

Introduction to Social & Cultural Anthropology
ANTH E200 (Class # 2435)
Class Meetings: MW 1:00PM - 2:15PM, SB 150
Indiana University, Fall 2016

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Kat Pesigan & Ben Haddon
Study Group meets 6:00-7:00 Monday, SB138

Description:

This course is an introduction to the goals, history, and methods of cultural anthropology. Cultural anthropologists study the organization of human society from a perspective that is at once very broad and intimately close. The breadth of our discipline comes from a commitment to understanding human experience around the globe; the closeness stems from our attention to the smallest details of human life and to the distinctions that give life meaning. The course will focus on what anthropologists study as well as on how we present our analyses and represent our research. We will consider written and visual ethnographic genres as well as academic and applied work.

Readings:

Course readings include the two required paperback books below and supplementary readings available for download as PDFs on our course Canvas site (on the Files page). The Norton textbook is available for purchase at the IU Bookstore & TIS in two formats: either as a conventional paperback, or in a three-hole punch version that enables you add or subtract pages in a binder as needed. (Also available to rent or own through:

Amazon: <https://www.amazon.com/Essentials-Cultural-Anthropology-Toolkit-Global/dp/0393265013/> or at Norton Textbooks:
<http://books.wwnorton.com/books/webad-detail-editions.aspx?id=4294977547>)

Required Books:

- Kenneth Guest, 2016. *Essentials of Cultural Anthropology: A Toolkit for a Global Age*. NY: W.W. Norton & Co.
- Clifford Geertz, 2000. *Interpretation of Cultures*. NY: Basic Books.

Requirements and Grading: (total of 1000pts)

- **Attendance:**

This course has a strict attendance policy. Students are expected to attend every class meeting, and attendance will be taken. You are allowed only two unexcused absences over the course of the semester. Any further absences require a doctor's note, the submission of an accomodation for religious observances form and subsequent negotiation with the instructor for a reasonable accomodation (<http://enrollmentbulletin.indiana.edu/pages/relo.php>), or other official documentation. Every unexcused absence beyond the two allowed will result in a lowering of your overall course grade by half a grade (i.e., from a B to a B-, etc.).
- **Participation: 50 pts (5% of your overall grade)**

All students are expected to **read the assigned readings** prior to class and to **participate in class discussions** and **in-class exercises**. A student's engagement in class will be recognized, whether this takes the form of engaging in class discussion, participation in in-class exercises, or a general show of interest in what is happening in class. Misuse of technology would certainly lower this grade.
- **Technology use (& mis-use) in class:**

Phones, Laptops and Tablets are allowed for class-related use only. Have readings accessible to you (whether in digital or hard-copy format) in class on the day designated for discussion of that reading *Any student found to be using technology for non-class-related purposes will be marked absent (a red X will be placed on your attendance card.)*
- **Semester-Long Project: begin an ethnographic study = 400 pts (100 pts each)**

40% of your grade in this course is based on a semester-long ethnographic project. The project is to begin an ethnographic study on a topic of your own choosing. The project consists of four graded steps. We will discuss the organization and methods of this project further in class.

 1. **Fieldsite Selection:** (due Sept. 19) 100 pts.
 - a. *Choose* a group, subculture, organization, or social setting to visit for an initial period of participant-observation. There will be time in class to discuss your choice in a small group setting. Here is a link of student organizations on the IU campus alone: beinvolved.indiana.edu. There are also many organizations in the larger Bloomington community that might interest you, such as (for example): The Shalom Center, providing meals and services for the homeless; Mother Hubbard's Cupboard, providing a community food pantry; CASA, Court Appointed Special Advocates for abused or neglected children; the Tibetan Cultural Center, providing education in Buddhism and meditation; the LOTUS foundation for world music, sponsoring a 3-day festival every September; and the Community Orchard, providing opportunities to plant, harvest, and work in the dirt. The Monroe County Public Library www.monroe.lib.in.us/commorgs/all-orgs and the Bloomington City government sites bloomington.in.gov/volunteer/ also have lists of numerous organizations active in town.

- b. *Attend* and *observe* an event or everyday activity -- a meeting, a protest, a ceremony, a parade, a court date, or the everyday rounds of a person, etc. – that is a meaningful part of this group’s identity. If you are deciding between two different fieldsites or groups, visit and observe each!
 - c. *Write up* your observations as fieldnotes (we will discuss fieldnotes in class).
 - d. *Answer* the questions in the Fieldsite Identification Questionnaire (available in Assignments). These questions ask you to describe your choice of fieldsite, your decision-making process, and any further questions you may have about your choice. The final question asks you to give a 1-2 paragraph excerpt from your fieldnotes. Please use this opportunity to review your fieldnotes and select a passage that reflects something key to your learning process thus far.
2. **Interview 1:** (due Oct. 3) 100 pts.
- a. *Contact* and arrange to *interview* a member of this group.
 - b. *Record* the interview.
 - c. *Take fieldnotes* on your experience of the interview, its context, who was present, any difficulties, any surprises, what you learned.
 - d. *Review* the interview: listen to it again, and select one or two passages that are of particular interest to you, passages that prompt you to want to ask further questions in your next interview.
 - e. *Transcribe* at least ten minutes of the recorded interview – ten minutes that you find significant, and these may well be the one or two passages you identified in reviewing your interview.
 - f. *Fill out* the Interview Data Questionnaire on Canvas. The form also provides space for you to share with us a 1-2 paragraph excerpt from your fieldnotes.
 - g. *Upload* transcription and audio file to Canvas.
3. **Interview 2:** (due Oct. 31) 100 pts.
- h. *Contact* and arrange to *interview* a member of this group.
 - i. *Record* the interview.
 - j. *Take fieldnotes* on your experience of the interview, its context, who was present, any difficulties, any surprises, what you learned.
 - k. *Review* the interview: listen to it again, and select one or two passages that are of particular interest to you, passages that prompt you to want to ask further questions in your next interview.
 - l. *Transcribe* at least ten minutes of the recorded interview – ten minutes that you find significant, and these may well be the one or two passages you identified in reviewing your interview.
 - m. *Fill out* the Interview Data Questionnaire on Canvas. The form also provides space for you to share with us a 1-2 paragraph excerpt from your fieldnotes.
 - n. *Upload* transcription and audio file to Canvas.
4. **Write-up:** (due Nov. 28th) 100 pts.
- o. *Reflect* on your project. What did you learn from this study? What was it like to meet, observe, and interview people in your chosen

group? How did your relationship with the group change throughout the project?

- p. *Write up* your reflections in a 5-6 page, 12 pt. font, double-spaced paper. Here are some suggestions for what to include in your paper:
- i. How has your conception of the group changed, now that you have met with members of the group?
 - ii. Were there commonalities in the responses and perspectives of the people you met? Were there contradictions? If so, what do you make of these differences within the group?
 - iii. What was the most interesting or unexpected thing you found? What more would you like to know if you had more time?
 - iv. Tell us what insights you gained from using ethnographic methods: the processes of participant-observation, taking fieldnotes, and conducting interviews with the people you chose to study and the group to which they belong. Did your experience of using these methodologies differ from what you expected, and if so, how? How might you use these methodologies again in your further studies?
 - v. Reflect on how your own role and how your understanding of your role in relation to the group changed over the course of this project.
 - vi. Critically assess your engagement with this project, and suggest directions for further study either of this group and topic or of a different subject entirely.
- q. *Upload* the paper to Canvas Assignments (.doc, .docx, .pdf).

- **Reading Review Quizzes = 250pts (10 pts each)**

25% of your grade in this course is based on reading Review Quizzes. These quizzes are short reviews of the material covered in each chapter of the course textbook and in the supplementary assigned readings. Review Quizzes are due by noon before the class meeting in which we are to discuss the assigned reading.

The quizzes are to be completed on Canvas: Assignments. You will have two chances to take each quiz. The correct answers will be visible to you after you take the quiz the first time. Your highest score will be entered as your final grade. Some responses will be graded automatically, though responses for essay questions will be graded by the instructors.

There will be 25 quizzes throughout the semester. In addition to providing the instructors with an ongoing sense of your grasp of course topics, these quizzes will help prepare you for the midterm and final exams.

Additional practice quizzes for each chapter are available on Canvas to help you prepare for the the graded Review Quiz. These supplementary practice quizzes are shorter and do not count toward your grade. They cover the vocabulary, concepts, and history covered in the textbook chapter. They are useful because, like the graded Review Quiz, once you submit your answers you will get immediate feedback and an explanation of the correct answer.

- **The midterm exam (Oct. 5th) = 150 pts**

- The midterm exam will cover the readings and lectures in the first half of the semester. The exam consists of 13 short answer identification questions and 20 multiple choice questions. The multiple choice questions are worth 1pt each, and the i.d questions are worth 10pts each. This is an in-class exam.
- **The final exam** (Dec. 7th) = **150 pts**
 - The final exam will cover the readings in the second half of the semester. The exam consists of 13 short answer identification questions and 20 multiple choice questions. The multiple choice questions are worth 1pt each, and the i.d questions are worth 10pts each. This is an in-class exam. The final exam will be administered on W, Dec. 7th, during our last class meeting.

Section I: What is cultural anthropology? Introduction to the kinds of things cultural anthropologists study

Week One

Class 1, M 8/22: introduction to course

Anthropological lenses help us focus on both our own and other peoples' lives as social artifacts.

- Introduce instructors, meet each other, discuss the structure of the class and review syllabus
- Screen in class: "Babakiueria," Australian Broadcasting Corp., 30 min

Class 2, W 8/24: learning to see ourselves

- Guest, *Cultural Anthropology* textbook, Ch. 1 pp. 1-12
- Miner, Horace. "Body Ritual Among The Nacerima" (Canvas: Files)

Homework: take the Horace Miner **Reading Quiz on "The Nacirema"**

- **Handout #1** from *Fieldworking* on outsider perspectives (Rosaldo, Miner)
- **In class Exercise:** "Investigating Perspectives: Insider & Outsider" Write a list or paragraph about a routine of your own that you are seeing now from an outsider perspective; write this on 5x7 card handed out in class

Week Two

Class 3, M 8/29: Four-Field Approach & Globalization

- Guest, *Cultural Anthropology* textbook, Ch. 1 pp. 12-29 (how is globalization transforming anthropology?)

Homework: take the **Guest Ch. 1 Reading Quiz** for textbook Ch. 1

Lecture: "Stepping in, Stepping out" from *Fieldworking*

In class: Handout #2 from *Fieldworking*: Subculture exercise

- On one side of a 5"x7" card (handed out in class) list the subcultures to which you belong
- On the other side, write a paragraph describing one of these subcultures, either seriously or satirically

- Break into groups of two to discuss and ask each other about what it meant to you to belong to this subculture

Class 4, W 8/31: Culture, Norms, Values, & Maps of Reality

- Guest, *Cultural Anthropology* textbook, Ch. 2 pp. 30-42
- Emerson, Fretz, & Shaw, *Writing Ethnographic Fieldnotes*, Ch 1, “Fieldnotes in Ethnographic Research,” pp. 1-16
- Bernard, Russell, *Research Methods in Anthropology* (5th Ed.), on Fieldnotes (four types, three styles) p. 1-11 (Ch. 13)

Homework: Take the **Guest Ch. 2 (1) Reading Quiz & Fieldnotes Readings** on textbook first half of Ch. 2 and supplementary readings

In-class exercise:

write a fieldnote go outside for 20 mins! Observe and write outside, then come back to class and share; discuss **Fieldsite Selection assignment**

Week Three

****Monday 9/5 = LABOR DAY, NO CLASS BUT PLEASE READ AHEAD FOR WEDNESDAY’S CLASS!**

Class 5, W 9/7: the goals of ethnography as a written genre

- Geertz, Clifford, “Thick Description: Toward an Interpretive Theory of Culture,” in *The Interpretation of Cultures*. pp. 3-30 (Canvas: Files)

Homework: take the **Geertz Reading Quiz** (1) for “Thick Description”

In-class: note the integration of fieldnotes into the final product of this erudite essay

Week Four

Class 6, M 9/12: Development of the Culture Cpncept

- Guest, *Cultural Anthropology* textbook, Ch. 2 pp. 42-61 (p. 49 on Scott)
- Scott, James. *Weapons of the Weak*. Preface (pp. xi-xxii; 8 pages); (Canvas: Files). Optional: Read also Ch. 2 in Scott, “Normal Exploitation, Normal Resistand.”

Homework: Take the combined **Guest Ch. 2 (2) & Scott Reading Quiz** (on second half of Ch. 2 & excerpt from *Weapons of the Weak*)

Class 7, W 9/14: The historical terrain of ethnographic study: Bronislaw Malinowski

- Bronislaw Malinowski, “Forward” and “Introduction” to *Argonauts of the Western Pacific*. NY: E.P. Sutton, 1961, pp. xv-xviii and 1-27 (Canvas: Files)

Homework: Take the **Malinowski Reading Quiz** on “Argonauts” (excerpts)

***Due online by 9/19 class: Assignment 1 = Fieldsite Selection & Obssservation: Fieldnotes**

Week Five

Class 8, M 9/19: Ethnography & key informants

- Guest, *Cultural Anthropology* textbook, Ch. 3 pp. 63-81
 - Bernard, 5th ed., pp. 1-10 “Preparing for Research” (Ch. 3)
- Homework: take the **Bernard Reading Quiz** on “Preparing for Research”

Class 9, W 9/21: Interviewing

- Guest, *Cultural Anthropology* textbook, Ch. 3 pp. 82-91
- Jackson, Ch. 7-8, “Interviewing” & “Ordinary Talk,” pp. 79-104

Homework: Take the combined **Guest Ch. 3 & Jackson “Interviewing” Reading Quiz**

In-class exercise: break into groups of two (different from the person you spoke with in earlier class) and interview each other asking 3 basic questions:

- where are you from? (describe the town/city and location of your home in it)
- place yourself within the structure of your family (Who raised you? Who are your biological parents? Are you a singleton or a twin? Where are you in the sibling birth order?)
- why do you have the name you have? (who told you this story? And is this a story you have told often?)

Week Six

Class 10, M 9/26: Cultural Stories and Stories as Culture: finding things other than that for which we look; polyvocality & reflexivity

- Laura Bohannon, “Shakespeare in the Bush” (Canvas)
- A.K. Ramanujan, “Annayya’s Anthropology,” trans. N. Hegde, in *From Cauvery to Godavari: Modern Kannada Short Stories*, pp. 44-53 (Canvas)

Homework: take the combined **Bohannon and Ramanujan Reading Quiz**

Class 11, W 9/28: Failures that teach

- Jean Briggs, 1970. “Kapluna Daughter” in *Women in the Field*, pp. 19-44 (Canvas)

Homework: Take the **Briggs Reading Quiz** on “Kapluna Daughter”

***Assignment 2 due: Interview #1 by Oct. 3**

Week Seven

Class 12, M 10/3: Polyvocality, Reflexivity, Tone & Style

- Zora Neale Hurston. 1935. “Foreward” by Franz Boas (one page), & “Introduction” (pp. 17-20), in *Mules and Men*.
- Zora Neale Hurston. 1924. “Drenched in Light” (pp. 17-25) in *Zora Neale Hurston: The Complete Stories*, ed. Henry Louis Gates 1995. (Canvas)

Homework: take the **Hurston Reading Quiz** on *Mules and Men* & “Drenched in Light”

Class 13, W 10/5: In-class midterm exam of 10 i.d. Qs and 20 multiple choice Qs.

Section II

Week Eight

Class 14, M 10/10: Race

- Elizabeth Chin. 2001. *Purchasing Power: Black Kids and American Consumer Culture*. "Preface," pp. vii-x (4 pages) and Ch 5, "Anthropologist takes Inner-City Children on Shopping Sprees." pp. 117-141 (Canvas: Files)

Homework: take the **Chin Reading Quiz** on *Purchasing Power*

Class 15, W 10/12:

- Race and Racism, *Cultural Anthropology* textbook, Chapter 5

Homework: Take the **Guest Chapter 5 Reading Quiz**

Week Nine

Class 16, M 10/17: Guest lecture: TBA

- Reading: Christina Kreps. 2003. "Preface" (pp. x-xiii) & "The Eurocentric museum model in the non-European world" (p. 20-45) in *Liberating Culture: Crosscultural perspectives on museums, curation, and heritage preservation*.
- In-class screening: clip from "Cracks in the Mask"
- In-class: SAS talk about Interview #2

Homework: take the **Kreps Reading Quiz** on "Liberating Culture"

Class 17, W 10/19: Fieldtrip to Mathers Museum of World Cultures

*MEET AT THE MATHERS, 416 No. Indiana Ave (corner of Indiana & 8th St.)

<http://www.mathers.indiana.edu>

- We will meet with Sarah Hatcher, Mathers Museum guide, at 1:05 PM in the lobby of the Mathers. Sarah will speak with us about the museum, its mission, and its collections. She will orient us to the current exhibits, and give us important info. Please arrive on time!
- View exhibits on your own
 - Take notes on what you learn from viewing these exhibits and visiting the Mathers Museum: was your experience different than you expected? If so, in what ways? What did you expect of a museum of world culture?

Homework: take the **Museum Visit Quiz**

*NOTE: TAKE THIS QUIZ AFTER VISITING THE MATHERS! Quiz is NOT due as usual before class. It is due 24 hours later, on Thursday 10/20 at noon.

Week Ten

Class 18, M 10/24: Kinship week ☺

*Assignment #3 due: Interview #2

- Read: Kinshp ch. 9 pp. 234-261, textbook

Homework: Take **Guest Chapter 9 Reading Quiz**

- in-class charting of your own family with kin-term categories

Class 19, W 10/26: Special Drama in Tamilnadu, 2015

- Read: Prof. Seizer's 2016 article: "Hereditly Abandoned" which includes a kinship chart
- Skim: 2 short chapters from *Genograms in Family Assessment*. 1985, Monica McGoldrick and Randy Gerson (Norton). This is a central text in the field of social work that provides an alternative system for mapping kinship, focused specifically on lived experiences within the family system. It's a particularly fun read because the authors use the family systems of celebrities and famous figures in the fields of Psychology (Sigmund Freud) and Anthropology (Margaret Mead & Gregory Bateson) to demonstrate their mapping system. Skim Ch 2 (18 pp) which includes the Fonda family and the Freud family, and Ch 3 (16 pp) which includes Indira Gandhi's family and Mead/Bateson family. Scan and get familiar with the intent here, and enjoy learning more about these famous figures in their psycho-social context!

Homework: take the **Seizer Reading Quiz** on "Hereditly Abandoned"

- In-class: discuss the outlawing of "burkinis" in France

*Extra-credit opportunity: attend and write a 1-page report for 10 pts.

Thursday, October 27, 2016, 6:00-10:00 pm
Panel: on Islamophobia at the SGIS auditorium open to all
Format: four speakers covering different aspects of the crisis
ranging from the Syrian Civil War, US foreign policy and media
representations of Muslims, to multi-culturalism in Europe & the Middle East.
Presentations will include media clips and Q&A

2nd Interview Assignment #3 due Oct. 31

Week Eleven

Class 20, M 10/31: Are we a classless society here in the U.S.?

- Read: textbook ch 10, Class & Inequality (introduces: Potlatch, Karl Marx, Max Weber, Pierre Bourdieu, Intersectionality, Leith Mullings, the Occupy movement, and discredited "culture of poverty" policies, caste & class)

Homework: Take **Guest Chapter 10 Reading Quiz**

- *In class screening:* scenes from "Paris is Burning" 1990, Jennie Livingston. Aspiring to look high-class.
- *In class screening:* scene from "My Fair Lady" (Eliza Doolittle learning to speak high-class)

Class 21, W 11/2: Poverty & its Influence on Health

- Read: Introduction & chapter excerpt from Philippe Bourgois, *Righteous Dopefiend*

Homework: take the **Bourgois Reading Quiz** on *Righteous Dopefiend* excerpts

Week Twelve

Class 22, M 11/7: Health & Illness in Cross-cultural Perspective

- Read: textbook ch 14, Health & Illness in cross-cultural perspective
- In class: lecture by Prof. Sarah Phillips

Homework: Take the **Guest Chapter 14 Reading Quiz**

Recommended: “A Parallel World” by Sarah Phillips (in Optional Readings on Canvas)

From: *Disability and Mobile Citizenship in Postsocialist Ukraine* by Sarah Phillips, Indiana University Press, 2010.

Class 23, W 11/9: the collision of two cultures in an American medical setting

- Read: Fadiman, 1997. *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*. Preface, pp. vii-ix, and Chs. 1-3, pp. 3-31.

Homework: take the **Fadiman Reading Quiz** on *The Spirit Catches You...* excerpts

Week Thirteen

Class 25, M 11/14: Analysis of a ritual, model for ethnographic study

- Clifford Geertz, “Deep Play: Notes on the Balinese Cockfight,” in *The Interpretation of Cultures*, pp. 366-411 (Canvas: Files)
- In-class viewing: youtube song of a stuffed chicken match

Homework: take the **Geertz (2) Reading Quiz** on “Deep Play”

Class 26, W 11/16: Yourself as a subject in your writing

- Ruth Behar, 1996. *The Vulnerable Observer*. “Introduction,” pp. 1-33.
*Note: this is a fairly dense reading so give yourselves enough time!

Homework: take the **Behar Reading Quiz** on *The Vulnerable Observer* introduction

****THANKSGIVING WEEK, NO CLASS****

***Write-up Due** in Assignments (Canvas)

Week Fourteen: Class 27, M 11/28: on ethnographic film

- **Mead & Bateson 1977 dialogue: “On the Use of the Camera in Anthropology”** in *Anthropology and Media*, ed. R. Wilk and K. Askew, 2002 (dialogue acted out by Kat & Ben)

Screen in-class:

- Elizabeth Barnett, “Stranger with a Camera” (2002, 61 min)

In-class:

- Discuss “Stranger with a Camera” in context of U.S. economy & War on Poverty

Class 28, W 11/30: The Global Economy

- Read: textbook ch 11 on the Global Economy

Homework: Take **Guest Chapter 11 Reading Quiz**

Week Fifteen

Class 29, M 12/5: Discuss anthropology's future directions (full class discussion, led by our AIs Tania & Sarah and our UTAs Ben & Kat)

Homework: take the **Vocabulary Review Quiz**

- [Reading TBD... Bruno Latour AAA address 2014?]
- Take time in class to do the course review and evaluation

Class 30, W 12/7: last class meeting

- Take the the final exam (i.d. & multiple choice questions)