**Introduction to Cultural Anthropology**50:070:101:01  
Fall 2021

**Class meetings**Mondays and Wednesdays, 9:35-10:55am  
Science Building, Lecture Hall

**Professor Cati Coe**405-407 Cooper Street, Room 203  
Office hours: Mondays, 2-3pm & Wednesdays, 11-12pm, in my office or via Zoom, or by appointment   
phone: (856) 225-6455  
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**Course Description**The purpose of this course is to introduce you to one of the four major fields of anthropology—cultural anthropology­—and to give you an appreciation of the diversity of ways that people organize their social life, from their marriages to their politics, from their goals in life to the ways that they organize social and financial resources.  After a brief introduction to key concepts in the field of cultural anthropology and a discussion of methods of research, we will begin to immerse ourselves in the worldviews and perspectives of the Maisin of Papua New Guinea, dependent on the rainforest for their livelihood; a group associated with the occupation of robbery in northern India who value inequality; factory workers in Morocco; and heroin addicts in the Southwest United States. Attention will be given to the themes that cut across these ethnographies: labor and modes of production, kinship, systems of inequality (or equality), and the body and health.

Four books are available at the campus bookstore and on reserve through the Reading List tab in our Canvas course.

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| --- | --- | --- | --- |
| John Barker’s *Ancestral Lines* | Cover of Nobody  Anastasia Piliavsky’s *Nobody’s People* | C:\Users\ccoe\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\2496EC6B.tmp  M. Laetitia Cairoli’s *Girls of the Factory* | The Pastoral Clinic by Angela Garcia  Angela Garcia’s *The Pastoral Clinic* |

Please note: This is a reading intensive course. You will fail this course if you do not keep up with the readings. Please plan your time well to complete the books. Do not let yourself fall behind!

Please note: This is a reading intensive course. You will do well in this course if you keep up with the readings. Please plan your time well to complete the books by the required due date.

**Course Learning Goals**

* To appreciate cultural difference;
* To interpret your own practices, beliefs, and behavior as cultural;
* To be able to describe how cultural change can happen;
* To understand and analyze inequality in different social contexts; and
* To apply anthropological concepts to everyday events and material

**Global Communities**This course fulfills the general education requirement in Global Communities.

Taking a variety of disciplinary approaches to the examination of societies, economies, and political systems, as well as ideas and beliefs and how they are formed, courses in Global Communities should introduce students to the diverse ways in which humans have organized their social relations.

Upon completing a course in this category, students should be able to do at least two of the following:

1. Describe ways in which communities around the globe have been interconnected and interdependent historically and/or in the present in terms of the movement of ideas, culture, people, money, and goods.
2. Identify central practices, institutions, and ideas of regions, nations, or peoples outside the U.S. as well as how the representations of those regions, nations, or peoples have been used and contested.
3. Recognize how issues of difference (racial, religious, gender, etc.) have been treated in non-U.S. cultures and societies and/or in a global context.
4. Analyze a cultural, economic, environmental, geographic, historical, political, linguistic or literary, scientific and/or sociological issue facing one or more countries, or globally.
5. Explore issues that transcend national borders and their implications for policy and practice.
6. Describe the point of view of peoples from outside the U.S. on specific issues.

The course fulfills all these goals.

**Assignments**There are a lot of assignments in this course, and you’re expected to engage with the content frequently because engagement and application are how we learn best. As long as you are putting forth your best effort and communicate with me when struggling, you should be able to succeed in this course.

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| --- | --- |
| **Activity type** | **Percentage of grade** |
| Reading Summaries | 24% |
| Papers | 66% |
| Attendance and Participation | 10% |

1) **Reading Summary**(24%, with each reading summary worth 6%)   
This assignment is to make sure that you are engaging with the reading. You will be given a specific topic across the four ethnographies. Your summary of this topic should be 2-3 pages for each ethnography and come from across the entire ethnography, to show that you completed the book. Within these 2-3 pages, write at least one paragraph in which your topic connects to one of the other topics. After the first reading summary, note any differences with the previous ethnography or ethnographies regarding your topic, in two or three sentences.

Topics include:

1. Environmental/Ecological Backdrop: location, climate, flora, fauna, diseases, natural resources. Last names beginning A
2. Modes of production: how do people make a living? Last names beginning with B
3. Consumption and exchange of foods, goods, and services (economics): Last names beginning with C
4. Disease, Illness, and Healing: includes health, diet, morbidity, infant mortality, medical systems, beliefs about health and disease, health practitioners, childbirth, death. Last names beginning with D and E
5. Kinship Systems: how people are related, the meaning of family, marriage and descent. Last names beginning with F and G
6. Gender roles and norms: what genders are salient in a particular society; how they are socialized differently; how they perform different roles and act in different ways. Last names beginning with H and I
7. Race, ethnicity, or other significant social categories within the society (caste, social class): which social categories matter in a particular society, and how do they matter: in terms of marriage? Politically? Economically? Last names beginning with J and K
8. Political organizations and leadership: what kind of political structure exists, how hierarchical it is; how does someone gain power and authority in this society. Last names beginning with L and M
9. Conflict, violence, and war: what are typical forms of conflict in that society and how are they resolved? Last names beginning with N, O, and P
10. Religion: (including rituals for various life events and community crises and events); practitioners (shamans, priests, diviners); belief systems, including myths, legends, oral and written, institutions, sacred spaces and places. Last names beginning with Q and R
11. Cultural and Social Change: what are the causes and sources of social and cultural change? How did these occur? Did changes occur in some areas but not in others? Last names beginning with S
12. The anthropologist’s fieldwork: what did the anthropologist go to study; what methods did he/she use; what problems did he/she encounter; strengths and weaknesses of the fieldwork? Last names beginning with T, U, V, W, X and Y

**Due Dates for Reading Summaries:** Sundays, 11:59pm, September 26, October 17, November 7, November 28

2) **Papers** (66%: 16.5% for each)  
You will write four papers during the semester. These assignments will help you to integrate the reading and lectures so that you understand your own world through a cultural lens. You will be expected to present on your paper to your peers in class.

*Paper #1:* On *Ancestral Lines  
Paper #2:* On *Nobody’s People  
Paper #3*: On *Girls of the Factory*  
*Paper #4:* On *The Pastoral Clinic*

**Due dates for the papers are**: Wednesdays, 9:00am, October 13, November 3, November 22, and December 22 (the date of the final exam).

**3) Attendance and Participation** (10%)

* Participation is expected.
* In order to do well, be attentive in class. Whatever else you do, please avoid distracting yourself and others.
* Late arrivals and early leaving as well as inattention due to technology use are disruptive to your learning and the concentration of others, and will be noted as part of your participation grade. Plan to come to class on time and stay until the class ends.

### Late assignment guidelines Please let me know if you are struggling to keep up with the work. I know missing deadlines can be stressful! Sometimes it’s just a one-time thing and other times it can snowball. I don’t want you to get trapped in this cycle—I can help!

If you think you might miss a deadline:

1. Please contact me ahead of time if you believe you will not be able to complete an assignment on time to see if we can make other arrangements. This is always a better option than waiting after the due date for an assignment has passed!
2. Email me whatever you have before the deadline.
3. Keep in contact with me until you have finished. We can make a plan together to keep you on track.

Guidelines for assignment type unless we’ve been in touch as stated above:

* **Reading Summaries:** Late work is generally not accepted unless we’ve discussed this in advance; please contact me with this information by Friday at noon before the assignment closes.
* **Paper Assignments:** 10% will be taken off for any lateness, with an additional 10% for every 24 hours.

**COVID-Era Rules**

In order to protect the health and well-being of all members of the University community, masks must be worn by all persons on campus when in the presence of others (within six feet) and in buildings in non-private enclosed settings (e.g., common workspaces, workstations, meeting rooms, classrooms, etc.). Masks must be worn during class meetings; any student not wearing a mask will be asked to leave the classroom.

Masks should conform to CDC guidelines and should completely cover the nose and mouth:

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/about-face-coverings.html>

Please do not eat and drink in the classroom, as this will involve removing your mask.

If I have COVID-like symptoms the morning of class, I will cancel in-person class to protect you from potential spread of the virus. We will instead have a synchronous session via Zoom through Canvas. I will inform you by 7:30am through the Announcements function in Canvas, so please check your email (including your Spam email) before you come to class.

**Campus Resources**

**Basic Needs Security**If you have difficulty affording groceries or accessing sufficient food to eat every day, lack a safe and stable place to live, and/or do not have regular access to technology, and believe this may affect your performance in the course, you are urged to contact the Dean of Students for support and/or can utilize the Rutgers University-Camden Food Pantry.

* **Dean of Students Office**- You can learn more about the free services by calling 856-225-6050, emailing [deanofstudents@camden.rutgers.edu](about:blank), or visiting the website at [http://deanofstudents.camden.rutgers.edu/](about:blank)
* **Rutgers-Camden Food Pantry**- You can learn more about this free service by calling 856-225-6005, emailing [scarlet-raptor-foodpantry@camden.rutgers.edu](about:blank) or visiting the website at [https://wellnesscenter.camden.rutgers.edu/ru-camden-raptor-pantry/](about:blank)

**Canvas Rutgers Shout Out**

Within Canvas, turn on Rutgers Shout-Out to all students to type the phonetic spelling of their name, list their preferred pronouns, and pronounce their name in a video recording for your course

**Chosen Name (Preferred Name)**If you have a chosen name or preferred name other than what is listed on the roster, kindly let me know.

If you would like to have your name changed officially on the Rutgers University-Camden rosters please visit: [https://deanofstudents.camden.rutgers.edu/chosen-name-application](about:blank)

**Code of Conduct and Academic Integrity**

Rutgers University-Camden seeks a community that is free from violence, threats, and intimidation; is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and does not threaten the physical or mental health or safety of members of the University community, including in classroom space, and a community in which students respect academic integrity and the integrity of your own and others’ work.

As a student at the University you are expected adhere to the Student Code of Conduct and Academic Integrity Policy. To review the academic integrity policy, go to [https://deanofstudents.camden.rutgers.edu/academic-integrity](about:blank) To review the code, go to: [https://deanofstudents.camden.rutgers.edu/student-conduct](about:blank)

Please Note: The conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities." Please be aware of classroom and out-of-classroom expectations by making yourself familiar with and by following the Student Code of Conduct

**Complaints**

Rutgers University—Camden is committed to providing quality services, a great education and an engaged and caring experience for our students. Sometimes problems arise, and students may find that they would like to file a complaint about their experience or a particular situation. To file a complaint, students can complete the form at this link and someone will connect with you to discuss your complaint, explain options and to address the issue that was raised. Students do have the option of filing a complaint anonymously, but then there will be no way for the office handling the complaint to be able to let the student know how it was addressed. Filling out a form will allow students to understand all options and the different ways an issue can be addressed. The form is located here: [https://deanofstudents.camden.rutgers.edu/reporting](about:blank)

**Dean of Student Office- CARES Team**

College is a time when you may be testing your independence and/or striving to find yourself. It's not uncommon for these journeys to have rough points. The Dean of Students Office is here to assist you by strategically and effectively handling and referring student concerns/needs across all areas of the campus and University as needed.  For some students, personal, emotional, psychological, academic, or other challenges may hinder their ability to succeed both in and outside of the classroom. The Dean of Students Office serves as your initial contact if you need assistance with these challenges. You can learn more about the free services by calling 856-225-6050, emailing [deanofstudents@camden.rutgers.edu](about:blank), or visiting the website at [http://deanofstudents.camden.rutgers.edu/](about:blank)

**Learning Center- Learning Specialists and Tutoring**I am committed to making course content accessible to all students. The Learning Center provides Learning Specialists who can help you build a learning plan based on your strengths and needs. Tutors, study groups and more services are available you for free. Many services are available in virtual formats and after normal business hours. In addition, if English is not your first language and this causes you concern about the course, the Learning Center can help. You can learn more about these services by calling 856-225-6442, emailing [rclc@camden.rutgers.edu](about:blank) or [learningcenter@camden.rutgers.edu](about:blank), or visiting the website [https://learn.camden.rutgers.edu/](about:blank) You can schedule an appointment with Learning Specialist to create a plan of action using the website.

**Office of Disability Services (ODS)- Students with Disabilities**

If you are in need of academic support for this course, accommodations can be provided once you share your accommodations indicated in a Letter of Accommodation issued by the Office of Disability Services (ODS). If you have already registered with ODS and have your letter of accommodations, please share this with me early in the course. If you have not registered with ODS and you have or think you have a disability (learning, sensory, physical, chronic health, mental health or attentional), please contact ODS by first visiting their website [https://success.camden.rutgers.edu/disability-services](about:blank).The website will further direct you who to contact and how to contact them depending on the free, confidential services you are in need of.

Please Note: Accommodations will be provided only for students with a Letter of Accommodation from ODS. Accommodation letters only provide information about the accommodation, not about the disability or diagnosis.

**Office of International Students and Programs- International (F-1) Students.**

If you are an international student at Rutgers University-Camden and you need assistance with documentation, travel, campus assistance and/or advising, the Office of International Students and Programs provides support services. You can find more information by calling 856-225-6832, emailing [ois@camden.rutgers.edu](about:blank) or by visiting the website at [https://international.camden.rutgers.edu/](about:blank)

**Office of Military and Veteran Affairs- Veteran, Active Duty and National Guard Member Services**

The Office of Military and Veterans Affairs and Rutgers University-Camden supports our students who have served and their family members, including explanation of benefits, referrals to resources on and off campus, supporting students who are deployed for active duty and answering questions. If you are in need of assistance and are an active duty, National Guard or veteran (or are a family member), the Office of Military and Veteran Affairs can assist. You can find more information by calling 856-225-2791 or visiting the website at [http://veterans.camden.rutgers.edu/](about:blank)

**Pronouns**  
This course affirms people of all gender expressions and gender identities. If you have a preferred gender pronoun, feel free to correct me. If you have any questions or concerns, please do not hesitate to contact me directly.

**Title IX and the Violence Prevention & Victim Assistance Office**

If you have experienced any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. The Rutgers University-Camden community is committed to helping to create a safe learning environment for all students and for the university as a whole. Rutgers University-Camden has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The University strongly encourages all students to report any such incidents to the University. If you wish to speak to a free, confidential employee who does not have this reporting responsibility, you can speak to staff in the Office of Violence Prevention & Victims Assistance. You can learn more about these resources by calling 856-225-2326 or by visiting the website [http://respect.camden.rutgers.edu](about:blank). You can schedule an appointment to connect with a member of the office by using this website.

Please Note: *All Rutgers employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers as listed in Appendix A to Policy 60.1.33) are required to report information about such discrimination and harassment to the University*.  This means that if you tell me or any faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, we must share that information with the University’s Title IX Coordinator

**Undocumented and DACAmented Student Services.**

Undocumented students enrich our university community. Rutgers University-Camden is steadfast in its effort to protect and support all members of our community, regardless of immigration status or personal circumstance. If you are in need of resources (legal, career and support) you can find more information and schedule appointments on the website [https://undocumented.camden.rutgers.edu/](about:blank)

**Wellness Center- Health and Wellbeing Resources**

Health and well-being impact learning and academic success. Throughout your time in college, you may experience a range of concerns that can cause barriers to your academic success. These might include illnesses, strained relationships, anxiety, high levels of stress, alcohol or drug problems, feeling down, or loss of motivation. The Wellness Center Medical and Counseling staff can help with these or other issues you may experience. You can learn about the free, confidential medical and mental health services available on campus by calling 856-225-6005, visiting the website at [https://wellnesscenter.camden.rutgers.edu/](about:blank) or visiting the Wellness Center on the 2nd Floor of the Campus Center.

**Writing and Design Lab-Writing Support and Services.**

If you need assistance with writing, audio recordings, web creation or other creating software used in class, the Writing and Design Lab can help. They provides personal tutoring, workshops and online assistance. You can learn more by emailing [rutgers.wdl@rutgers.edu](about:blank) or visiting the website [https://wdl.camden.rutgers.edu/about-2/](about:blank). On the website you can schedule an appointment.

**National and State Resources for Wellbeing (Alphabetical Order)**

Crisis Text Line: text HOME to 741741

Crisis Text Line for Students of Color: text STEVE to 741741

National Domestic Violence Helpline: 1-800-799-7233 or text LOVEIS to 22522

the National Substance Abuse helpline, SAMHSA’s National Helpline, [1-800-662-HELP (4357)](about:blank)

National Suicide Prevention Lifeline: 1-800-273-8255

NJ HOPE line- [https://njhopeline.com/](about:blank)

The Sexual Assault helpline at [1-800-656-HOPE](about:blank) (4673)

Trevor Lifeline (LGBTQ+): 1-866-488-7386

and the National Substance Abuse helpline, SAMHSA’s National Helpline, [1-800-662-HELP (4357)](about:blank)

**Schedule of Assignments**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Topics** | **Assignments due** | **Reading due** | |
| **September 1-26** | **Some Concepts, A Bit of History, and a Guide to Reading the Texts** |  |  | |
| **Wednesday,**  **September 1** | Orientation and Requirements *Lecture:* What is Cultural Anthropology? |  |  | |
| **Wednesday,**  **September 8** | *Lecture:* What to Look for in Assigned Ethnographies and Films |  | 1) Due: "Body Ritual among the Nacirema" by Horace Miner, *American Anthropologist* (1956) (on [reserve](https://www.libraries.rutgers.edu/course_reserves))    2) Due: *Ancestral Lines,* Chapter 1, pp. 5-37 | |
| **Monday,**  **September 13** | *Lecture:* The Concept of Culture and the Nature of Cultural Systems |  | Due: *Ancestral Lines*, Chapters 2 & 3, pp. 39-110 | |
| **Wednesday,**  **September 15** | *Lecture:* The Concept of Culture and the Nature of Cultural Systems, continued  *Class Resources:* [Tibetan Rap](https://www.youtube.com/watch?v=8z2_IE6NfSE) and [Obrafor, "Kwame Nkrumah" (1999)](https://www.youtube.com/watch?v=TUSgDGMzkXo) and [Cloth](https://m.peacefmonline.com/pages/local/news/201807/357694.php) |  | *Ancestral Lines*, Chapter 4, pp. 111-138 | |
| **Monday,**  **September 20** | [*Lecture:*](https://people.camden.rutgers.edu/ccoe/files/LEC-CONDUCT-OF-INQUIRY-11.ppt) On the Conduct of Inquiry in Cultural Anthropology |  | *Ancestral Lines*, Chapters 5 & 6, pp. 139-206 | |
| **Wednesday,**  **September 22** | [*Lecture:*](https://people.camden.rutgers.edu/ccoe/files/LEC-CONDUCT-OF-INQUIRY-11.ppt) On the Conduct of Inquiry in Cultural Anthropology, continued |  | *Ancestral Lines,* Conclusion, pp. 207-214 | |
| **Sunday,**  **September 26** |  | Summary of *Ancestral Lines* due, 11:59pm | *Ancestral Lines* completed. | |
| **September 27- October 13** | **Making Community in the Rainforest in Papua New Guinea** |  |  | |
| **Monday,**  **September 27** | *Lecture:* Modes of Production |  | *Nobody’s People,* Chapters 1 & 2 | |
| **Wednesday, September 29** | *Lecture:* Kinship  *Film:* [On Brideprice](https://www.youtube.com/watch?v=GQtlYuIJOa0) (2013) |  | *Nobody’s People,* Chapter 3 | |
| **Monday, October 4** | *Lecture:* Exchange |  | *Nobody’s People*, Chapters 4 & 5 | |
| **Wednesday, October 6** | *Film:* “Kuo Hina E Hiapo: The Mulberry is White and Ready for Harvest” (2001) |  | *Nobody’s People*, Chapter 6 | |
| **Monday, October 11** | *Lecture:* Cultural Change |  | *Nobody’s People*, Chapters 7 & 8 | |
| **Wednesday, October 13** | Discussion of your papers’ insights in class | Paper #1 on *Ancestral Lines* due, 9am |  | |
| **Sunday, October 17** |  | Summary of *Nobody’s People* due, 11:59pm | *Nobody’s People* completed | |
| **October 18- November 7** | **Hierarchy and Wellbeing in Northern India** |  |  | |
| **Monday, October 18** | *Lecture:* Modes of Production, Kinship, and Exchange Revisited |  | *Girls of the Factory,* Preface and Introduction, pp. vii-xi, pp. 1-15 | |
| **Wednesday, October 20** | *Lecture:* Politics and Patronage |  | *Girls of the Factory,* Part 1, pp. 19-41 | |
| **Monday, October 25** | *Lecture:* Religion |  | *Girls of the Factory*, Part 2, pp. 45-146 | |
| **Wednesday, October 27** | *Film: “D*adi’s Family” (1988) |  | *Girls of the Factory,* Chapter 5, pp. 149-161 | |
| **Monday, November 1** | *Lecture:* Back to Considerations of Holism |  | *Girls of the Factory,* Chapters 6 & 7 and Conclusion, pp. 162-237 | |
| **Wednesday, November 3** | Discussion of your papers’ insights in class | Paper #2 on *Nobody’s People* due, 9am |  | |
| **Sunday, November 7** |  | Summary of *Girls of the Factory* due, 11:59 | *Girls of the Factory* completed. | |
| **November 8-28** | **Factory Labor & Globalization** |  | |  |
| **Monday,**  **November 8** | *Lecture:* Introduction and Fieldwork |  | | *The Pastoral Clinic*, Introduction, pp. 1-36 |
| **Wednesday, November 10** | *Lecture:* Globalization and Work, part 1 |  | | *The Pastoral Clinic,* Chapter 1, pp. 37-68 |
| **Monday, November 15** | *Lecture:* Globalization and Work, part 2  *Film*: “Working Women of the World” (1997) |  | | *The Pastoral Clinic*, Chapters 3 & 4, pp. 111-182 |
| **Wednesday, November 17** | *Lecture:* Marriage, Kinship, and Health |  | | *The Pastoral Clinic,* Chapter 5 and Conclusion, pp.183-210 |
| **Monday, November 22** | Discussion of your papers’ insights in class | Paper #3 on *Girls of the Factory* due, 9am | |  |
| **Sunday, November 28** |  | Summary of *The Pastoral Clinic* due, 11:59pm | | *The Pastoral Clinic* completed |
| **November 29-December 8** | **Drug Addiction and Dispossession in the Southwest United States** |  | |  |
| **Monday, November 29** | *Lecture:* Modes of Production and Fieldwork |  | |  |
| **Wednesday, December 1** | *Lecture*: Kinship and Addiction |  | |  |
| **Monday, December 6** | *Lecture*: The State and Care |  | |  |
| **Wednesday, December 8** | *Lecture*: Agency and Structure, Biological Determinism versus Cultural Construction |  | |  |
| **Monday, December 13** | [Conclusions](https://people.camden.rutgers.edu/ccoe/files/lastday.ppt) across the ethnographies  *Class Resources:* [Online stopwatch](http://www.online-stopwatch.com/countdown-timer/) |  | |  |
| **December 22, 9-11am** (date of final exam) | Discussion of your papers’ insights | Paper #4 due, on *The Pastoral Clinic*, at 9am | |  |