

ANT 2200G (Section 2; Fall 2022. 3cr)

Introduction to Anthropology

Mondays, Wednesdays, and Fridays
2:00-2:50 PM

Classroom: 1165 Blair Hall
Office: 3137 Blair Hall
Office Hours:
12:00-1:00 PM; M,W,F (3137 Blair Hall)
3:00-4:00 PM; M (3137 Blair Hall)

Instructor: Professor Don Holly
Email: dholly@eiu.edu
Main office: 581-3123

Course Description

Anthropology is the holistic study of humanity. It encompasses human biology and evolution, history (archaeologists are anthropologists too), language, society, and culture. Culture, in particular, is the focus of much anthropological research since it is such an integral component of what it means to be human. Among other things, culture enables us live in places that wouldn't be possible without it, it identifies our spouses, friends, and enemies, it informs our understanding of the past and our outlook on the future, it teaches us what clothes are appropriate to wear (if any), what foods taste good and are gross, and how one should behave on a date. And it offers answers to the fundamental questions of human existence: who are we? where do we come from? what happens to us when we die? Culture is universal—no people lack it—but it is stunningly diverse in its expression and it is always changing. This course focuses on this fascinating and fundamental dimension of the human condition as observed and studied by socio-cultural anthropologists.

Introduction

This is very likely the first anthropology course you have ever taken. You may find that anthropology is difficult, but maybe not in the way that some other subjects are. The difficult part is that in order to understand other cultural practices, beliefs, and behavior—often so different from our own—it's necessary to suspend judgment. This is not easy to do but it's critical to thinking anthropologically. Consider cannibalism: if you believe that the reason that people eat other people is because they are primitive, insane, or amoral, you are going to find (not surprisingly) that all cannibals are primitive, insane, and amoral. Obviously, by taking this position you wouldn't learn anything about cannibalism. But what if you were to ask cannibals about cannibalism? If you did, you might discover that by consuming the dead some people believe that they can prevent the souls of the deceased from haunting them; or that cannibalism is a way to ingest the power of their enemies—or humiliate them; and you'd learn that cannibals don't think of people as food. Such answers beg only more questions: are there certain conditions that favor the development of cannibalism as a cultural practice? What do societies that practice cannibalism think about hunger (crisis) cannibalism? Anthropology requires an open, reflexive, and critical mind—it is this that makes anthropology difficult.

In this class you'll explore the incredibly diverse ways that humans live and make sense of the world, conduct original anthropological research, reflect on your own culture and society, and consider what it means to be human.

Learning Objectives

- demonstrate an understanding of key concepts in socio-cultural anthropology
- be able to identify, explain, and apply anthropological perspectives and theory
- note, and critically reflect on, the universal and unique aspects of the human condition
- make anthropologically-informed and articulate field observations of culture

Class Schedule

<u>Date</u>	<u>Topic</u>	<u>Assignments</u>
22 August	welcome	
24 August	culture	
26 August	race	read: untangling race from hair
29 August	language	read: language may affect...
31 August	colors & numbers	
2 September	no class: prof travelling	
5 September	no class: labor day	
7 September	body talk	
9 September	<i>film</i> : framing the other	
12 September	fieldwork	read: friends, family, informants
14 September	exam 1	
16 September	food i: economy	read: the worst mistake
19 September	food ii: meaning	read: do children need...
21 September	power i: stratified and egalitarianism	read: tell everyone we scalped you
23 September	power ii: ranked	
26 September	the gift	
28 September	exam 2	
30 September	ritual	read: pilgrims from Sofia to Zagreb
3 October	making & becoming people	
5 October	incest & marriage	read: when brothers share a wife
7 October	no class: fall break	
10 October	what's love got to do with it?	read: first comes marriage
12 October	kinship i	
14 October	kinship ii	
17 October	kinship iii	
19 October	<i>film</i> : maasi women	
21 October	exam 3	
24 October	death	
26 October	magic	
28 October	war i: why we fight	read: rape free or prone
31 October	war ii: how we fight	read: cheers!
2 November	sex	read: afgan boys are prized
4 November	gender	withdraw deadline
7 November	<i>film</i> : guardians of the flutes	
9 November	art i: content	
11 November	art ii: production & use	
14 November	believing is seeing	
16 November	exam 4	read: what about FGM
18 November	sickness & health	cultural exp/analysis paper due
21-25 November	no class: thanksgiving break	
28 November	hearts & minds	
30 November	mental illness	read: did depressants depress...
2 December	understanding culture change	
5 December	the end of anthropology?	read: a walled city in Tuscany
7 December	<i>film</i> : Trobriand Cricket	
9 December	looking in the mirror	student evaluations (in class)
14 Dec (W/2:45pm)	exam 5	

Assessment

<u>assignments</u>	<u>percentage of grade</u>	<u>date</u>
Exam 1	15%	9/14
Exam 2	15%	9/28
Exam 3	15%	10/21
Exam 4	15%	11/16
Exam 5	15%	12/14 (W/2:45pm)
Cultural experience and analysis (3 pgs)	25%	any time on/before 11/18

grading scale

A: 100-90%; B: 89-80%; C: 79-70%; D: 69-60%; F: 59-0%

Exams

Exams are based on class lectures, discussions, readings, films, guest speakers—basically anything covered and presented in the course of the semester is fair game. Exams may include a wide variety of question-types: short answer, multiple choice, true/false, essays, etc. Each exam is worth 15% of your final grade. TIP: study early, often, and more than you think is necessary.

“Cultural Experience” Essay (3 pages of text)

For this paper I’m asking you to go out and have a “cultural experience” and write about it. The point of this exercise is to try to learn about a *culture* that is different from your own/or one you are familiar with by observing and experiencing it as an anthropologist would. Your best bet is to do something involving an *international, ethnic, or religious* community that is *very* different from your own. In previous semesters, students have attended international music and dance performances, cultural events, religious services, ethnic family celebrations, and eaten at ethnic restaurants. You have some flexibility here, but you would be wise to discuss your ideas with me first if you plan on doing something different from what’s listed above. In addition, make sure that what you do



is a “living/active” immersive experience; that is, don’t go to museum where you simply look at things or attend a lecture where you sit and passively listen. Aim for something *immersive*.

When you are thinking and writing about your experience, be sure to note what you observed, but also try to *interpret* it. At a religious service, for instance, you can learn quite a bit about norms and beliefs by simply observing gender, social stratification, knowledge “authority,” dress, and etiquette. Don’t do outside research or interview people or rely on what people tell you. This is an exercise in observation--be present and have your eyes open and think. You are welcome to *reflect* on what you experienced too, just be sure to write from a position of cultural relativism: that is, try to understand the experience in terms of the culture you observed. Be sensitive to practices and beliefs that might be different from your own. The paper is due **11/18**, but I urge you complete the assignment before then. Good experiences usually result in good grades, and frankly the longer you wait to complete this assignment the fewer “good” opportunities for cultural experiences you will have. TIP: start thinking about this right now.

Assigned Readings

All assigned readings are posted on D2L. TIPS: 1) don’t wait until right before the exam to read all of the articles. 2) turn off your phone and read the article in one sitting, then write down what you recall and think was important. If you finish the article and don’t remember what it was about, you were distracted. Read it again.

Policies

Assignments

Exams must be taken on the date specified in the syllabus. Failure to take an exam on the assigned date without adequate forewarning and documented excuse will result in a 10% penalty on the makeup. If you arrive for the exam after another student has already finished it and left, you will receive a 5% penalty for being late. Don't miss the final.

Writing assignments must be typed and double-spaced, employ a standard 10-12 size font, and run the required amount of pages (see specific assignment).

Papers are due on the date specified. Papers will be assessed a 5% penalty for each day late for up to four days following the deadline. Upload your papers to D2L. Don't email me your paper.

There are no opportunities for extra credit and I don't curve or bump grades.

Academic Integrity

Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct <http://www.eiu.edu/judicial/studentconductcode.php>. I report violations to the Office of Student Standards. TIP: if pressed, write a bad paper, but don't cheat/plagiarize.

Classroom Environment

A significant portion of your course grade is based on material presented in class. Many years of teaching tells me that students who do not attend class do poorly in the course. Your presence and active participation also makes for a better class. Your classmates and I are counting on you to be there and engaged.

The classroom is a sacred space where we should be able to have critical, honest, and thoughtful discussions. Let's be civil and sensitive to each other's viewpoints, but also forgiving, with the assumption that mistakes are made in good faith and in growth.

Don't use your cell phones in class, or your computer for non-class related stuff; doing so is a distraction to everyone (especially you).

Please come see me during office hours. This time has been set aside for you. You are also welcome to drop by my office outside of office hours. Come with questions, concerns, or just to chat.

Student Success

Struggling with school work? See me and/or contact the Student Success Center (www.eiu.edu/~success/581-6696).

Struggling in other ways? We have many resources to help you: Counseling (Human Services bldg; 217-581-3413; 866-567-2400 after hrs); Health Clinic (human services bldg.; 217 581-3013); Health Education Resource Center (2201 Blair Hall; 217-581-7786); Center for Gender and Sexual Diversity (Stevenson; 217-581-7786); Food Pantry (1347 McAfee); Legal Services (2420 MLK Union; 217-581-6054); financial Aid (student Services; 217 581 6405)

If you are a student with a documented disability in need of accommodations, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Call 217-581-6583 or email acjackson3@eiu.edu for information or to make an appointment.

COVID-19

Get vaccinated/boosted and get tested and stay at home if you feel sick.

Emergency Statement

For medical emergencies, call 911. In the event of a tornado warning, proceed to the center of the hallway on the first floor. Do not leave the building. If there's a fire, activate the fire alarm and exit the building. If there's an undead pandemic, muster in my office for the distribution of weapons. I get the Kayapo war club.