

**Sociology 113: Cultural Anthropology**  
**Department of Sociology, Moravian College**  
**Instructor: Dr. Akbar Keshodkar**  
**Spring 2016**



*Class meetings:* Mondays, Wednesdays, 10:20 – 11:30 am

*Office Hours:* Tuesdays, Thursday 9-11:30 am, 1-2 pm, or by appointment

*Office Location:* Comenius Hall, Room 301

*Office Tel. #:* 610 861 1685

*Email:* [keshodkara@moravian.edu](mailto:keshodkara@moravian.edu) (please provide up to a minimum of 24 hours for response)

## **COURSE DESCRIPTION:**

Cultural anthropology is the study of the diversity of human social life, past and present. This course will introduce students to the field of cultural anthropology and methods of research, with specific focus on the structure and dynamics of human culture and social institutions that give rise to different meanings and discourses. Students will explore how people in different societies meet universal human needs in culturally distinctive ways. We will examine how individuals and societies respond to issues such as symbols, religion, rituals, arts, kinship, marriage, gender, social difference, power and status, inter and intra group relations and the influence of social, economic and political institutions on individual experience. This course will also consider how anthropological perspectives examine issues of colonial expansion, demographic transition, industrialization, globalization and cultural change. We will apply these insights through discussions of social and cultural change, questions of inequality and diversity around the globe, and our roles as cultural agents in these events. The course will consist of lectures, discussions, ethnographic films/documentaries, group-based activities and weekly reading assignments that must be completed beforehand for class discussions.

## **COURSE OBJECTIVES:**

By the end of the course, students should have improved their ability in:

- Developing a better understanding of the diversity of cultures around the world and challenge and understand the significance of distinct ways of life in different societies.
- Finding, evaluating and using appropriate information from multiple sources.
- Demonstrating competences in understanding, evaluating, and using qualitative information to explore issues, solve problems, and develop informed opinions.
- Understanding and valuing their own and other cultures, perceiving and reacting to differences from an informed and socially responsible point of view.
- Undertaking leadership roles and responsibilities, interacting effectively with others to accomplish shared goals.
- Acquiring an overview of basic concepts and principles utilized in the discipline of anthropology

## **TEXT:**

### Required reading:

The following book is available for purchase at the college bookstore:

Guest, Kenneth. 2016. *Cultural Anthropology: A Toolkit for a Global Age*. New York: W.W. Norton and Company. ISBN: 978-0-393-265019

Additional articles required for the course can be accessed through the college library electronic journal database or will be posted on blackboard.

### Supplementary Reading:

- Anderson, B. 2006. *Imagined Communities: Reflection on the Origin and Spread of Nationalism*. London: Verso
- Becker, A. 1995. *Beyond Translation*. Ann Arbor: University of Michigan Press
- Barnard, A and J. Spencer. 2002. *Encyclopedia of Social and Cultural Anthropology*. London: Routledge.
- Douglas, M. 1966. *Purity and Danger*. London: Routledge
- Geertz, C. 1973. *The Interpretation of Cultures*. New York: Basic Books
- Hobsbawm, E and T. Ranger (eds.). 1983. *The Invention of Tradition*. Cambridge: Cambridge University Press
- James, W. 2003. *The Ceremonial Animal: A New Portrait of Anthropology*. Oxford: Oxford University Press.
- Monaghan, J and P. Just. 2000. *Social and Cultural Anthropology: A very short Introduction*. Oxford: Oxford University Press.
- Turner, V. 1967. *The Forest of Symbols*. Ithaca: Cornell University Press

### Websites:

- American Anthropological Association: <http://www.aaanet.org/>
- UN Library of World's Knowledge: <http://www.wdl.org/en/>

### **COURSE EXPECTATIONS AND REQUIREMENTS:**

1. *Attendance and Participation:* Students will be required to *attend* class regularly and *participate* in discussions. Questions, feedback, and student interaction are an integral part of the learning process, and will supplement lectures and films. Students should come prepared, having read the assigned materials prior to coming to class and having the materials accessible during class. Students will often be required to engage in and contribute to group activities throughout the semester. Students are expected to devote an average of 6-8 hours per week outside class in preparing for the course. Chronic absences, tardiness and leaving early will adversely affect your grade. Attendance will be taken at the beginning of class and tardiness or absences will result in a deduction of 5 points per infraction from the class participation grade. Absences due to illness or emergencies must be communicated to the instructor prior to the class.
2. *Basic classroom rules:* While in class, students are expected to use appropriate language with the instructor as well with each other, have their cell phones on silent and not be involved in personal conversations with each other or any activities which would disrupt the classroom environment. Infraction of these rules will result in a deduction of 20 points from the class participation grade and the student being asked to leave the classroom.
3. *Plagiarism:* I take plagiarism, copying someone else's work and representing it as your own, very seriously. This applies to all work submitted for the course. Students will be required to submitted all work done outside of the classroom on Safe Assign, through Blackboard. If a student's work is suspected of plagiarism, the student as well the Dean's office will be notified of the offence and it will be the student's responsibility to demonstrate evidence reflecting the originality of the work, such as all notes and other materials utilized in

developing the submitted work. **Plagiarism, academic dishonesty, or cheating will result in an automatic grade of F for the course.** Students should refer to the college's academic handbook for more information about plagiarism.

4. *Blackboard*: All assignments, additional reading materials, announcements and information related to the course will be posted on Blackboard. It is the students' responsibility to check Blackboard and their Moravian College email on a regular basis throughout the semester.
5. *Accommodating disabilities*: Students who wish to request accommodations in this class for a disability should contact Elaine Mara, Assistant Director of Academic and Disability Support, located in the lower level of Monocacy Hall, or by calling [610-861-1401](tel:610-861-1401). Accommodations cannot be provided until authorization is received from the Academic Support Center.
6. *Quizzes*: There will be three quizzes/tests on reading materials over the course of the semester. The assessments will commence at the beginning of the class. Students should note that no makeup will be offered and those arriving late will not receive extra time to complete the assessments.
7. *Group Presentations*: Towards the conclusion of the semester, students will make presentations, in groups of 3, on relevance and significance of major topics discussed in the course. A sign up sheet will be posted outside my office. Guidelines and a rubric for the presentations will be posted on blackboard. The presentation will account for 15% of the grade for the course.
8. *Reaction Papers*: Over the course of the semester, students will submit two reaction papers, in which they will be required to provide an analysis of and response to materials covered in course. These reaction papers should critically evaluate the issues discussed in class and further incorporate personal opinions on the materials covered in class and should engage course materials. Each reflection paper should be a minimum of two pages in length.
9. *Midterm and Final Exam*: The midterm and final exam will cover material from lectures, discussions, films, and reading, consisting of objective questions (e.g. short answer questions), primary source documents and/or essay questions. Questions will be primarily based on the assigned readings and supplementary materials. Make-up exams will be given only in emergency situations, and you should contact me before the scheduled exam if possible. Furthermore, content of the make up exams may be changed at the discretion of the instructor.

10. *Explanation and Breakdown of Grades*:

Attendance and Class Participation	10%
Quizzes	15%
Reflection papers	15%
Group Presentations	15%
Midterm Exam	25%
Final Exam	20%

Grade Equivalence		
A	4.0	93 – 100
A-	3.7	90 – 92.9%
B+	3.3	87 – 89.9%
B	3.0	83 – 86.9%
B-	2.7	80 – 82.9%
C+	2.3	77 – 79.9%
C	2.0	73 – 76.9%
C-	1.7	70 – 72.9%
D+	1.3	67 – 69.9%
D	1.0	63 – 66.9%
D-	0.7	60 – 62.9%
F	0	59.9% and below

- A/A-: Excellent; performance was outstanding and surpassed all expectations set forth in the course; consistently displayed superior grasp of course materials in assessments and through participation in class activities
- B+/B: Above average; fulfilled all requirements set forth in the course with a very good grasp of course materials in assessments and through class participation
- B-/C+/C: Average; adequately fulfilled course requirements, average performance on assessments, participation in class activities was satisfactory
- C-/D+/D/D-: Below average; performance minimally acceptable to pass the course, consistently displaying inadequate understanding of course materials on assessments and not sufficiently participating in class activities
- F: Failure to demonstrate basic understanding of course materials, consistently underperforming on assessments and not adequately participating in class activities

11. *Withdrawals/Incompletes*: Under no circumstances will a student receive an academic incomplete if they are failing the course or if they have done little or no work. In circumstances that an Incomplete is given, it will be the responsibility of the student to ensure that the work is submitted on time and meets the requirements of the course. If work is not submitted by the assigned deadline, the student will automatically receive an “F”.

## **COURSE OUTLINE/SCHEDULE**

The course will meet on Mondays and Wednesdays, 10:20 am – 11:30 am. Students are required to come prepared for each class, having completing the reading assignments beforehand. Unless indicated, all the required readings listed below are from the Kenneth Guest book (KG). Other required reading materials will be posted on Blackboard and can also be accessed through the college library's electronic Journal collection (BB).

### Week 1:

- |             |                                                              |
|-------------|--------------------------------------------------------------|
| 18 Jan 2016 | Introduction to the course<br>Outline of course expectations |
| 20 Jan 2016 | Ch. 1 – Anthropology in a Global Age, p 4-29 (KG)            |

### Week 2:

- |             |                                                                                                                                                                                                                                                                                                                                        |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 25 Jan 2016 | Ch. 2 – Culture, p. 30-61 (KG)                                                                                                                                                                                                                                                                                                         |
| 27 Jan 2016 | Geertz, Clifford. “Thick Description: Toward an Interpretive Theory of Culture,” in <i>The Interpretation of Culture: Selected Essays</i> . New York: Basic books, p. 3-30 (BB)<br><a href="http://www.sociosite.net/topics/texts/Geertz_Thick_Description.php">http://www.sociosite.net/topics/texts/Geertz_Thick_Description.php</a> |

### Week 3:

- |            |                                                                                                                                                                                                                           |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 Feb 2016 | Ch. 3 – Fieldwork and Ethnography, p. 62-91 (KG)                                                                                                                                                                          |
| 3 Feb 2016 | <b>QUIZ 1</b><br>Miner, Horace. “Body Rituals among the Nacirema,” in <i>American Anthropologist</i> , 58(3), 1956. (BB)<br><a href="https://www.msu.edu/~jdowell/miner.html">https://www.msu.edu/~jdowell/miner.html</a> |

### Week 4:

- |             |                                                                             |
|-------------|-----------------------------------------------------------------------------|
| 8 Feb 2016  | Ch. 4 – Language, p. 92-117 (KG)                                            |
| 10 Feb 2016 | Ch. 12 – Politics and Power, p. 332-359 (KG)<br><b>Reaction Paper 1 Due</b> |

### Week 5:

- |             |                                                                                                                                                                                                                                                                                                             |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 15 Feb 2016 | Ch. 5 – Race and Racism, p. 120-151 (KG)                                                                                                                                                                                                                                                                    |
| 17 Feb 2016 | American Anthropological Association Statement on Race (BB)<br><a href="http://www.aaanet.org/stmts/racepp.htm">http://www.aaanet.org/stmts/racepp.htm</a><br>Jenkins, Richard. “Rethinking Ethnicity: Identity, Categorization and Power,” in <i>Ethnic and Racial Studies</i> , 17(2): 197-223, 1994 (BB) |

### Week 6:

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|-------------|----------------------------------------------------|
| 22 Feb 2016 | Ch. 6 – Ethnicity and Nationalism, p. 152-175 (KG) |
|-------------|----------------------------------------------------|

24 Feb 2016	Collins, Patricia. 2001. "Like one of the family: race, ethnicity, and the paradox of US national identity," in <i>Ethnic and Racial Studies</i> 24(1): 3-28 (BB) <a href="http://eds.a.ebscohost.com/eds/pdfviewer/pdfviewer?sid=23833101-b716-4d20-92ca-437229f604ac%40sessionmgr4003&amp;vid=21&amp;hid=4103">http://eds.a.ebscohost.com/eds/pdfviewer/pdfviewer?sid=23833101-b716-4d20-92ca-437229f604ac%40sessionmgr4003&amp;vid=21&amp;hid=4103</a>
<u>Week 7:</u>	
29 Feb 2016	Review for Midterm Exam
2 Mar 2016	<b>Midterm Exam</b>
<u>Week 8:</u>	
7 Mar 2016:	NO CLASS (Spring Break)
9 Mar 2016:	NO CLASS (Spring Break)
<u>Week 9:</u>	
14 Mar 2016	Ch. 7 – Gender, p. 176-203 (KG)
16 Mar 2016	Ortner, Sherry. "Is Female to Male as Nature is to Culture?" in <i>Feminist Studies</i> 1(2): 5-31, 1972 (BB) <a href="http://www.jstor.org/discover/10.2307/3177638?uid=3739864&amp;uid=2129&amp;uid=2&amp;uid=70&amp;uid=4&amp;uid=3739256&amp;sid=21104073106101">http://www.jstor.org/discover/10.2307/3177638?uid=3739864&amp;uid=2129&amp;uid=2&amp;uid=70&amp;uid=4&amp;uid=3739256&amp;sid=21104073106101</a>
<u>Week 10:</u>	
21 Mar 2016	Ch. 8 – Sexuality, p. 204-233 (KG)
23 Mar 2016	Mass, M. et al. 2015. "Sex Rules: Emerging Adults' Perceptions of Gender's Impact on Sexuality," in <i>Sexuality and Culture</i> . 19: 617-636 (BB) <a href="http://eds.b.ebscohost.com/eds/pdfviewer/pdfviewer?sid=24a68b8d-daad-44b4-9162-38aa55e45769%40sessionmgr111&amp;vid=6&amp;hid=103">http://eds.b.ebscohost.com/eds/pdfviewer/pdfviewer?sid=24a68b8d-daad-44b4-9162-38aa55e45769%40sessionmgr111&amp;vid=6&amp;hid=103</a>
<u>Week 11:</u>	
28 Mar 2016	Ch. 9 – Kinship, family and marriage, p. 234-261 (KG) <b>Reaction Paper 2 Due</b>
30 Mar 2016	<b>Quiz 2</b> Turner, Victor. "Betwixt and Between: The Liminal Period in Rite de Passage," (BB) <a href="http://hiebertglobalcenter.org/blog/wp-content/uploads/2013/03/Reading-20-Victor-Turner-Betwixt-and-Between.pdf">http://hiebertglobalcenter.org/blog/wp-content/uploads/2013/03/Reading-20-Victor-Turner-Betwixt-and-Between.pdf</a>
<u>Week 12:</u>	
4 Apr 2016	Ch. 11 – The Global Economy, 296-331 (KG)

6 Apr 2016	Appadurai, Arjun. "Disjuncture and Difference in the Global Cultural Economy," in Theory, Culture, Society. 7: 295-310, 1990 (BB) <a href="http://www.unc.edu/~jbecks/comps/pdf/appadurai_disjuncture.pdf">http://www.unc.edu/~jbecks/comps/pdf/appadurai_disjuncture.pdf</a>
<u>Week 13:</u>	
11 Apr 2016	Ch. 10 – Class and inequality, p 262-293 (KG)
13 Apr 2016	Group Presentations
<u>Week 14:</u>	
18 Apr 2016	Ch. 13 – Religion, p. 360-391 (KG)
20 Apr 2016:	<b>Quiz 3</b> Group Presentations
<u>Week 15:</u>	
25 Apr 2016	Ch. 14 – Health and Illness, p. 392-419 (KG)
27 Apr 2016	Review for Final Exam
<b>FINAL EXAM:</b>	<b>Wednesday, 4 May 2016, 11:30 AM – 1:30 PM</b>



### Writing Assessment Rubric for the Course:

Criteria	Comments	Percentage			
<b>Content Analysis (70%)</b> How well does the student respond to the Question/prompt? Are the arguments relevant, sufficient, explained clearly, persuasive? Is the synthesis of information adequate, and can the student differentiate between objective and subjective analysis? Is the thesis well developed? Is there both a specific and broader dimension to the argument? Is the evidence sufficient and adequately explained in relevance to the thesis?		Strong	Good	Adequate	Weak
		63-70	54-62	49-53	48 >
		/ 70%			
<b>Organization &amp; Style (10%)</b> Is the essay well-organized, with an introduction and conclusion? Is supporting evidence presented logically within each paragraph? Are there clear and appropriate links between the paragraphs? Does the student use an academic writing style, with a variety of well-structured simple, compound and complex sentences? Is the vocabulary sufficiently academic and accurate?		Strong	Good	Adequate	Weak
		15-12	11-8	7-4	3>
		/ 15%			
<b>Correctness / Accuracy (10%)</b> Are commas and full-stops used accurately? Are capital letters used correctly? Is spelling sufficiently accurate? Are verb forms (tense and agreement) used appropriately and accurately?		Strong	Good	Adequate	Weak
		15-12	11-8	7-4	3>
		/ 15%			
Total Percentage		/ 100%			

#### A paper (90-100)

- The student responds well to the prompt, using relevant, logical arguments with strong understanding of the evidence.
- Sources are appropriate for the topic, and quoted material is used effectively. All sources are correctly cited.
- The essay is well-organized, with a clear thesis, evidence is presented clearly, and the ideas and paragraphs are well-linked. The student uses an academic writing style, with a variety of sentence types, and academic vocabulary use is varied and appropriate for the topic.
- Language use is accurate, with correct punctuations and spelling. Occasional errors with prepositions and articles.

#### B paper (80-89)

- The student responds reasonably well to the prompt, and most of the arguments and evidence are relevant, with clear understanding of the evidence.
- Most sources are appropriate for the topic, and quoted material is used effectively most of the time. Only occasional inaccuracies of logic or citation.

- The essay is mostly well-organized, with a clear thesis, some evidence is presented clearly, and the ideas are well-linked. The student uses an academic writing style, with a variety of sentence types that are mostly well-structured. Academic vocabulary use is varied and mostly appropriate for the topic.
- Language use is mostly accurate, punctuation is generally well-controlled, some spelling errors in less common words. May be several errors with prepositions and articles.

#### C paper (70-79)

- The student responds adequately to the prompt, with some arguments and evidence that are relevant and with partial understanding of the evidence.
- Most sources are appropriate for the topic, and quoted material is used effectively some of the time. More frequent inaccuracies of logic and citation.
- Attempts to organize the essay, with a thesis, and attempts to organize ideas within paragraphs, but with only limited success. Some evidence is presented clearly, and some ideas are well-linked. The student attempts to use an academic writing style, with a variety of simple and compound sentence that are mostly well-structured, and some complex sentences. Academic vocabulary is attempted.
- Language use is varied, attempts at accurate punctuation, but more frequent errors, frequent spelling mistakes in less common words. Errors with prepositions and articles may be frequent, but do not impede meaning.

#### D paper (60-69)

- The student responds minimally to the prompt, with limited arguments and evidence that are relevant and with little understanding of the evidence.
- Some sources are relevant for the topic, but quoted material is often ineffective or inappropriate. Frequent inaccuracies of logic and citation.
- Limited attempt to organize the essay, thesis is unclear, and limited attempts to organize ideas within paragraphs. Evidence and ideas are not presented clearly or logically linked. The student has limited control of academic writing style, sentences are poorly-structured, and complex sentences are rarely attempted. Vocabulary use is rather basic.
- Language use is varied, punctuation is often inaccurate, spelling mistakes even in common words. Errors with prepositions, articles, verb forms may be frequent and sometimes impede meaning.

#### Failing paper (below 60)

- Failure to respond to the prompt, with irrelevant information and little or no understanding of the evidence.
- Sources are not relevant, and quoted material, if any, is ineffective or inappropriate. No attempt at citation.
- Very little attempt to organize the essay, no thesis is presented, and information within paragraphs is not organized. Evidence and ideas are unclear. Academic writing style is not attempted, and even basic sentences are poorly - structured. Vocabulary use is inadequate.
- Little control of language, with inaccurate punctuation and frequent spelling mistakes in common words. Errors with prepositions, articles, verb forms are frequent and cause difficulty for the reader.