

Anthropology 001  
University of California, Riverside  
Fall 2011  
University Lecture Hall (UNLH)  
MWF 8:10-9 AM  
<http://ilearn.ucr.edu>

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Office Hours: Weds. 2-3 PM  
or by appointment

## Course Overview

This course is designed to introduce students to the methods, theories, and concepts of cultural anthropology. Drawing on ethnographic materials from all parts of the world we will investigate how people define themselves and others, make sense of their world, and organize their lives. We will look at past and contemporary ways that anthropologists have thought about culture, and use anthropological perspectives to examine the ways in which the concept of culture is used by a variety of people and groups.

The goals of this course are 1) to furnish an overview of cultural anthropology, its historical and theoretical developments, and its present scope of inquiry; 2) to expose students to a wide range of ethnographic writing; 3) to examine the relationships between cultural diversity and relationships of power and inequality; 4) to encourage critical thinking and help students develop skills in analytical thinking.

## Requirements and Policies

**Read this syllabus.** Understand the policies stated here. If anything is unclear, contact me for clarification. Always bring your syllabus to class in case changes are announced. Check it frequently to be sure you are aware of upcoming assignments and due dates. The syllabus is subject to change. I will announce all changes in class and post an updated version on the course iLearn site.

**Get an iLearn account**, if you don't have one already. To log on to iLearn you will need the same username and password that you use for logging into your UCR webmail. All emails will be sent through iLearn so please be sure to check your UCR email. Help on iLearn is available at <http://cnc.ucr.edu/ilearn/students.html>

**Attend class.** Attendance at lecture and sections is essential for success in the course. If you miss class it is your responsibility to get notes, find out about any announcements, etc. Questions and comments are always welcome in lecture. Copies of slides will be

provided, but these cannot replace active engagement and notetaking.

**Take notes on lecture and readings.** This course requires basic academic skills such as taking notes in class, identifying the main points in readings, and reviewing for tests and exams. These are learned skills rather than innate talents. If you are not sure that your notetaking and studying techniques are as effective as they could be, I encourage you to make use of the UCR Academic Resource Center, where there are educators, counselors, and advanced students trained to help students succeed in their college courses. Their services are free and open to any student needing help with completing assignments and writing papers. The Academic Resource Center is located on the first floor of the Surge Building. See <http://arc.ucr.edu/> for more details.

**Participate in sections.** This class is large, but weekly sections provide opportunities for dialogue and discussion. The more members

of the class contribute and are actively engaged in the discussions, the better the class will be.

**Do the readings listed prior to class.** For example, you should read the selections listed from the *Very Short Introduction* for Monday September 26. The readings be necessary for adequate engagement in lecture and participation in section.

**Bring your texts to class.** I will frequently refer to specific pages and passages from the readings, and expect you to be ready to do the same. Some of the readings will be fairly easy, but others will be difficult—lectures and sections will provide the opportunity to work through challenging texts and build your comprehension and understanding of what you've read.

**In the classroom:** Show respect for your fellow students. Do not engage in conversations or other behavior that will interfere with others' learning. Please turn off all cell phones. You are welcome to eat and drink as long as you are not disturbing others. Please think about the environment: use recyclable or reusable containers, and clean up after yourself.

**Appropriate classroom laptop use:** Although having a laptop in class opens up new learning possibilities for students, sometimes students utilize it in ways that are inappropriate. Please refrain from instant messaging, e-mailing, surfing the Internet, playing games, writing papers, doing homework, etc. during class time. Acceptable uses include taking notes, working on assigned in-class activities, projects, and discussions. It is easy for your laptop to become a distraction to you and to those around you. Inappropriate uses will be noted and repeat offenses will affect your final grade. If you use a laptop, you must sit at the back of the class.

**Satisfactory / No-credit.** Students in good academic standing (2.00 GPA or above) may take courses not required in their majors on S/NC grading basis. You have until the end of the eighth week of instruction to decide about grading status. Full details are at <http://>

[chassstudentaffairs.ucr.edu/academic\\_standing/options.html](http://chassstudentaffairs.ucr.edu/academic_standing/options.html).

**Withdrawal.** I hope that you won't withdraw! But if you do so after the second week of classes, a "W" will appear on your transcript, indicating withdrawal from the course. Students are allowed to withdraw until **May 6, 2011**.

**Disability Accommodations.** If you may need accommodation for any sort of disability, please make an appointment to see me or come to my office hours. You should also arrange with the Services for Students with Disabilities Office (<http://specialservices.ucr.edu/>) to provide appropriate documentation.

**Academic Integrity.** You should be familiar with UCR's regulations on academic honesty and plagiarism (available from <http://conduct.ucr.edu/learnPolicies/Pages/AcademicIntegrity.aspx>); any instance of cheating or plagiarism will be referred to the University administration for further disciplinary action. If you have questions about how to cite or quote material, ask me or your section leader for assistance.

### **Dissemination of Course Materials**

The unauthorized sale and dissemination of class notes from your course lectures is a violation of campus values and policies. UCR students who sell class notes without permission are subject to disciplinary action. The University of California's student conduct policy prohibits "Selling, preparing, or distributing for any commercial purpose course lecture notes or video or audio recordings of any course unless authorized by the University in advance and explicitly permitted by the course instructor in writing..." (§102.23).

### **Appropriate Use of iLearn**

Please do not use the course iLearn e-mail feature for purposes unrelated to the course (e.g. selling your iPod and computer parts). Such e-mails are a violation of the University's Electronic Communications Policy campus policy # 400-31 section III.A.

## Required Texts

John Monaghan and Peter Just, *Social and Cultural Anthropology: A Very Short Introduction*. New York: Oxford University Press, 2000.

Bruce Knauft, *The Gebusi: Lives Transformed in a Rainforest World*. Boston: McGraw-Hill (second or third edition).

Jim Igoe, *Conservation and Globalization: a Study of National Parks and Indigenous Communities from East Africa to South Dakota*. Belmont: Wadsworth, 2004.

All other readings will be available on the course iLearn site. It's up to you whether you print them out; however, you should always bring them to class and have them available, either on paper or in electronic form. If you read them electronically, I strongly recommend you use a pdf viewer that lets you add annotations (highlights, comments, etc.) to the pdfs. Three such programs are:

Skim - <http://skim-app.sourceforge.net/> - for the Mac

Foxit Reader - [http://www.foxitsoftware.com/pdf/rd\\_intro.php](http://www.foxitsoftware.com/pdf/rd_intro.php) - for Windows

PDF-Xchange Viewer - <http://www.tracker-software.com/product/pdf-xchange-viewer> - for Windows.

## Evaluation

There are 1000 points total for the course, allocated as follows:

<b>Section</b>	225 points, allocated as follows:	
	<b>Monday-Thursday</b>	<b>Friday</b>
Attendance:	99 points (11 x 9 sections)	96 points (12 x 8 sections)
Thoughts and Questions:	81 points (9 x 9 sections)	80 points (10 x 8 sections)
Participation:	18 points (2 x 9 sections)	20 points (2.5 x 8 sections)
Office hours:	27 points (once / term, before November 4)	29 points (once / term, before November 4)
<b>Fieldwork Paper</b>	250 points	Part 1 due October 14 Part 2 due November 18
<b>Midterm</b>	225 points	October 21
<b>Final Exam</b>	300 points	December 7

There will be no possibilities for extra credit or makeup work. TAs are not authorized to give extra credit assignments.

The final is **cumulative**; it will cover material from the entire course. Make sure you schedule any vacation travel **after** the exam. There will be no make-up or rescheduling of the final.

## Course Schedule

### Introduction

Week 1

**Friday September 23**

Introduction to the course and syllabus

### Fieldwork and Culture

Week 2

**Monday September 26**

*Very Short* Introduction (VSI) pp. 1-12

In-class video: *The Kayapo*

**Wednesday September 28**

Turner, T. "Representing, resisting, rethinking: historical transformations of Kayapo culture and anthropological consciousness" (iLearn)

VSI pp. 131-136

**Friday September 30**

VSI Chapter 1 (pp. 13-33)

Richard Lee, "Eating Christmas in the Kalahari" (iLearn)

Week 3

**Monday October 3**

Bronislaw Malinowski, "Introduction" from *Argonauts of the Western Pacific* (iLearn)

Abu-Lughod, "Fieldwork of a Dutiful Daughter" (iLearn)

In-class video: *Off the Verandah* (first half)

**Wednesday October 5**

Laura Bohannan, "Shakespeare in the Bush" (iLearn)

Philippe Bourgois, "Understanding Inner-City Poverty" (iLearn)

VSI pp. 49-52

**Friday October 7**

VSI pp. 34-48

Fredrik Barth, "Towards a Richer Description and Analysis of Cultural Phenomena" (iLearn)

### Representation and Difference

Week 4

**Monday October 10**

Catherine Lutz and Jane Collins. "Reading National Geographic" (iLearn)

**Wednesday October 12**

Horace Miner, "Body Ritual among the Nacirema" (iLearn)

Eve Darian-Smith, "Enduring Western Stereotypes of Native Americans" (iLearn)

In-class videos: *The Gods Must Be Crazy, N!ai* (excerpts)

**Friday October 14**

VSI ch. 5, pp. 62-70

P. Wade, "Race and Ethnicity in Latin America" (iLearn)

In-class video: *Race: the Power of an Illusion*

**Fieldwork Paper Part One Due via SafeAssign on iLearn**

**The Gebusi: Subsistence and Ritual**

**Monday October 17** Gebusi: "Entry," "Introduction," "Chapter 1: Friends in the Forest", "Chapter 2: Rhythms of Survival"

**Wednesday October 19** Gebusi: "Chapter Three: Lives of Death"  
George Gmelch, "Baseball Magic" (iLearn)  
VSI ch. 7

**Friday October 21** **Midterm**

**Kinship and Marriage**

**Monday October 24** VSI ch. 4, pp. 137-143  
In-class video: *Maasai Women*

**Wednesday October 26** Gebusi: "Chapter Four: Getting Along with Kin and Killers",  
"Chapter Five: Spirits, Sex and Celebration", Gebusi:  
"Chapter Six: Ultimate Splendor"

**Friday October 28** Bob Simpson, "The Unclear Family" (iLearn)  
Saul, S., "Building a Baby, With Few Ground Rules" (iLearn)

**Economic Anthropology and Globalization**

**Monday October 31** Gebusi: "Chapter Seven: Reentry", Gebusi: "Chapter Eight: Yuway's Sacred Decision"

**Wednesday November 2** VSI ch. 6  
Gebusi: "Chapter Nine: Pennies and Peanuts, Rugby and Radios"  
Bestor, T. C., "How Sushi Went Global" (iLearn)

**Friday November 4** Schneider, J., "World Markets" (iLearn)  
In-class video: *Life and Debt* (excerpts)

**Friday November 4 is the last day to drop the course**

**Monday November 7** Gebusi: "Chapter Ten: Mysterious Romance, Marital Choice"  
"Chapter Eleven: Sayu's Dance and After" and remaining chapters

**Wednesday November 9** C. Steiner, "Art/Anthropology/Museums: Revulsions and Revolutions"  
In-class video: *In and Out of Africa*

**No Class Friday November 11 - Veterans' Day Holiday**

**Anthropology of Conservation and Development**

**Week 9**

**Monday November 14**

Conservation and Globalization (C&G): “Chapter One: Seeing Conservation through the Global Lens,” “Chapter Two: a Clash of Two Conservation Models”

**Wednesday November 16**

C&G, “Chapter Three: Fortress Conservation: a Social History of National Parks”  
In-class video: A Place Without People

**Friday November 18**

No class (American Anthropological Association Annual Meeting)

**Fieldwork Paper Part Two Due via SafeAssign**

**Week 10**

**Monday November 21**

C&G, “Chapter Four: The Maasai NGO Movement and Tanzania’s Transition from Fortress Conservation to Community-Based Conservation”  
Bruner, E., “The Masai and the Lion King: authenticity, nationalism, and globalization in African Tourism” (iLearn)

**Wednesday November 23**

Donna Murdock, “That Stubborn ‘doing good?’ question: Ethical/Epistemological concerns in the study of NGOs” (iLearn)  
Erica Bornstein, “Child Sponsorship, Evangelism, and Belonging” (iLearn)

**No Class Friday November 25 - Thanksgiving Holiday**

**Anthropology of Science**

**Week 11**

**Monday November 28**

Paul Nadasdy, “It’s Not Really Knowledge” (iLearn)  
Sarah Franklin, “The Anthropology of Science” (iLearn)

**Wednesday November 30**

Bruno Latour, “Science in Action” (iLearn)  
Emily Martin, “The Egg and the Sperm” (iLearn)

**Friday December 2**

Celia Lowe, “Making the Monkey: How the Torean Macaque Went from ‘New Form’ to ‘Endemic Species’ in Indonesians’ Conservation Biology” (iLearn)  
Additional reading TBA

**Final Exam: Wednesday, December 7, 3 PM**