COURSE DESCRIPTION
This course provides an introduction to cultural anthropology, which studies the diversity of human experience. The course introduces students to the issues addressed and methods used by cultural anthropologists in order to understand how various groups of people organize and give meaning to their experience of a common world. The basic assumption of the course is that our reality or our world is culturally constructed. We take up this issue by examining a variety of cultures including the Trobriand Islanders, the Hijras of India, Somalis in diaspora, and the Sherpas of Nepal. Throughout the course we will reflect on the American context.

COURSE OBJECTIVES
The course format (consisting of lectures and discussions), readings, and assignments are designed to foster your curiosity about cultural anthropology and the study of culture. At the end of the course students will be able to:

Reflect on the diversity of perspectives of what it means to be human
Explain core concepts in the study of human experience cross-culturally, such as culture, society, cultural relativism, ethnocentrism, gender, race, and ethnicity

Discuss important theoretical perspectives and methodological approaches in cultural anthropology

Challenge prevailing “Western” (American and European) assumptions about the worldviews and belief systems that exist in “non-Western” societies

Critically examine how categories such as culture, race, ethnicity, class, identity and gender are used in everyday settings

COURSE READINGS

Reading is a fundamental part of the intellectual life. And reading – especially careful, thoughtful review – contributes to writing well. As you read, interrogate the text and its author. Ask “Why?” Write down questions and thoughts on the text. And most importantly, challenge the author’s position and authority. Why does the author write what she does? What evidence does she use to support her claims?

I expect you to think critically about the readings. I strongly encourage you to take notes and pose questions as you read a text. You should determine the main argument or purpose of the text (its thesis), identify any underlying assumptions of the text, and examine the evidence provided by the author to support the thesis. You should also consider for what audience the text is written. Always keep in mind how the text fits in with perspectives presented in class lectures, discussions, and in the other assignments.

You should read the assigned texts in advance of the class meeting for which they are listed, according to the schedule indicated in the syllabus. If a reading is listed under a Wednesday, you should read the text for that Wednesday. I advise you not to fall behind in the readings as you are expected to come to class prepared to discuss the reading assigned for a particular date.

The selections for this course include a course text, three ethnographies, a novel and a compilation of articles and book chapters. The books are available for purchase at the Bates College Bookstore and are on reserve at Ladd Library. Most articles will be available on the course page on Lyceum, as noted in the syllabus with a . The course bibliography follows the “Readings & Assignments” section of the syllabus.

You will be required to review pertinent websites in preparation for class. I may distribute additional readings in-class to clarify issues raised in our discussions. I encourage students to contribute relevant texts and images as well!

Required Books

The texts are listed in the order in which they have been assigned.


Nanda, Serena.
OVERVIEW OF GENERAL REQUIREMENTS

As course assignments and exams are based on materials presented in class and in the readings, I strongly encourage you to attend lectures and to complete the assigned readings prior to class.

Please note that NO assignments may be submitted via email. Any electronic submissions will be to the course website on Lyceum. All written work must be completed in order to receive a passing grade for the course.

Attendance + Participation

Each student is expected to come to class each day having completed the readings and prepared to discuss them. You may be asked to complete a one-minute paper at the end of the class period enabling you to reflect on what you have learned from lecture on that day. Films and videos are part of the course curriculum; you are responsible for attending evening viewings (as noted in the syllabus) as well as the in-class films.

Class attendance and engaged, constructive contributions to discussions will improve your course grade. Poor attendance will lower it. I will take attendance randomly throughout the semester.

Discussion Groups and Lyceum Posts 20%

By September 16th, I will randomly assign each student to a discussion group. As a member of this group you will meet outside of class to discuss course readings, work collaboratively to consider a question or topic posted to Lyceum, and then independently respond to the question through the group blog on Lyceum. You also may want to provide feedback to one another on course assignments. See the Discussion Group handout for more detail, which I will distribute on September 14th.

Critical Essays 40%

You will prepare two critical essays, five to six pages in length, based on the readings, integrating theories and concepts presented in the lectures. I will distribute the assignment in class at least one week prior to due date. The first essay is due Monday, October 12th. The second essay is due Monday, November 16th.

Final Exam 40%

Each student will complete a short answer and essay-format, take home final exam. The final will encompass concepts discussed in lectures and readings throughout the semester. You also are responsible for any films or videos shown during the semester. The Final Exam will be distributed on Monday, December 7th and will be due on Wednesday, December 16th by 3:00pm in Pettengill Hall 217.
ASSIGNMENT DEADLINES

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Deadline</th>
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<tbody>
<tr>
<td>Lyceum Post 1</td>
<td>September 18</td>
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<tr>
<td>Lyceum Post 2</td>
<td>October 2</td>
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<tr>
<td>Critical Essay 1</td>
<td>October 12</td>
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<tr>
<td>Lyceum Post 3</td>
<td>October 16</td>
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<tr>
<td>Lyceum Post 4</td>
<td>November 6</td>
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<tr>
<td>Critical Essay 2</td>
<td>November 16</td>
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<tr>
<td>Lyceum Post 5</td>
<td>December 4</td>
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<tr>
<td>Final Exam</td>
<td>December 16</td>
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COURSE POLICIES

Class Etiquette
I consider our classroom to be a collaborative environment in which diverse perspectives are welcome and encouraged. Collaboration depends on everyone’s participation and engagement with the course materials. The more involved you are in the class, the more you will get out of it.

Please arrive to class on time, stay for the duration of the class (i.e., do not get up unannounced for any reason) and turn off all cell phones/iPhones and computers prior to class. Do not send text messages or emails during class.

Practice active listening. Listen respectfully to your fellow students: do not interrupt another student while s/he is speaking, and do not speak while anyone else is speaking. Disrespectful behavior will not be tolerated.

Thank you for contributing to a respectful classroom environment.

Class Cancellations
If for any reason I must be absent from class, I will send students an email the night before our scheduled meeting. The Anthropology area administrative assistant will post a sign on our classroom door as well. In lieu of discussion you will be required to complete an assignment (e.g., a response to a blog posting or a comment about an article) on Lyceum. I will include instructions for the assignment on Lyceum. You must complete the assignment by 5:00pm on the day on which it is assigned.

Statement on Disabilities and Learning Differences
If you have any disability which may hinder your ability to learn under usual circumstances, please inform me directly and as early in the semester as possible. I will make the necessary adjustments to improve the learning environment. In addition, please contact Holly Gurney (786.6220 or hgurney@bates.edu) in the office of the Dean of Students if you have any special needs.

Emails
I will respond to emails during regular business hours. Do not expect a response to your email directly before class or over the weekend. Speaking with me after class or during office hours is often more effective than an email communication.
Academic Integrity
All students are responsible for reading and understanding the Bates College Statement on Academic Honesty. (See http://abacus.bates.edu/pubs/Plagiarism/plagiarism.html). When you turn in an assignment to satisfy the requirements for this course, you are indicating it is your own work. The failure to properly acknowledge your use of another work is plagiarism. All references must be cited according to the AAA guidelines (see described in handouts and on Lyceum). I do not tolerate academic dishonesty. Plagiarism of any kind will result in a failing grade for the assignment and/or the class.

Late Assignments
Overdue assignments are not acceptable and will be penalized. Assignments handed in late will be graded down accordingly, in fairness to students who have met the deadline. For each day an assignment is late, I will mark it down 1/3rd of a letter grade. For example, a student hands a paper in 2 days late; the initial mark is a B+ but the final grade is a B-.

I will suspend this policy for extenuating circumstances. You must contact me directly if you have any difficulties meeting the assignment deadlines. However, the later you notify me, the less likely it is that I will make an accommodation.

*The Instructor reserves the right to modify the course syllabus and assignments as necessary.*
# READINGS & ASSIGNMENT CALENDAR

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
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<tbody>
<tr>
<td><strong>PART I. ANTHROPOLOGY: NOTES ON A DISCIPLINE</strong></td>
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<tr>
<td>September 9 Wednesday</td>
<td>An Introduction to the Course</td>
<td>Using the internet, look up “Anthropology.” Type up the URLs for 3 websites that best explain what anthropology is. Turn-in at the next class period, September 11th.</td>
</tr>
</tbody>
</table>
In-class film: Anthropology: Real People, Real Careers. 2006. |
Evening Film: 7.30-10.00pm, Pettigrew 301 Shyamalan, M. Night., dir. 2003. The Village. |
| September 18 Friday | Discussion: The Cultural and Social Construction of Reality | Meet in Pettengill G52 for discussion with discussion groups. Submit Responses to Lyceum by 5:00pm. |
| **PART II. ETHNOGRAPHIC CASE STUDY: THE TROBRIANDERS OF PAPUA NEW GUINEA** |                                         |                                                                            |
Recommended:  
<p>| September 25 Friday | In-Class Ethnographic Film | Wason, David, dir. 1991. The Trobriand Islanders of Papua New Guinea. |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Activity</th>
<th>Reading/Assignments</th>
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</thead>
<tbody>
<tr>
<td>October 2</td>
<td>Friday</td>
<td>Discussion</td>
<td>Meet with discussion groups. Submit posts to Lyceum by 8:00pm.</td>
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<tr>
<td>October 9</td>
<td>Friday</td>
<td>No Class Meeting</td>
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<tr>
<td>October 12</td>
<td>Monday</td>
<td>The Third Gender in Cross-Cultural Comparison</td>
<td>Critical Essay 1 due</td>
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<td>Compiled media reports on Lyceum.</td>
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<td>In-Class Film:</td>
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<tr>
<td>October 14</td>
<td>Wednesday</td>
<td>The Social Construction of “Race”</td>
<td>Complete the questions and activities on Lyceum prior to reading the assignment. Bring your responses to class.</td>
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<td>Evening Film: 7:30-10.00pm, Olin Hall 104</td>
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<tr>
<td>October 16</td>
<td>Friday</td>
<td>Discussion</td>
<td>Meet with discussion groups. Submit posts to Lyceum by 8:00pm.</td>
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</table>
October 19
Monday
Anthropology and “Race”
Complete the questions and activities on Lyceum. Bring your responses to class.

In-class Film:

October 21 - 23
AUTUMN RECESS

October 26
Monday
“Race” & Ethnicity in the United States
Complete the activities on Lyceum.
5. Compiled media reports of the arrest of Henry Louis Gates, Jr.

PART V. DISPLACEMENT AND DISLOCATION: SOMALIS IN THE DIASPROA

October 28
Wednesday
Somalia: History and Context

October 30
Friday
In-Class Film

November 2
Monday
Dissolution of the Somali State
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Notes</th>
<th>Events/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 6</td>
<td>Discussion</td>
<td>Meet with discussion groups. Submit posts to Lyceum by 8:00pm.</td>
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<tr>
<td>November 9</td>
<td>The Refugee Experience</td>
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<tr>
<td>November 13</td>
<td>Guest Speakers</td>
<td>Individuals from the local Somali community will share their stories.</td>
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<td></td>
<td>PART VI. CONFIGURING “TOURISM” ON MT. EVEREST</td>
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<tr>
<td>November 20</td>
<td>No Class Meeting</td>
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<tr>
<td>Date</td>
<td>Day</td>
<td>Activity</td>
<td>Notes</td>
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<tr>
<td>December 4</td>
<td>Friday</td>
<td>Discussion</td>
<td>Meet with discussion groups. Submit posts to Lyceum by 8:00pm.</td>
</tr>
<tr>
<td>December 7</td>
<td>Monday</td>
<td>Reconfigurations of Sherpa Culture</td>
<td>Distribute Final Exam</td>
</tr>
<tr>
<td>December 9</td>
<td>Wednesday</td>
<td>Applying Anthropology</td>
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<tr>
<td>December 11</td>
<td>Friday</td>
<td>No Class Meeting</td>
<td></td>
</tr>
<tr>
<td>December 16</td>
<td>Wednesday</td>
<td>Final Exam Due</td>
<td>Return to Pettengill Hall 217 by 3:00pm</td>
</tr>
</tbody>
</table>
COURSE BIBLIOGRAPHY

Abdullahi, Mohamed Diriye.


Bonannan, Laura.

Brace, C. Loring.

Breashears, David, and Liesl Clark, dirs.

Cran, Bill, dir.

Farah, Nuruddin.

Fish, Jeffrey M.

Besteman, Catherine.

Horst, Cindy.

Lindkvist, Heather.

Lyons, Terrence, and Ahmed I. Samatar.

Makepeace, Anne, dir.

Malinowski, Bronislaw.

McIntosh, Peggy.
Miner, Horace M.

Molnar, Stephen.

Monaghan, John, and Peter Just.

Mukhopadhyay, Carol C, Rosemary Henze, and Yolanda Moses.

Nanda, Serena.

Phillip Noyce, dir.

Putnam, Diane and Mohamed Cabdi Noor.

Riggs, Marlon, dir.

Shyamalan, M. Night., dir.

Smedley, Audrey.

Sterk, Claire E.

United Nations High Commissioner on Refugees (UNHCR).

US Government.

Wason, David, dir.

Weiner, Annette B.