Sociology 260: Cultural Anthropology

Instructor: Paul Semm

Phone: 619-286-5254

Textbook:

Nanda, Serena. Cultural Anthropology , 7th edition.

Course Description:

This course will examine the discipline of cultural anthropology. The course will begin by examining the different methods of anthropological investigation, physical, archaeological, linguistic, ethnological, and practical. The course will then look at the ways in which different cultures articulate world views, relate to the environment, and adopt new technologies. Next the course will examine some of the problems facing society in the twenty-first century from an anthropological point of view. Some of the areas of examination will be ethnic conflict, genocide, globalization and the loss of indigenous peoples and their cultures. Finally, the course will examine different economic and political systems, and the ways in which societies are arranged in terms of family and kinship arrangements.

Course Goals:

The primary goal of the course is to introduce the student to the discipline of cultural anthropology. Secondly, it is to broaden the students understanding of other cultures and other ways of life. The third goal of the course is to help the student to a better understanding of American society and culture. And finally it is a goal of the course to help the student improve writing skills.

Course Evaluation:

There will be a total of two hundred (200)points in the course. There will be three tests each worth forty (50). The tests will consist of short answer, fill in, multiple choice, matching, true false, and identify and explain questions. There will be a short paper due at the end of class. The paper will be a ethnography of a culture and will involve some research. Each student will choose an indigenous people and report on their culture. This paper should be three to four pages in length, typewritten, and double-spaced. The paper is due on the last Saturday of class and is worth thirty (30) points. The final twenty (20) points will be for class participation, relevant questions and comments.

Class Schedule

Date Subject Assignment

Mon 5/6 Introduction to Cultural Anthropology Ch 1, 3(50-3)

View: *A Man Called Bee*

Wed 5/8 Culture and Worldviews Ch 4 View: *Postville*

Sat 5/11 Culture and the Environment Ch 15 View: *Paha Sapa*

Mon 5/13 Culture and Technology Exam#1

Wed 5/15 Ethnicity, Ethnocentrism, and Genocide Ch 14

View: *Srebrenica*

Sat 5/18 Globilization: Colonialism and Ch 17

Neo-colonialism

View: *Aftica*, *NAFTA CH 11*

Mon 5/20 Stratification Ch 13

View: *.con* Exam #2

Wed 5/22 Economic and Political Systems Ch 7

View: *Earth on Edge*, *The Last Refuge*

Wed 5/29 Gender, Marriage, and Family Ch 9 View: *Nokomis*

Sat 6/1 Review and Paper due Exam #3

Exam #1 Cultural Anthropology

1.(m/c) Which of the following is not a type of anthropology?

a. archeological b. linguistic c. physical d. applied e. cognitive

2.(m/c) To an anthropologist, differences in the behavior of human groups (cultures) are best explained by:

a. learned behavior patterns

b. genetic inheritance

c. differences in the physical environment

d. level of formal education

e. differences in languages spoken

3.(m/c) The non human animals most likely to be studied by biological or physical anthropologists are:

a. rodents b. dinosaurs c. reptiles d. primates e. domestic pets

4.(t/f) Anthropologists believe that they have proven that race is an inadequate way of meaningfully classifying humans.

5.(m/c) Traits such as skin color, hair color and texture, and nose shape have been often chosen to determine race because:

a. they are easily visible.

b. they are the most important to human cultures.

c. they determine physical attractiveness and hence mating behavior.

d. they occur in more consistent, predictable ways than other traits.

e. they have greater biological importance than other traits.

6.(m/c) A latipsoh is:

a. an instrument used by physical anthropologists.

b. an Arawak prayer to the ancestors.

c. an instrument of torture used in medieval Europe.

d. a formula used by anthropologists to determine the amount of

ethnocentrism present in a culture.

a. a nacireman medical shrine.

7. Ethnocentrism is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

8. According to linguistic anthropologists, the Navajo migrated from where over 3000 years ago? \_\_\_\_\_\_\_\_ .

9. The method used by cultural anthropologists is called \_\_\_\_\_\_\_\_\_\_\_.

10.-11. This method includes living with the people being studied which is a technique called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and interviewing what anthropologists call \_\_\_\_\_\_\_\_\_\_\_\_\_ .

12.-13. Napoleon Chagnon, the anthropologist in *A Man Called Bee*, believed that internal conflict within Yanomamo villages was caused by a struggle for

\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_.

14. Chagnon thought that studying \_\_\_\_\_\_\_\_\_\_\_ relationships was important for understanding Yanomamo fissioning.

15.(t/f) The type of agriculture the Yanomamo practiced is called slash and burn.

16.-25. Identify and explain the function of the five primary institutions in society.

a.

b.

c.

d.

e.

26.-28. Define.

a. stratification

b. social roles

c. enculturation

29.-30. The two types of theories by which anthropologists explain the ways in which culture works are Durkheim's \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ theory and Marx's \_\_\_\_\_\_\_\_\_ theory.

31.(m/c) the process of movement of culture traits from one culture to another is called:

a. innovation b. invention c. diffusion d. reintegration e. sublimation

32.(t/f)According to anthropologists, an individual raised without culture would be human only in the most limited biological meaning of the term.

33. Anthropologists who believe that cultures are integrated system

frequently compare a culture to an \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

34. The cultural ideology that justified the extermination of the Yahi culture

and the appropriation of the sacred land of the Cheyenne and Lakota is

called \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

35. According to Ishi, what happens to the spirits of the dead?

36. A sacred symbol for the Cheyenne are the four sacred arrows given to Sweet Medicine by the Great Spirit. The arrows symbolize the collective

existence of the tribe. They are called the \_\_\_\_\_\_\_\_\_\_\_\_ .

37. The traditional Navajo believe what animal is holy and should only be killed under extreme circumstances such as starvation and then with a prayer.

\_\_\_\_\_\_\_\_ .

38. The Navajo believe that there is a natural order to the world and each being has a place in it, a power, can teach a lesson, deserves respect, and is male or female. They call this natural order \_\_\_\_\_\_\_\_ .

39. The animal the Navajo believe teaches lessons about what happens when one fails to find one's place in the natural order is the \_\_\_\_\_\_\_\_\_ .

40. The Peyote Road refers to:

a. Highway 555 that goes through the Navajo reservation from

Gallup to Shiprock.

b. the rejection of white values by Native Americans.

c. the spiritual path that leads to the disappearance of the Whites

and the return of the buffalo.

d. the code of living by which a Native American Church member

guides his life.

41.-50. Compare and contrast the Lord of the Earth world view with the

world view(s) of the Navajo (lecture) and/or Lakota (*Paha Sapa*)

Lord of the Earth Dine and Lakota

Cultural Anthropology: Exam #2

1. The revolutionary cultural transformation that took place in Western society and culture between the sixteenth century and World War I is called the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

2.-4. The world view that dominated Western society when the Catholic church was the dominate institution in society was called the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . Those people who differed from this belief were called \_\_\_\_\_\_\_\_\_ and frequently tried before a tribunal called an \_\_\_\_\_\_\_\_\_\_\_\_.

5. The political authority of the king was legitimated by the Catholic church. This was called rule by:

a. papal authority b. divine right c. divine ascendancy

6.(t/f) The main threat to the authority of the church was science's challenge to the church's interpretation of the natural world, and the resulting technological developments.

7. The new sacred narrative that developed during this revolutionary cultural transformation is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

8. The new "priests" of Western society/culture are the:

a. advertisers b. scientists c. politicians

9. The introduction of the steel ax into the Yir Yoront culture is a good example of how technology is embedded in cultural values and relationships. Which of the following ways was the stone ax part of the Yir Yoront culture?

a. gender relationships b. relationships between young and old

c. trading relationships d. sacred narrative

e. a and d f. all of the above

10. The introduction of the gun into Japanese culture was resisted by what caste because it conflicted with the cultural values of that caste?

a. Shoguns b. Zen priests c. Shinto priests d. Samurai

11. Which of the following was not a way that television changed American society?

a. ended the ritual of family dinner b. caused a decline in reading

c. brought advertising images into the home e. changed the political system

e. none of the above

12.-14. Explain three ways that the computer gives more power to the government over citizens and/or to corporations over consumers.

a.

b.

c.

15.(t/f) Ethnicity is based primarily on biological ties and remains constant over time. The doctrine of "Hutuness" was a recognition of this by the Hutu ethnic majority in Rwanda.

16.(t/f) Ethnic violence is mainly an outcome of age-old religious, cultural, and language conflicts. The struggle between the Israelis and Palestinians is a good example of this.

17.(t/f) The significance of ethnicity depends on economic and social situtations, an example of this is the Chinese Exclusion Act of 1882.

18.(t/f) Ethnicity can be socially constructed. Rwanda is a good example of ethnicity being constructed by the powerful for the benefit of the powerful, in this case the European colonial rulers.

19.(t/f) The arbitrary nature of the creation of many countries by the European countires during the colonial period created the potential for ethnic conflict.

20. According to the text, which of the following statements most accurately describes ethnic conflict in the former Yugoslavia?

a. It is based on deep ethnic cultural differences which go back for

centuries

b. There are no cultural differences between groups and the conflict

is strictly economic.

c. It is based on contemporary political manipulation of relatively small

cultural differences

21. What was the most significant ethnic difference in the former Yugoslavia?

a. different language b. different religion c. different looks

22. Your professor believes that the Ottoman Empire's transformation of the laws of land use expressed in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ was the first step in creating ethnic conflict between Jewish immigrants to Palestine and Palestinians.

23. In the early 1400s, a visitor from China to Europe:

a. would have been concerned by the growing strength of the

Catholic church

b. would have been impressed by the speed with which technological

innovation was taking place

c. would have thought Europe poverty stricken and backward

24. Which of the following probably had the greatest effect on cultures worldwide?

a. The collapse of the Roman Empire

b. The Declaration of Independence

c. The formation of the United Nations

d. European colonialism

25.(t/f) Religious conversion was one of the main justifications for colonialism, that is converting heathens to Christians.

26. The Dutch East India Company was what type of corporation? \_\_\_\_\_\_\_\_\_\_.

27. African slaves were transported to the Americas mainly to fill the labor demand in which area?

a. mining

b. monocultural plantations

c. construction of infrastructure

d. fight the Indian wars

28. The main method used by European countries to colonize the people's of the world was \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_. They were able to do this by their superiority in \_\_\_\_\_\_\_\_\_\_\_ technology.

29.-32. Identify the ways that the Spanish specifically tried to change the cultures of the indigenous people of the American southwest.

a.

b.

c.

d.

33. The introduction of Western law to colonies was particularly important in its impact on indigenous societies in relation to its empahsis on:

a. happy marriages b. free elections c. private property

d. higher education e. religious freedom

34.-36. The United States was a relatively small "colonial empire." Its empire included \_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_.

37. Which of the following was **not** a consequence of colonialism?

a. destruction of cultures b. destruction of environment

c. genocide d. none of the above

38.Which of the following is not a part of the "story" of the global village?

a. all countries will be free market democracies

b. all countries will enjoy a high level of materieal well-being

c. technology will solve the problems of hunger and disease

d. the global village will need a huge military

e. none of the above

39. The policies of neo-colonialism are being directed by the G8, the largest industrial nations, in partnership with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

40. The evidence suggests that the "story" of the global village is more myth than reality. Which of the following is true?

a. globally the number of individuals in poverty is increasing

b. the gap between the richest and poorest countries is increasing

c. globally hunger is increasing

d. a and c

e. all of the above

41.-45. Identify and explain the methods of neo-colonialism, where relevant explain how it differs from the methods of colonialism.

a.

b.

c.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Match the following global institution or trade agreement to its definition.

Agreement/Institution Defiinition

46. WTO a. trade agreement betwee more than one hundred countries

47. NAFTA b. allows corporations to sue countries for their environmental regulations

48.GATT c. trade agreement between Mexico, US, and

Canada

49. Chapter 11 d. settles international trade disputes based on

trade agreements

50. FTAA e. agreement between US and Latin American

countries

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Extra credit

51.-52. Define

a. corvee labor

b. Heeren XVII

c. Cargo Cult

d. Tirailleurs Senegalais

Cultural Anthropology: Exam #3

1.-6. Define the following (in complete sentences):

a. stratification

b. caste

c. class

7. The anthropological/sociological theory that justifies systems of stratification on the grounds that they motivate individuals to higher achievement and to fulfill the more difficult occupations in a society is called \_\_\_\_\_\_\_\_\_\_\_.

8. The anthropological/sociological theory that claims that systems of stratification perpetuate inequality and guarantee that the rich will remain rich and the poor poor is called \_\_\_\_\_\_\_\_\_\_ .

9. The system of stratification in India is called a \_\_\_\_\_\_\_\_ system.

10. The dalits, or untouchables, in India attribute their low position in

the system of stratification to:

a. darker skin color b. religious reasons c. economic exploitation

11. The system of stratification in the U.S. is called a \_\_\_\_\_\_\_\_ system.

12.(t/f) The U.S. system of stratification is justified ideologically by enculturating the idea that everyone has equal opportunity. A good example of equal opportunity is the economic boom of the 1990s where anyone could invest in an IPO being offered by investment banks.

13.(t/f) The concentration of wealth in the top 1% of the population in the U.S. has more than doubled since the 1970s. However, other industrial nations have an even higher concentration of wealth in their top 1%.

14. Since 1977 the average after-tax adjusted for inflation income of the bottom 60% of U.S. households has declined. This has led to the problem of downward mobility. Which of the following ways have middle class families tried to

avoid downward mobility?

a. credit card use b. home equity loans c. wives in workforce

d. a and c e. all of the above

15.-17. List the three main reasons for deindustrialization.

a.

b.

c.

18.-20. Define the following as they relate to the sales and service economy:

a. moonlighting

b. second shift

c. mcjob

21. Those cultures that are nomadic and depend on natural food resources are called \_\_\_\_\_\_\_\_\_\_\_\_.

22. Those cultures that depend primarily upon raising livestock are called \_\_\_\_\_\_\_\_\_\_\_\_\_.

23.-24. Those cultures that cultivate the land, but don't use it permanently are called \_\_\_\_\_\_\_\_\_\_\_. This type of cultivation is called slash and burn or \_\_\_\_\_\_\_\_\_\_.

25. The occupation of peasant emerges with what type of economic system\_\_\_\_\_\_\_\_\_\_.

26. Which economic form requires the greatest degree of specialization of labor?

a. extensive cultiviation

b. pastoralism

c. intensive cultivation

d. industrialization

e. foraging

27.-28. In the documentary *Earth on Edge*, what was the major social change in Mongolian society that created problems for their traditional way of life?

29. The Aetas traditional economy was \_\_\_\_\_\_\_\_\_\_\_\_.

30. The Aetas world view was shattered by what disaster \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

31. Which of the following is not true of the traditional Navajo political system?

a. power was dispersed among many individuals

b. power was only exercised in specific contexts.

c. the authority of chiefs was never questioned because it was justified

by religious doctrine

d. a and b

e. none of the above

32.(t/f) The traditional Cheyenne had a strong sense of unified political identity, and a centralized system of governance, a tribal council with forty-two peace chiefs.

33. (t/f) According to your professor, the U.S. is not a democracy of any kind, but a \_\_\_\_\_\_\_\_\_\_, rule by the wealthy.

34. According to your professor, the wealthy control the political system by what means? \_\_\_\_\_\_\_\_\_\_\_.

35.-36. According to your professor, the wealthy control the mass media, the circulation of ideas and dreams, by what means? \_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_.

37.-39. Identify three functions of marriage in society.

a.

b.

c.

40. The rules requiring marriage outside a particular social group are called \_\_\_\_\_\_\_\_.

41. The rule permitting a woman to have several husbands at a time is

called \_\_\_\_\_\_\_\_\_.

42. A defense that argues that an immigrant's cultural values must be taken into account in court cases is called the \_\_\_\_\_\_\_\_\_\_\_.

43. The form of brideprice that involves obligatory labor is called \_\_\_\_\_\_\_\_\_\_\_.

44. \_\_\_\_\_\_\_\_ is a practice of the wife's family giving money and gifts to the grooms family.

45.(t/f) Statistics demonstrate that marriage in America is governed by rules of endogamy rather than Cupid's arrow.

46.(t/f) Anthropological studies of the sexual practices of different cultures demonstrates that what is deviant in one culture may be considered normal in another.

47.-50. Identify and explain (in complete sentences).

a. gender stratification

b. cult of domesticity

I. Anthropology

A. Definition Anthropolgy: the study of man, but multiple

approaches so no unitary discipline

B. Definition Cultural Anthropology: Comparative study of societies and cultures

B. Brief History

1. Herodotus description of Egyptian society,

"different but equal"

2. Bartholemew de las Casas and Taino

3. Sir James Frazier *The Golden Bough*

4. Herbert Spencer developed a theory of the evolution of

society before Darwin, but used Darwin "survival of the fittest" (1820-1903)

a. at this time Spencer and others felt that

"primitive societies"

i. were "remnants" in the hierarchy of progress

ii. customs were "survivals"

b. Edward Tylor social evolution from animism

to religion and montheism

5. Anthropological functionalism Durkheim, Radcliffe-

Brown and Bronislaw Malinowski society as an organism

6. Structuralism Durkheim and Levi-Strauss, human mind

has certain structures therefore the same basic units and

rules of culture can be found in all cultures

The Elementary Forms of Religious Life

7. Symbolic or interpretive anthropology Clifford Geertz

the question of meanings and the relativity of meanings and values

8. Postmodern anthropologists Michel Foucault believe that what we say we see tells more about us than them,

power and truth are intertwined

9. Boas and historical particularism differences between

people have only to do with culture and the particular

history of that culture

10. by 1920s ethnographies and living with cultures

Malinowkis

11. In late 1800s Bureau of American Ethnology

a. study scientifically the history and

culture of American Indians

b. motivated by the belief Indians were on

the verge of extinction

c. Ishi, the Last Yahi

i. 1911 Ishi wandered out of CA woods

ii. last member of Yahi

d. rescued by anthropologists Alfred Kroeber

e. spend his life as living display in Museum of

Anthropology in San Francisco

C. Types of anthropology and their methods

1. physical anthropology

a. study humankind from a biological perspective

i. paleontology

ii. primatology

iii. genetics

b. goals

i. human adaptation and development

ii. natural environment and evolution

iii. culture and human evolution

b. subject/method

i. study biological remains

fossils, bones, teeth, jaw, footprints

ii. carbon dating,

iii. molecular genetics

iv. primate behavior

c. example

i. Mary Leakey 1959 and the discovery of

australopithecine fossil Zinjanthropus

and the Laetoli footprints

ii. Zinjanthropus proved that not all

australopithecines were not ancestors to humans

iii. 3.5 million year old bed of ash with footprints of australopithecines

iv. Donald Johanson Lucy, a hominid, old, but

most important because complete

2. Linguistic anthropology

a. understand the relationship between

language and culture and society

i. learning language is learning part of

society

ii. learning language is insight into worldview

kinship relations, perhaps most important

to society

Cheyenne nihu is word for father,

father's brother, and all known

male cousins all kinsmen of same order

iii. learning language is learning about

origins of culture and relationship to

other culture

b. nadene language group

i. linguistic similarities in Eyak, Tlingit, and Haidi, and Athapaskan, includes Navajo

ii. 3000 years ago common language Naden

iii. from Asia crossed Bering Straits into

NA

iv. 2000 years ago language divergence in

norther Canada

v. Algonkian-speaking of northern Canada

vi. Athapaskan in Northern Ca and migrated

to southwest

vii. lived with Pueblos who speak Keresian

and Zuni and Uto-Aztecan speaking Hopi

c. Austronesian languages can trace migration

from islands of open Pacific back to Taiwan

d. methods:

i. work with native speaker

ii. live with people

d. problems

i. 6800 languages but 3000 only spoken

by less than 2500 people

ii. end of century 50%-90% will be extinct

iii. U.S. and Canada 260 native tongues

80% are not being learnde by children

iv. language similar to biodiversity "hot spots"

Australia 250, Indonesia and Papua NG 1562

Nigeris 515, Mexic 300, Brazil (234)

e. is losing a language important

i. way of knowing the world

ii. possibilities inherent in a culture

iii. lack of knowledge

3. archaeological anthropology

a. study material culture or artificacts

b. usually of pre-historic societies, meaning societies without written language

i. rock paintings in the Sahara 8000 yrs

ii. green Sahara, wild game, and agriculture

c. method:

i. study artifacts or material culture

ii.reconsturct a society from material

remains

d. goal: explain

i. social organization

ii. worldview

4. applied anthropology

a. analyze social, economic, and political problems

b. any of the other types of anthropology can be

applied

c. goal: develop solutions

d. examples

i. ethnicity and race: social construction of

ii. gender: social construction of gender

iii. environment: cultural causes to the

environmental crisis

iv. technology and consequences

II. Cultural anthropology

A. The study of human culture and society

1. society

a. ways in which institutions are arranged

b. system of social arrangements, statuses,

roles

2. culture

a. way of life

i. worldview

ii. conscience collective

b. material

i. artifacts

ii. technology

c. non-material

i. language

ii. ideas

iii. beliefs

iv. values

v. norms

vi. rituals

B. goals

1. language

a. worldview

b. social relationships

c. relationship to environment

2. kinship relations

a. patrilineal, matrilineal, patri and matri- local

b. rights, obligations, norms

3. marriage and family

a. arranged

b. nature of family

i. nuclear

ii. extended

4. sexual practices

a. norms

b. deviance

5. economic system

a. system of production

b. distribution

c. exchange

6. worldview

7. religion

a. cosmology

b. institutionalized

i. formal

ii. informal

iii. priests, shamans

8. education

a. transmission of knowledge and skills

9. power relationships

a. stratification

b. political systems

c. gender, race, and ethnicity

10. technology

a. technological innovation and culture

b. technological transfer

c. social change and technology

d. unintended consequences

C. Central assumption

1. culture must be understood on its own terms

a. avoid ethnocentrism

b. avoid social evolution theories

c. little things count

2. holistic

a. society is totality

b. functional and structural whole

3. permeable

4. ethnography can reconstruct culture in meaningful

way

5. learn about our own society

a. see different ways

b look at our society as a way

c. question the taken for granted

D. Ethnographic method

1. Franz Boas and Bronislaw Malinowki and the idea

of science

a. trained, neutral, objective investigators

b. observation of behavior

c. comprehend the objective reality of a culture

2. ethnography is intensive study of a culture, and

the written results

a. field work

i. participant observation one or more years

ii. interviews with members of culture

iii. informants and key informants

b. historical archives

c. working with indigenous people

d. testing hypotheses using statistical correlations

3. problems

a. interpretation

b. who is speaking

4. ethnology comparative statement about cultural

and social processes that are based on cross-cultural

ethnographic data

E. Human Science or Natural Science

1. interpretive or objective

2. hermetically sealed

F. The Prime Directive?

G. no human nature and few universals

1. violence and war

2. gender

3. maternalism

III. Some questions anthropologists have answered

A. Origin of Man

1. Darwin's Theory of Evolution

a. natural selection

i. species emerge adapt or extinct

ii. nature selects randomly

iii. survivers transmit survival characteristics

b. "survival of the fittest" from social evolutionism

from social Darwinism

i. sabre tooth tigers

ii. wolves and coyotes

iii. eagles and crows

iv. pests or birds

2. Homo Sapiens

a. did not evolve from moder ape

b. common ancestors 5 million

B. Human origins

1. First human ancestors 4.4 million years ago

a. ardipithecus ramidus

b. bipedalism is main characteristic in identifying them as are ancestors

c. even though they had small and large jaws

and probably lived in trees

2. best known hominids are australopetheinces

a. 4 million years old discv in N. Kenya

i. Leaky footprints and Johanson

ii. graciles

b. 3 1/2 feet to 5 feet tall between 65 and 110lbs

c. small brains, 400 to 500 cubic centimeters

d. omnivores with overlapping canine teeth

e. they were gatherers who also ate small animals

and scavenged

3. weather change 2 million years ago caused the evolution of two other hominids

a. "robust" australopethecines

i. large than the 'gracile"

ii. not ancestors of humans

b. homo habilis and rudolfensis

i. ancestors of humans

ii. larger brains, longer legs, shorter arms,

smaller jaws

iii. they used stone tools as early as 2.3

million years ago

iv. use of tools is significant for human

evolution

v. omnivores who rarely killed large animals

vi. evidence of them in China, Pakinstan,

Indonesia.

c. homo erectus

i. from 1.8 million years ago

ii. larger body and brain

iii. inhabited much of Europe, Africa, Asian

iv. during ice age

v. made him dependent on culture

vi. one find Ahoukoudian near Beijing100,000 artifacts

vii. hunter gatherer scavengers

viii. who could control fire

ix. they probably had forms of social organization,ie, food distribution

d. homo sapiens are a species of human, only one

eft

i. larger brain than erectus

ii. different shaped skulls

iii. appeared 500,000 years ago

iv. Neanderthals at about 130,000 years

until 35,000 years population of archaic

homo sapiens

v. sapiens then only one's present

4. two theories

a. mutiregional homo sapiens evolved

simultaneously in various erectus regions

b. replacement theory evolved from different

homos and then outcompeted Neanderthals

c.hybridization

5. DNA

a. all modern humans had common ancestors

in Africa 150,000 years ago

b. Neanderthal and homo sapiens last shared a common ancestor 500,000 years ago

C. Homo Sapien culture

1. sophisticated tool making

a. blades, scrapers, needles, awls, spears

b. aesthetic qualities

2. evidence of symbolic culture

a. art

i. venus figurines

ii. cave paintings

b. ceremonies or information

3. domestication of plants and animals

D. Human variation or clinal distribution

1. blood

2.disease

3. skin color

a. melanin is a pigment found in the the skin

hair, and eyes of human beins, as well as many

other species,a nd responsibl for variations in color.

b. absorbs ultraviolet light and protects people

from sun

IV. Race

V. Human Nature

A. colonialism

I. Culture and Society

A. adaptation

1. animals adapt biologically

a. instincts

b. transmitted biologically

c. natural selection or "survival of the fittest"

i. those most able to adapt to

their environment

ii. survive

iii. wolf and coyote, dinosaur and cockroach

2. humans adapt through culture

a. different cultures acquire knowledge and

techniqeus for survival

b. different cultures different world view

i. system to classify or codify reality

ii. shapes our perceptions and experiences

c. plasticity and selection

i. humans are flexible they adapt differently

but can re-adapt

ii. they can select from their environment

what is important and what isn't

d. not all elements in culture are adaptive some

are maladaptive

2. culture transforms world

a. creates "social reality"

b. appears to be natural

A. Definition of Society

1. types of institutions

a. economic: production and distribution of

food and other resources

i. hunter gatherers or foraging, it does not

involve food production or domestication

of animals

ii.. horticulturalists production of plants

using non-mechanized tools, fields are

not continually used

iii. pastorialists dometication of herd animals

iv. extensive

v. intensive food production through agriculture, fields are in continuous use,

plows, animals, soil and water control

vi. industrialism mehcanization of production and associated characteristics, bureaucracy,

complex division of labor, social stratification

b. social/political organization

i. clans are unilineal kinship whose members

believe they are descended from a common

ancestor

ii. tribes are a culturally distinct population

whose members consider themselves descended from the same ancestor

iii. chiefdoms centralized political order with

chief as the head

iv. nation-states geographical entity with

distinctive national culture and historical

experience

c. marriage and family and kinship

i. nuclear

ii. extended

iii. kinship a culturally defined relationship

established on the basis of blood ties or

through marriage

d. education

e. religion

2. arrangements of institutions

a. stratification

b. social roles

c. status sets

3. social theories

a.functionalism

b.conflict

B. Definition of culture

1. non-material: language, idea, beliefs, norms, values,

rituals

2. material: artifacts and technology

3. culture is the milieu in which we exist, determines:

a. how we perceive or see the world

b. how and what we know and think

c. what we value

d. what we believe

e. how we ought to behave

4. way of becoming human

a. not human in anything except biological and

moral sense without culture

b. enculturation

i. not that we learn culture

ii. culture shapes us

iii. human beings without culture

iv. conscience collective shared norms and

values

iv. social person v feral

c. language

i. first step in enculturation

ii. not just communitcation

iii. not just denotive

iv. shapes the world in terms of meanings, values, beliefs, and ideology

d. Sapir-Worf hypothesis

i. time

ii. chronemics

e. Heidegger and Gadamer

D. religion and culture

1. All culture have something anthropologists identify as

religion

2. unfortunatedly there is no single definition

a. monotheisms like Islam, Christianity, Judaism

b. polytheisms Hinduism, Ancient Greece

c. religions without supernatural beings

i. Taoism

ii. Zen Buddhism

iii. Confuscianism

d. nature religions Shintoism, Cheyenne, Ojibway

3. world of spirits

a. world enspirited

b. no separation between natural and supernatural

i. spirits who exist with us

ii. science can't prove existence

iii. anthropomorphic, zoomorphic, naturalistic,

anthropopsychic

c. importance of dreams

i. Black Elks dream

4. textbook defines it it terms of function

"A social process that helps to order society and provide its members with meaning, unity, peace of mind, and the degree of control over events they believe is possible" I know it when I see it

5. Even in these terms one could find religions that

contradict this

6. most have a cosmology

a. set of principles or beliefs about the nature of

life and death

b. story about the creation of the universe

c. the origin of society

d. relationship of groups

e. relationship of humanking to nature

7. sacred narratives

a. stories held to be holy and true by members of a

religious tradition, historical events, heroes, gods

and spirits, and the origin fo all thisn

b. power in the retelling

c. validate and legitimize beliefs, values, ethics,

norms and values

8. sacred symbols, ceremonies, rituals. smo,s;d

a. sacred symbols

i. Christian cross, Islam , Judaism

Hindu cows

ii. four sacred arrows of the Cheyenne

The Medicine Arrow (Mahuts) symbolize the collective existence of the tribe. As the Arrows prosper, the tribe prospers; as they are allowed to suffere neglect, the tribe declines in prosperity. There attributes are in their supernatural qualities.

The Arrows were given to the Cheyennes by their mythological cultue hero, Sweet Medicine. Sweet medicince went to Bear Butte with all the wism men of all the peoples of the earth as a pupil of Maiyun (the great Spirit). The great Spirit gave Sweet Medicine

the four arrows, two have power over the buffalo, and two have power over human beings. They are the Cheyennes greatest resource against two biggest threats: hunger and enemies

iii. medicine bundle

iv. Iroquois and turtles carries world on its back

v. Navajo and bears

Often considered to be as much human as animals, they are shown respect that is due holy beings . . . even tracks are treated with respect. They have the power to heal and help. Only killed under extreme circumstances such as starvation and then with a prayer, "though you are eaten, you will return whole to your own pwople and will become chief over your own people."

b. ceremonies or rituals a ceremonial act that

highly stylized for specific occasion

i. Renewal of the Sacred Arrow Ceremony

ii. Cheyenne Sun Dance

The central theme of the Cheyenne Sun Dance is world renewal. "the object of the ceremony is to make the whole world over again . . ."

The origin myth of the Sun Dance is that Erect Horns journeyed to a sacred mountain because of the need of his people - famine. "Vegetation withered, the animals starved, the land became barren and dry, and the ancient Cheyenne were on the verge of starvation, for they had no food but dried vegetation and their dogs of burden."

Erect Horns took his wife to the sacred mountain where the Great Spirit taught them the Sun Dance: Follow my instructions . . . when you go forth from this mountain, all of the heavenly bodies will move. The roaring Thunder will awaken them, the sun, moon, stars, and the rain will bring forth fruits of all kinds, all animals will come forth behind you from this mountain, and they will follow you home.

iii. Navajo ceremonies, Blessing Way

iv. Christian baptism

Sun Dance Story

c. rites of passage

i. Walkabouts of the Australian aboriginals

ii. Vision quests which involves hallucinogens

and asceticism

iii. Judaism bar mitzvah

10. religious practitioners

a. priests formally elected or appointed or hired

to religious office

b. shamans an individual who is socially recognized as having the ability to mediate between the world

of humanity and th world of gods or spirits

c. Navajo have singers who perform ceremonies

d. prophets

i. prophetic tradition

ii. Ghost Dance

E. Ethical Theories

1. Judaism/Christianity/Islam and the divine command

theory

2. Iroquois

F. Caste, privilege, and power

1. Hinduism

2. Judaism/Christianity/Islam devaluing women

3. Christianity and western society from 400 to 1600

a. punishment of unbelievers

b. inquisitions, progroms, expropriation

c. Crusades

d. colonialism

e. genodice Nazism

f. slavery

E. Religion and social change

1. Liberation theology

2. ghost dance

I. Sacred Narratives

A. Iroquois

B. creation story

1. Before there were humans there were Sky People who

dwelled in the celestial world

2. There was no sun all light came from the celestial

tree that stood in front of the Lodge of Sky Chief

3. Sky Chief had married a young wife who became

pregnant Sky Woman

4. Firedragon spread rumors that the child was not

Sky Chief's

5. Sky Chief in anger ripped up the celestial tree and

through his wife in the hole

6. Sky Woman fell down towards the water below

7. The birds feeling sorry for her supported her breaking

the fall and carrying her slowly downward

8. The water animals hurried to make a place for her

9. Turtle said that he would support a world on his back.

10. Muskrat came up with a large mouthful of earth

which he placed on turtles back

11. The blossoms of the fallen celestial tree shone through the hole and became the sun

12. When Sky Woman landed grass and trees had already begun to grow

13. Sky Woman gave birth to a daughter who gave

birth to two sons, the father could have been Turtle

or West Wind

14. The two were twins but one was goo and one was

evil, the good twin born the the usual way, the evil twin

born through the mother's side and killed her

15. Sky Woman buried her daughter and plants miraculously began to grow from various parts of her

daughter

16. These were the most important plants, tobacco, corn,

beans, and squash "Our Supporters" or "Three Sisters"

17. As the good twin grew to manhood he began creating

good things: plants, animals, medicinal herbs, rivers,

and streams

18. The Evil Twin begant to spoil his brother's work,

rapids, and boulders in the river, posionous plants, thorns, and birars, diseases, and monsters

19. The Good and Evil Twin battled on, Evil could never

win

20. Finally, The Good Twin created human beings to

enjoy all the good things that he had made for them

I. Origin Story - Navajo

A. called the dine, or "people of the surface of the earth"

B. Holy People lived in the lowest of the twelve worlds

C. origin story is story of the ascent of ancestors

D. Holy People are holy because they are powerful, not because

they are perfect

E. Usually some act of mischief or malice that cause the Holy

People to move from a lower world up

F. In each world there were adventures and events that are

relevant today

1. in third or fourth world hermaphrodites or transvestites appeared

2. venerated with supernatural power

3. in the world before the surface men and women

quarreled and lived separately

a. men lived harmoniously, learning women's

skills and inventing tools and utensils

b. women couldn't deal with the lack of sex

c. had sex with monsters

d. basis of certain taboos

4. A great flood began to fill the eleventh world and the

Holy People were forced to scamble up through a

hollow reed to the surface of the earth

5. First Man and First Woman are prominent among the

Holy People

6. the earth was devoid of form when the Holy People

arrived

7. First Man brought soil from the mountains in the world below, he made for replicas, mixed sacred matter

in each, planted them in the four cardinal directs, and

breathee into them to make them live and grow large

8. these are the four holy mountains the mark the sacred

land

"In the east he put Sisnaajinii, or Blanca Pak, CO, placed in it a white shell, covered it with daylight and dawn, fatened it to the ground with lightning, and assigned it the symbolic color of white.'

"To the south wen Tsoodzil, Mount Taylor, in which he placed turquoise: he then covered it with blue sky, fatened it with great sotne knife, and gave it the color blue as its symbol."

"Dook'o'oosliid, or the San Franciso Peaks, is the mountain of the west. Securing it to the ground with asunbeam, First Man put abalone inside and covered it with yellow clouds and evening twoiligt, yellow being it color."

Black is the color of Dibe' ntsaa, or Hesperus Peak in Co, the mountain of the north, it is fastened by a rainbow, impregnatd with jet, and covered with darkness.

8. During this creative period Talking God and Calling

God assumed guardianship of the mountains

a. dressing them in jewels

b. giving each two songs

c. placing supernaturals within to gather the clouds

and answer prayers "those that stand within"

9. The mountains are referred to as hogans in which

many beings reside, animals and plants

10. much of Navajo ritual, and social life is organized

around their belief in the sacredness of the mountains

a. homes

b. prayer

c. taboos

d. navajo wedding basket

11. hozho or the beauty way of life

12. they are parents of most imporanat figure in Navajo

mythology Changing Woman

13. Changing Woman mated with the Sun Bearer and had

two sons, both Monster Slayer and Born for Water

14. Monster Slayer got weapons from his father the sun

had and killed the monsters

I. Hasidism

A. Popular movement of eighteenth and nineteenth centuryE. European Jewry

1. founded by Israel ben Eliezer, Baa Shem Tov, the

Master of the Good Name of God

2. in Poland in middle of eighteenth century

B. Hasid

1. hasid means pious, derived from the noun hesed

meaning lovingkindness, mercy, or grace

2. hasidic communities are called hasidm and origninally

each had its won rebbe or zaddik

3. there were hasidim in the twelfth century, and

immediately priro to the Bal-Shem-Tov

C. Hasidism

1. very orthodox

a. messianic

b. redemption

c. rule-governed

2. important texts

a. medieval Kabbala of the Zohar "The book of Splendor"

b. Lurian Kabbala

D. Redemption Story "The Holy Sparks and Their Redemption"

1. The holy sparks that fell when God built and destroyed

worlds, man shall raise and purify upward from stone to

plant to animal, from animal to speaking being, purify the

holy sparks that are imprisoned in the world of shells.

That is the basic meaning of the srevice of each one in

Israel.

It is known that each spark that dwells in a stone or plant or another creature has a complete firgue with the full number of limbs and sinews and, when it

dwells in the stone or plant, it is in prison, cannot

stretch out its hands and feet and cannot speak, but

its head lies on its kneww. And who with the good

strength of his spirit is able to raise the holy spark from stone to plant, from plant to animal, from animal to speaking being, he leads it into freedom

E. Active mysticism and popular

1. overcomes the distance between the sacred and

the profane

2. not chastity and self-denial and not individualistic

3. but marriage as highest form of life

4. turns toward community

5. toward everyday life "hallowing the everyday"

6. not elitist, reaction against rabbinical Judaism of

the time

7. but stays within the tradition

F. Hasidic Jews in Postville

1. Lubavitcher Hasidim

2. orthodox Judaism

a.languange

b. religious services

c. rites of passage

3. rule governed 613 rules

a. eating

b. dressing

c. social interactions

4. ceremonies

5. different education

I. Stratification

A. All societies are stratified

B. Sociological explanations

1. Definition

a. system for ranking individuals hierarchically

b. an individuals position referred to as

social status

c. a system of power: domination and

subordination

i. control over institutions

ii. access to resources and rewards

d. life chances

e. Titanic

2. Structural functionalism

a. inequality has positive function

b. class system: higher rewards guarantee best people fill most important and difficult positions

c. caste system: maintains social order

3. Conflict Theory

a. stratification is system of domination and

subordination

b. system of power and control by some over

others

c. all institutions reflect system of stratification

C. Examples

1. Two types:

a. caste

i. religion: India

ii. race: South Africa

iii. ethnicity: Rwanda

iv. gender: Saudi Arabia

v. nobility: feudal

vi. combination: Saudi Arabia

b. class: economics

i. wealth and income

ii. prestige

D. Caste:

1. rigid, inflexible hierarchy

2. hereditary therefore based on birth

3. ascribed status

4. no upward mobility

5. complex sets of social norms that regulate acceptable behavior between strata

a. food exchange: do not eat with members of other castes, and do not accept food from them

b. endogomy: friendship and marriage

c. segregated space

d. division of labor: work

e. severe punishment

6. India as example

a. ideology of caste is religious - Hindu

b. castes are called Varna

i. traditional occupations defined by

Hindu Scripture

ii. related to religious purity

iii. upper cast is Brahmin or priestly caste

iv. warrior caste is Kshaminyas

v. merchant caste is Vaisyas

vi. working caste is Shudras

vii. untouchables are dalits, or Harijans, they

do spiritually polluting work

c. India and Muslims

7. Apartheid South Africa/ US is South

a. system is stratified by race

b. strata is rigid, no social mobility

c. defined by birth

d. complex sets of norms defining behavior and

access to resources

i. public space segregated

ii. education and health care segregated

and unequal

iii. work: segregation, blacks could act

as servants, serve food to whites

iv. exclusion from the political system

v. rigid behavior norms between blacks

and whites

8. Afghanistan

a. system is stratified by gender

b. ascription, by birth

c. rigidly hierarchical

d. strict rules governing behavior and

interactional norms

i. what to wear in public

ii. who a women could be with and

talk to

iii. behavior of a widow at home

iv. exclusion from political life, education,

types of health care

e. severe punishment

E. Class system: economic

1. hierarchical

2. achieved

3. opportunity for social mobility

4. society is meritocracy

5. norms for achievement

a. hard work "work ethic"

b. success in education

c. positive attitude

6. few norms that regulate social interaction

a. eating: what can be afforded

b. marriage between classes is permitted

c. space: box seats vs bleachers

d. work: job description and performance

F. America is class society

1. hierarchy

2. achieved status

3. equal opportunity to achieve the American dream

a. education which is meritocracy

b. success through work

II. Stratification in America

A. trend and degree of stratification

1. wealth

2. income

3. race and gender

4. Changing nature of work

1. Post WWII to mid 1970s

a. industrial economy

b. manufacturing jobs

2. mid 1970s-prents

a. sales and service economy

b. McJobs

3. Where did the good jobs go?

a. downsizing

b. mergers

c. automation

d. job flight

4. Who benefited?

5. downward mobility for middle class

6. poverty

a. rate

b. working poor

c. poor poor

d. poor children

e. circle of poverty

7. who benefits from poverty?

III. Stratification and social change

1. External

1. new ideas

2. new technologies

3. war

2. Internal

1. social movements

2. new technologies

3. deviance

4. changing economy

I. Economics

A. Means of production and distribution of resources

B. Foragers or hunter gatherers

1. small human population that are nomadic

a. nuclear family or small extended family

2.depend on natrual food resources,

a. hunting and fishing

b. predominantly vegetal collection

3. productive resources

a. weapons for hunting

b. tools for gathering

c. knowledge of environment

i. what to gather

ii. effects of gathering

4. division of labor

a. not a complex division of labor

i. little specialization

ii. most know how to do most things

b. gender division of labor

i. men hunt

ii. women child rear and gather

c. however,

i. communal hunting

ii. men do women's work

5. distribution of resources

a. generalized reciporcity: distribution of goods

with no immediate or specific return is expected

b. Semai of Malaysia, Ju/'hoansi of the Kalahari and

the Inuit, Yir Yoront

c. motivation

i. social norm of generosity

ii. higher status through prestige

C. Pastoralists

1. somewhat larger social group extended family,

within clan

a. Navajo

2. productive resources

a. land

i. right of access

ii. communal land use

b. livestock

i. owned by individual heads of households

ii. produce goods for direct consumption

iii. produce more animals

iv. exchange

c. knowledge of grazing and animals

also gardens

2. division of labor

3. System of exchange

F. Horticulturalists

1. smaller groups, extended families into villages

2. productive resources

a. land for cultivation

i. communally owned among families or

kin group

ii. "inalienable"

iii. rights to lands vested in those who

clear it

b. tools: hoes, digeing sticks, but not draft

animals, irrigation techniques, or plows

c. knowledge

i. slash and burn or swidden, Yanomamo

ii. do not reuse the land

d. may also hunt and fish as supplement

2. labor

a. not a very complex division of labor

b. gender, both men and women play an

important role

c. however, in some cultures,

i. men raise prestige crops

ii. women the basic staples

3. system of exchange

E. Agricultural extensvie

1. Larger societies able to create surplus

a. wealth

b. greater stratificaion

c. Pueblo

2. productive resources

a. land same land is permanently cultivated

b. tools that include plows, draft animals

c. knowledge

i. techniques of irrigation

ii. land control through natural fertilizer

iii. crop rotatation and selective breeding

d. more capital investment

e. private ownership of land and frequently

through men, no right to inherit for women

2. labor

a. much more labor intensive

i. more hours of work

b. emergence of landless labor

i. peasants

ii. contract laborers

iii. tenant farmers

3. system of exchange

a. grow for surplus

b. more complex system of exchange

i. national and regional markets

ii. market exchange

c. more complex division of labor

i.

d. women's work more devalued

i. increase in unpaid work at home

ii. buy at market what women used to

grow

F. Agriculture intensive

1. significantly larger populations

a. nation

2. industrialization of agriculture

3. land is productive resource

a. privately owned

b. absentee landlords

4. machine power

5. production for exchange and export

a. production for global market

F. Industrialization

1. largests populations

a. nation states

b.

2. transition to machines through the development of

new sources of power: water, steam, electric, nuclear

a. socialists

b. capitalists

c. state-directed

2. productive resources

a. natural resources

i. land and the industrialization of agriculture

ii. everything is resource: standing reserve

b. machines, factories, wherehouses, infrastructure,

retail outlets

c. knowledge

i. extraction of resources

ii. machines

iii. sales and marketing

iv. finance

d. private ownership

3. labor

a. complex division of labor

i. blue collar

ii. white collar

b. specialization

i. education

ii. skill

iii. mobility

c. dependent wage labor

4. resource distribution

a. national and now global markets

b. market system of exchange

I. Political organization

A. political system is the social organization of power

1. institutionalization of power

2. legitimation or authorization, usually an ideology

a. frequently ideology is tied to sacred religious

view

b. in industrial states it is more autonomous

3. maintaining social order

a. functionalist: smooth and fair functioning of society

b. conflict: reflects and perpetuates inequality

C. Band

1. usually foragers, small nuclear families

2. decision making by consensus

3. not leaders but those with prestige

a. experience

b. prestige

c. respect

d. social knowledge

4. political ideology is tied to religion, family

5. social control

a. strong norms and values

b. punishment of deviance

i. ridicule

ii. shunning

6. not war like

D. tribal society

1. horticulturaists or pastorialists

2. culturally distinct

3. power is tied to

a. kinship

b. religion

4. not hierarchical

a. few postions of authority

b. Ojibwa had different leaders for different

situations, war, hunding, ceremony

c. Ojibwa and the false chief

5. social control

a. social norms and values with informal

sanctions

b. Cheyenne and police, during the hunt

c. mediation and compensation

d. war

I. Navajo

A. high degree of individual autonomy within the constraints

of clan and kinship norms and rules for behavior

B. Little sense of unified political identity

C. Power was dispersed among many individuals and only

legitimately exercised in the specific context

1. leaders informally selected for wisdom and ritual

knowledge

a. authority was on consensus, the willingness of

the people to follow

b.

c.

2. collective action like war, hunting, and ceremonies

were those contexts for which a leader was selected

3. For all three ritual knowledge and apprenticeship with

a noted person was necesary

4. most decisions made by extended families

a. where to move

b. when to move

5. social control

a. shared norms and values

b. ceremonies

C. Tribal Council in 1924

1. appointed by BIA

2. Qualifications were to serve interests of BIA

3. Navajo very skeptical

D. 1930s Indian Reorganization Act

1. 78 Chapters each electing a delegate to Tribal Council

2 also elect Tribal chairman and vice chairman

3. govern infrastructure, social programs, law

enforcement

4. skeptical

E. Grazing Committees

a. range manangement

b. adopted quickly, less skeptical

E. Chiefdoms

1. integration of groups and villages under central

authority

2. leadership

a. centralized chief

b. born into certain family or kinship group

c. controls supernatural

3. cultivators

4. political ideology usually justified by religion and traditions

5. social control

a. centralized administration

b. military power

c. chief makes decisions , punishment, and

settles disputes

I. Iroquois

A. Economic and social system

1.Mohawks, ONeidas, Onondagas, Cayugas, and

Seneca located in NE US, New York, PA

2. economic system

a. Hunter-gatherers

b. horticulture

3. social organization was the clan called the *ohwachira*

a. matrilineal

b. matrilocal

c. women held in high esteem

d. clan had totem of bird or animal, Turtle, Wolf,

Bear

e. clans organized into villages then tribes

B. Political system

1. political organization

a. confederation known as the League of the Iraquois, League of Five Nations, fifteenth century

i. each tribe is a nation within the

confederation

ii. Good News of Peace and Power

b. each clan had certain number of chiefs

i. picked by head mothers of the clans

c. each clan governed itself and also joined with

other clans in governing the village and trible

d. the clan chiefs would be the chiefs of the

confederacy but the confederacy would not

interfere with clan or tribe

2. The Great Peace, or *Kaynernh-kowa*

a. The Good Word, which is righteousness in action,

bring justice for all.

b. health, which is a sound mind in a sund body, bri

bringing peace on eathe.

c. power which is the establishment of civil authority, bringing with it the increase in

spiritual power in keeping with the will of the

Master of Life

3. Symbol

a. the pine tree, Tree of the Great Long Leaves

b. with four symbolic roots Great White Roots of

Peace

c. confederacy as the Extended Lodge, Kanonghsionni

d. Hiawatha Belt

I. Cheyenne

A. A tribe with a significant political identity and sense

of tribal unity

B. A central tribal council fo fourty-two peace chiefs

1. idea of council is the oldest sacred myth

2. council is believed to be the oldest institution

C. Separation of civilian and military authority with civil

power superior

D. peace chiefs

1. all warriors

2. most resign posts in military societies

3. chosen for ten years

4. they each represent a band and are head of a family

5. referred to as the "protector of the people"

6. personality characteristsc,, wise, kind, generous,

self-control and restraint

7. give constantly to the poor.

8. one peach chief for every 100 citizens

E. Deliberative body

1. moving

2. alliances

3. war

4. deliberations are open public is immediately informed

by crier

F. judicial body

1. large body of public law the body of legal rules governing conduct held bo be of such concern to the whole society that is is administered by public officials

in the name of society as an entity

2. not punitive but corrective

F. State

1. hierarchical, centralized, and bureaucratic

2. political ideology is separate from religion

3. differentiation of institutions

4. centralized economic and physical infrastructure

5. social control

a. laws that define behavior

b. punishment

6. power

a. power over apparatus of state

b. hegemony

I. Marriage, Sex, and Family

A. Def of marriage: customs, rules, and obligations that

establish a special relationship between a sexually cohabiting

adult male and female, between them and any children

they produce, and between the kin groups of husband and

wife.

B. function of marriage in society

1. regulate sexuality

2. reproduction and childcare

3. division of labor

4. transfer of property

5. social positions

C. Varying norms for sexuality

D. Marriage rules

1. incest taboo

a. prohibits mating between people in certain

relationships or social groups

b. exceptions, Egypt, Hawaiin royalty, Inca

c. function

i. stability of family

ii. broader networl

2. exogamy

a. must marry outside certain groups

b. leads to alliances

3. endogamy

a. marriage within caste

4. levirate and sorate

5. number of spouses

a. monogamy is only one man married to one woman

b. polygamy includes

i. polygyny and plyandry

ii. polygyny increases man's wealth and

social position

iii. also increase labor supply, productive

yield, and more children

iv. polyandry in tibet and Nepal and the

Toda and Pahri Hindus of Indial

6. choosing a mate

a. arranged marriages

b. bride service

i. husband must work for wife's family

ii. foraging societies

c. bridewealth

i. cash or goods are given by the groom's

kin to the bride's kin to seal a marriage

ii pastoralist societies

d. dowry

i. a presentation of goods by the bride's kin to the family of the groom

ii. used by groom

iii. or by family

c. free mate selection or falling in love

E. Family structure

1. nuclear family

a. relationship between husband and wife

b. neolocal residence

i. couple establish and independent

household

c. independent economic unit

2. composite or compound families

3. extended families

a. consists of two or more lineally related kinfold of

the same sex and their spouse and offspring,

occupying a single household or homestead

and under the authority of a household head

b. patrilineal descent of the male line and they

tend to be patrilocal

i. not too much affection

ii. woman is supposed to be good daughter in

law

c. matrilineal descent of the female line and can be

matrilocaul

d. advantages of urban family

4. family in America

5. violence toward women

a. India

b. America

I. Gender

F. Gender and foraging societies

1. women's economic contributions were valued more

highly

2. kinship relationships allowed women to pursue those

economic roles

3. fathers spent time caring for children

4. Native American societies (Zinn People's) Tlingit

a. more egalitarian

b. more individual autonomy

c. gender may not be related to hierarchy

d. kinship, wealth, and personality more important

than gender

G. Horticultural societies

1. wide range from egalitarian Iroquois to the

sex-segregated Yanomamo

H. Agricultural societies

1. typically women's contribution to food production

declines

2. increase in work at home and increase in the number

of children

3. therefore the status of women declines

4. exacerbated by other factors

a. Christianity

b. colonialism

c. capitalism

I. women in industrial society

j. women in global society

1. women and the green revolution

2. Shiva and Curtin

\

I. Ethnicity

A. Traditional definition

1. Shared language, religion, cultural practices

2. common history and national origin

B. Social construction of gender

1. ethnicity perceived differences of gorup

2. ethnic identity sense of self one experiences as

a member of an ethnic group

3. ethnic group category of people who see themselves

4. ethnic boundaries perceived cultural attributes which

distinguish

5. Example is social construction of ethnic group in

the Sudan

a. function of system of stratification

a. dominant society defines and ascribes

b. subordinate members accede to definition

and ascription

c. Fulani, or "fullata," later Takari

B. Nation-state and ethnicity

1. a soveriegn, geographically based state that identifies

itsefl as having a distinctive national culture and

historical experience

a. common descent

b. language

c. culture

d. territory

2. emergence of many nation-states has been arbitrary

a. based on colonialism

i. Africa 1885

ii. Middle East

b. geographical boundaries crossed ethnic

divisions

i. throwing groups together

ii. separating groups

iii. reinforced ethnic conflicts that existed

3. nation-state determines internal limits

a. language

b. education and history

c. ideology

d. cultural practices

C. Nation state and ethnic conflict

1. not necessarily natural and age old

2. an element of power struggle

D. Ethnic Violence in Rwanda

1. Rwanda was settle by cave-dwelling pygmies

whose descendants are calle the Twa peoples

a. marginalized and disenfranchised

b. make up today less than 1%

1. Tutsis and the Hutus

a. little is really known about their migrations

b. Hutus could be Bantu, Tutsis could be Nilotic

2. Tutsis and Hutus

a. share the same language Kinyarwanda( second

most widely spread in Africa next to Swahili)

b. follow the same religion

c. intermarry

d. interact economically, politically, and socially

3. Political culture

a. small chiefdoms

b. chiefs were called Mwamis

i. some Hutu some Tutsis

ii. fought toghere in Mwamis armies

4. through marriage Hutus could become Tutsis and

vice versa

B. Ethnicity

1. not really separate ethnic groups

2. the distinction: hutus were cultivators and Tutsis

were herdsmen or pastorialis

3. this distinction was the bais of hierarchy

a. cattle more valuable than produce

b.

4. pre-history of ethnic conflict

a. depends on whose telling it

b. history is told by powerful

C. Rwandan State

1. hierarchical with complex and highly organized

a. multi-layered military, political, civil

b. chiefs, sub-chiefs, sub-sub chiefs governors,

deputy governor

c also priests, tax collectors, clan leaders,

army recruiters

2. 1860 Rwabugiri came to power as Mwami

a. Tutsis in power

b. better of economically from this arrangement

c. Tutsis aristocrats, Hutus vasssal

E. Importance of Appearance

1. Hutus were stocky, round-faced, dark-skinned,

flat-nosed, thick-lipped, and square-jawed;

2. Tutsi lanky and long-faced, lighter skinned, narrow

nosed, thin lipped narrow chin

3. nature proved countless exceptions

4. however, ethnic ideology emerging, ideology of

antagonistic opposites

F. Race Science and the Importance of Appearance

1. John Hanning Speke 1863

a. Africa a world of "sorry Negroes" who could

possibly be save by England" brought out of the

darkness

b except for the "superior race' that he found

i. identified the Tutsis because of their

appearance

ii. must be lost Christians Hamitic myth

2. Became a German colony in 1885

3. Germany set up a colonial government of indirect

rule

a. kept Tutsis in power

b. reinforced their power over the Hutus

c. clearly defined as opposing ethnic identities

G. Belgian colonial rule

1. Rwanda given to Belgium after WWI

2. Belgium sent military and admininstrative personnel

3. an army of churchmen Rwanda most Catholic

country in Africa

4. race scientists

a. weighing Rwandans

b. measuring cranial capacity

c. measuring noses, foreheads

d. they discovered Tutsis superior, Hutus 'coarse"

and 'bestial"

5. Belgium and RCC

a. organizaing Rwandan on ethnic line

b. unlimited power of Tutsis

i. Hutu labor and taxation

ii. identity cards which labeled ethnic

identity

c. RCC schools discrimminatied

i. taught ethnocentrism

d. opportunities declined in all areas

e. Belgians made ethnicity the defining feature of

Rwandan existence

H. Rwandan Independence

1. Hutu Manifesto

a. argument for democracy

b. send Tutsis back to where they came

c. Hutuness

2. not democracy simply reversal

3. Nov 1, 1959 wide scale violence against Tutsis after

death of Hutu activist "The wind of destruction"

4. Belgium now encourage this "revolution"

5. Hutus in power

a. disenfrancishe Tutsis

b. take their homes and propert

c. organize more violence

6. Jan 1961 Belgium declares Rwanda a republic and

independence in 1962

7. UN: not a democracy, a racial dictatorship, and there

will be consequences

I. Ethnic cleansing 1994

E. Ethnic violence in the Middle East

1. Jews, Muslims, and Christians share the same

bibilical texts

2. historical conflict

a. Canaanites inhabited Palestine from

3000 BC to 1800BC

b. Hebrew people entered around 1800BC

c. Kingdom of David and

d. Jews are expelled in second century AD by

the Romans

e. Jews in Christian Europe

i. Christ killers

ii. pogroms

iii. exclusions

iv. massacres

v. heavily taxed

f. Muslim Arabs invade Palestine in 700AD

g. Jews, Christians, and Muslims in Muslim Spain

all got along

h. Christian Europe retook Spain

i. Jews fled to Middle East

ii. better off with Muslims

3. Ottoman Empire

a. made Palestine a province in 1516AD

b. Ottoman Land Code of 1858

i. changed traditional land use laws

ii. land had to be registered by owners

iii. wealthy and powerful in the Empire

used this new law to steal the land from

the Palestinians

4. Jewish Migration

a. nineteenth century early migration was not

hostile

b. after 1882 more conflict and violence

i. Jewish immigrants buying land from

absentee lanlords

ii. Jewish National Fund

5. Balfour Declaration

a. after WWI collapse of Ottoman Empire

b. England carves up ME

c. says that Palestine should be home to permanent

Jewish State

d. in 1919 American commission: this completely

violates the rights of Palestian self-determination

6. Partition into two states

a. rejected by the Palestinians

b. ben Gurion just a stepping stone to domination

of whole of Palestine

7. Declaration of Jewish State in 1948

a. Jewish population only owned 6% of land

b. Jewish population was

8. First war was fought

a. deliberate destruction of villages

b. massacres of populations

i.

ii.

c. 650, 000 flee

d. starving in over 60 refugee camps

9. Israel in UN

a. agree to Resolution 194 Dec 1948

a. right of return

b. homes and land back

c. internationalization of Jerusalem

d. passed 28x

10. Israel occupies the West Bank, and Gaza Strip 1967

a. Israel attacks occupies over 52% of land

in West Bank and 30% of land in Gaza Strip

a. violates International law by not withdrawing

Resolution 242 and the Geneva Convention

Article 49

i. occupation by IDF

ii. settlements over 150 populated by

400,000 settlers

iii. destroyed home, fields, orchards

b. creates an apartheid

i.source of 40% of Israel's water

ii. settlers get all they want

iii. roads connecting settlements

11. Israel supported by US

a.political support in UN

b. military aid of $2

c. $3 billion a year

12. United Nations General Assembly: serious and

increasing threat to international peace and security

13. Palestinians retaliate with

a. no army

b. occupied

c. terrorism

14. Israel and human rights

a. occupation

b. death squads

c. torture

i. UN Commission on Torture

ii. 850 annually

iii. violate Article 1 and 16

c. Israel and Human Rights cited by US

i.

ii.

15. No constitution

16. Recent Israeli human rights and international

violations

F. Ethnic violence in the former Yugoslavia

1. Muslims, Croats are eastern orthodox Christians, Serbs are catholic Chritians

a. Croats and Serbs speak same language

b. writing systems differ

2. in 1981 gradually breakdown of economy

3. exacerbated social relationships

4. emergence of ethnic conflicts

5. independent state of Croatia under fascist

6. Croat/Serb not ethnic to begin with

a. Serb media

b. Tudjman

G. Nation states and indegous people

1. small scale, relatively self-sufficient societies

distinguished by their cultures and languages, and

particularly by their historic contiunity to the land

2. the destruction of indigenous people has been

part of the legacy of colonialism and neo-colonialism

3. UN Declaration of the Rights of Indigenous Peoples

4. conflict between indigenous people and nation

states

H. Ethnicity in the US

1. immigration in the US ideology and conflict

a. excluded groups by "racial" typologies

i. Chinese

ii. southern Europeans

b. capitalism and immigration

2. assimilationist model

a. ethnic groups need to abandon their cultural

practices

b. and become Americans

3. melting pot model

a. immigrants will lose some of their cultural

differences

b. melt into a new American culture

4. Mosaic or sald bowl model

5. transnationalism

I. Kinship

A. Def Culturally defined relationship established on the basis f

blood ties and through marriage.

B. Importance

1. most important social bond

2. tied to economic system

3. independent

a. group formation

b. relationships between individuals is governed

by kinship norms

c. extension of kinship ties is the main way of

allying groups and incorporting strangers

i. consanguineal

ii. affilial

4. western society

a. nuclear family is kin group

b. wider kin group involved in celebrations and

inheritance

B. kinship system

1. def totality of kin relations, kin groups, and terms

for classifying kin in a society

2. kinship terminology is sytem of kinship terms in a

particular culture

C. rules of descent

1. descent group is a group of kin who are lineal descendants of a common ancestor, extending beyond

two generations

a. unilineal descent

b. patrilineal descent

c. matrilineal descent

d. bilateral descent

2. unilinear descent group members trace descent from

common ancestor

a. patrilineage

b. matrilineage

c. clan a unilineal kinship group whose member believe themselves descented from a common

ancestor

i. clans may not be able to trace their descent

ii. may be identified with a totem or feature of the natural environment with which they

closely identify and toward which they

behave in a certain way

iii. marriage within clan can create problems

3. patrilineal descent group

a. person male or female belongs to the descent

group of the father

b. excluded is sister's children and man's daughter's

children

c. inheritance from father to son

d. succession of office and medicine bundle

e. patrilocal rules of residence

f. wife is subordinate

4. matrilineal descent group

a. most important male role is mother's brother

i. figure of authority and respect

ii. children of a man's sister are his heirs

and successors

b. in marriage man gains political and economic

control over wife but not children

c. children belong to mother's descent group

d. tend towards matrilocal residence

e. can have matrilineal clans that extend over

many villages

5. double descent

a. person belongs to both the patrilineal groups

and the matrilineal group

b. different areas of society eg yako of Nigeria

i. patrilineage farm and property

ii. matrilieage religious perpetuation and peace

6. nonunilineal kinship (cognatic)

a. kindred a unique kin network made up of all the

people related to a specific individual

D. classification of kinship

1. one of the most important regulator of behavior in

most societies

a. rights and obligations

b. ways of acting

2. principles

a. generation

b. relative age

c. lineality vs collaterality

d. gender

e. consanguineal versus affinal kin

f. sex of linking relative

g. sid of the family

3. six systems

a. Hawaiian

b. Eskimo

c. iroquois

d. Omaha

e. Crow

f. Sudanese

I. Yup'ik Eskimos

A. Rich coastal environment of Nelson Island

B. they view animals as nonhuman persons

C. Tradionally viewed the relationship between humans and

animals as collective reciprocity

1. animals gave themselves to the hunter in response

a. to the hunter's respectful treatment of them

as persons in their own right

i. respect is understood as both love and fear

ii. takar (to be shy of, respectful for,

intimidated by

b. as humans animals also had souls

i. sould is life force

ii. stays close to body for time after death

iii. before it goes to extraterrestial realm

for rebirth

2. both animals and humans participate in a cycle of

birth and rebirth

a. cycle was contingent on right action and thought

b. by both self and others

3. also in the past inanimate objects were thought to

have souls

B. Both animals and humans possess a awareness or consciousness which allow them control over their own destiny

1. experience through life is a key in controlling one's

destiny

2. from experience comes understanding for both

animals and humans of an elaborate set of rules

a. for living

b. which define action between humans and

humans and non-humans

3. especially important

a. rules for hunting were rules of respect that if

not followed would mean the animals would not

give themselves to the hunter

C. Animals and humans

1. some believe animals are humans in disguise

a. speak, marry, live in sod houses

b. take part in material culture

2. some believe animals are transformed humans i.e. the wolverine and descended from humans

3. animals take human form the wolf, but give itself

away by bone crunching

4. animals act like humans

a. playing dancing

b. mice cleaning house in spring

c. sensibilities

I. Culture and Technology

A. Cultural Transformation in Western Society/Culture

1. Enlightenment: from Luther to Nietzsche

a. reformation 16th century to WWI

b. over long period of time

2. Revolutionary transformations of the Institutions

and world view of western society

a. economic, political, marriage and family,

education, religion

b. worldview or way of life

3. Causes

a. internal

i. Protestant reformation

ii. modern science and technology

b. external

i. wealth from colonialism

ii. ideas from encountering new people,

the Iroquois Confederacy

B. pre-Enlightenment worldview and social organization

1.

Great Chain of Being

a. Christian God created the a hierarchy of

being

b. everyone had their place and their was

little social mobility

c. worldview was supported by an unchallengeable

church doctrine

d. Catholic church was the most powerful instituion

i. priests mediated the Word of God

ii. those that differed in belief were heretics

iii. Church used forced to compel belief

iv. Inquisitions identified heresies and punished heretics

2. Technology

a. human and animals as source of power

b. plows

c. reuse land, irrigation

d. masonry

i. huge cathedrals

ii. walled cities

C. Social Institutions were legitimized by the religious

world view and the church

1. The political system was a kingship supported by

the church

a. political authority was by divine right

b. a modified theocracy

2. The economic system was feudal and a reflections

of the order of being

a. extensive agriculture

b. labor

i. subsistence

ii. tribute or taxation

c. land use was commons

3. Marriage and family

a. arranged marriages

b. nuclear family

c. kinship most important in upper class

4. Religion

5. Education

a. upper class learned how to be upper class

i. nobles

ii. priests

b. peasants learned skills

D. The Revolution of the Enlightenment

1. World view and authority of Church is challenged on

three fronts

a. Protestant Reformation

i. authority of the Catholic church

ii. role of the priest

iii. justification by faith

iv. unmediated relationship of person

to God

v. corruption of Church

b. idea of democracy

i. challenges kingship

ii. religion as the basis of power

iii. people as soveriegn

c. science and technology

i. authority of the church

ii. challenges church's interpretation

of natural world

iii. natural world functions according

to the laws of nature which are discoveable

iv. can be mathematized which allows

calculation, predictions, technological

development

v. give human beings power

vi. challenge is won by science on the

basis of the new inventions

2. Capitalism and industrialization (technology applied

to production) cause a breakdown in the feudal

economic system

E. A new ideology takes the place of the Great Chain of

Being The Ideology of Progress

1. Western culture's new sacred narrative is the

Ideology of Progress

2. Society, or more specifically western society, is

progressing because of scientific and technological

development

3. Ongoing scientific discoveries lead to technological

inventions that make society better and

a. it is irreversible

b. no culture would want to go back

4. The free market of capitalism creates the cultural

environment that motivates scientific discovery

and technological development.

a. rewards discovery and innovation

5. Western society and culture is the most advanced in

terms of progress

a. other societies are developing along the same

trajectory or

b. merely primitive doomed to pass away

6. Scientific knowledge is the model for all knowledge, if

it isn't empirically verifiable it is opinion or superstition

7. all aspects of social and cultural life can benefit from

scientific and technological insights

8. the results will be a utopian society

a. a moral and emotional and material technopia

b. Jetsons 1050s

c. if you are skeptical

i. genetic engineering will solve hunger and

disease

ii. a MDS and Star Wars system will make us

secure

iii. computers will link us together in a

global village of information, knowledge and consumption

iv. drugs will make us able to cope

F. Technology and Non-material culture

1. The Ideology of Technology is ethnocentric

a. sees all cultures as lesser reflections of

western culture, the model

b. sees world history as history of western

culture

2. The Ideology of Technology ignores:

a. relationship of technology and power

b. unintended and unanticipated and irreversible

consequences of technology

c. cultural hubris which may be self-destructive

G. Historical particularlism, cultures are different

1.. tool- using cultures

a. technological development is limited by

non-material culture, world view, beliefs

b. technology in these cultures is developed

to solve specific problems

c. or to serve symbolic culture, pyramids,

walled cities, churches in Middle Ages

d. without diffusion these cultures would not

change that much

e. no evidence that cultures are developing

in some universal trajectory of progress

2. technological diffusion is not progress but threat

to these cultures

a. Yir Yoront Austrialian Aboriginies

i. Cape York Pennisula

ii. hunter gatherers

iii. tool is polished stone axes with short

handles

iv. Europeans gave them steel axes because

they were better oops save time, improve

life

b. Stone Ax embetted in the culture and institutions

of Yir Yoront society

i. possession and skills in making reinforced

social roles and system of stratification between men and wome, young and old

ii. established trading relations with other

groups which included celebrations

iii. was a clan totem and part of the sacred creation myth

iv. introduction of steel ax undermined

social relationships, beliefs, long time

trading relationships

v. caused a breakdown in cultural life

c. Kaipo or Kaypo in Brazil

d. Yanomamo and the shot gun

3. no evidence that once a technological development is introduced that it would necessarily

be embraced

a. gun vs sword in Japan

i. no guns in Japan when USS Vincennes

arrived in 1855

ii. strange because guns had been introduced

as early as the sixteenth century and were

known throughout Japan by the middle of

the century

iii. by 1575 they were the dicisive weapon

in battle

iv. 1597 japanese agreed with Euros that

progress in weapons meant better killing

iv. resistance to guns emerged from the

samuai or warrior caste

v. samurai were armed with two swords and

depended in battle on skill and courage

vi. this was overshadowed by the gun

vii. two reasons could be kill or be killed with

very little training, a peasant could kill a samurai

viii. bravery was not a virtue

ix. from 1603 onward a gradual abolition

of guns

x. by about 1725 no guns

xi. return of guns, external threats

xii. rebellion of 1877 forty thousand Samurai

vs Japanese militaray

4. Technology and power and consequences

a. television

i. social change

ii. power

b. Fordism

i. social change

ii. power

c. technologizing health care

i. hi-tec health cure not health care

ii power

d. genetic progress

i. food

ii. disease

iii. genetic prospecting

iv. cloning

e. military weapons

i. power

ii. unintended

iii. irreversible