

Introduction to Cultural Anthropology – Fall 2012
Tuesdays and Fridays, 2-3:15 in Canisius 202

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Overview of the course

Anthropology is about people in the broadest sense, what makes us different and what makes us the same. This course will focus on cultural and social anthropology (or "socio-cultural" anthropology): the different ways people organize themselves into societies and find meaning in their lives. We will have three main objectives: 1. to understand the history of the discipline of anthropology and the main fissures of debate within it, 2. to expose ourselves to some variety of the different societies of the world, and 3. to understand different anthropological perspectives, that is, to grasp something of social theory.

I am well aware that few of you endeavor to become anthropologists. The goal for the course is to show you how to use anthropological insights in whatever field you do choose to pursue, and to become more informed and empathetic participants in your world around you. Along our journey you will inevitably move along the “core pathways” identified by the University (http://www.fairfield.edu/academic/core_index.html), especially since you will “engage tradition” as you use “rhetoric and reflection” to become a more engaged “global citizen.”

Reading List: Books

Endicott, Kirk and Karen Lampell Endicott. 2008. *The Headman was a Woman*. Long Grove, Il.: Waveland Press.

Knauff, Bruce. 2009. *Gebusi: Lives Transformed in a Rainforest World* (3rd edition). New York: McGraw Hill.

Also, you will read a selection of essays from Applying Cultural Anthropology, 9th edition (hereafter “ACA”) by Podolefsky, Brown, and Lacy (McGraw Hill 2010)

Reading List: Articles and Book Chapters

Crawford, David (2008) Moroccan Households in the World Economy. Baton Rouge: LSU Press.

Geertz, Clifford. (1973). *The Interpretation of Cultures*. New York, Basic Books. Chapter 1, pp. 3-30 and Chapter 15, pp. 412-453.

Chagnon, N. (1997) Yanomamo. New York, Harcourt Brace. Pp. 121-158

Haldane, Hillary and David Crawford (2010) What Lula Lacks: Grappling with Autism at Home and in the Field. Anthropology Today 26:3.

Hatch, Elvin. (1973) Theories of Man and Culture. New York, Columbia University Press. pp. 13-73

Herd, Gilbert. H. (1982). Sambia Nosebleeding Rites and Male Proximity to Women. Ethos 10(3): 189-229.

Ibarra, Maria (2002) Emotional Proletarians in a Global Economy: Mexican Immigrant Women and Elder Care Work. Urban Anthropology 31(3-4):317-350.

- Lansing, Stephen (1995) The Balinese. Forth Worth, Texas: Harcourt Brace. Pp. 75-102.
- Lee, R. B. (2003) The Dobe Ju/'hoansi. New York, Harcourt Brace. Chapter 5 (pp. 59 -76).
- Malinowski, Bronislaw. (1984 [1922]). Argonauts of the Western Pacific. Prospect Heights, Il., Waveland Press. (Introduction pp. 1-25)
- Reeves, Madeleine. 2007. "Travels in the Margins of the State: Everyday Geography in the Ferghana Valley Borderlands." *Everyday Life in Central Asia: Past and Present*. Bloomington: Indiana University Press.
- Roseberry, W. (1989). Anthropologies and histories: essays in culture, history, and political economy. London, Rutgers University Press. Chapter 1 (pp. 17-29).
- Weismantel, Mary. (2004) Moche Sex Pots: Reproduction and Temporality in Ancient South America. *American Anthropologist* 106 (3):495-505.
- Wolf, Eric (1982). Europe and the People Without History. Berkeley: UC Press. Pp. 3-23

Grades

You will be evaluated on the basis of two exams, twelve quizzes, five map quizzes, and a paper. The exams are each worth 25% of your grade, for a total of 50%. If you miss either of them you may substitute the other exam score after subtracting 20%. *There are no makeup exams; please do not ask.*

The quizzes will each be worth 2%. I will give twelve, but only count the top ten scores (for a total of 20%). Quizzes will not be announced in advance. I will often suggest likely quiz questions prior to the assigned reading. The questions embedded in this syllabus are also likely candidates.

The map quizzes are also worth 2% each. I will give six and count five (for a total of 10%). Every society we read about or discuss is fair game for the map quizzes. *There will be no makeup quizzes whatsoever.*

The paper is worth 20% of the grade. It will survey four chapters from "Applying Cultural Anthropology" (that have not been assigned in the course) and relate them to the Core Pathways the University has identified (http://www.fairfield.edu/academic/core_index.html).

There is no formal attendance policy, so you need not explain when or why you are absent. Students who consistently miss class do poorly. A grading scale is appended at the bottom of this page.

Topics, Schedule of Readings, and Assignments

Section 1: The Basics: What is a discipline? What is anthropology as a discipline? What is a theory? Why does theory matter? What is a "method" in the social sciences? Why do methods matter? At the end of this section you should be able to discriminate between unilineal cultural evolution, functionalism, and structural functionalism. You should know what anthropologists mean by "fieldwork," and you should be able to list and define the subdisciplines of anthropology. You will also be able to explain and critique the notion of "progress."

September 7: Introduction

September 11: Miner (Chap 8 in ACA), [Hatch](#)

September 14: [Malinowski](#)

September 18: Sosis (Chap 11 in ACA), Saplosky (Chap 32 in ACA)

Section 2: Cultural Diversity: What is a culture? What is cultural relativism? What is ethnocentrism? What is the relationship between individuals and culture, between the freedom to make your own choices and the way your society proscribes your choices? By the end of this section you should be able to critically engage the notion of diversity, and understand the basic gist of interpretivist v. Marxist approaches to culture.

September 21: Bohannan (Chap. 1 in ACA), Lee (Chap. 2 in ACA)

September 25: Geertz ([Introduction](#)), Geertz ([Balinese cockfight](#))

September 28: [Roseberry](#)

Section 3: Race, sex, gender and sexual orientation: What is a race? How many races are there? What is gender? What is sex? How do we learn how to have sex, or decide with whom to enjoy it? By the end of this section students should be able to explain why race is a social (rather than a biological) fact, why gender is cultural, and why sexual orientation is biological, cultural, and more.

October 2: Crawford *Moroccan Households* ([Preface and Introduction](#))

October 5: Stone (Chap 18 in ACA), Roscoe (Chap 19 in ACA)

October 9: [Herdt](#); Goldstein (Chap 4 in ACA)

October 12: PBS website "[Race: Power of an Illusion](#)" and "[Race: Are We So Different?](#)"

October 16: [Weismantel](#)

Section 4: Social organization: Why does the scale of the society matter? What is the difference between bands, tribes, chiefdoms and states? Why do anthropologists study kinship? How are nations different from states? By the end of this section students should be able to discriminate between different scales of society and their commonly associated economic and political forms.

October 19: Lee ([Social Organization](#))

October 23: Podolefsky (Chap 31 in ACA)

*** Optional: [Download the Powerpoint kinship lecture here](#)

***Optional: [See this link for some useful terms and definitions](#)

October 26: [Chagnon](#)

Interregnum

October 30: **HURRICANE**

November 2: **HURRICANE**

Section 5: Globalization: How do we do anthropology in a globalized world? What do massive processes like the industrial revolution, the "green revolution," and the expansion of capitalism mean for marginalized peoples? What do they mean for anthropology? What contemporary global problems will impact us, and how will anthropologists engage them?

November 6: Review

November 9: Exam 1

November 13: [Wolf](#), Diamond (Chap. 12 in ACA), Bodley (Chap 38 in ACA), Armelagos (Chap 21 in ACA)

November 16: Crawford (Chap 37 in ACA), [Reeves](#)

Section 6: Ethnography: In this section we read two entire ethnographies. The goal is to engage

anthropological monographs in their entirety and understand how the research and analysis relates to the theoretical claims of the authors. What do the two books have to say about the relationship between modernization and culture? In what ways is culture resilient? How does culture change? By the end of this section students should be able to use ethnographic data to support arguments about the impact of globalization.

November 20: *The Headman was a Woman* (Chaps. 1-3)

Thanksgiving

November 27: *The Headman was a Woman* (Chaps. 4-7)

November 30: *The Gebusi* (part 1, up to page 90)

December 4: *The Gebusi* (parts 2, and 3, up to page 178)

Section 7: How can anthropology help make the world a better place? What is the point of studying anthropology? Now that you know some of the basics, how you put it to work? How do anthropologists engage social problems? How do they help us understand different perspectives on social problems? At the end of this section students should be able to give specific examples of the ways in which anthropology can be marshaled to the cause of social justice.

December 7: [Lansing](#), [Ibarra](#), [Haldane](#)

December 11: Review. Paper due.

Final Exam: Thursday, December 20th at 8:00 a.m.

***** Click here for potential final exam questions. Be able to locate all the societies we have studied on a map.**

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D	60-69

Just so you know...

"**Plagiarism** is the appropriation of ideas, data, work, or language of others and submitting them as one's own to satisfy the requirements of a course. Plagiarism constitutes theft and deceit. Students are often confused by just what constitutes plagiarism. When the ideas or writings of others are

presented in assignments, these ideas or writing should be attributed to that source. Special care should be taken, when cutting and pasting materials or when paraphrasing, to cite sources correctly and to use quotation marks around exact words from source materials. Actions that result in plagiarism may be intentional or unintentional. Consequently, students must understand the concept of plagiarism. When reading, processing, or using materials from any source, appropriate documentation is always essential."

Resources such as the library (x2178) and the [writing center](#) are available on campus to assist you in your academic endeavors. You are encouraged to take advantage of these resources. If you have a disability that may require special accommodation in this course, contact Student Support Services (x2614) to make arrangements.