



Introductory Anthropology

ANSO.103.03 || Fall 2021

T & R || 11am – 12:15pm

Clough 204 or <https://rhodes.zoom.us/j/96862438205>

Instructor: Laura Leisinger || leisingerl@rhodes.edu

Office: Clough 207 || Office Hours: W 10am – 12pm

By appt, on Zoom: <https://rhodes.zoom.us/j/9494237642>

Required Text:

- *Essentials of Cultural Anthropology: A Toolkit for a Global Age, 3E* by Kenneth Guest
- All additional readings or media will be made available or under “Course Files” and will be linked in “Modules” on Canvas.

Course Description:

This course is designed to provide an overview of major concepts in the study of anthropology. Through readings, discussions, and films or other visual media, we will examine how anthropological concepts and methods can be used to understand human similarities and differences. Awareness of the anthropological perspective means challenging our own assumptions and cultural preconceptions about ourselves, other peoples, and the world around us. Using ethnographic case studies of cultures from around the world and in the U.S., the class will examine some critical areas of anthropological knowledge, including social inequality, gender, race, ethnicity, and nationalism. The goal is to reveal our own cultural biases and explore other ways of living and knowing practiced by peoples here and around the world. In the past, anthropologists usually studied distant and “foreign” peoples, the more different from “us” the better. We will look at this “we/they” dichotomy in the context of today’s increasingly interconnected world and explore what happens when anthropological tools are used not only to look at the “other,” but in the analysis of our own complex, diverse society.

Course Objectives:

The principal goal of this course is to enable students to develop the ability to think critically about the world around them while also learning to appreciate and understand cultural difference. While providing an overview of key topics and debates in cultural anthropology, the course aims to help students develop the abilities to understand the complex variety of factors – including culture, history, power, politics, and social inequality – that influence and impact the lives of humans around the world.

Student Learning Outcomes:

Upon completion of the course, students should be able to:

1. Understand how anthropology is used to investigate the human condition; and to formulate basic questions about the nature of social organization and institutions.
2. Develop analytical skills to abstract from their daily lives through the lens of anthropological concepts.
3. Understand the role played by factors such as race, language, art, gender, ethnicity, economic status, kinship, marriage, and globalization in influencing human social interaction in the past and the present.

How to Succeed in This Course:

- *Do the readings.* To successfully complete this course, you must carefully read each assigned chapter and article. Every class, you must come prepared with two, written, thoughtful questions about the readings.
- *Make your own list of **key terms**.* Keep a running list of terms and definitions for each reading, film, or lecture.
- *Come to class and be ready to participate.* Each of your contributions are a vital part of making our class a successful learning environment and experience. Lectures and discussion will introduce material for which you are responsible not covered by the course readings.
- *Turn in everything on time.* I will not accept late assignments. Deferments may be accommodated, but must be discussed with me at least three days before a due date.
- *Take notes* on important concepts, issues, and questions as you do each reading and follow lectures and discussions. For each reading/lecture/film, try to answer Who, What, Why, and How Is This Relevant questions. If you're not sure, ask!
- *Attend office hours* to review course material, clarify assignments, and review graded assignments. This will be very helpful if you wish to improve the grades you are receiving.

Course Policies:

1. *COVID-19 mask policy.* We must do our best to keep others safe. Please wear a mask, fully covering your nose, mouth, and chin, and wash your hands before coming into the classroom. If you are not wearing your mask properly, I will remind you. If you repeatedly wear your mask improperly, I will ask you to leave the session. If you need to take a sip of water during class, you may briefly remove your mask to do so, but you should immediately place your mask back on your face.
2. *Course meetings.* We will be meeting synchronously Tuesday and Thursday, from 2pm - 3:15pm in Clough 204, and/or virtually through Zoom.

***Depending on how the situation with COVID-19 infections develops, we may divide our time between the classroom and Zoom meetings, or need to switch fully to virtual meetings. We are likely coming from different perspectives and sensitivities to COVID-19, but we will do our best to do what makes sense for us as a group.

3. *Be prepared.* Because of the content of cultural anthropology, it is very likely that you will encounter some ideas and perspectives that do not align with your experiences, the way you've been trained to see the world, or your personal beliefs. Be prepared to not always be comfortable. Together, we will create a space to try out new ideas, to discuss and debate them. It is often through disagreement that we reach deeper understanding. The best ways to engage new concepts is to do so with an open mind.
4. *Attendance is mandatory.* You are permitted three excused absences (documentation required). Missing more than four sessions, excused or unexcused, will give you a failing grade. More than one unexcused absence or two excused absences will result in points deducted from your final grade (5 points per unexcused absence, 3 points per excused absence). Three late arrivals are equivalent to one unexcused absence.

5. *Plagiarism and cheating are absolutely not permitted.* Plagiarism means copying another person's work without giving them proper credit. If you use someone else's words, you must cite them properly. Turning in work that is not your own is a violation the Rhodes Honor System. It will result in a grade of F for the assignment and will be reported to the Honor Council.
6. *Students with disabilities will be accommodated.* Please email me to discuss your individual needs.
7. *Respectful Interactions.* It is essential that we treat each other with respect and consideration. Some issues that we discuss in class are controversial and evoke emotions. Emotions like frustration and confusion are real and legitimate, but they must be tempered with respect. No disrespectful language or behavior will be tolerated. This includes personal attacks, racist, homophobic, or otherwise inappropriate language. While we do not have to agree with each other, we do have to behave respectfully. This is a requirement for all of us, including me.
8. *Technology and Media.* Appropriate classroom etiquette means cell phones or other distracting electronic devices will not be used during class sessions. You are not permitted to take pictures, audio or video recordings of class lectures or materials. Laptops and tablets are permitted provided they are not bothersome to other students. I reserve the right to deny you use of your device if it becomes distracting.

***If and when we meet virtually, we will of course be using electronic devices to communicate with each other. In this case, I request that you turn your cameras on and be in a room where other people are not present, if possible. If other people are present, please use headphones. Pedagogical studies have shown that **both** student and teacher do much better when students have cameras on.

9. *Communication.* The best way to reach me is via email (leisingerl@rhodes.edu) or in person during office hours. Please note our course **and our section number** in your message. Be professional in your emails and use appropriate greetings and language. Make sure to include (a) a relevant and meaningful subject line (e.g. "Question about Assignment 3"), (b) a suitable greeting, and (c) your full name at the end of the email. I will do my best to answer emails as soon as possible, generally within a 48-hour window.

Students are expected to regularly check Rhodes College email addresses for important course announcements. You will not be excused for missing an assignment or announcement because you did not check your email.

If you are struggling with anything related or unrelated to the course that is hindering your ability to succeed, please let me know as soon as possible so that we can work around it. You do not need to give me lots of details.

10. *The syllabus is subject to change at the instructor's discretion.* Depending on how the sessions proceed, the reading schedule may be reorganized as need be. If due dates change, they will always be changed to a later date, never an earlier one.
11. *Grades.* See the grading scale below.

- If you have a question about why you received a grade, you must first read your feedback and the grading rubric.
 - I will **not** negotiate grades, but I will always make myself available to you to explain how to improve your future grades.
 - For short questions about grades, use the Canvas Gradebook comments. For longer questions, please attend office hours.
12. *Distressing content.* Some of our course material will be uncomfortable, even anger-making, even if they are not triggering to you. Take care of yourself as you engage this material. Let's try to think about our class work as a space to be brave, rather than staying safe. Keep in mind that discomfort can lead to learning and change.
 13. *Student privacy.* Students are encouraged to seek information on student privacy. FERPA (Family Educational Rights and Privacy Act of 1974) states: The purpose of the Family Educational Rights and Privacy Act is to afford certain rights to students concerning their educational records. The primary rights afforded are the right to inspect and review the educational records, the right to seek to have the records amended and the right to have some control over the disclosure of information from the records.
 14. *Technical Issues.* If you are unfamiliar with or have technical difficulty using Canvas, please consult <http://guides.instructure.com/>. You can also contact Rhodes College Information and Technology Support: email helpdesk@rhodes.edu or call 901-843-3890.
 15. *University/Local/Etc. Emergencies:* In the event of an emergency, it may be necessary for Rhodes College to suspend normal operations. During this time, Rhodes may continue delivery of instruction through methods that include but are not limited to: Canvas, Zoom, and email messaging and/or an alternate schedule. It's the responsibility of the student to monitor the Canvas site for each class for course specific communication, and the main Rhodes College websites, and personal emails for important general information.
 16. *Religious Preference Policy:* Students who anticipate a conflict with attendance or a due date due to a religious observance must notify the instructor at the beginning of the semester.

Student Resources:

- *The Writing Center* is a free resource for Rhodes College students. At the WC, a trained writing consultant will work individually with you on any level of writing, at any point in the writing process, from brainstorming to citation to editing. Appointments can be made at <https://www.rhodes.edu/academics/majors-minors/english/writing-center>.
- *Peer Tutoring:* Regarding this specific course, peer tutoring may help you with time management or writing. Visit their website at <https://sites.rhodes.edu/academic-and-learning-resources//programs/meet-peer-tutor> for more information.
- *Student Accessibility Services (SAS)* aims to help provide appropriate and confidential academic accommodations for students with disabilities. Those in need of academic accommodations for a disability are responsible for registering with SAS. Students should give reasonable notice prior to requesting an accommodation and every effort will be made to make an accommodation in a timely manner. A letter from SAS must accompany this request. Refer

to <https://www.rhodes.edu/student-life/services-and-support/student-accessibility-services> for more information on the responsibilities of students with disabilities.

- *Gender-Based Crimes*: Please be aware that Rhodes faculty must report incidents of gender-based crimes including sexual assault, sexual harassment, stalking, dating violence and domestic violence. If you disclose in class, in papers, or to me personally, I am **required** to report it to the Interim Title IX Coordinator, Inez Warner, who will contact you to inform you of your options and available resources. If you do not want a report to be made to the Interim Title IX Coordinator. The Student Counseling Center (901-843-3128), the Student Health Center- (901-843-3895), and Chaplain Beatrix Weil (901-843-3822) are resources where you can talk about such situations and receive assistance confidentially.

Course Grades and Expectations: Final course grades will be based on participation in and preparedness for class, written assignments, and exams. You can access your scores at any time using “Grades” in Canvas.

Attendance and Participation	15%
Written Assignments (6)	30%
Exam 1	15%
Exam 2	20%
Exam 3 (Final)	20%

Discussion questions:

Every day our class meets, students must prepare two, written, open-ended questions about each text or media assigned for that session to open up discussion on a concept or phenomenon, or to elaborate on the discussions of our readings. I may call on students to share their questions with the group, or ask you to turn them in. These will count as part of the participation grade.

Written assignments:

In this class, I want you to develop as an anthropological thinker. I don’t want you to develop into *me*. Nothing great was ever said or written just because it was what someone thought someone else wanted to hear. I will never, ever reduce your grade because you based on your political views, only upon your demonstration of commitment to critical thinking and learning. I hope this class is an opportunity to rethink you inherited and acquired views and to learn about varied histories, and to develop new perspectives if you choose. That said, you must back up your points *using the material*, and with clarity, not simply because you have experienced something differently from our content. In fact, if you do encounter such a tension, it will often be productive for learning to explore it in your writing.

Students will have five writing assignments throughout the semester to be submitted on Canvas through Turnitin. Four will be reflective essays, which must be short and tightly written with 1 inch margins, Times New Roman, double-spaced. For these assignments, students will be provided questions to which they should respond analytically to course material, and *not with summary*. Students will also do a longer “fieldwork” assignment which they must write about analytically. Specific rubrics for each assignment will be provided separately.

There will be several small activities throughout the semester, such as taking and uploading a picture, posting questions on Canvas, or filling out surveys. Completion of these assignments will count toward your participation grade.

Exams. Exams will not be cumulative, be open-book, and administered on Canvas. They will be available for periods of 24-40 hours. We will always have room for review in discussion boards on Canvas.

Attendance and Participation. I am sensitive to each of us having different levels of comfort sharing thoughts, questions, and opinions in a group. This class involves discussion, and a successful learning environment does hinge on everyone's participation in the classroom. While I ask that everyone speak, this also means that I may ask voices heard more often to give room to those heard less often. Participation can include attending office hours. See attendance policy above.

Grading Scale

93-100 = A	90-92 = A-	87-89 = B+
83-86 = B	80-82 = B-	77-79 = C+
73-76 = C	70-72 = C-	67-69 = D+
63-66 = D	60-62 = D-	0-59 = F

Important Dates

Aug 29	Assignment 1 and Welcome Survey due	Nov 9	Exam 2 due
		Nov 20	Family survey due
Sept 19	Assignment 2 due	Nov 28	Assignment 5 due
Sept 26	Exam 1 due	Dec 5	Assignment 6 due
Oct 10	Assignment 3 due	Dec 8	Exit survey due
Oct 11	Mid-semester survey due	Dec 14	Exam 3 due
Oct 24	Assignment 4 due		

Course Schedule

8/26 Welcome and introductions
Welcome survey, Assignment #1 due by 8/29 at 11:59pm

Culture and Anthropology

- 8/31 What is anthropology?
Read: Miner, H. "Body Ritual among the Nacirema." (CANVAS)
Guest, Chapter 1 (CANVAS)
- 9/2 What is culture? contd...
Read: Guest, Chapter 2 (CANVAS)
Watch: Richard Kish clip (CANVAS)
- 9/7 What is culture?
Read: Abu-Lughod, L. "Do Muslim Women Need Saving?" (CANVAS)
- 9/9 What methods do anthropologists use to study people?
Read: Guest, Chapter 3 (CANVAS)

Linguistic Anthropology, Language & Power

- 9/14 How do humans structure language, and how does language structure us?
Read: Guest, Chapter 4
- 9/16 Does language shape the world around us?
Read: Lippi-Green, R. "The myth of the non-accent." (CANVAS)
Assignment 2 due by 9/19 at 11:59pm
- 9/21 **Watch "in" class:** *The E-Word: Ebonics, Race, and Language Politics*. Streaming via the Rhodes College Library
- 9/23 Language continued
Exam 1 due by 9/26 at 11:59pm (CANVAS)

Race & Ethnicity

- 9/28 How do race and ethnicity operate in our world?
Read: Guest, Chapter 5
Watch: Rick Kittles. The Biology of Race in the Absence of Biological Races – 16 mins. (CANVAS)
- 9/30 Race & ethnicity continued
Read: Smedley, A. "The History of the Idea of Race." (CANVAS)
- 10/5 **Watch "in" class: 13th**
- 10/7 Race & ethnicity continued
Read: Byers. "Woman Unhappy with Care at St. Mary's" (CANVAS)
Watch: Ritchie, A. Invisible No More lecture – 23 mins. (CANVAS)
Assignment 3 due 10/10 by 11:59pm
Mid-semester survey due 10/11 by 11:59pm

Gender & Sexuality

- 10/12 Why do gender differences seem to matter so much?
Read: Martin, E. "The Egg and the Sperm." (CANVAS)
- 10/14 Sex/gender/sexuality
Read: Fausto-Sterling, A. "The Five Sexes Revisited." (CANVAS)
(Recommended reading: Guest, Chapter 7
Upload picture by 10/16 by 11:59pm
- 10/19 NO CLASS – FALL RECESS
- 10/21 Sex/gender/sexuality continued
Read: Guest, Chapter 8
Watch: Hil Malatino on Intersex – 31 mins+ (CANVAS)
Assignment 4 due 10/24 by 11:59pm

10/26 Sex/gender/sexuality continued
Read: Vine, D. Base Nation excerpts (CANVAS)

Nationalism & Migration

10/28 What do nationalism and national borders have to do with anthropology?
Read: Guest, Chapter 6

11/2 Nationalism and zombies
Read: TBA (CANVAS)

11/4 Nationalism & Migration continued
Read: De León, J. excerpts from the Land of Open Graves (CANVAS)

11/9 **EXAM 2 due 11/9 by 11:59pm**

Power, Class & Inequality

11/11 How are culture and inequality related?
Read: Guest, Chapter 10

11/16 Power/class/inequality continued
Read: Guest, Chapter 12

11/18 Power, inequality and illness
 Guest speaker: Dr. Mika Kadono
Read: Lockhart, C. The Life and Death of a Street Boy in East Africa (CANVAS)
Family survey due 11/20 by 11:59pm

11/23 NO CLASS

11/25 NO CLASS
Assignment 5 due by 11/28 11:59 pm

Family & Kinship

11/30 What makes a family a family?
Read: Guest, Chapter 9
 “Unconditional Love: is devotion to pets a cultural universal?” (CANVAS)

12/2 Kinship continued
 Guest lecturer: Dr. Matthew Rooney
Read: “House and home” (CANVAS)
Assignment 6 due 12/5 by 11:59 pm

12/7 Finishing up and review

FINAL EXAM due 12/13 by 1pm