

## **Anthropology 2: Introduction to Cultural Anthropology**

Instructor: Elizabeth Hare

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Miller 106

Office hours: Tuesdays and Thursdays 12:15-1:15pm, or by appointment

### Course Overview:

Cultural Anthropology is a discipline that explores human cultural diversity. Until the 1970s, cultural anthropologists primarily studied and wrote about “primitive” or “pre-modern” peoples and places that seemed increasingly to be on the brink of extinction. These days, most cultural anthropologists now study and write more about “emerging worlds” rather than the “vanishing cultures” of “pre-modern” people.

Today, cultural anthropology encompasses many widely different units of study (community, tribe, nation, network, performance, food practice, memory, commodity chain, artistic genre, sexuality, race, diaspora, scientific lab, NGO, mind, sleep, religious idiom or practice, social movement or encounter), across a variety of scales (global, regional, or local; everyday life, or historical). The discipline occupies the zone of overlap between the social sciences and the humanities, and as a result, we will explore a range of methodological approaches and writing styles.

In this course, students will read and discuss a variety of contemporary work in cultural anthropology, as well as selections of classic anthropological texts. In the process, students will be introduced to elementary concepts of cultural analysis, the basics of anthropological method (fieldwork) and genre (ethnography), cultural variation and a diversity of perspectives from near and far, and some of the anthropologists who have studied them.

### Required Texts:

There is one required book for this class:

Kawa, Nicholas *Amazonia in the Anthropocene*

It is available in the Huntley bookstore, as well as online from a variety of booksellers.

In addition, there are a number of articles in .pdf format available for download in the resources folder of the class Sakai site.

## Grading and Assignments:

**Participation and Attendance (20%)** – Attendance is crucial. Students are expected to attend all classes and to regularly participate. Students are expected to come to class having done a close reading of the assigned texts and are expected to actively listen to lecture and be prepared to participate in discussions.

This is not a lecture course. While there will be introductory lectures to introduce particular topics, most class sessions will require your participation and the quality of the class will depend on students' contributions. Discussions may take different forms and you are expected to contribute to both large and small group discussions in ways that demonstrate that you have thought critically about the readings and films. This means that your success in this course depends on your completing the reading before each meeting. You should bring the readings to class with you as we will refer to them in our discussions. I may occasionally call on you to respond to a question or comment, give impromptu quizzes on the readings, or assign small homework assignments based upon class readings. All of these are considered part of this component of your grade. Engaging in non-course activities such as texting, chatting, or sleeping will negatively affect this component of your grade.

Attendance will be taken and it is your responsibility to make sure that your presence is recorded. Valid reasons for missing class include serious illness, a family emergency, or religious observance. Missed work must be made up regardless of the excuse. It is your responsibility to get the notes from any classes you miss from a classmate and read them before coming to discuss the missed class with me.

**Reading Responses (30%)** – A total of 10 responses are due throughout the semester. Responses are to be typed and two pages double-spaced or one page single-spaced, using a 12-point standard font and 1" margins.

The purpose of the reading response paper is to learn how to make a synopsis, or summary, of the main argument of a reading assignment and to think analytically about that thesis. Reading response papers also encourage you to take the time to review the reading assignment, to think about what you read before you come to class, and therefore to enter into class discussion having already outlined several main issues. A reading response paper should address all of the reading for that day's assignment.

The response paper should consist of two paragraphs. The first paragraph should be a brief summary of the main argument of the reading. It should answer such questions as: What is the author's argument? How does the author argue about the role of culture? How does the author argue about change (or no change)? Whom is the author arguing against and why? Which individuals or groups does the author focus on? How does she/he conceive of the process of creating cultural meaning about beliefs and social relationships? Where do power and inequality lie in these cultural processes? (You do not need to answer all of these questions, but you should use them as guidelines.)

The second paragraph should be your reflections upon the reading. What did you think was particularly striking or important in the reading? How does this author's approach to culture

compare with other authors' approaches we have read in the course? What are some of the other connections you can make between these texts and other texts we have read?

On many days there will be multiple readings assigned. In that case, you should choose one text as your primary text for the purposes of the response paper. Your first paragraph will focus on it. In the second paragraph you **must** draw substantive connections between the primary text that you chose and the other assigned texts for the day in order to receive full credit.

One important rule: do not use any direct quotations from the text. This should all be in your own words. Also, I care a great deal about proper grammar and spelling. These reading response papers are due at the beginning of class. Late responses will not be accepted; they defeat the purpose of the assignment.

### **Kinship Paper (25%)**

Pair up with another student in the class and interview them about their kinship network. They will interview you about yours. Based on the interview you did, make a kinship chart for your interviewee that includes up to 4 generations depth and width, including aunts, uncles, cousins, and their children on both sides of the family. Your informant will be "Ego" in your chart (see ecommons for kinship chart examples). In addition to the diagram, you must write a 3 page paper about your findings and thoughts, drawing on your interview, your kin network, lectures, and reading.

In the process of doing this exercise you will likely run into questions about what's "in" the kinship system and what's not. When these questions arise, are you looking at things that you would like to be considered kinship but aren't (yet?) by most Americans? Or relations that used to be outside some sort of consensus about what kinship (or "family") is but are moving inside the consensus system? Or are they evidence that there are competing versions of what counts as kinship and what doesn't?

In addition to the paper itself, you are expected to present your research in class during week 9. These will be brief (5 minute) presentations, during which you will share the kinship diagram you made and you will explain your findings to the class. **Papers are due March 9<sup>th</sup>.**

### **Ritual Paper (25%)**

Describe and analyze a daily ritual as a site of cultural production. "Daily" or "everyday" may mean you do it every day but not necessarily; it means that you do it regularly or repeatedly and that it is part of your everyday life, not something set aside as sacred or very special. The ritual does not have to be something you do – it can be a ritual done by someone else or others – but you must have quick and easy access to its practice.

Examples: A bath or shower. Prayer, meditation, or reading a sacred text. A meal or preparing a meal. Walking the dog. Putting on make-up. Shaving. Getting ready for bed. Reading the newspaper. Watching a favorite TV show. Studying. Attending a class. Greeting friends. Grocery shopping. Smoking a cigarette. Exercise routines. Diets. Snack time. Facebooking. Making/drinking tea or coffee. Keeping a journal. Taking insulin. Flirting. Hooking up. Dating. Hanging out. Partying. Talking to your family on the phone. Seeing a therapist. Routines related to a job.

In this 5-page paper you should draw on course materials in order to:

- Provide a working definition of a ritual.
- Explain what elements of the “daily ritual” you have chosen qualify it as a “ritual.”
- Describe the ritual process in some detail based on close participation, listening and observation, and careful note-taking.
- Discuss *how* it produces a cultural sensibility, sense of self, or relationality.

**Ritual Papers are due May 9<sup>th</sup> at 5pm on Sakai. SENIORS: Ritual Papers due May 2<sup>nd</sup> at 5pm on Sakai.**

Both the Ritual Paper and the Kinship Paper should be double-spaced, in a standard 12 point font with 1” margins. There must be a minimum of 5 scholarly citations, of which no fewer than 3 should be texts assigned in this class. Parenthetical citations should be used according to the AAA guidelines (available on Sakai).

## Policies:

In this course we will be reading and discussing material that may be challenging both academically and personally. This requires us to be open-minded and listen to one another; above all, it is crucial to maintain respect in all classroom interactions. You will encounter new ideas through the course materials, and you will learn to look at old ideas in new ways.

If you are not clear about something that was discussed in class or that was in the readings, it is important to ask. Attend office hours or make an appointment with the instructor. We will be covering a lot of material; don't fall so far behind that it becomes difficult to catch up.

Academic dishonesty, plagiarism, and cheating will not be tolerated and will be prosecuted in accordance with the student handbook. It is your responsibility to make sure that you are familiar with and understand college policy on this. You must clearly identify and credit all information taken from any published sources, the internet, other student's papers, your own papers, or class lectures and sections. Plagiarism and cheating on exams can result in your failing the assignment and/or failing the course.

You are responsible for checking the course Sakai website regularly for announcements. Please do not hesitate to see me during office hours for any reason related to this course. You may also schedule an appointment at some other time if your schedule requires it – the best way to schedule an appointment is either at the end of class or via email.

## **Grading**

In this course, work that fulfills the basic requirements for an assignment in an adequate manner will receive a "B." In order to receive an "A" grade, work must demonstrate exceptional critical thinking and innovation. Grades are not subject to negotiation. I am happy to discuss your graded work with you under the following two conditions: 1) You must first read my comments, think about them, and wait 24 hours before coming to see me in my office hours or by appointment; 2) Your motivations for discussing your graded work should be in order to better understand why you received a particular grade or to learn how to do better next time.

**No late work will be accepted for credit.**

No incompletes will be granted for the course except in cases of valid and documented emergencies and prompt notification.

**There is no extra credit available.**

## **Special Needs**

Scripps students seeking to register to receive academic accommodations must contact Academic Resources and Services (ARS) at [ars@scrippscollege.edu](mailto:ars@scrippscollege.edu) to formalize accommodations. Students will be required to submit documentation and meet with a staff member before being approved for accommodations. Once ARS has authorized academic accommodations, a formal notification will be sent out.

A student's home campus is responsible for establishing and providing accommodations. If you are not a Scripps student, you must contact your home institution to establish accommodations.

Below is a list of coordinators on the other campuses:

- CMC - Julia Easley , [julia.easley@claremontmckenna.edu](mailto:julia.easley@claremontmckenna.edu)
- Harvey Mudd – Deborah Kahn, [dkahn@hmc.edu](mailto:dkahn@hmc.edu)
- Pitzer- Gabriella Tempestoso, [gabriella\\_tempestoso@pitzer.edu](mailto:gabriella_tempestoso@pitzer.edu)  
and Danny Hernandez, [Danny\\_Hernandez@pitzer.edu](mailto:Danny_Hernandez@pitzer.edu)
- Pomona - Jan Collins-Eaglin, [Jan.Collins-Eaglin@pomona.edu](mailto:Jan.Collins-Eaglin@pomona.edu)

### **Contacting Me**

I highly encourage students to meet with me during my scheduled office hours to address questions about the class or to discuss anything in more detail. I respond to emails within 24 hours, except for emails received on Fridays (which I may respond to by the following Monday).

Class Schedule:

**Week 1**

**What is Cultural Anthropology?**

**January 17**

*Doing Ethnography* (film clip)

Discussion of course expectations and assignments.

**January 19**

Miner, Horace "The Body Ritual of the Nacirema"

Bohannan, Laura "Shakespeare in the Bush"

Delaney, Carol "Disorientation and Orientation" in *Investigating Culture*  
(film clip) *Babakueria*

**Week 2**

**Colonialism, Indigeneity & Otherness**

**January 24- NO CLASS -**

(film) *Bronislaw Malinowski: Off the Veranda*

**January 26**

Sharp, Lauriston "Steel Axes for Stone-Age Australians"

Rosaldo, Renato "Imperialist Nostalgia"

**Reading Response #1 Due**

**Week 3**

**January 31**

Geertz, Clifford "Deep Play: Notes on the Balinese Cockfight"

**February 2**

Abu-Lughod, Lila "Do Muslim Women Really Need Saving?"

**Reading Response #2 Due**

**Week 4**

**Identity and Power**

**February 7**

Ahmadu, Fuambai "Rites and Wrongs: an insider/outsider reflects on power and excision"

Turner, Terence "Representing, resistance, rethinking: historical transformation of Kayapo culture and anthropological consciousness" in George Stocking, *Colonial Situations*

(film) *The Kayapo: Out of the Forest*

**February 9**

Eriksen, Thomas "Introduction" *Globalization*

Anderson, Mark "Bad Boys and Peaceful Garifuna"

**Reading Response #3 Due**

**Week 5****February 14**

Jenkins, Richard "Rethinking Ethnicity"

Hartigan, John "Remembering White Detroit: whiteness in the mix of history and memory"

**February 16**

Greenhouse, Carol "Signs of Quality: individualism and hierarchy in American culture"

Cattellino, Jessica "The Double Bind of American Indian Need-Based Sovereignty"

**Reading Response #4 Due****Week 6****February 21**

Foucault, Michel "The Subject and Power"

Asad, Talal "Two European Images of Non-European Rule"

**February 23**

Abu-Lughod, Lila "Writing Against Culture"

**Reading Response #5 Due****Week 7****Kinship****February 28**

Delaney, Carol "Relatives and Relations"

Weston, Kath "Exiles from Kinship" *Families We Choose* pp 21-42

**March 2**

Schneider, David M. *American Kinship: A Cultural Account* Chp 2

Yanagisako, Sylvia "Variance in American Kinship: implications for cultural analysis"

**Week 8****March 7**

Kinship paper presentations

**March 9****Kinship papers due**

Kinship paper presentations

**Week 9****Capital****March 21**

Marx, Karl *Capital* (selections)

Wolf, Eric *Europe and the People without History* (selections)

**March 23**

Mauss, Marcel "Introduction" and "The Exchange of Gifts and the Obligation to Reciprocate" from *The Gift*

**Reading Response #6 Due****Week 10****Embodied Capitalism(s)****March 28**

Ho, Karen "Situating Global Capitalisms: A view from Wall Street investment banks."  
Desmond, Matthew "Becoming a Firefighter"

**March 30**

Maurer, Bill "The Anthropology of Money"

**Reading Response #7 Due****Week 11****April 4**

Allison, Anne "Japanese Mothers and Obentos"  
Wolf-Meyer, Matthew "Natural Hegemonies: Sleep and the Rhythms of American Capitalism"

**Knowledge and Belief****April 6 (No class – Hare in Boston for AAG conference)**

*Jesus Camp* (film)

**Week 12****April 11**

Harding, Susan "Speaking is Believing"  
Jones, Graham "Magic with a Message: the poetics of Christian conjuring"

**April 13**

Traweek, Sharon. 1993. "Cultural Differences in High-Energy Physics: Contrasts between Japan and the United States," *The "Racial" Economy of Science: Toward a Democratic Future* (ed. Sandra Harding), pp. 398-407.

Martin, Emily. 1991. "The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles," *Signs*.

**Reading Response #8 Due****Week 13****April 18**

Shapin, Steven "Expertise, Common Sense, and the Atkins Diet"

**Ethnography and Environments****April 20**

Mathews, Andrew "Power/knowledge, Power/ignorance: forest fires and the state of Mexico"  
Edwards, Paul "How to Read a Book"

**Reading Response #9 Due**

**Week 14**

**April 25**

Kawa, Nicholas *Amazonia in the Anthropocene* Chp. 1-3

**April 27**

Kawa, Nicholas *Amazonia in the Anthropocene* Chp. 4-5

**Reading Response #10 Due**

**Week 15**

**May 2**

Kawa, Nicholas *Amazonia in the Anthropocene* Chp. 6

Hondagneu-Sotelo, Pierrette. 2014. "Paradise Transplanted". *Boom: a Journal of California* 4 (no. 3). <http://www.boomcalifornia.com/2014/10/paradise-transplanted/>

**Seniors: Ritual Paper due by 5pm on Sakai**

**Week 16**

**Ritual Paper Due May 9<sup>th</sup> on Sakai**