

## **Syllabus**

### **SC003 Introduction to Cultural Anthropology**

**Fall, 2005**

**Monday, Wednesday and Friday**

**12:00 to 12:50PM O'Neil 211**

Professor: Jim Hamm

Office: McGuinn 418

Office hours: Wednesday 1 to 3PM and Monday and Friday by appointment

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#### **About the course**

This course is an introduction to cultural anthropology. It is not being offered as a course for anthropology majors but for students who may never take another anthropology course. Consequently, you will not be required to learn technical jargon that would only interest anthropology majors. Instead, we will focus on what anthropology has to contribute to an understanding of the social issues of our times.

The first part of the course, "Setting the Stage," will look briefly at three of anthropology's four subfields - cultural anthropology, archaeology and physical anthropology. The goal of this part of the course is to suggest bases for the issues we will cover in the second part of the course. We will frame the subject of cultural anthropology, take a look at what archaeologists are interested in and how they work, and review current theories of human evolution.

The second part of the course is about current issues such as marriage and the family, sex and gender, religion, political organization and social control, social stratification and globalization - issues that anthropologists are currently addressing.

The course will take a radical view of contemporary issues. We will attempt to "think outside the box" we live in.

Every Friday we will view films that illustrate issues in the coming week. In this sense, the course units will follow a Friday, Monday and Wednesday schedule.

#### **Requirements**

Class attendance and keeping up with the readings are critical. If you don't do the readings, I end up doing all the talking and that is boring for everyone.

There are no right or wrong answers. Anthropology is not about discovering the truth. Its about developing interpretations.

You will be required to prepare four two-page response papers on assigned topics. The papers are due in class on the assigned dates. You will lose ten percentage points for each day (Monday through Friday) you hand the paper in late - up to one week late. After that, the paper will not be accepted. Late papers may be turned into my mailbox in McGuinn 426.

You have a rewrite option (only if you handed the paper in on time). Rewrites are due in class one week after the papers are returned. If you choose this option, you will receive the higher grade.

There is a suggested approach for writing a formal paper in the reader. You are not required to use this format. It has an advantage in that you will know how to get started.

Each Monday, there will be a quiz on the assigned readings and the film(s) for that week. The purpose of the quiz is to get you to do the readings. The format of the quiz will be true/false, multiple choice, matching and occasionally a question requiring a short answer. If you have read, the quizzes are easy. One or two of the quiz questions will be about the film shown the previous Friday.

There will be a mid-term exam and a final exam.

## **Grading**

The course grade is composed of three parts of equal weight (33.3 per cent) - (1) classroom - the response papers and the quizzes, (2) the mid-term and (3) the final.

Since the response papers and the quizzes account for one-third of the grade, they should be taken seriously. With the rewrite option and the number of quiz grades that can be dropped (including the attendance bonus - see below), this part of the course is designed to raise your grade. **Beware**, if you do not keep up with the readings, attend class and take the quizzes, the classroom grade will lower your grade.

There are four response papers and thirteen quizzes. Your lowest response paper grade and lowest quiz grade (one each) will be dropped. Your quiz and response paper grades will be averaged for the classroom portion of your final grade.

The mid-term and the final will each be based on the material for that half of the course.

## **Attendance**

There is no penalty for non-attendance. There is a bonus for attendance. If you miss three classes, your second lowest quiz grade will be dropped. If you miss two class, your second and third lowest quiz grades will be dropped. If you miss one class, your second, third and fourth lowest quiz grades will be dropped. If you miss no classes, your second, third, fourth and

fifth lowest quiz grades will be dropped. This is a substantial bonus: don't miss it. No excuses for missing a class will be accepted.

The attendance policy applies to Monday and Wednesday classes. You are expected to attend on Fridays to view the films. The films must be viewed before the Monday quizzes.

### **Class Discussion**

The discussion portion of the class is important. If you have done the readings, you should have plenty to say. Don't be silent and let me do all the talking. It is so boring! This is your class. Make it interesting.

### **Readings**

The readings have been gathered into a reader, available in the book store. A copy of the reader and the text are on reserve in the library. The readings have been selected to be readable, interesting and relevant.

### **Preparation for the exams**

The exams consist of two parts. The first part has fifteen multiple choice, matching and true/false questions worth two points each - thirty points. The second part of the exam will consist of seven or eight short essay questions, of which you must answer five worth fourteen points each - seventy points.

Study guides with the terms and study questions for each week have been included in the reader. The exam questions will be drawn from the study guides.

### **Problems**

If you have a problem with the material or have a personal problem during the semester, don't be silent. See me or send me an email. We can usually work something out. Don't let the effects of a problem grow. Get in touch with me right away. It only gets harder later.

## **Class Outline**

Ferraro. Cultural Anthropology = (T)

All other assigned readings are in the reader = (R)

## **Part I - Setting the Stage**

Week 1. September 7 & 9

### **Introduction to Cultural Anthropology**

Chapter 1 (T)

Friday, 9-9. Film: Advertising and the End of the World. 40 minutes. HF5822.H48

Film Note: There is much in this video that sets the stage for the course. What is culture? How does culture change? To what extent are you influenced (controlled) by your culture? Do you really have free will? What is free will? There is a quote from Gramsci at the end of the video that says (in part) what the course is about: "Pessimism of the intellect is about recognizing the reality of the present circumstance." Keep this in mind when watching the video. Recognizing the reality of the present is not about being anti-progress, unpatriotic, un-American or anything of the sort. It can be seen as exactly the opposite. In an effort to "see outside the box," we will employ pessimism of the intellect. It may be unpleasant at times, but it is much less unpleasant than the consequence of avoidance.

Week 2. September 12, 14 & 16

### **Culture**

Chapter 2 (T), Franklin (R) 1, Rensberger (R) 25-30

Monday, 9-12. Quiz #1

Friday, 9-16. Film: This is Archaeology: Unearthing the Past. 28 minutes.

Archaeological Dating: Retracing Time. 17 minutes

Film note: These films show the process of archaeology. How do we uncover the past and what do we say about how earlier peoples lived. Keep in mind that the stories archaeologists tell are heavily influenced by who does the telling and the time (era) in which the story teller lives. The issue for archaeologists is how to interpret the significance of an artifact, ecofact or feature. Do men tell different stories than women?

Week 3. September 19, 21 & 23

### **Archaeology**

Ashmore and Sharer (R), 1-33

Monday, 9-19. Quiz #2

Friday, 9-23. Film: Evolution and Human Equality. 42 minutes. GN281.G68

Film note: This film is a lecture by Stephen J. Gould about human (miss)uses of concepts of evolution. It bridges from the 19<sup>th</sup> century work of anthropologists like Morgan in his effort to explain human progress as a linear process and to justify colonialism to current scientific evidence about human origins and human equality. The film brings into question structures of inequality in our society and especially our everyday acceptance of inequality as normal.

Week 4. September 26, 28 & 30

### **Human Origins**

Scupin (R) 23-42

Monday, 9-26. Quiz #3

Wednesday, 9-28. Response Paper #1 is due

Friday, 9-30. Film: Surviving the Bottom Line: Running with the Bulls. 19 minutes.

Surviving the Bottom Line: Living on the Fault Line. 31 minutes.

HC106.82.S96

Film note: This video is about investor capitalism. It reflects some of the forces influencing our present economy and society. It is reasonably balanced, showing the motivations of the money movers and the effects of the new economy on middle class employees of large corporations. Pay attention. This is the world you are about to enter. What is the reference to loyalty in the video? How will you survive/excel? This film and the readings for economic anthropology illustrate some of the interests of economic anthropologists.

Week 5. October 3, 5 & 7

### **Economic Anthropology**

Chapter 8 (T), Hodgson (R) 2-11, Brouwer (R) 382-391, Chang (R) 279-288, Aversa (R) 1-2, Andrews (R) 1-2, Doyle (R) 1-2, Revkin (R) 1, Milligan (R) 1-2, Reyes (R) 31-32

Monday, 10-3. Quiz #4

Friday, 10-7. Film: Journal from India: the Wheel of Karma. 52 minutes DS414.2.J68

Film note: Experience a different belief system. Note the contrast from the belief systems in last week's films. Making a living is also about what you believe living is about. Are Indians oppressed or might we be oppressed? Is it necessary that India embrace capitalism and the modern world? Is it our duty to bring Indians into modernity? Should we save them? Or perhaps, maybe they should save us? Think about Sut Jhally's message in Advertising and the End of the World. If India shifts to western concepts of "the meaning of life," might Jhally's end of the world come sooner?

## **Part II – Issues**

Week 6. October 12 & 14 (Monday is Columbus Day)

### **Making a Living: Food and Survival**

Chapter 7 (T), Moore-Lappe (R) 189-193, Diamond (R) 95-98

Wednesday, 10-12. Quiz #5

Friday, 10-14. Film: sitcom videos - Ozzi and Harriet. 22 minutes. PN1992.77.A38

Friends. 30 minutes. PN1992.77.F75

Film note: Ozzie and Harriet was a radio show in the 1940s and by the 1950s, a TV show. Ozzie and Harriet and David and Ricky (their children) were a real family that performed as a sitcom family. You are probably familiar with Friends. Note the portrayals of the family. Does TV (the media) reflect culture or does it influence culture?

Week 7. October 17, 19 & 21

### **Marriage and the Family**

Chapter 9 (T)

Monday, 10-17. Quiz #6

Wednesday, 10-19. Response Paper #2 is due

Friday, 10-21. Film: I am a Sorcerer. 48 minutes.

Film note: What you are about to see is bizarre if you are not familiar with syncretic religions. Use your anthropology. Be culturally relative. View the film from the point-of-view of the participants. If you are ethnocentric, the film does not work; i.e., it remains bizarre. The choice is yours.

Week 8. October 24, 26 & 28

### **Supernatural Beliefs**

Chapter 14 (T), Lotus Pond (R) 1-2

Monday, 10-24. **Mid-term exam covering weeks 1-7**

Wednesday, 10-26. Quiz #7

Friday, 10-28. Film: Reviving Ophelia. 35 minutes. HQ798.R48

Film note: This video is about the construction of female identity. Who is doing the constructing? Why is this construction process successful? What effect does it have on young women? Is it something that young women outgrow or does the effect mature with the individual? Is this process a problem or simply a reality that women must deal with? Is it a rite of passage? What effect does the passage have on the person?

Week 9. October 31, November 2 & 4

### **Sex and Gender**

Chapter 11 (T), Holmes (R) 90 & 92, Strahinich (R) 1, Lavelle (R) 1-3

Monday, 10-31. Quiz #8

Friday, 11-4. Film: The City. 53 minutes. HT111.C556

Film note: Social stratification is most evident in the city. The first civilizations were all city based. Empire followed. One of the characteristics of civilization is social stratification. Social stratification necessarily implies inequality. When society is stratified, some enjoy more of the benefits and resources than others. The position in which you are born, your family's position in society, is a major determinant of your place in a stratified society. Pay attention to this while you watch The City.

Week 10. November 7, 9 & 11

### **Social Stratification**

Chapter 13 (T)

Monday, 11-7. Quiz #9

Friday, 11-11. Film: The Promised Land: Take Me to Chicago. 60 minutes

F548.9.N3 W344, pt.1

Film note: This film is an amazing representation of political organization, social control and protest. Think of the function of the company store (the commissary), the vagrancy law and the

collusion between the growers and the police. Where is protest? The Blues, migration. Think of contemporary examples. They abound. "It ain't over."

Week 11. November 14, 16 & 18

### **Political Organization, Social Control and Protest**

Chapter 12 (T), King (R) 52-59, Saltzman (R) 1-2, Ellement (R) 1-2, Saltzman (R) 1-2

Monday, 11-14. Quiz #10

Friday, 11-18. Film: Making Sense of the Sixties: Seeds of the Sixties, pt. 1. 60 minutes.

HN59.M35

Film note: This amazing video is the first of six about the sixties. The seeds of the sixties were laid in the previous generation (as they always are), the post WW II era. Wow! The sixties reversed many of the values of the previous generation, just as the generations post-war forties and the fifties looked away from the thirties. This video does a reasonable job of connecting cultural change to its antecedents.

Week 12. November 21 (Wednesday begins Thanksgiving vacation)

### **Cultural Change**

Chapter 16 (T), Ashcroft (R) 3-17, Bodley (R) 232-240, Wessel (R) 1-4, Elliott 1-2

Monday, 11-21. Quiz #11

Film: Life and Debt. 20 minutes. HC154.L54

Trading Democracy. 30 minutes. HF1756.T73

Film note: Life and Debt shows what has happened in Jamaica after independence. This is a contemporary example of the process described in the Moore Lappe article "Why Can't the Poor Feed Themselves" (week 6). If you think global change only benefits the rich nations and hurts poor nations, consider the situation presented in Trading Democracy. Once laws and agreements are signed into effect, they are to interpretation, often beyond the original intention. With NAFTA, we have a devastating situation in existence. Nation states have limited experience in the new global economy. Just as Jamaica found itself in a "bind," so have the parties to the NAFTA agreement.

Week 13. November 28 & 30 & December 2

### **Globalization – The Big Picture**

Greider (R) 11-26, Wright (R) 1-2, Donnelly (R) 1-2, Engardio (R) 1-6

Monday, 11-28. Quiz #12

Friday, 12-2. Film: Maquila: A Tale of Two Mexicos. 55 minutes. HD9734.M42

Film note: This film about the maquiladora experience in Mexico lies within the oppression discourse that Fernandez-Kelly writes about. The situation it describes is all bad. How do you reconcile the Antonio and Paula and Perla stories? We will try to put these pictures in perspective in discussion.

Week 14. December 5, 7 & 9 (last day of classes)

### **Globalization – The Local**

Fernandez-Kelly (R) 47-90, Antonio and Paula (R) 1-13, Perla (R) 1-11

Monday, 12-5. Quiz #13

Friday, 12-9. Final Exam Review

December 16, 2005

**Final Exam – 12:30PM**