

SOAN 110: Introduction to Anthropology
Winter 2016
Carleton College
Department of Sociology and Anthropology

Instructor: **Dr. Constanza Ocampo-Raeder**

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Office Hours: Mondays 10-noon and Tues 1-3 pm (sign up sheet on office door)

COURSE GOALS

A substantial proportion of what we do -- some even argue most of what we do -- is guided by culture: what we believe in, how we dress, what we eat, who we marry, and even *if* we marry. Although our actions regarding these decisions may seem “logical”, normal, or simply the obvious way of doing things, you can be certain that there is another society that does things in a completely different way. In anthropology, these differences are known as cultural diversity and socio-cultural anthropologists aim at understanding, documenting, and explaining this variation among contemporary societies.

In addition to academic pursuits, information produced by anthropologists can and is also being used to solve contemporary issues. Today anthropologists are involved in a wide range of non-academic initiatives such as those related to conservation of the environment, development, human rights, and public health. There are even many applications in the business world and anthropologists are hired in the tech sector, marketing agencies, etc. For this reason, the course will also seek to encourage you to think about the ways in which anthropology can be applied to solving real world problems.

In other words the primary goal for the course is to show you that anthropology matters!

This will be achieved through four major goals:

- 1- To explain cultural diversity through classic and contemporary ethnographic case studies.
- 2- To show variation in anthropological thought and thus the wide range of subdisciplines and paradigms in anthropology today.
- 3- To teach you anthropology’s unique methodological tradition, from classic ethnographic approaches such as participant observation to more interdisciplinary approaches such as the use of GIS and cognitive exercises.
- 4- To uncover the value of sound cultural analysis in helping solve real world problems.

LEARNING OUTCOMES

As part of Carleton's assessment initiative, the SOAN Department of has identified six Student Learning Outcomes for SOAN majors. In this course you will learn four of these outcomes:

- Formulate appropriate sociological and/or anthropological research questions about socio-cultural phenomena.
- Select appropriate sociological and/or anthropological research methods to study socio-cultural phenomena.
- Apply sociological and anthropological theory to analyze socio-cultural phenomena.

- Draw upon your understanding of historical and contemporary socio-cultural phenomena to engage the world.

GRADING AND ASSIGNMENTS

Your grade during the term will be assessed through a combination of assignments and exams. More specifically your final grade will be divided into three broad sections: 1) participation and attendance, 2) exams (pop quizzes and a midterm), and 3) project-based assignments (ethnographic observations, magazine analysis and conspicuous consumption). Instructions, rationale and objectives for each assignment will be clearly outlined for you before you begin and generally posted on Moodle or handed out during class.

Assignments and exams are weighed as follows:

• Participation	10%
• Attendance	10%
• Ethnographic Assignment Part 1	15%
• Ethnographic Assignment Part 2	10%
• Conspicuous Consumption Assignment	15%
• Pop Quizzes (4 during class/unannounced)	20%
• Mid-term Exam	20%

LATE AND MAKE-UP POLICY

Please note that I am very strict about due dates. Unless you have a legitimate excuse for turning in an assignment late or missing an exam I will either not accept the assignment or deduct points from your grade. Although I am certainly sympathetic to emergencies I do ask you to try to let me know what is happening before the assignment or exam comes around in order to avoid misunderstandings.

ACADEMIC INTEGRITY

You are expected to adhere to Carleton's code of academic honesty. Even in the event of participating in team projects, your final work should still reflect your own ideas and other people's ideas should always be credited. If you have any questions regarding this policy please visit <http://apps.carleton.edu/campus/doc/integrity/> or come speak to me. Failure to follow Carleton's expectation will result in a failing grade and formal action with the administration.

OFFICE HOURS AND COMMUNICATIONS

I hope you will all come see me during office hours to discuss the course, ideas for projects, or career plans. Interacting with students is one of the aspects that I most enjoy about my job so please **DO NOT BE SHY** and take advantage of office hour! If you cannot make office hours let me know and we can always schedule an alternative time, or even go out to lunch through the dining services "take a prof out to lunch" scheme (it is free to both of us and we get three a term).

Regarding email please note that I will try to answer emails within a 24 hr. period and I do not tend to answer emails during the weekend (late Sundays are often the exception but do not expect it). I also do not text with students so please do not try because I will probably miss them.

Finally, although I encourage you to contact me via email with questions, if the question requires a long answer I may ask you to come see me personally so I can give you a proper response.

ADDITIONAL RESOURCES

If you need any help dealing with the requirement of the course please let me know so I can direct you to the multitude of resources available to you at Carleton. Although I will be posting relevant resources to individual assignments do let me know if you are having trouble taking notes, studying for the exam, writing up assignments, stress, etc. I will be more than delighted to help direct you and work with you with what you need.

In case you are interested in exploring your options on your own, a comprehensive list of resources can be found here: <https://www.carleton.edu/student/support/>

LIBRARY: Worth mentioning is our fabulous library staff, in particular Kristin Partlo (the social sciences reference librarian). If you have any questions or need help finding resources for the class, she is a great resource. You can email her at: kpartlo@carleton.edu.

COURSE READINGS

Readings will be posted in Moodle with the exception of the two ethnographies, which are available in the bookstore for purchase. You are expected to complete the assigned readings by class time and come prepared to participate in class discussions. Please note that some weeks have heavier readings loads than others, for this reason I suggest you pay attention to reading guidelines discussed in class. Also remember that I may change readings depending on class interest and progress so follow postings on Moodle rather than on this initial schedule.

Bestor, Theodore 2000. "How Sushi Went Global" *Foreign Policy* 121: 54-63.

Borré, Kristen 1991. "Seal Blood, Inuit Blood, and Diet: A Bicultural Model of Physiology and Cultural Identity." *Medical Anthropology Quarterly* 5(1): 48-62.

Bourke, Lynsey et al 2009. "Fieldwork Stories: Negotiating Positionality, Power, and Purpose." *Feminist Africa* 13: 95-106.

Denevan, William 2001. "A Diversity of Habitats and Fields Systems," in *Cultivated Landscapes of Native Amazonia and the Andes*, pp. 53-74. Oxford: University of Oxford Press.

Evans-Pritchard, E.E. 1937. *Witchcraft, Oracles, and Magic among the Azande*. Oxford: Oxford University Press.

Garcia, Angela 2010. *The Pastoral Clinic: Addiction and Dispossession along the Rio Grande*. Berkeley: University of California Press.

Gmelch, George 1992. "Superstition and Ritual in American Baseball." *Elysian Fields Quarterly*, 11 (3): 25-36.

- Goldstein, Melvyn 1987. "When Brothers Share a Wife." *Natural History* March: 39-48.
- Harris, Marvin 1966. "The Cultural Ecology of India's Sacred Cattle." *Current Anthropology* 7:51-59.
- Herd, Gilbert 2006. "The Sambia: Ritual Sexuality and Change in Papua New Guinea." *Case Studies in Cultural Anthropology*. George Spindler and Janice Stockard (eds) Belmont, CA: Wadsworth.
- Helmreich, Stefan and Heather Paxson 2010. Sex on the Brain. *In Readings for a History of Anthropological Theory*, 3rd Edition. Paul Erickson and Liam Murphy (eds). Pp. 565-583. Toronto: University of Toronto Press.
- Jablonski, N.G. and G. Chaplin 2010. "Human Skin Pigmentation as an Adaptation to UV Radiation." *Proceedings of the National Academy of Sciences* 107(Suppl. 2): 8962-8.
- Keessing, Roger 1992. Not a Real Fish: The Ethnographer as Inside Outsider *In The Naked Anthropologist: Tales from Around the World*. Philip de Vita (ed). Pp. 73-78. Belmont, CA: Wadsworth.
- Ocampo-Raeder 2006. "Ese Eja Signatures: A Systematic Assessment Of The Effects Of Indigenous Resource Management Practices On An Amazonian Forest." Ph.D. dissertation, Department of Anthropology, Stanford University.
- Ocampo-Raeder, Constanza ND "Spies and Gossip in the Forest: The Role of Children in the Management of Common-Pool Resources among the Ese eja People of Southeastern Peru." Under review for *Human Organization*.
- Nanda, Serena 2000. Arranging a Marriage in India. *In Stumbling Toward Truth: Anthropologists at Work*. Philip de Vita (ed). Pp. 196-204. Prospect Height, IL: Waveland Press.
- Miner, Horace 1956. Body Ritual among the Nacirema. *American Anthropologist* Vol 58(3) 503-507.
- Shostak, Marjorie. 2000. *Nisa: The Life and Words of a !Kung Woman*. Cambridge: Harvard University Press.
- Speed, Shannon 2006. "At the Crossroads of Human Rights and Anthropology: Toward a Critically Engaged Activist Research." *American Anthropologist* 108(1): 66-76.
- Wilson, E.O. 2008. The Morality of the Gene. *In Anthropological Theory: An Introductory History*. J. McGee, and R. Warms, eds. Pp. 409-414. Mountain View, CA: Mayfield Publishing Company.

COURSE SCHEDULE

DATE	LECTURE THEME & ASSIGNMENTS	READINGS
<u>Week 1</u>		
Tue Jan 5	<i>Introduction:</i> What is anthropology? Why study anthropology? What is culture? Where do we find culture?	Miner (Nacirema)
Thu Jan 7	<i>Case Study:</i> Introduction to the indigenous Ese eja of people of the Peruvian Amazon	Ocampo-Raeder (Ese eja History) Read 3-15 and skim 55-74
<u>Week 2</u>		
Tue Jan 12	<i>Ethics in Ethnographic Research:</i> What are some of the key issues anthropologists have to consider while conducting fieldwork? <i>Case Study:</i> Introduction to the !Kung San people of the Kalahari Desert	Shostak (Nisa Ch 1-8)
Thu Jan 14	<i>Methods in Cultural Anthropology:</i> How do we study culture? What is the ethnographic method? What is the difference between qualitative and quantitative research? Looking Activity: In class activity and discussion *HAND OUT ETHNOGRAPHIC ASSIGNMENT PI	Shostak (Nisa Ch 9-15) Keesing (Not a Real Fish)
<u>Week 3</u>		
Tue Jan 19	<i>Ethnographic field work: Exploring Advantages and Challenges</i>	Bourke (Fieldwork Stories) Geertz (Interpretation of Cultures)
Thu Jan 21	<i>Marriage, Kinship, and Family:</i> How do people define and mediate relationships between each other? * ETHNOGRAPHIC ASSIGNMENT PI DUE (hardcopy in manila folder in mailbox by 5pm)	Nanda (Arranged Marriage) Goldstein (Brothers Share Wife)
<u>Week 4</u>		
Tue Jan 26	<i>Sex and Gender:</i> How do notions of sexuality vary across cultures? How do notions of gender vary cross culturally?	Herdt (Sambia)
Thu Jan 28	*MID-TERM EXAM	
<u>Week 5</u>		
Tue Feb 2	<i>Magic, Ritual, and Religion:</i> How do societies interpret the spiritual world? What are the different ways in which people worship? Case Study: Azande society of North Central Africa. *HANDOUT MIDTERM EVALUATIONS	Evans-Pritchard (Witchcraft) Gmelch (Baseball Magic)

Thu Feb 4	<i>Humans and Nature: How does anthropology study human-nature interactions?</i> <i>Case Study: Introduction to the Inuit people of the Hudson Bay</i>	Borré (Seal Blood)
<u>Week 6</u>		
Tue Feb 9	<i>Resource Management Practices: How do people make a living? What are the four main modes of subsistence practiced around the world?</i>	Denevan (Agroforestry)
Thu Feb 11	<i>Economic Systems: What kinds of economic systems are found around the world? How do they defer from western economic systems?</i> *HAND OUT ETHNOGRAPHIC ASSIGNMENT P2	Harris (Sacred Cows)
<u>Week 7</u>		
Tue Feb 16	<i>Sociobiology and Human Behavioral Ecology: Do societies follow evolutionary principles? What is the relationship between culture and genes?</i>	Wilson (Sociobiology) Helmreich & Paxson (Sex on Brain)
Thu Feb 18	<i>Environmental Anthropology: How does anthropology inform the environmental and sustainable development movement?</i>	Ocampo-Raeder (Spies and Gossip)
<u>Week 8</u>		
Tue Feb 23	<i>Environmental Anthropology: Cont.</i> <i>Case Study: The Decade of Destruction in Brazil</i> *HAND OUT CONSPICIOUS CONSUMPTION ASSIGNMENT	Decade of Destruction Film (View on reserve)
Thu Feb 25	<i>Globalization: How do anthropologists evaluate and trace the process of globalization? What does globalization mean to the future of cultural diversity?</i>	Bestor (Sushi) *Begin readings Garcia (Pastoral Clinic)
<u>Week 9</u>		
Tue Mar 1	<i>The Burden of Legacy (Colonialism, Imperialism and the Social Control): What are the impacts of history in contemporary social relations?</i>	Garcia (Pastoral Clinic)
Thu Mar 3	<i>Race and Ethnicity: What is the difference between race and ethnicity? Is race biological or cultural?</i>	Jablonski (Skin) Jablonski (Ted Talk video)
<u>Week 10</u>		
Tue Mar 8	New Directions in Anthropology * HAND OUT FINAL COURSE EVALUATIONS *CONSPICIOUS CONSUMPTION ASSIGNMENT DUE (hardcopy due in class)	Speed (Human Rights)

*****MON March 14: Final version of Ethnographic assignment P2 Due 5pm in Mailbox*****