

Ramapo College of New Jersey
School of Humanities and Global Studies
ANTH 102 Introduction to Anthropology
Fall 2019

Tue. and Fri. 1:45pm-3:25pm; Room A 227

Instructor: Prof. Neriko Musha Doerr

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Office Hours (Office: A209): Tuesday, 5:30pm-7:30pm; Friday, 12:30pm-1:30pm

Course Description

Anthropology is the study of human diversity. It emphasizes the role of culture in shaping human adaptations and actions. This course will introduce students to the methods, theories and basic concepts of the field. Throughout the course, students will be challenged to question their assumptions about human lives. The course will also address the question of how anthropology can help us comprehend contemporary world problems.

In this particular class this semester, there are two pillars of learning. First, students will learn various theories of cultural anthropology with examples from around the world as well as an in-depth, holistic case study based on an ethnography about Gebusi people in Papua New Guinea. Second, students will carry out a hands-on final class project and apply what they learned in class to real-life issues.

This combination of the survey of anthropological notions and the theories about various aspects of human life through class readings, films, discussions, an in-depth case study, a hands-on application of the anthropological method, and civic engagement, students will gain a deep understanding of diverse viewpoints, dilemmas and ongoing debates regarding issues around the world as well as within New Jersey. Students will also acquire skills to compare different viewpoints and develop their own viewpoint and solutions.

Minor/Major Specific Course Objectives: This course will fulfill the following Student Learning Outcomes (SLOs) for the General Education Global Awareness Category, the Anthropology minor and the International Studies major.

Academic Program & GEEd Objective	Student Learning Outcomes	Assignments		
		Discussion Papers	quizzes	Final Paper
Gen Ed 3. International Perspective:	1. Demonstrate adequate understanding of the complex and dynamic relationships between local, regional and global forces that shape globalization processes in the contemporary world, as they pertain to history, values, art, politics, literature, communication styles, economy, or development, and the beliefs and practices that shape these processes.	X		

Gen Ed 5. Critical Inquiry:	1. Clearly state and comprehensively describe issues or problems presented to them, providing all the relevant information necessary for their full understanding.	X		X
	2. Identify their own and others' assumptions in presenting several relevant contexts when presenting a position.	X		X
Gen Ed 7. Communication	1. Formulate a theme or thesis, as appropriate for the oral or written communication task being undertaken.	X		X
Gen Ed 9. Understanding the Way the World Works	2. Analyze social phenomena using perspectives drawn from the fields of history, economics, sociology, ecology, sustainability or other disciplines in the social sciences.	X		X
Gen Ed 10. Awareness	2. Describe and reflect on the moral and civic dimension of issues, problems, and matters of individual and public concern.	X		X
Global Awareness I. Demonstrate intercultural understanding required to effectively negotiate a diverse global society.	1. Identify and question ethnocentric assumptions.	X	X	X
	2. Understand cultural relativism and different conceptions of culture.	X	X	X
	3. Demonstrate skills helpful in effectively negotiating a diverse global society.			X
Global Awareness II. Critically engage with the products of culture, through interpretation or creative expression.	1. Demonstrate skills required to critically interpret or engage with a cultural product.			X
Global awareness III. Understand diverse communities on local, national, and/or global levels.	1. Demonstrate understanding of the intersections of issues that affect diverse communities in their local, national, and/or global contexts.	X		X
	2. Apply diverse perspectives when analyzing topics related to local, national, and/or global communities.	X		X
ANTH Minor 1	Students will understand the basic methods used to conduct ethnographic fieldwork.	X	X	
ANTH Minor 2	Students will understand the concept of cultural relativism	X		X
INTL Major 1	Students will demonstrate knowledge of current international issues.	X	X	X
INTL Major 2	Students will demonstrate global geographic literacy.	X	X	
INTL Major 3	Proficiency in theoretical approaches to the study of culture, politics, and globalization	X		X

Required Course Readings

***Knauff, Bruce.** 2016. *The Gebusi: Lives Transformed in a Rainforest World*. McGraw Hill.

***Lassiter, Luke Eric.** 2006. *Invitation to Anthropology* (second edition). Lanham: Altamira Press.

***Journal articles, book chapters, and newspaper articles** designated in the course schedule: they are available as e-copies on the library website, at the Moodle site for this course, as well as hard copies at the library circulation desk.

Grading

Your final grade will be based on the following four criteria:

- (1) Discussion Papers (30%):** 3 papers total; 100 points per paper; 300 points max
- (2) Final Project/Presentation/Paper (49%):** 490 points max due **TBA**
- (3) Quizzes (11%):** 22 quizzes total; 5 points per quiz; 110 points max
- (4) Attendance and Participation (10%):** 100 points max

A	900-1000 points
A-	850-899 points
B+	800-849 points
B	750-799 points
B-	700-749 points
C+	650-699 points
C	600-649 points
C-	550-599 points
D	450-549 points
F	449 points or less

Overview of Requirements

(1) Discussion Papers (30%): 3 papers total (You can do up to 4 papers; the top 3 papers will be chosen toward your final grade); 100 points per paper; 300 points max.

Discussion Papers will allow you to comprehend the class readings in depth, which is an essential foundation for the class, and prepare us for meaningful classroom discussion.

***Who Writes Discussion Papers?**

At the beginning of the semester, students will be divided into two groups (group A and group B). For the class marked as the Discussion Paper class (e.g., A2; it means the second paper for the group A), everyone in that group writes a one-page Discussion Paper of the assigned readings.

***What Should You Write in Discussion Papers?**

1. **Summarize** (not quote) the readings very **briefly** (15 points max).
2. **Discuss** the two readings by:
 - a) **Compare and contrast the arguments** of the two readings (20 points max).
 - b) **Compare and contrast the methodologies** used in the two readings and how they influence the arguments they are making. Discuss pros and cons (20 points max).
 - c) **Discuss** how each of the readings relates to **the earlier class lectures and discussions** (20 points max).
 - d) **Discuss** the readings drawing on **literature you read elsewhere** and/or on **your own experience** (20 points max).

3. Include a **Reference List**. List both of the articles you discussed as they appear in the course syllabus (5 points max).

Use the AAA style posted on Moodle.

***All Discussion Papers Should be 1 Page, Single-Spaced and Typed.**

***When are the Deadlines for Discussion Papers?**

Discussion Papers should be posted on the specified Forum **on Moodle by 12 noon before the assigned class date**. Once you post your paper, you can read other students' papers also.

***Papers Submitted after the Deadline will Have Points Deducted.**

***Do You Have to Read Other Students' Discussion Papers?**

Yes. The Discussion Papers on assigned readings will be posted on the class Moodle site (at noon before the class date) for all the students to read. All the students from both groups are expected to read at least two Discussion Papers written by others before class each week.

***What Do You Do With Discussion Papers?**

We will discuss them in class. The group of students who wrote the Discussion Papers is expected to lead the discussion.

(2) Final Project (49%): TOTAL 490 points max: There are three parts to the final project:

Final project itself: due 12/2/19: 150 points max

Final project presentation: 12/3, 12/6, 12/10/2019: 40 points max

Final Paper: due TBA: 300 points max

Final Project (150 points max; graded at the presentation): Choose one of the topics below and work on it as a group of three. Get approval of the project from the professor before you start.

CHOICE A: Stereotype Buster Game: What it's like to be XYZ

Design a game that is fun but reduces prejudice or creates empathy to others or changes people's negative attitude about a certain group of people. An example would be a game that shows what it is like to be a marginalized group, therefore creating empathy to those less fortunate, or a game that shows and raises awareness about well-meaning comments that may actually be microaggressions and hurtful towards marginalized groups.

(a) Create a brand-new game or choose an existing game (e.g., jenga, Pokemon GO, Game of life, etc.) and modify it to fit the theme you chose. All items of the game need to be justified. Connect it to two class readings.

(b) Publish it via online (FB page, blog, website, etc.)

CHOICE B: Living with the Difference:

(a) Find someone who has the opposite opinion from you on a topic, such as:

(i) immigration policies

(ii) gun control laws

(iii) police brutality and Black Lives Matter/All Lives Matter movements

(b) Interview that person and find out:

(i) why he/she think that way

- (ii) how his/her upbringing, family background, subject positions, and other backgrounds affect his/her view
- (iii) how people with the opposite opinion usually react to his/her views and how that affect his/her own views.

- (c) Ask the same questions to yourself
- (d) Summarize and analyze the answers above. Connect it to two class readings.
- (e) Using your analysis above, suggest one workshop that helps people live with people with the opposite opinion.

CHOICE C: Fair trade: There is a campus-wide project to bring fair trade to Ramapo College. Carry out some research (see below) and organize a campus-wide event to present the research. Connect your research project to two class readings.

More than one group (consisting of three students) can work on this choice, doing one of the choices below. You can also come up with your own project—get approval from the professor before you start.

- a) Create class activities for other professors to use to raise awareness about fair trade. For example, create a kit to find out how to trace where a commodity comes from and what kind of people were involved in the process.
- b) Create a report on various fair-trade organizations and (i) identify what they do, people that are involved, and their goals, (ii) analyze pros and cons of each organization, and (iii) analyze the notion of “fair” in each organization.
- c) Identify what needs to be done to get Ramapo College to be a fair-trade college. Make a step-by-step guide for students and professors/staff to use.

Final project presentation (40 points max):

Each group will present the findings and suggestions in class on **12/3, 12/6, 12/10/2019**. Submit the presentation slides **by 1:45pm on 12/3/19 on Moodle**.

Final Paper: Report on the final project (total 300 points max). 5 pages double-spaced and should include:

- (1) Describe the project (80 points max):
- (2) Analyze what you did using at least two class readings (150 points max)
- (3) Suggest 2 ways to improve the situation further (60 points max)
- (4) Reference: put the bibliographic information of all the literature you used in the paper. Use AAA format. (10 points max)

(4) Quizzes (11%): 22 quizzes total; 5 points per quiz; 110 points max.

There will be a two-question quiz at the end of each class. This is to recapture the important content learned in that class.

(5) Attendance and Participation (10%): 100 points max.

Attendance and participation are very important parts of the class. Important instructions will be given in class. **Attendance:** Attendance will be taken at any time during the class. If you need to miss a class for unavoidable reasons including sickness, please provide a written note. If you miss up to one class throughout the semester, you

will receive 50 points for attendance. If you miss up to three classes throughout the semester, you will receive 30 points for attendance. If you miss more than four classes throughout the semester, you will receive 0 points for attendance.

Participation: Students are expected to participate in class discussion. You can receive up to 50 points for active class participation.

Class Policies

Electronic Communication: All students must activate and access their Ramapo email accounts. The professor will use this address to contact you. You will also need to access the Moodle account for this class using your Ramapo email address and password. If you have any questions regarding the use of Moodle, please contact the professor.

Students with Disabilities: Ramapo College is committed to providing reasonable accommodations for all students and to offer optional academic support for those with documented physical, sensory, learning, or psychological disabilities. Students can request academic accommodations by registering with the Office of Specialized Services (OSS). Information and documentation provided to OSS are held in confidence as educational records. Students can utilize these services at any time after registering with OSS. Students who need course adaptation or accommodations due to disability reasons should make an appointment to see an OSS representative during the first week of the semester. Please note: Students must be registered with OSS to receive accommodations. For additional information, The Office of Specialized Services (OSS) is located in the C Wing in room C205. The OSS phone number is 201-684-7514 (x7514) or you can email them at oss@ramapo.edu.

Academic Integrity: You are responsible for reading and understanding the Ramapo College Academic Integrity Policy in the college catalog. Plagiarism is a serious offense. If any part of any assignment is plagiarized, the paper will be sent to the Vice Provost for Academic Affairs and you will receive no credit for the paper.

Use of Cell Phones: Please turn off your cell phone during the class.

Use of Laptop Computers: Please do not use laptop computers in class. Lecture notes will be in Power Point and will be posted on Moodle after the class.

Recording the Class: If you want to record the class, you need to receive permission from the professor before you record it.

Incomplete grade: You must complete 75% of the course work in order to request an “incomplete” grade. It is your responsibility to arrange the paper work and have the professor sign it.

A Note on Sexual Misconduct: Ramapo College is committed to fostering a safe, productive learning environment. Title IX and our college policy prohibit discrimination on the basis of sex or gender. Sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking are prohibited. The College encourages anyone experiencing sexual misconduct to talk to someone about what happened, so they can get the support they need and our college can respond appropriately. If you wish to speak confidentially about an incident of sexual misconduct, please contact the Counseling Center at 201-684-7522 or 201-684-6666 during nights and weekends. If you wish to report sexual misconduct or have questions about policies and procedures regarding sexual misconduct, please contact Kat McGee, the College’s Director of Title IX at 201-684-7220. The College is legally obligated to investigate reports of sexual misconduct, and therefore it cannot guarantee the confidentiality of a report, but it will consider a request for confidentiality and respect it to the extent possible. As a faculty member, I am also required by our College to report incidents of sexual misconduct and thus cannot guarantee confidentiality, but I will respect your privacy and only share the information with those who have a duty to respond. Should I become aware of an incident involving sexual misconduct, I must provide our Title IX Coordinator with relevant details such as the names of those involved in the incident.

Course Schedule

Below is the list of assigned readings for each class. This schedule may be revised at the discretion of the professor. If you miss class, it is your responsibility to find out from the professor whether there have been changes to the syllabus. Assigned groups (A or B) of students to write Discussion Papers are listed next to the class date. An asterisk besides the date means a quiz will be given at the end of the class.

Part I Introduction

Week 1 **Introduction**
9/6 syllabus

Part II Culture, Race, and Transformations

Week 2 **Race**
9/10* Lassiter: Chapter 1
Anderson, Virginia. 2000. "Property Rights: Exclusion as Moral Action in 'The Battle of Texas'." *College English* 62 (4): 445-472.
film: Accidental Courtesy 1/2

9/13* film: Accidental Courtesy 2/2

Week 3 **"Culture"**
9/17* Lassiter: Chapter 2
Rosaldo, Renato. 1989. *Culture and Truth: The Remaking of Social Analysis*. Boston: Beacon Press. (Chapter 9: Border Crossings)
Edidin, Peter. 2005. "Word for Word/Report Card: China gives America a D" *New York Times* 3/27/2005

9/20* film: Harvest of Empire

Week 4 **Method**
9/24* Lassiter: Chapter 3
Miner, Horace. 1956. "Body Rituals among the Nacirema." *American Anthropologist* 58: 503-507.
<http://oak.cats.ohiou.edu/~thompsoc/Body.html>

9/27* Plummer, Ken. 1995. *Telling Sexual Stories*. London: Routledge. (Ch 1&4)
Yduts Daorba

Week 5 **Making a Living**
10/1* Lassiter: Chapter 4

10/4* A1 Knauft: Chapters 1 & 2
Harris, Marvin. 1989. *Cows, Pigs, Wars and Witches*. Vintage (Potlatch)

Week 6	Kinship, Family, and Marriage
10/8*	Lassiter: Chapter 6
10/11* B1	Knauft: Chapters 3 & 4 Nanda, Serena. 2009. "Arranging a Marriage in India." In <i>Classic Readings in Cultural Anthropology</i> , edited by G. Ferraro, Wadsworth.

Week 7	Language
10/15*	Phillipson, Robert. 1992. <i>Linguistic Imperialism</i> . Oxford: Oxford Univ Press. Irvine, Judith T., and Susan Gal. 2000. "Language Ideology and Linguistic Differentiation." In <i>Regimes of Language: Ideologies, Politics, and Identities</i> , edited by P. Kroskrity, 35–83. Santa Fe: School of American Research Press. Otheguy, R., Garc.a, O., & Reid, W. 2015. "Clarifying Translanguaging and Deconstructing Named Languages: A Perspective from Linguistics." <i>Applied Linguistics Review</i> 6(3): 281–307. Doerr, Neriko. 2009. "Investigating 'Native Speaker Effects': Toward a New Model of Analyzing 'Native Speaker' Ideologies." In <i>The Native Speaker Concept: Ethnographic Investigations of "Native Speaker Effects"</i> , edited by N. Doerr, 15–46. Berlin: Mouton de Gruyter.
10/18*	film on language: TBA

Week 8	Gendering People
10/22*	Lassiter: Chapter 5
10/25* A2	Knauft: Chapter 5 Pascoe, C. J. 2007. <i>Dude, You're a Fag: Masculinity and Sexuality in High School</i> . Berkeley: University of California Press.

Week 9	Rituals, Gods, and Other Sacred Things
10/29*	Lassiter: Chapter 7
11/1* B2	Knauft Chapter 6 Beliso-De Jesús, Aisha. 2014. "Santería Copresence and the Making of African Diaspora Bodies." <i>Cultural Anthropology</i> 29 (3): 503–526.

Week 10	Time and Other
11/5*	Fabian, Johannes. 1983. <i>Time and the Other: How Anthropology Makes its Object</i> . New York: Columbia University Press.
11/8* A3	Knauft: Chapters 7 & 8

Appadurai, Arjun. 1988. "Putting Hierarchy in its Place." *Cultural Anthropology* 3 (1): 36-49.

Week 12	Globalizing?
11/12*	<p>Appadurai, Arjun. 1990. "Disjuncture and Difference in the Global Cultural Economy." <i>Public Culture</i> 2 (2): 1–24.</p> <p>Harvey, David. 1990. <i>The Condition of Postmodernity</i>. Cambridge: Blackwell.</p> <p>Tsing, Anna. 2000. "The Global Situation." <i>Cultural Anthropology</i> 15: 327-360.</p> <p>Wimmer, A. and Glick Schiller, Nina. 2002. "Methodological Nationalism and beyond: Nation-State Building, Migration and the Social Sciences." <i>Global Networks</i> 2 (4): 301–334.</p>
11/15* B3	<p>Knauft: Chapters 9 & 10</p> <p>Counts, David. 1990. "Too Many Bananas, Not Enough Pineapples, and No Watermelon at All: Three Object Lessons in Living with Reciprocity." In <i>The Humbled Anthropologist: Tales from the Pacific</i>, edited by P. R. DeVita, 18-24. Wadsworth, Co.</p>

Week 13	
11/19* AB4	<p>Knauft: Chapters 11, and 12</p> <p>Keesing, Roger. 1989. "Creating the Past: Custom and Identity in the Contemporary Pacific." <i>The Contemporary Pacific</i> 1 (1&2): 19-42.</p>
11/22*	Film: The True Cost

Week 14	
11/26	work time
11/29	Happy Thanksgiving!!

Week 15	
	*final project due 12/2
	*final presentation slides due: 1:45pm on 12/3: submit on Moodle
12/3	presentation of final project
12/6	presentation of final project

Week 16	Conclusion
12/10	presentation of final project
12/13	Conclusion
	*Final paper due: TBA