. You may choose any major ritual, for example:  a religious event, the pledge of allegiance, a football game, tailgating, a wedding, an event, or some kind of meeting.
* **Part Two:** Take extensive field notes. Write down what you see. Use language that is as descriptive as possible. Write down conversations. See if you can get as close as possible to documenting precisely what people say and do. You must hand your field notes in to moodle (scans of hand-written notes are okay).
* **Part Three:** Analyze what you observed in a 3-5 page paper.

1. Describe the ritual and people who participated
2. Explain what you think people wanted to get out of the ritual
3. Identify whether this was a sacred or secular ritual and why
4. Identify the characteristics that make this a ritual ­ does it always happen at the same time? In the same way? Do people have certain stylized behaviors? Do people dress a certain way? Do people have stylized speech (do they say things in a particular way that might be different from everyday speech?)
5. How did participants seem to respond to the ritual? Did they enjoy it? Act in a reverential manner?
6. How does this relate back to other rituals you might be more familiar with? Can you connect with the participants through your own experience of other rituals?

***Remember – for each of these questions – provide specific evidence from your notes.***

**Some considerations:** Just remember that ***you must observe it***! You must conduct your research among members of another culture or on a ritual with which you are not familiar, participating in a practice or ritual of some sort. Because rituals are full of symbols that speak volumes about the values of a culture, these are the perfect things to study for an ethnography.

As part of your ethnography, I am requiring you to submit a copy of the field notes you have taken with your paper. It doesn’t matter if you’ve only taken two pages of notes (which is a little skimpy) or twenty pages of notes (which are way too many pages for a 2­3­page ethnography) – *I want to see them*!

Feel free to talk to other students, friends or family to get ideas (You are not bound by the above­mentioned rituals.)

Your paper must:

* ●  Be at least 3 pages (at 12 point type, w/ 1" margins)
* ●  Be typed and coherent (grammar, spelling, makes sense, etc)
* ●  Analyze a ritual, which is clearly mentioned and discussed
* ●  Have conclusions which are backed­up with evidence
* ●  Relate to course material /anthropology

1. **Grocery Store Assignment Due: Friday 12/14 – 5 pm (**Must be typed).

* For this observation exercise, you will need to visit an ethnic grocery store (ride to Iowa City or Cedar Rapids will be provided on 12/10) that you have never been to before.
* Please take a selfie of yourself in front of or inside the store.
* Please plan to spend 15-30 minutes in the store, looking at various kinds of food and other merchandise.
* Identify one item that you are unfamiliar with and ask someone who works there what it is.
* You can tell him or her that you are taking a class and want to learn about different kinds of food. Ask what his or her favorite kind of food is that they sell (or perhaps ask if there are foods that they would like but that are unavailable here in Iowa)
* To observe and write up for your field notes:
* Is the shop busy or empty? Who shops there? Are the shelves full or empty? Are most foods and household items recognizable? Familiar? Or not?
* Are there non-food items? What kinds?
* Also make note of any questions, answers, conversation you have with the shop staff.
* For your short field note summary also explain why you think ethnic grocery stores exist.

What if a big grocery store like HyVee sells so-called ethnic food? Might people still shop in ethnic groceries?

**Some ethnic grocery stores in Iowa City and Coralville:**

|  |  |
| --- | --- |
| Iowa City African Market  1055, US-6, Iowa City, IA 52240  El Paso Mexican Market (319) 338-3703 601 Hollywood Blvd., Iowa City  Acapulco 2 1937 Keokuk St., Iowa City  Great Wall (319) 338-9683 220 Stevens Dr., Iowa City  East-West Oriental Foods (319) 338-2000 624 S. Gilbert St., Iowa City | La Regia Market 436 Hwy. 1, Iowa City  Starlight Asian Market 906 2nd St., #3, Coralville  Chong’s Supermarket (319) 337-9596 905 2nd St., Coralville  Taj International Foods 216 1st Ave., Coralville  Tienda Mexicana La Lupita 108 2nd Ave., Coralville  Global Mart Mediterranean food and halal  89 2nd St., Coralville |

**Some ethnic grocery stores in Cedar Rapids:**

|  |  |
| --- | --- |
| El Mercadito  700 1st Ave NW, Cedar Rapids, IA  Yumei's Asian Market & Anime  901 1st Ave SW, Cedar Rapids, IA  KAFF African and Oriental Market  1507 US-151 BUS, Cedar Rapids, IA 52402  Saigon Market  803 2nd Ave SE, Cedar Rapids, IA 52403 | La Guanajuato  3915 Center Point Rd NE, Cedar Rapids, IA  JoJo Oriental Store  3655 1st Ave SE, Cedar Rapids, IA  Asian General Store  1950 Dodge Rd NE #106, Cedar Rapids, IA 52402  Everest Nepali Store  5429 Center Point Rd NE, Cedar Rapids, IA 52402 |