Linfield College - Summer 2015
ANTH 111 - Cultural Anthropology
4 credits

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Online Chat: By appointment

Introduction
This course presents an introductory overview of Cultural Anthropology and an introduction to the anthropological approach to understanding human behavior. Using a comparative and cross-cultural approach, we will examine how various peoples around the world live and behave in order to meet their biological, economic, psychological, social, and political needs among others. In so doing we will pay particular attention to the way in which culture functions to meet these needs in a variety of settings ranging from the technologically simple to post-industrial societies. Students will develop a fuller perspective of other cultures and explore ways of applying anthropological insights to everyday experience.

Course Information
This course is 4 credit hours and fulfills Linfield Curriculum requirements in Individuals, Systems, and Societies or Global Pluralisms. For students entering Linfield Fall 2010 or later, in order to earn Linfield Curriculum credits for this course, you must complete the electronic submission of exemplar work and supporting descriptions by the last day of finals week, as discussed in the Linfield College 2011-2012 Course Catalog, pages 6-8.

Learning Outcomes
General Course Goals:
- grasp the concepts of culture as learned, shared guidelines for social behavior that people use to make the world meaningful;
- demonstrate basic understanding of the anthropological perspective, which is to describe and explain cultural similarities and differences using the concepts of comparison, holism, cultural relativism, and ethnographic fieldwork;
- recognize the role of cultural difference in the context of our shared humanity;

Individuals, Systems, and Societies Goals:
- analyze individuals, systems, and/or societies through multiple frames of reference;
- think critically about the ways that society and culture affects individual behavior and/or individual behavior affects society and culture;
- articulate how key theoretical principles can be used to explain individual, social, and cultural processes, inform public policy and/or develop practical approaches to human problems across local, regional, and/or global contexts;
Global Pluralism Goals:
- develop a better understanding of the issues of identity, politics, culture, history, health care, and/or economics in a context of a culture other than that of the United States;
- examine the impact of globalization and interdependence of cultures and economies on the lives of individuals.

Departmental Goals:
- the ability to see how individual lives are connected with wider social and cultural processes and forces;
- fundamental understanding of the relationship between theory and method in the historical context of their discipline;
- the ability to access, organize, critically analyze, and produce knowledge about humans as social and cultural beings;
- oral and written skills for effective communication, both inside and outside academic contexts;
- the ability to work both independently and cooperatively in application of sociological or anthropological ideas.

Requirements
In addition to reading assigned course material and actively participating in online class discussion, you will be able to demonstrate mastery of course materials through the following assignments: reaction papers, discussion question responses, and exams. Final grades will be based on overall performance according to the following weighing:

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<th>Assignment</th>
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<tr>
<td>Discussion Question Responses</td>
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<tr>
<td>Reciprocity Paper</td>
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<td>Ritual</td>
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<td>Final Exam</td>
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Required Texts

Readings
There are 4 sources of readings for the course: a main textbook, a reader with multiple articles, an ethnography, and supplemental readings, which will be posted online. All readings are required. It is imperative to keep up on the readings otherwise you will not be able to adequately participate in the required discussions.

Discussion Question Responses
Each week (Sunday evening) two discussion questions will be posted on the class message board. The questions will address the topics for the week and ask you to draw from your experiences to apply aspects of the readings in a critical and analytical way. You are expected to reply to ONE of the questions by the end of Thursday. This is designed to be an interactive forum. Follow-up questions may be asked and conversations between students are encouraged. To facilitate discussion, 3 additional responses to other students' posts are required, covering both question groups. Responses are due by Sunday. There are no “right” or “wrong” answers; rather there are issues to be discussed, investigated, and debated and anthropological concepts to be applied.

Your postings should be substantial – at least a minimum of a longer paragraph or two in length is a good rule of thumb. They should demonstrate that you have read the assignments and taken the time to think about them seriously. Please feel free to incorporate personal views and experiences, but be sure to connect them to specific readings, and support your arguments with reasoning and evidence.

To ensure quality posts, you can ask yourself the following questions: Does this post help further or deepen the class conversation about these readings? Does my post sound like something I could have written without ever reading these particular assignments, or just by skimming them? If so, revise and go deeper. Your postings should demonstrate that you’ve read the assignment and are familiar with -- and thought about -- the main insights, arguments, and themes.

If you need help coming up with things to write about, use the following questions to prompt your responses: How do the insights and analyses from the readings challenge or deepen my own perspective? What am I learning? In what ways are my ideas about urban life and culture changing?

Weekly posting should always be grounded in the specific ideas and insights of that week’s readings. A higher quality weekly reflection requires serious engagement with the sociological and anthropological insights and analyses you encounter, rather than falling back on previously held notions and familiar perspectives – learning, after all, is about the broadening and deepening of understanding. I will closely attend to both the number and the quality of your posts.
Your responses to each others' posts should go beyond “I agree” or “I disagree” or "I like your post." The thoughtfulness and quality of your responses to each other will to a large degree determine what kind of learning community you help create on-line, and how this learning community can further your understanding and over-all experience this term. Dialogue is the soul of learning, and certainly any sense of belonging to a real learning community, where the ideas matter and relate to your own life, is partly dependent on your willingness to initiate or enter into on-line conversations with your classmates.

**Reciprocity Paper (Due Wednesday of Week 5)**
Many aspects of our everyday lives can be thought of in terms of reciprocity. Choose a set of behaviors that you would not normally think of in terms of reciprocity, and analyze the actions in those terms. Describe the activity with as much ethnographic fullness as possible. Pay attention to who the actors are, the setting, the relationship between the participants, and what is being exchanged. What type of reciprocity is occurring (there may be multiple types happening simultaneously)? What are the social implications of this type of exchange? Pay attention to both description of the exchange and the analysis of how the exchange works as a SOCIAL process.

Be sure to draw from course readings to help you draw conclusions. Papers should be 4-5 pages in length. Papers should be submitted through the blackboard system on or before the due date. Late papers will incur a grade penalty depending on lateness. This paper will be worth 25% of your final grade.

**Ritual Paper (Due Wednesday of Week 9)**
We will discuss the various components of religion, including ritual. Find an example of a ritualistic practice in your own life that you might not otherwise think of as "religious." Describe the ritual in detail, including context of when it is performed, who it is performed by, and the patterned behavior. Discuss the supernatural component(s) of the ritual and how the ritual is aimed at control of the supernatural. Explain the symbolic meanings included in the ritual. What is the conscious purpose of the ritual? What is the unconscious purpose of the ritual? How might the ritual be explained by the intellectual, psychological, and sociological approached to religion?

Be sure to draw from course readings to help you draw conclusions. Papers should be submitted through the blackboard system on or before the due date. Late papers will incur a grade penalty depending on lateness. This paper will be worth 25% of your final grade.

**Exam (Due Saturday of Week 9)**
There will be 1 final examination. The exam will consist of take-home open-book essay questions. The exam questions will be posted Wednesday of Week 9 and will be due the following Saturday. Exams should be submitted through the blackboard system on or before the due date. The final exam is worth 25% of your total grade.
Academic Honesty
Please see the college policy on academic honesty, as published in the Linfield College Course Catalog. This course adheres to all policies as explained in the Catalog.

Disability Statement:
Students with disabilities are protected by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. If you are a student with a disability and feel you may require academic accommodations contact Cheri White, Assistant Director of Learning Support Services (LSS), within the first two weeks of the semester to request accommodations. LSS is located in Walker 126 (503-883-2444). We also recommend students communicate with their faculty about their accommodations and any special needs an instructor should be aware of.

SCHEDULE OF READINGS

Week 1 – The Study of Humanity & Culture
● Review Syllabus and Course Objectives and Requirements
● Humanity: Chapter 1
● Humanity: Chapter 2
● C&C: 31 – “Body Ritual Among the Nacirema”
● C&C: 4 – “Nice Girls Don't Talk to Rastas”

Week 2 – Language & Theory
● Humanity: Chapter 3
● “I Can’t Even Open My Mouth” (Available on Blackboard)
● “Fighting for Our Lives” (Available on Blackboard)
● “Lost for Words” (Available on Blackboard)
● C&C: 6 – "Whorf Revisited: You Are What You Speak"
● C&C: 7 – "Manipulating Meaning: The Military Name Game"
● C&C: 8 – "Conversation Style: Talking on the Job"
● Humanity: Chapter 4

Week 3 – Methods & Adaptation
● Humanity: Chapter 5
● C&C: 2 – “Eating Christmas in the Kalihari”
● C&C: 3 – “Fieldwork on Prostitution in the Era of AIDS”
● Humanity: Chapter 6
● “The Inuit Paradox” (Available on Blackboard)
● “The Original Affluent Society”
Week 4 – Exchange & Marriage
- Humanity: Chapter 7
- C&C: 13 – “Reciprocity and the Power of Giving”
- "Too Many Bananas, Not Enough Pineapples, and No Watermelon at All" ([http://anthropology.uwaterloo.ca/WNB/TooManyBananas.html](http://anthropology.uwaterloo.ca/WNB/TooManyBananas.html))
- Humanity: Chapter 8
- “Arranging a Marriage in India” (Available on Blackboard)
- C&C: 19 – “Polyandry: When Brothers Share a Wife”
- “Woman-to-Woman Marriage” (Available on Blackboard)

Week 5 – Kinship
- Humanity: Chapter 9
- C&C: 18 – “Family and Kinship in Village India”
- C&C: 20 – “Uterine Families and the Women's Community”
- “How Many Fathers Are Best for a Child?” (Available on Blackboard)
- RECIPROCITY PAPER DUE - Wednesday

Week 6 – Enculturation & Gender
- Humanity: Chapter 10
- "Our Babies, Ourselves" (Available on Blackboard)
- Humanity: Chapter 11
- “The Berdache Tradition” (Available on Blackboard)
- “A Woman's Curse?” (Available on Blackboard)
- "Society and Sex Roles" (Available on Blackboard)
- "Where Fat is a Mark of Beauty" (Available on Blackboard)
- "Symbolizing Roles: Behind the Veil" (Available on Blackboard)

Week 7 – Political Organization & Inequality
- Humanity: Chapter 12
- C&C: 26 – “Life Without Chiefs”
- C&C: 25 – “Cross-Cultural Law”
• “The Secrets of Haiti’s Living Dead” (Available on Blackboard)
• Humanity: Chapter 13
• C&C: 17 – “Mother's Love: Death Without Weeping”
• C&C: 14 – “Poverty at Work”
• C&C: 15 – “Cocaine and the Economic Deterioration of Bolivia”
• “Sick of Poverty” (Available on Blackboard)

Week 8 – Religion & Ethnicity
• Humanity: Chapter 14
• C&C: 28 – “Taraka's Ghost”
• “The Adaptive Value of Religious Ritual” (Available on Blackboard)
• C&C: 29 – “Baseball Magic”
• “Witchcraft Explains Unfortunate Events” (Available on Blackboard)
• Humanity: Chapter 17
• C&C: 24 – “Mixed Blood”
• “Playing Indian at Halftime” (Available on Blackboard)
• “Unpacking the Invisible Knapsack”
  (http://www.amptoons.com/blog/files/mcintosh.html)

Week 9 – Worldviews Made Manifest & Cultural Dissonance
• The Spirit Catches You... – all
• RITUAL PAPER DUE - Wednesday
• FINAL EXAM DUE - Saturday