

Ant 100- 00 (Day)
Cultural Anthropology
Fall 2009

Dr. Catherine Cameron
Office: Curtis 236
Phone: 610-606-4666, x3503
E-mail: ccameron@cedarcrest.edu

SYLLABUS

Description: This is an introductory course in cultural anthropology. You will read about the major topical areas of the field, as well as two ethnographies of non-Western people: the Dobe Ju/'hoansi people of southern Africa and the Bakairi of Brazil. The ethnographies illustrate important points about human ecology, family, gender, religion, and culture change. The goals of the course are to familiarize you with human diversity and to help you understand globalization and its impact on non-Western societies. Format: lecture and discussion. 3-credit course.

Books

Conrad Kottak – **Mirror for Humanity**, 6th edition
Richard Lee – **The Dobe Ju/'hoansi**, 3rd edition
Debra Picchi – **The Bakairi Indians of Brazil**, 2nd edition
Handouts from instructor

Grading and Requirements

Midterm Exam	25%	(Oct 6)
Final Exam	35%	(Final exam period)
Research Report*	25%	(Nov 24)
Participation (attendance and class presentation**)	<u>15%</u>	
	100%	

Student Code of Behavior: You are bound by *Community Standards for Academic Conduct* in the Student Handbook. The specific rules are below. I thank you in advance.

1. Exam Policy: Exams are governed by the Honor Code. If you observe an infraction, please report it to me. Do not miss an exam; there are no make-ups unless there are *truly exceptional circumstances, as determined by me*. You must not leave the exam room until you are done. Cell phones etc must be turned off and stored away during the exam.
2. Papers: Evidence of plagiarism will net a zero on the assignment and an “F” in the course. Plagiarism includes borrowing, in whole or part, from any source without proper citation. Late penalties on papers apply – usually 10 points per day.
3. Attendance: You are expected to attend all classes, and arriving late (unless excused) amounts to an absence. Sending me an email or one from the Student Affairs’ office about an absence is a welcome courtesy, but it *does not automatically lead* to an excused absence. Unexcused absences will lower your grade by as much as a letter grade.
4. Classroom Protocol: I can see clearly what is going on, so please observe basic rules of civility: arrive on time, turn off phone, do not talk or eat in class. The class is only slightly over an hour, so kindly do not get up and leave while the class is in session. Please do not bring laptops to class.
5. Email: Kindly use email as a formal mode of communication (i.e. like a business letter) with the appropriate parts, correct spelling, and polite language.

***Research report.** See topics at end.

The paper should be typed, double-spaced, and in *12-point* font with normal margins and spacing. Length 8-10 pages, *excluding* the references and title page. See above about plagiarism.

Style and grammar: The references section should follow any of the standard formats as APA or MLA. Web sources should include, where possible, author and title in addition to URL and your date of visit. Points are deducted for poor style and organization, incorrect grammar, and typos.

**** Participation grade:** It is based on three things: regular attendance, classroom participation, and one class presentation, which is as follows: a report done with a small group on a chapter on one of the case studies. Write down your points for the presentation. You have 5-8 minutes for report. Do not miss the scheduled presentation of your work; if something serious keeps you away, email your material to someone in your group, and let me know about your absence.

Learning Objectives:

Becoming aware of cultures that are very different from your own.

One of the theoretical goals of the course is to introduce the social science perspective on society.

Throughout the course, issues of race, gender, class, and ethnicity have a prominent place. Discussions of ethnographies are a natural place for considering people's tendencies to make racial and ethnic attributions.

Outcomes and Means of Assessment:

Understand key concepts in cultural anthropology: culture, evolution, ethnocentrism, cultural relativism, gender, class, race, ethnicity, etc. Assessed by exams

Understand some degree of human variation with respect to family and kinship, subsistence, politics, law, and religion. Assessed by exams.

Become aware of impact of globalization on small societies. Assessed by exams and paper.

Use productive research strategies and write a research paper on a cultural group. Assessed by report.

Schedule. (Please read material before class.)

Week 1

Aug 24 Introduction to course and four fields. **Read:** Kottak, chapter 1.

Aug 26 Doing ethnographic research. **Read:** Kottak chapter 2

Week 2

Sept 1 Ethical issues in fieldwork. Doing ethnography and IRB restrictions.
Read: Re-read sections on ethics in Kottak chapter 2

Sept 3 Biological and cultural evolution: importance of both for humans.
Video: *Nanook of the North*

Week 3

Sept 8 Core concepts: culture and society; ethnocentrism, cultural relativism.
Read: Kottak chapter 3.

Sept 10 Language – features of language and speech. **Read:** Kottak chapter 4.

Week 4

Sept 15

Begin first case study: The *Dobe Ju*. I will introduce book after which student groups' reports begin. Each report should be about 5-8 minutes. Presenters should use notes; don't read from book.

Read: Read first half of *Dobe Ju/' hoansi* this week.

Sept 17

Two group reports on assigned chapters. **Read:** *Dobe Ju/' hoansi*

Video: *The Hunters* (CCC - portion of video)

Week 5

Sept 22

The *Dobe Ju*. Group reports continue. **Read:** complete *Dobe Ju/' hoansi* this week.

Sept 24

Complete discussion of *Dobe Ju*.

Week 6

Sept 29

Types of subsistence systems: foraging, horticultural, pastoral, and agrarian.

Read: Kottak chapter 5

Oct 1

Reciprocity and redistribution. **Read:** Kottak chapter 5.

Video: *Capitalism Hits the Fan* (a portion of: CCC 57°)

Week 7

Oct 6

Midterm Exam (Do not miss exam. There are no make-ups)

Oct 8

Gender roles, gender inequality. **Read:** Kottak chapter 8

Week 8

Oct 13

Fall Break

Oct 15

Domestic groups: marriage. **Read:** Kottak chapter 7

Week 9

Oct 20

Video: *China's Lost Girls* (my copy)

Oct 22

Domestic groups: kinship and descent

Week 10

- Oct 27 **Begin second case study:** The *Bakairi*. I will introduce the group, reviewing chapters 1-3. First two groups should be ready to begin report
Read: *Bakairi Indians of Brazil*. chapters 1-5.
- Oct 29 Group reports on chapters from *Bakairi*.

Week 11

- Nov 3 Bakairi continued. **Read:** complete *Bakairi Indians*.
- Nov 5 Wrap up on Bakairi. Complete reports of chapters 9-11.
Video: *Tribe that time forgot* (Muhlenberg 54°)

Week 12

- Nov 10 Political types: bands and tribes, chiefdoms and states. Class and caste.
Read: Kottak chapter 6
- Nov 12 Modern world system & globalization.

Week 13

- Nov 17 **Video:** *Life and Debt*. (CCC - 55°) Take notes for exam question.
- Nov 19 Discussion of *Life and Debt*. World Bank, IMF, and WTO.
Read: Handout on IMF & WTO. **Read:** Kottak chapters 10, 13
Video: *Global Capitalism & the Moral Imperative* (CCC 29° time permitting)

Week 14

- Nov 24 **Video:** *Race: Power of an Illusion, episode 1* (CCC - 56°)
Paper due today.

- Nov 26 Thanksgiving break

Week 15

- Dec 1 Ethnicity and race as a cultural construct. **Read:** Kottak chap 11; chap 1: pp. 5-12.
- Dec 3 Religion – origin, types, and functions.
Read: Kottak chapter 9.

Final exam covers material after midterm and is in exam period. Check campus web for final grade – please do not call me.

Anthropology 100: Paper Topics (worth 25%)

Choose *one* of these topics for your paper. (Due: Nov. 24)

Description: Towards the end of the course, we discuss globalization and the creation of the modern world system, in which all cultures, large and small, are now embedded. Even though they never meet, people in disparate parts of the globe interact in an economic sense and a cultural sense – as either producers of commodities and culture or consumers of the same. In this paper, you will reflect on and write about some aspect of globalization. Design your paper around *one* of the two topics listed below.

Recommended resources:

Be sure you read chapter 10 & 13 from the Kottak textbook.

Joel Bakan, *The Corporation. The Pathological Pursuit of Wealth and Power* (will be put on reserve)

J. H. Bodley: *Anthropology and Contemporary Human Problems*, 4th edition. (2001) (on reserve)

Richard Robbins: *Global Problems and the Culture of Capitalism* (on reserve)

Style and grammar: The paper should be typed, double-spaced, and in *12-point* font with normal margins. Length should be 8-10 pages, excluding the references. Evidence of plagiarism, in whole or part, *will net a zero for the course*. The references section should follow any of the standard formats as APA or MLA. Web sources should include, where possible, author and title in addition to URL and your date of visit. Points are deducted for poor style and organization, incorrect grammar, and typos. **Worth 250 points (25%) of your grade.**

Topic #1: *Endangered indigenous people in the developing world: problem of ethnocide*

Choose an indigenous group in Latin America, Africa, Asia, or elsewhere which has been threatened by the forces of modernization. See this Web site (Survival International) for some examples: <http://www.survival-international.org/home>, Cultural Survival <http://www.culturalsurvival.org/>, Discuss what threatens them most, e.g. genocide, disease, modernization and industrial farming, habitat destruction, lumbering and mining, etc. What has the government's indigenous authority (such as FUNAI in Brazil) done for the people? How have the people themselves mobilized? What is their future likely to be? Are they using public interest in eco-tourism or cultural heritage as a strategy to fight outside forces?

Discuss the UN's efforts to protect the rights of indigenous people.

See this site: <http://www.un.org/issues/m-indig.html> and the [International Decade of the World's Indigenous People](#).

Other Web Sites

http://en.wikipedia.org/wiki/Indigenous_people

<http://www.indigenouspeople.net/americas/southam/>

<http://www.un.org/issues/m-indig.html>

Topic #2: Multinational Sweatshops Abroad

As we discuss in class, the huge multinational corporations have set up factories or contracted with local owners in developing countries to manufacture goods for export to us in the developed world. In most cases, the conditions for work can be described as sweatshop-like for there are no rules or laws that protect workers – re wages, hours, shifts, factory conditions, worker rights, etc. Although many companies have Codes of Conduct, they are a joke for they are not enforced or bridged in some way.

In your paper, choose a multinational corporation to write about (Coke, Nike, Disney, Gap, Walmart, or a corporation of your choice). What is the issue(s)? Describe the social or environmental issues associated with corporation. Describe their operations in a country and the problems that have been identified by watchdog groups. What are the critics abroad charging? What has the corporation done in response to critics? How has the corporation tried to “whitewash” or “greenwash” the issue. What response has there been from the host government, if any? What should consumers do or others do in response to the corporation’s “bad citizenship”?

Web Sites about Coke and in India, plus some other corporate sites

<http://www.stopcorporateabuse.org/cms/page1610.cfm>

<http://www.stopcorporateabuse.org/cms/>

<http://ir.cokecce.com/conduct.cfm>

<http://www.corpwatch.org/article.php?id=7508>

<http://www.indiaresource.org/>

<http://www.indiaresource.org/campaigns/coke/index.html>

<http://www.indiaresource.org/campaigns/coke/2004/Brochure.pdf>

http://www.cokefacts.com/India/facts_in_keyfacts.shtml

http://www.coca-colaindia.com/about_us/corporate-governance/default.asp

<http://www.guardian.co.uk/environment/2003/jul/25/water.india>

http://environment.about.com/od/waterpollution/a/groundwater_ind.htm

http://thecre.com/wdw/20030804_coke.html

<http://www.stopcorporateabuse.org/cms/page1351.cfm>

[http://vvi.onstreammedia.com/cgi-](http://vvi.onstreammedia.com/cgi-bin/vsearch?squery=+ClipID:4++VideoAsset:pbsnh111708&query=coca%2Dcola&user=pbs-)

[bin/vsearch?squery=+ClipID:4++VideoAsset:pbsnh111708&query=coca%2Dcola&user=pbs-](http://vvi.onstreammedia.com/cgi-bin/vsearch?squery=+ClipID:4++VideoAsset:pbsnh111708&query=coca%2Dcola&user=pbs-newshour&tid=email)

[newshour&tid=email](http://vvi.onstreammedia.com/cgi-bin/vsearch?squery=+ClipID:4++VideoAsset:pbsnh111708&query=coca%2Dcola&user=pbs-newshour&tid=email)

<http://www.oxfam.org.au/campaigns/nike/>

<http://www.nosweat.org.uk/>

<http://www.corpwatch.org/>

http://www.calbaptist.edu/dskubik/nike_rpt.htm

<http://www.saigon.com/~nike/>

<http://www.walmartmovie.com/>