

Anthropology 101
Introduction to Socio-Cultural Anthropology
CRN # 12408
Meeting Times: T/TH 12.15- 1.30
Location: Chambers 1027
Email: labowles@davidson.edu

Instructor: Dr. Laurian Bowles
Department of Anthropology
Office: Chambers B006
Office Hours: Tuesdays 3- 4.30
and by appointment
Phone: 704-894-2190

Course Description

Socio-cultural anthropology examines the social organization of various groups throughout the world and the relationship between their social, political and economic practices. Historically, anthropologists were concerned with the study of 'exotic' groups in 'far-off' places. This approach has changed significantly as anthropologists also study cultural patterns of a transnational world. In consideration of the way people live and think, anthropologists have dynamic understanding of complex social systems. This course is likely to raise more questions than provide answers about culture but the main goal is to provide students with perspective on how anthropologists examine phenomena. In order to encourage a community driven learning environment, classes are a combination of lectures, in-class working groups, film screenings and large discussions.

Learning Objectives

Upon successful completion of this course, students will be able to:

- 1) Define cultural anthropology as a discipline, understand how anthropologists conduct research and compose ethnographic accounts of events.
- 2) Examine social, political and economic issues from a culturally relative perspective.
- 3) Explain, through oral presentations and written assignments, how identity and power are cultural constructs that vary cross-culturally.

Inclusion Objectives

Davidson College values the diversity of its community and is an equal access institution that admits otherwise qualified applicants without regard to disability. The college seeks to accommodate requests for accommodations related to disability that are determined to be reasonable and do not compromise the integrity of a program or curriculum. To make such a request or to begin a conversation about a possible request, please contact Beth Bleil, Director of Academic Access and Disability Resources, in the Center for Teaching and Learning by visiting her office in the E.H. Little Library, by emailing her at bebleil@davidson.edu, or by calling 704-894-2129. It is best to submit accommodation requests within the drop/add period; however, requests can be made at any time in the semester. Please keep in mind that accommodations are not retroactive.

ADDITIONAL RESOURCES FOR STUDENTS

The college is committed to providing maximum support for all students who have experienced sexual misconduct and strongly encourages students to report any incident. All college services are available to survivors of sexual misconduct regardless of whether or not a student intends to file a formal complaint.

Resources include:

Campus Police	704-894-2178 or 911
Dean of Students Office	704-894-2225
Student Health/Counseling	704-894-2300
Chaplain's Office	704-894-2423

Georgia Ringle, Health Educator 704-894-2902
Town of Davidson Police 704-892-5131

HONOR CODE

Every student shall be honor bound to refrain from cheating (including plagiarism). Every student shall be honor bound to refrain from stealing. Every student shall be honor bound to refrain from lying about College business. Every student shall be honor bound to report immediately all violations of the Honor Code of which the student has first-hand knowledge; failure to do so shall be a violation of the Honor Code. If you have concerns about plagiarism, and what constitutes plagiarism, please speak with me about them. The Dean of Students office will be contacted regarding all Honor Code violations.

Required Texts

The following materials are required for this course as well as readings posted on Moodle.

1. Brown, Nina and Thomas McIlwraith and Laura Tubelle de Gonzalez, eds. 2017. *Perspectives: An Open Invitation to Cultural Anthropology*. <http://perspectives.americananthro.org/>
2. Lucht, Hans. 2011. *Darkness before Daybreak: African Migrants Living on the Margins in Southern Italy Today*. Berkeley: University of California Press.
3. A selection of articles that can be found on moodle.

Course Assignments

Class Participation: 10%
Pair Presentation: 10%
Midterm Review: 25%
Reading Quizzes: 30%
Visual autoethnography: 25%

Class Participation

Attendance is expected in this course and is calculated as part of the participation grade. Any absence in excess of **two** classes for non-College sponsored activities will incur a five- point deduction in the participation grade for each absence beyond two class periods. Please see me to discuss foreseeable exceptions or immediately following any emergencies. College policy is that anyone who misses 25% or more of class will earn an F in the course. Participation is graded on the frequency of relevant discussion on course materials, attendance and group activities that occur during class.

Pair Presentations

During the second week of class, students will choose one article to present to the class during the semester (usually on Thursday). Students will present the article in pairs. The selection process is not democratic so be sure to have more than one presentation article in mind. Presentation guidelines, as well as a sample presentation are posted on moodle. The sample presentation is simply a template. Powerpoints and other visual presentations are often unnecessary, but use them if you like. You may follow whatever format you like, so far as you meet the criteria listed in the guidelines. Once selected, presentation dates cannot be changed, so please check your schedules before choosing your article. Student should **always** be prepared for their presentation on the day in which they are due. Students should submit presentations to me via email ([labowles@davidson.edu](mailto:labowles@ davidson.edu)) by 8 pm the day before they are scheduled to present. Presentation grades are based on three criteria: the clarity of the oral presentation given by the pair, how well your written work addresses the various components of the guidelines, and the critical quality of the discussion questions.

Midterm Review

The midterm will be an in-class exam. Well before the exam date, as a class, we will discuss the format for the review that best fits the culture of our class.

Reading Quizzes

There are short answer quizzes (4-5 questions) at intermittent (unannounced) periods during the semester. These quizzes assess your understanding of key concepts from the reading and will begin the second week of classes. Quizzes are at the start of class and should take no more than ten minutes of class time. At the end of the semester, your lowest quiz grade is dropped. No make-up quizzes will be given for unexcused absences or late arrivals, so please do not ask.

Visual Autoethnography

One of the challenges anthropologists face is questions of power and the representation of self in ethnographic writing. In this project, students will produce a visual autoethnography of themselves using images. Autoethnography is a research approach that systematically analyzes personal experiences in order to understand cultural experiences. Students will use 7-10 (current) images to evaluate their personhood and then apply materials from the course to the photographs in order to synthesize how these images tell a story about a person as well as a representative of a culture. There will be ongoing discussions about this project throughout the semester.

The 24-hour-rule: It is my policy not to discuss the grades on student's work/assignment until 24 hours after I have returned graded documents. I take the time to reflect and comment on written works so I ask that students give 24 hours to read and reflect on those comments. I welcome students to visit during office hours or make appointments (for after 24 hours) to see me to discuss their work.

N.b.

Communication (n)etiquette

We are all in search of respect in the public sphere to validate our identities. However, disruptive, dishonest, and/or rude behavior will not be tolerated. Safe space has been touted as a dialogic place where everyone is entitled to an opinion. While this is true, we also have to accept that someone else is entitled to point out that they find your opinion problematic and even offensive. Safe space pedagogy can selectively erase that responsibility and accountability for one's words. In this class, we are all tasked with being accountable for our words and actions. We must also endeavor towards dialogue that fosters numerous voices and perspectives to be heard and thoughtfully considered. In consideration of this, everyone in this classroom is expected to act responsibly. To behave responsibly means that we afford ourselves, and others, the permission to make mistakes, screw up and be challenged. Acting responsibly also includes active listening, apologies, critical reflection, and changes in behavior.

- Please use only your Davidson email address to communicate with me to insure messages are delivered to my inbox and not spam.
- Please include a subject in the subject line of your email.
- I abide by a three-email rule. After we've exchanged three emails, we need to talk. On Tuesdays, my office hours are drop-in, otherwise meetings are scheduled by appointment.
- Correspondence in excess of a paragraph usually warrants a conversation. Please visit during drop in- office hours or email to schedule an appointment to meet.
- I check email Monday to Friday from 9 am to 4.30 pm. Please bear this in mind when awaiting a response.

- I love technology just as much as you do. However, students who use technology for anything other than course engagement is considered absent and will be noted as such. You cannot be fully engaged if you are having conversations or engagements elsewhere.
- There is **no** extra credit for this course but there are numerous ways to integrate the dynamic and interesting events on our campus and surrounding areas into your written work.

Our humanity rests upon a series of learned behaviors,
woven together into patterns that are infinitely fragile and never directly inherited.
--Margaret Mead

Reading Schedule¹

(Subject to changes at the professor's discretion)

Week 1 Introductions: What is Anthropology? What is Cultural Anthropology?

Aug 22 Introductions/ An Overview of Anthropology

Aug 24 **READ 1st** Miner, Horace. Body Rituals Among the Nacirema
Cowall and Medeiros, The Culture Concept

Week 2 Ethnography, Fieldwork and Cultural Relativity

Aug. 29 Nelson, Doing Fieldwork: Methods in Cultural Anthropology (OA)
Lee, Eating Christmas in the Kalahari
Bohannon, Shakespeare in the Bush

Aug. 31 Davis, What Did You Do Today?
Ulysse, Conquering Duppies in Kingston

Week 3 Economics and Structural Violence

Sept 5 Shearn, Subsistence (OA)
Diamond, Worst Mistake in the History of the Human Race

Sept. 7 Lyon, Economics (OA)
Bourgois, Crack in Spanish Harlem
Sapolsky, Sick of Poverty

Week 4 Family and Kinship

Sept 12 Gilliland, Family and Marriage (OA)

Sept. 14 Coontz, The Way We Weren't: The myths and reality of the "traditional" family
Kilbridge, African Polygyny

Week 5 Language and Society

Sept. 19 Light, Language (OA)
Napoli, Whose Speech is Better?

¹ Readings marked as **OA** are from the open access textbook. Otherwise reading are on Moodle or the course site

Sept. 21 Tannen, Fighting for our Lives
Rickford, Suite for Ebony and Phonics

Week 6 Gender and Gender Roles

Sept. 26 Mukhopadhyay, Gender and Sexuality, pp. 1-33 (OA)
Simmons, Where Fat is a Mark of Beauty
Urla, Measuring Up to Barbie

Sept 28 Pascoe, Dude, You're a Fag
Cassell, Doing Gender, Doing, Surgery

Week 7 Sexuality and Power

Oct. 3 Mukhopadhyay, Gender and Sexuality, pp. 33-57 (OA)
Thorne and Luria, Sexuality and Gender in Children's Everyday Lives
Agustin, Sex as Work and Sex Work

Oct. 5 **MIDTERM REVIEW**

Week 8 Race and Ethnicity

Oct. 10 *FALL BREAK*

Oct. 12 Garcia, Race & Ethnicity
Goodman, Why Genes Don't Count
www.understandingrace.org (section on human variation)

Week 9 Representations and Power

Oct. 17 McIntosh, White Privilege: Unpacking the Invisible Knapsack
Watch: A Girl Like Me
<http://www.understandingrace.org/lived/video/index.html>

Oct. 19 Pewewardy, Playing Indian at Halftime
Wise, Whine Merchants: Privilege, Inequality...

Week 10 Religion and Rituals

Oct. 24 Henninger-Rener, Religion (OA)
Sosis, The Adaptive Value of Religious Ritual

Oct. 26 Gmelch, Baseball Magic
D'Costa Plastic Red Rituals: There's More to That Plastic Cup Than You Think

Week 11 Ethnography and Africa

Oct. 31 Wainaina, Binyavanga, How to Write about Africa. Granta 92
Lucht, Preface, Chapter 1

Nov. 2 Griffith, et.al. Globalization (OA)
Lucht, Ch. 2

Week 12 Globalization and Transnationalism

Nov. 7 Lucht, Ch. 3-5

Nov. 9 Lucht, Ch. 6-7, Conclusion, Epilogue

Week 13

Nov 14 Bodley, *The Price of Progress* **OR** Diamond, *The Arrow of Disease* **AND**
Scheper-Hughes, *The Global Traffic of Human Organs*

Nov 16 *FILM SCREENING*

Week 14 Neoliberalism

Nov 21 Film Discussion

Nov 23 *Thanksgiving Break*

Week 15 Anthropology of Art/Global Flows

Nov 28 Borofsky, *Public Anthropology* (OA)

Nov 30 Public anthropology-field assignment

Week 16 Debriefing on Anthropology

Dec. 5 Project Q&A (optional day-as needed)

Dec. 8-14 **VISUAL AUTOETHNOGRAPHY PROJECTS DUE (deadline 12/14 @ 5.15 pm)**