New Course Request

Indiana University
South Bend Campus

Check Appropriate Boxes: Undergraduate credit X Graduate credit □ Professional credit □

1. School/Division College of Liberal Arts and Sciences Academic Subject Code ANTH-E

3. Course Number 304 (must be cleared with University Enrollment Services) 4. Instructor Torstrick

5. Course Title Fundamentals of Sociocultural Anthropology

   Recommended Abbreviation (Optional) ____________________________ (Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Spring 2011

7. Credit Hours: Fixed at 3 or Variable from __________ to __________

8. Is this course to be graded S-F (only)? Yes ___ No XX

9. Is variable title approval being requested? Yes ___ No XX


11. Lecture Contact Hours: Fixed at 3.0 or Variable from ______ to ______

12. Non-Lecture Contact Hours: Fixed at 0.0 or Variable from __________ to __________

13. Estimated enrollment: 35 of which 0 percent are expected to be graduate students.

14. Frequency of scheduling: every other year Will this course be required for majors? no

15. Justification for new course: This course is one of the options to fulfill the core course requirements for the Anthropology major.

16. Are the necessary reading materials currently available in the appropriate library? Yes

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: ____________________________ Date 9-30-09

Department Chairman/Division Director

Approved by: ____________________________ Date 10/07/09

Dean

Dean of Graduate School (when required)

Chancellor/Vice-President

University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

UPS 724

University Enrollment Services Final—White; Chancellor/Vice-President—Blue; School/Division—Yellow;
Department/Division—Pink; University Enrollment Services Advance—White
Dr. Rebecca Torstrick

ANTH-E 304
Fundamentals of Sociocultural Anthropology

In this course, we will explore what cultural anthropologists are learning about the major issues of our times: cultures facing destruction, disease, poverty, political repression in the Third World and globalization. We will apply insights and understandings gained from our examination of these issues around the world to sharpen our understanding of our own culture and society.

Required Books:

Ian McIntosh, Aboriginal Reconciliation and the Dreaming
Paul Farmer, AIDS and Accusation: Haiti and the Geography of Blame
Leigh Binford, The El Mozote Massacre: Anthropology and Human Rights
Kaja Finkler, Experiencing the New Genetics: Family and Kinship on the Medical Frontier
Paul Stoller, Jaguar: A Story of Africans in America

Anthropology Resource Room, Wiekamp 2276
Social Science Resource Room, Wiekamp 2274

There are three networked computers in Room 2276 and two in Room 2274 for students to use as course resources. In addition, Room 2276 contains other anthropology resource materials. Resource rooms are open Monday to Friday from 8:00am-4:45pm.

Schedule:
Week 1:
Aboriginal Populations in the Modern World
Read: McIntosh, pp. 1-31

Week 2
Coping with Contact: Aboriginal Responses
Read: McIntosh, pp. 33-89
Video: Larwari and Walkara (CC2897, 43m),

Week 3
Reconciliation: Religion, Economic Life, and Political Power
Read: McIntosh, pp. 91-138
Video: Serpent and the Cross (CC5242, 55m)

Week 4
Introduction to Haiti
Read: Farmer, Chapters 1-6
Video: Desounen: Dialogue with Death (CC5153, 50m)

Week 5
Development and underdevelopment in Haiti
Read: Farmer, Chapters 7-14

Week 6
AIDS and Accusation: Sorcery, Racism, and Empire
Read: Farmer, Chapters 15-22
Video: Voodoo and the Church in Haiti (CC4006, 40m)

Week 7
The Anthropology of Violence: Massacre in El Salvador
Read: Binford, pp. 1-67
Video: Maria’s Story (CC4451, 53m)

Week 8
Rewriting the History of Human Rights Violations
Read: Binford, pp. 68-139

Week 9
Anthropology and Human Rights
Read: Binford, pp. 140-210
Video: Todos Santos: The Survivors (CC4177, 58m)

Week 10 March 20, 22
Role of Kinship in Human Life
Read: Finkler, Part I

Week 11
Kinship and Cancer
Read: Finkler, Part II

Week 12
Medicalization of Kinship
Read: Finkler, Part III

Week 13
Transnational Lives: Africans in America
Read: Stoller, Ch. 1-11
Video: Jaguar (GC 1353, 93m)

Week 14
Read: Stoller, Ch. 12-21

Review Essay 1 due
Review Essay 2 due
Review Essay 3 due 3/27
Review Essay 4 due
Week 15
Read: Stoller, Ch. 22-31

**Review Essay 5 and Current Events Journal due**

**Course Requirements:**

1) Class attendance and active participation in classroom discussions are required (15% of course grade).

2) Class Exercise Projects. There will be a series of out-of-class exercises assigned that are related to each of the units we are covering and are designed to further your understanding of how anthropologists conduct research (5% each for 25% of course grade).

3) Review Essays. You will be given a series of questions in class on each of the five texts that we are reading that should be answered in a review essay of 3-4 pages. Due dates are included in the syllabus (7% each for 35% of course grade).

4) Current Events Journal (see description following; 25% of course grade).

**Current Events Journal**

While anthropologists are very concerned with conducting ethnographic research (sustained study of a particular cultural group and its history), they are also interested in ethnological study--cross-cultural comparisons of specific issues or human behaviors. Your task in this journal is to take the knowledge you gain about a specific issue and society (indigenous populations in Australia, AIDS in Haiti, massacres in El Salvador, etc.) and search out other places in the world where these same issues or problems are relevant.

You will choose one of the five sections of the course as your journal’s focus. For example, if you are interested in Farmer’s work on Haiti, AIDS, and medical anthropology, you might choose to focus your journal on coverage of AIDS elsewhere in the world (Africa, India, Southeast Asia) or on coverage of other issues in Haiti (refugees, military government’s status). You will use sources such as major newspapers (The New York Times, Washington Post, Wall Street Journal), news magazines (Time, Newsweek), opinion magazines (Atlantic Monthly, the Nation, MS, New Yorker, etc.), as well as radio and television coverage. Compile a bibliography of the relevant material. Then use this material as well as class readings and lectures to write a 4-6 page analysis of your alternative case.

Using our example above, you would explore how Farmer’s analysis of AIDS in Haiti helps or hinders explaining the course of the disease elsewhere in the world. What other elements would you need to add to the analysis? What elements are similar to what you have learned in class? What and where are there differences?
Review Essays for McIntosh

All answers should be typed, double-spaced, 1 inch margins, 12 point Times Roman type (or equivalent).

Part One: Answer two of the following questions (½-1 page each). 10 points each.

1. Why is it important for anthropologists to examine colonialism in order to understand current social problems? Use examples from McIntosh and class discussion to make your case.

2. Explain, using examples from the book, how the Yolngu have used syncretism in their efforts to manage their contacts with other non-indigenous Australians.

3. Which of the effects of western contact have had the most damaging consequences for the Yolngu and other aborigines? In making your case for the best answer, discuss why this effect resulted in the greatest amount of change for aboriginal society and their culture.

Part Two: Answer the following question (1½-2 pages). 15 points

You are a development anthropologist with a great deal of experience studying societies that practice hunting and gathering as their major form of subsistence. Because of your reputation, you have been asked by the Australian government to provide recommendations on appropriate development policies for the Yolngu and other aboriginal groups. They currently live on land that holds valuable mineral or other resources and the government would like access to that land. Using what you have learned about the Yolngu, what development strategy would you recommend and why? Spell out both the positive and the negative implications of your proposal. Think about how your policies would affect social organization, political organization, gender roles, spiritual life, value systems, and so on.

Review Essays for Farmer

All answers should be typed, double-spaced, 1 inch margins, 12 point Times Roman type (or equivalent).

Part One: Answer one of the following question (½ page). 5 points.

1. Every society has to develop mechanisms that promote internal social order. Give an example of how social control is traditionally achieved in rural Haiti.

2. Farmer argues that Haitian “conspiracy” theories about the origins of AIDS are an example of what C. Wright Mills calls the “sociological imagination”. Explain what he means.
Part Two: Answer three of the following questions (½-1 page each). 10 points each.

1. Voodooism as a folk religion practiced by the descendants of Africans brought to Haiti as slaves is best seen as an example of 1) diffusion, b) acculturation, c) syncretism, or d) assimilation? Use examples from Farmer, the lectures, and the video to make your case for the best answer.

2. How do Do Kay villagers Anita and Dieudonne interpret their illness? Discuss the factors that lead them (and other Do Kay residents) to interpret the causes of their illness differently. How does this affect the treatment of illness?

3. According to Farmer, the notion of contagion has greatly influenced North Americans’ perceptions of Haiti, both in the past and today. What are the historical underpinnings of this notion, and how has this notion contributed to North American understandings of the role of Haitians in the AIDS epidemic?

4. Farmer argues that “history and its calculus of economic and symbolic power” help to explain why members of a particular community come to understand illnesses such as AIDS in the manner in which they did. How does a knowledge of Haiti’s history, politics and economy help us to understand how AIDS enters Do Kay?

Review Essays for Finkler

All answers should be typed, double-spaced, 1 inch margins, 12 point Times Roman type (or equivalent).

Part One: Answer three of the following questions (½ page). 15 points.

1. What is eugenics?

2. What is the difference between a model of kinship as genetic versus a model of kinship as social?

3. Explain how American society has changed in terms of how we view kinship from the 17th century to the present.

4. How is sociobiology the “reincarnation of eugenics” according to Finkler?

Part Two: Answer two of the following questions (1 page each). 20 points.

1. Discuss how beliefs in the genetic transmission of disease affect people’s ideas about family and kinship for two of the three groups that Finkler interviewed (adoptees, recovered patients, patients without symptoms).

2. Explain “medicalization” using kinship and one other example from the book.

3. A number of criticisms have been launched at the Human Genome Project and the notion of genetic bases for disease. Explain two of these critiques.
Review Essays for Binford

All answers should be typed, double-spaced, 1 inch margins, 12 point Times Roman type (or equivalent).

Part One: Answer two of the following questions (½ page). 5 points.

1. Explain what Binford means when he says that “There exists no contradiction between anthropology and imperialism per se.”

2. What is Binford’s vision of an “alternative anthropology”?

3. Explain why Binford wants to reduce cultural distance in human rights reporting.

Part Two: Answer the following question (½-1 page each). 10 points.

1. Identity is composed of two processes: self-ascription (how one sees oneself and one’s own group) and ascription by others (how other people see one’s group). Describe these two processes as they influenced the lives of Salvadoran peasants in the Morazan area. Was one process more influential than the other?

Part Three: Answer the following question (1½-2 pages). 15 points

1. A number of countries, the most notable of which is South Africa, have used some formal process of investigation of human rights violations by former regimes as a beginning step towards restoring normalcy to society. South Africa's Truth and Reconciliation Commission took the even more unusual step of collecting testimonies from both victims and perpetrators. In taking this step, governments often break the silence that allowed human rights violations to go unchallenged for long periods of time. As Desmond Tutu said of South Africa, "There can be no healing without truth." Anthropologists have looked at the use of the reconciliation process as an innovative mode of ending ethnic conflicts and facilitating healing in their aftermath. However, truth does not necessarily promote reconciliation, as those who suffered these human rights abuses demand punishment for their violators. New governments cannot always bring the guilty to justice, as was the case in Argentina with investigations of the "dirty war." Given what you read in Binford, discuss what role anthropologists can play in the truth and reconciliation process. Use El Mozote as your example and tell me how you would go about working to bring about reconciliation. What information would you need to know? What limits would you face on your activities? Should you even be involved at all?

Extra Credit:

1. Why is it important to preserve the history of El Mozote’s massacre?

2. Why are forensic teams important in human rights work?
3. Imagine El Mozote from the perspective of 2 of the following groups: foreign tourists, retired Salvadoran soldiers, former residents of the village, human rights activists, former FMLN members.

**Review Essays for Stoller**

All answers should be typed, double-spaced, 1 inch margins, 12 point Times Roman type (or equivalent).

**Part One:** Answer **two** of the following questions (½ page). 5 points each for 10 points.

1. What is transnationalism? Why should we study it (give one example)?

2. What are the expectations in Niger about marriage and family? How do these affect Issa and Khadija’s lives once Issa moves to the United States?

3. What elements of his life does Issa reproduce in New York? What elements are new?

**Part Two:** Answer the following question (1 page). 15 points.

1. Imagine this story in reverse. Give me a basic plot line for what would happen to an American man who went to Niger to make his way in the world, leaving behind his wife in the U.S. What elements would look the same? Which would look different? Would the American be able to adapt to Niger the way Issa adapted to New York City? Why or why not?

**Extra Credit:** Answer the following question (1½-2 pages). 15 points.

1. Given what you have learned in this class, discuss your vision of what role anthropologists can play in the study of major social issues of our times: the destruction of cultures, problems of poverty and violence, political repression, the uprooting of peoples in different parts of the world. Has our consideration of other cultures shed light on the problems of our own society? How does the consideration of social problems expose problems in the traditional anthropological notion of cultural relativism? How would you propose that anthropologists deal with this conflict?

**Exercise One: Aboriginal Rights**

The issue of what rights or obligations are due to the native inhabitants of different areas of the world, who were displaced by colonizers coming in from outside, is still pertinent in the modern world—as we are learning from our discussion in class about the efforts of Australia’s aboriginal populations to regain their rights. In this assignment, we will consider this issue using an American example—what rights are due to the Potawatomi Indians who used to inhabit South Bend and who were displaced from their land over two hundred years ago?

Your task in this assignment is to interview two different people about this issue using the following questions:
1. Do the present-day descendants of the Potawatomi Indians who used to live in South Bend have any rights to land or other incomes generated by land today? Why? Why not?

2. Should the Potawatomi be able to get reparations (monetary payments for the harm they have endured)? Why? Why not? Who should have to pay the reparations if you support that idea?

3. If the Potawatomi do have rights, how should we decide who is a Potawatomi? What criteria should we use?

Note down characteristics of the people you interview (age, sex, social class, occupation, etc.) and keep notes of their answers. We’ll discuss what you learned in class in small groups. Your focus in the small groups will be to discover how you as an anthropologist could develop a suitable policy for reconciliation with the Potawatomi on the basis of the reactions you got from members of our local community.

Each group will choose one member to serve as recorder. The recorder will type up a brief (2 pages, typed, double-spaced, 1 inch margins, 12 point type) summary report of the group’s conclusions and turn in the report and each individual member’s field notes the following class. You will be graded as a group. Be sure to indicate each group member’s name on the front of the summary report and identify yourself as recorder.

Remember: no field notes, no grade! If you miss class, there is no makeup.

Exercise Two: Social Illness in America

In Aids and Accusation, Paul Farmer makes the argument that for rural Haitian villagers, “suffering is an expected, recurrent condition.” Moun fèt pou mouri (“people are born to die”). Haitians are as likely to see illness as due to injustice or malice (social relations or conditions) as due to accident or fate. In a similar vein, Talcott Parsons also recognized that sickness can be much more than individual ailments. He recognized that frustrated workers could escape into chronic illness as an acceptable form of deviancy. Anthropologists often call such an illness a “social disease” because it serves as a commentary on the state of social relations or social conditions. Examples of social disease include “nervos” in Brazil or “susto” in other parts of Latin America.

I want you to interview 3 different people about stress, the American disease category that could be considered a “social” disease. Ask your informants to tell you the symptoms, what causes stress, how to prevent stress, who suffers from stress, etc. Be prepared to ask questions to make sure you get a clear and complete picture from your informants of how they conceive of stress.

Note down characteristics of the people you interview (age, sex, social class, occupation, etc.) and keep notes of their answers. We’ll discuss what you learned in class in small groups. Your focus in the small groups will be to consider whether or not stress would qualify as a social illness for Americans. In your discussion, consider how stress does or does not allow Americans to comment on the conditions of their lives, to deal with frustrations and feelings of powerlessness.
Each group will choose one member to serve as recorder. The recorder will type up a brief (2 pages, typed, double-spaced, 1 inch margins, 12 point type) summary report of the group’s conclusions and turn in the report and each individual member’s field notes the following class. You will be graded as a group. Be sure to indicate each group member’s name on the front of the summary report and identify yourself as recorder.

Remember: no field notes, no grade! If you miss class, there is no makeup.

Exercise Three: An American Folk Taxonomy of Race

Leigh Binford argues that most people operating from within a dominant identity essentialize others as so many examples of categories (“African native”, “Latin American peasant”, “Middle Eastern bedouin”) and that they endow those categories with attributes that serve to mark them off as inferior to the dominant identity. You are going to explore the truth of his assertion by examining American folk taxonomies of race. Taxonomies are classification schemes. A folk taxonomy represents the ordinary (i.e., nonscientific) classification schemes that people use to understand their worlds. You are going to produce a folk taxonomy of “race” based on how members of different categories of people are depicted in magazines and newspapers. For your essay, follow these procedures below and answer the questions.

Choose five different national magazines for your analysis. Skim through them and write down the labels that are attached to people of different “categories.” For example, are color terms such as black, red, and white used? Or are terms such as Negroid and Caucasoid used? Perhaps racial labels are not used at all in these publications. What other variations are there? Does the political view of a publication correlate in any way with how “racial” groups are labeled? Do publications geared toward a specific ethnic group differ from more general publications in their portrayal of “racial” groups? Now look at how different “racial” groups are portrayed in advertisements. Do you notice any differences in the way that dress, posture, or other behaviors are depicted for different races?

The U.S. Census Bureau lists the following “races and ethnic groups”: “White,” “Black,” “American Indian,” “Eskimo,” “Aleut,” “Asian,” “Pacific Islander,” and “People of Hispanic Origin.” Search through the advertisements in the magazines and keep a tally of the number of people depicted in the ads who belong to different “races and ethnic groups” as classified by the Census Bureau. The Bureau reports the following estimated population percentages for November 2000: White, 71.3%; Black, 12.2%; American Indian, Eskimo, and Aleut, .7%; Asian and Pacific Islander, 3.8% and People of Hispanic Origin, 11.9%. How do your percentages of people found in advertisements compare to the actual percentages found in the total U.S. population?

Finally, in your concluding paragraph, reflect on what this taxonomy means for people in the U.S. who are not part of the dominant white population group.

Length: 2½-3-pages (typed, double-spaced, 1 inch margins, 12 point type).

Exercise Four: A Medical Family Tree
In this exercise, you will be creating a medical family tree for yourself. Begin by creating your family tree, either on writing paper or on poster board. Include at least five generations, more if you know them. Use the standard symbols: circles for females, triangles for males, equal signs for marriage, hyphen if somebody’s parents were not married. Mark divorces by putting a slash through the marriage sign. Mark deaths by a slash through the circle or triangle. Make notes on the chart about adopted and foster kin. Make notes about any relatives you don’t know about.

Now, add the given name and any nicknames under each circle or triangle. Mark yourself, with your own name, clearly. You are Ego. Then add, for each person on the chart, the kinship term by which you call that person.

Indicate residence patterns by drawing a dotted line around the people who share a household.

Next, write down any major medical conditions that you know about for each family member. Think about how your doctor collects a medical history for you—heart disease, cancer, allergies, high blood pressure, hypertension, mental illness, other known genetically-linked disorders. For members of your family who are dead, what did they die of?

We’ll discuss what you learned in class in small groups. Your focus in the small groups will be to consider how your own medical family trees influence how you think about your own family ties. Review how your family fits into the American kinship system or differs from it. Include the following: How have you included fictive kin (non relatives with whom we feel a family closeness and whom we address by kinship terms)? What family situation did you have trouble indicating on your chart? Why do or don’t you know the names of some of your relatives? What problems did you have in indicating residence? Have you discovered patterns of family illness of which you were not aware? How does this make you feel about your family?

Each group will choose one member to serve as recorder. The recorder will type up a brief (2 pages, typed, double-spaced, 1 inch margins, 12 point type) summary report of the group’s conclusions and turn in the report and each individual member’s field notes the following class. You will be graded as a group. Be sure to indicate each group member’s name on the front of the summary report and identify yourself as recorder.

Remember: **no field notes, no grade! If you miss class, there is no makeup**

**Exercise Five: Global Marketplace**

In this exercise, you will be exploring what the consequences of globalization are for you and your family. To do this, you are going to explore how much the global marketplace has penetrated your own home.

Take an inventory of the following items in your home: blue jeans, tee shirts and other clothing items, shoes, and coffee/tea. Look at the labels on these items and make an inventory of where they were
made. Do you remember where you purchased these items? Do you remember what you paid for some of them? If you remember, make notes of these facts as well.

We’ll discuss what you learned in class in small groups. I will bring some additional data into class about how these products are made in other parts of the world. Group discussion will explore to what extent we now purchase our products in a global marketplace as well as the consequences of such globalization both for consumers and workers in the US as well as consumers and workers elsewhere in the world.

Each group will choose one member to serve as recorder. The recorder will type up a brief (2 pages, typed, double-spaced, 1 inch margins, 12 point type) summary report of the group’s conclusions and turn in the report and each individual member’s field notes the following class. You will be graded as a group. Be sure to indicate each group member’s name on the front of the summary report and identify yourself as recorder.

Remember: no field notes, no grade! If you miss class, there is no makeup.