

Class Meetings

Northeastern has established a system called the [Hybrid NUFlex](#) learning modality. I will be teaching remotely, to protect the health of a vulnerable family member, and some of you may not even be in the country. What NUFlex means is that on days when we have a scheduled lecture, I will join you virtually at the scheduled class time using Zoom, and you have the option to either attend in the classroom or join remotely. If you'd like to join via the classroom, you can request to be in class via the ["dynamic scheduling" tool](#) on the Student Hub. Otherwise, we'll all connect individually. Either way, you will be able to ask questions, discuss, and interact with me and other students in real time. Remember that if you join us in the classroom, you will need to practice healthy distancing and wear a face mask or face covering.

Our meetings via Zoom and in the classroom, may be recorded for educational purposes--primarily to share with students who cannot connect synchronously. These recordings will be made available only to me and to students enrolled in the course.

Group Projects

Working in groups will help us stay connected this semester and will let you get to know your classmates in a way that virtual learning often doesn't allow. There will be four (4) group projects throughout the semester, three main ones and an early project where you introduce each other to the group.

Discussions

On weeks when there is no predominant group work, you will participate in discussions through Canvas, answering a question about materials from that week's module and responding to other students' posts. Your response to a discussion question must be posted by 5 PM Wednesday on weeks when they are assigned, and you must then reply to the posts of two of your classmates by the next day at 5 PM. Full points will be awarded only if the post (1) responds to all parts of the questions, (2) is articulated in your own words, not copied verbatim, (uses examples from course materials to clarify the explanation), (3) uses examples from course materials to clarify the explanation, (4) uses data to support opinions, and (5) clearly indicates sources, examples, and relevance when referencing course materials.

Extra Credit

There are eleven (11) opportunities to participate in discussion, but only ten (10) are required. If you complete all 11, you will receive 5 points extra credit on your third quiz.

Canvas

The Canvas page for this course will hold zoom links, readings, the most up-to-date syllabus, groups, discussion boards, video links and embedded videos, and more.

Course Requirements

Item	Due	Percent of Grade
Group Project #1 Introductions	5 PM EST THURS 2/4	2%
Group Project #2: Mini-Ethnography	5 PM EST THURS 2/11	5%
Group Project #3: Gender in Advertising	5 PM EST THURS 3/4	5%
Group Project #4: Text & Subtext in Behind the Smile	5 PM EST THURS 4/1	5%
Quiz #1	2/18-2/19	20%
Quiz #2	3/18-3/19	20%
Quiz #3	4/20-4/21	20%
Discussion Posts and Responses (11 total, only 10 required)	Weekly on Wed/Thurs	2% each, total 20%
Complete TRACE Evaluation	9 AM on 4/19	3%
TOTAL		100%

Grading scale: A 94-100, A- 90-93, B+ 87-89, B 84-86, B- 80-83, C+ 77-79, C 74-76, C- 70-73, D+ 67-69, D 64-66, D- 60-63, F 59 & below. **Please note: grades will be rounded up ONLY if they calculate to 0.5 or higher. For example, 93.5 is an A, 93.4 is an A-.

Grading standards for quizzes: For short-answer and essay questions, points will be awarded based on the following criteria: how well did you answer the question? Did you define terms or explain concepts based on the material provided in class? Did you provide lucid and relevant examples from class lecture, reading, or film? Did you connect the example to the concept in such a way that it helps the reader understand the concept better?

Study Guides

Study guides are available on Canvas to help you prepare for each upcoming exam. Please note that the guides are not updated as frequently as the lectures are, so you may be responsible for adding or removing course concepts, readings, films, etc. It may be helpful to download the guides at the beginning of each section and add definitions, explanations, and content summaries as you proceed through the courses. Please bring the study guides to each review section.

Course Schedule

Unit I: Understanding and Studying Culture

Learning Objectives

1. Explain the structural, ideological, and physical aspects of culture
2. Distinguish the history of American anthropology from the history of British anthropology
3. Elaborate theoretical frameworks for study of human diversity in light of the problematic assumptions attending them
4. Analyze the process of enculturation
5. Devise strategies for reflexivity in research within the bounds of the methods and ethics of qualitative ethnographic fieldwork
6. Apply anthropological methods to discern underlying cultural values
7. Assess different anthropological methods to inform solutions to cultural problems

First Week: Welcome				
We'll meet on Tuesday January 19 th to go over the syllabus and welcome everyone to the course.				
Monday 1/18	Tuesday 1/19	Wednesday 1/20	Thursday 1/21	Friday 1/22
MLK DAY		DUE Submit Introductions on Canvas	Zoom Class 9:15 AM EST – Welcome! What is Anthropology?	
Module One: What is Anthropology? What is Culture?				
Module Overview: This module explains what anthropology is, what approaches we will be taking in our study of human diversity, how anthropology developed differently as a field in the US and in Europe, and how anthropologists today are working to undo the legacies of colonialism that are woven into the field. To study culture, we must understand it, but defining the term is almost impossible. Instead, we discuss aspects of culture and issues around defining a social group as “a culture.”				
Monday 1/25	Tuesday 1/26	Wednesday 1/27	Thursday 1/28	Friday 1/29
LISTEN podcast <i>Beyond Indiana Jones with Dr. Angela Jenks</i> WATCH <i>The Shackles of Tradition: Franz Boas</i>	LESSON 2 A Brief History of Cultural Anthropology (and how not to do it)	WATCH <i>The Office: Diversity Day</i> (Clip) LESSON 3 What is Culture? Write one discussion post DUE 5 PM EST	Zoom Class 9:15 AM EST – Discussion Module #1 Respond to two discussion posts DUE 5 PM EST	Meet with your groups to work on Group Project #1 (Introductions)

Module Two: How Do We Learn Culture and How Do We Study It?				
<p>Module Overview In this module, we will discuss the process by which we learn culture, and why culture is so important to humans in particular. Students are introduced to core concepts and ethical issues in the understanding of others' and their own cultures, and are provided with an overview of how anthropologists gather and analyze qualitative data.</p>				
Monday 2/1	Tuesday 2/2	Wednesday 2/3	Thursday 2/4	Friday 2/5
READ Small, "Our Babies, Ourselves" LESSON 1 Learning Culture WATCH <i>Bathing Babies in Three Cultures</i> READ Bohannon, "Shakespeare in the Bush" READ Abu-Lughod, "Do Muslim Women Really Need Saving?" READ Lee, "Eating Christmas in the Kalahari" READ Miner, "Body Ritual Among the Nacirema"	WATCH <i>Eating Bugs from an Asian Street Vendor</i> LESSON 2 Understanding Culture WATCH <i>That 70's Show: The Water Tower</i> (clip) WATCH <i>Doing Anthropology</i> READ Sterk, "Tricking and Tripping" LESSON 3 Studying Culture	Write one discussion post DUE 5 PM EST	Zoom Class 9:15 AM EST – Discussion: Module #2 + Introduction to ethnographic study project Respond to two discussion posts DUE 5 PM EST Group Project #1 (Introductions) DUE 5 PM EST on Canvas	Watch Introduction to Ethnographic Study Project and post questions

Module Three: Reading Culture in Familiar Places				
Module Overview				
This module uses ethnographic field methods to identify cultural values, embodied practices, and identities in unlikely but familiar places, such as street parking, bathrooms, schools, and garbage.				
Monday 2/8	Tuesday 2/9	Wednesday 2/10	Thursday 2/11	Friday 2/12
<p>WATCH <i>Ethnography (Ellen Isaacs at TEDxBroadway)</i></p> <p>LESSON 1 Culture in Unlikely Places Part 1: Bathrooms</p> <p>READ Henry, "American Schoolrooms: Learning the Nightmare"</p> <p>LISTEN to Brian Regan "Stupid in School" and "Kids' Party Games"</p> <p>LESSON 2 Culture in Unlikely Places Part 2: Schools</p>	<p>READ Podolefsky, "From Tikal to Tucson: Today's Garbage Is Tomorrow's Artifact"</p> <p>LESSON 3 Culture in Unlikely Places Part 3: Garbage</p>	<p>Write one discussion post DUE 5 PM EST</p>	<p>Zoom Class 9:15 AM EST – Discussion</p> <p>Respond to two discussion posts DUE 5 PM EST</p> <p>Mini-Ethnography Group Project DUE 5 PM EST</p>	

Unit II: Classic Topics in Anthropology
<p>Learning Objectives</p> <ol style="list-style-type: none"> 1. Analyze different adaptive strategies and their impact on social formation, cultural values, and behavioral practices. 2. Assess the health and social consequences of transitioning to agriculture 3. Compare and contrast the cultural impacts of industrial economies versus non-industrial economies. 4. Identify key terms and skills in the study of kinship. 5. Compare and contrast varying marriage and kin systems around the world and through history 6. Holistically assess how a group's kinship, ecological, and economic systems interact and build upon each other.

Module Four: Human Ecologies and Economies				
Module Overview				
This module analyzes different adaptive strategies, or ways that humans live off the land, from hunting and gathering to pastoralism to agriculture, along with their impacts on social formation, cultural values, and behavioral practices. The complicated connection between ecology and economy will be examined by contrasting industrial and nonindustrial economies and principles of exchange.				
Monday 2/15	Tuesday 2/16	Wednesday 2/17	Thursday 2/18	Friday 2/19
<p>PRESIDENTS' DAY</p> <p>LESSON 1 <i>Human Ecology</i> video</p> <p>WATCH <i>Baka: People of the Forest</i></p> <p>WATCH <i>Hunting and Gathering</i> video</p> <p>LESSON 2 <i>A Closer Look at Hunting and Gathering</i></p>	<p>LESSON 3 <i>Hunting & Gathering Case Study - Inuit & Baka</i></p> <p>LESSON 4 <i>Pastoralism</i> video</p> <p>WATCH <i>Against All Odds - The Success of Pastoralism</i></p> <p>EXPLORE <i>Is This Pastoralism?</i> exercise</p> <p>READ Eaton & Konner, "Ancient Genes and Modern Health"</p> <p>READ Diamond, "The Worst Mistake of the Human Race"</p> <p>READ Goodman & Armelagos, "Disease and Death at Dr. Dickson's Mounds"</p> <p>LESSON 5 <i>Agriculture</i> video</p>	<p>LESSON 6 <i>The Transition to Agriculture</i> screencast</p> <p>WATCH <i>Ihla das Flores (Isle of Flowers)</i></p> <p>LESSON 7 <i>Economic Systems</i> screencast</p> <p>READ Gandhi, "The History Behind The Phrase 'Don't Be An Indian Giver'"</p> <p>READ Counts, "Too Many Bananas, Not Enough Pineapples, and No Watermelon at All"</p> <p>LESSON 8 <i>Principles of Exchange</i> screencast</p> <p>Write one discussion post DUE 5 PM EST</p>	<p>Zoom Class 9:15 AM EST – Discussion</p> <p>Respond to two discussion posts DUE 5 PM EST</p> <p>Quiz #1 becomes available at noon, EST</p>	<p>Complete Quiz #1 by midnight, EST</p>

**Unit III: Cultural Diversity
Learning Objectives**

1. Categorize diversity within gender, sex, sexuality, gender expression, and gender identity
2. Compare and contrast theories about gender and sex difference
3. Analyze race as a cultural framework for understanding human physical diversity using social scientific and biological data
4. Apply key anthropological terms and concepts to the study of race and social class
5. Analyze cultural beliefs about social class and contrast them with social science data about wealth distribution and income changes over time
6. Compare and contrast how social structures influence cultural systems of gender, sexuality, race, ethnicity, and social class around the world and throughout time
7. Critically assess advertising and media for cultural norms of gender, race, sexuality, and social class.
8. Assess how intersectionality translates into oppression or privilege
9. Analyze how theories of social power and privilege apply to social and academic categories of human diversity

Module Five: Anthropology of Gender

Module Overview

This module examines the data and social context behind theories about gender and sex difference and explores the influence of media, advertising, language, and other cultural forces on our understandings and experiences of gender.

Monday 2/22	Tuesday 2/23	Wednesday 2/24	Thursday 2/25	Friday 2/26
<p>READ Arthur, "Feminine Knowledge and Skill Reconsidered: Women and Flaked Stone Tools"</p> <p>LESSON 1 Anthropology of Gender</p> <p>WATCH <i>Small Happiness</i></p>		<p>READ Urla & Swedlund, "Measuring Up to Barbie"</p> <p>WATCH <i>Killing Us Softly IV</i></p> <p>LESSON 2 Learning Gender</p> <p>EXPLORE Gender in Toy Advertisements</p> <p>Write one discussion post DUE 5 PM EST</p>	<p>Zoom Class 9:15 AM EST – Discussion & Review Group Assignment #2</p> <p>Respond to two discussion posts DUE 5 PM EST</p>	<p>Schedule meetings for Group Assignment #2</p>

Module Six: Gender, Sex, and Sexuality

Module Overview

Beginning with definitions of gender, sex, sexuality, gender expression, and gender identity, this module examines each category as a spectrum that is processed through social norms and institutions which change by location and over time. This module also critically analyzes theories of gender difference and examines how power operates to sustain inequalities through language, same-sex policing, and broader social institutions.

Monday 3/1	Tuesday 3/2	Wednesday 3/3	Thursday 3/4	Friday 3/5
<p>READ Fausto-Sterling, "The Five Sexes: Why Male and Female are Not Enough"</p> <p>READ Roscoe, "Strange Country This: An Introduction to North American Gender"</p> <p>WATCH <i>The Complex Human</i></p> <p>LESSON 1 <i>Sexual and Gender Diversity</i></p> <p>WATCH <i>Two-Spirit People</i></p> <p>WATCH <i>Kumu Hina: A Place in the Middle</i> (short version)</p>		<p>Write one discussion post DUE 5 PM EST</p> <p>READ Maltz & Borker, "A Cultural Approach to Male/Female Miscommunication"</p> <p>READ Cassell, "Doing Gender, Doing Surgery"</p> <p>WATCH <i>The Office: Gay Witch Hunt</i> (Clip)</p> <p>LESSON 2 <i>Gender and Power</i></p>	<p>Zoom Class 9:15 AM EST – Discussion</p> <p>Respond to two discussion posts DUE 5 PM EST</p> <p>Gender and Advertising Group Project DUE ON CANVAS 5 PM EST</p>	

Module Seven: Race				
Module Overview				
This module examines the concept of race as a social category through the history of the concept of race, the science that contradicts social attempts to group people by phenotypic difference, and the effects of overt, covert, and systemic racism.				
Monday 3/8	Tuesday 3/9	Wednesday 3/10	Thursday 3/11	Friday 3/12
<p>LESSON 1 Anthropology of Race</p> <p>READ AAA, "Official Statement on 'Race'"</p> <p>READ Diamond, "Race Without Color"</p> <p>WATCH <i>Race: The Power of an Illusion – Episode 3: The House We Live In</i></p>	<p>READ Bonilla-Silva, "The Invisible Weight of Whiteness"</p> <p>READ McIntosh, "White Privilege: Unpacking the Invisible Knapsack"</p> <p>LESSON 2 <i>Race and Racism</i></p> <p>WATCH <i>Racism is Real</i></p>	<p>READ Colquhoun, "Reburying the Dead"</p> <p>READ Larson & Sapolsky, "Why We Want Their Bodies Back"</p> <p>READ Terrell, "Ancestry Tests Pose a Threat to our Social Fabric"</p> <p>WATCH <i>Americas – First Peoples</i> (CLIP)</p> <p>LESSON 3 Race and identity case study - Native America</p> <p>Write one discussion post DUE 5 PM EST</p>	<p>Zoom Class 9:15 AM EST – Discussion</p> <p>Respond to two discussion posts DUE 5 PM EST</p>	

Module Eight: Social Class and Intersectionality				
Module Overview				
This module explores the definitions, functions, power, and politics of social class as it operates in society, sometimes invisibly. We will examine myths of social mobility and what happens when the effects of social class intersect with the effects of other social categories like race, gender, and sexuality.				
Monday 3/15	Tuesday 3/16	Wednesday 3/17	Thursday 3/18	Friday 3/19
READ Carroll, "Sex, Money, and Success" WATCH <i>People Like Us</i> LESSON 1 Social Class WATCH "9 Out Of 10 Americans Are Completely Wrong About This Mind-Blowing Fact" LESSON 2 Myth of Meritocracy Case Study - Settler America	READ Waterston, "Policing Poverty: An Analysis Revisited" LESSON 3 Intersectionality WATCH <i>Mirrors of the Heart</i> READ Gmelch, Behind the Smile, pages 1-112	Write one discussion post DUE 5 PM EST	Zoom Class 9:15 AM EST – Discussion & Quiz Review Quiz #2 becomes available at noon, EST Respond to two discussion posts DUE 5 PM EST	Complete Quiz #2 by midnight, EST

<p>Unit IV: Globalization and Culture</p> <p>Learning Objectives</p> <ol style="list-style-type: none"> 1. Analyze colonialism and globalization according to the three aspects of empire 2. Analyze colonialism and globalization's impact on the unequal political, economic, and cultural relationships of contemporary nation-states 3. Assess the continued cultural impact of colonial ideologies on identity, policy, and culture 4. Analyze the social, environmental, and cultural impacts of industrialism as an ecological system 5. Assess the neocolonial impacts of tourism in Third World/Global South spaces 6. Apply the framework of methods and ethics from Unit 1 in the analysis of an ethnography 7. Elaborate the concepts of adoption, bricolage/indigenization, and resistance as responses to global culture

Module Nine: Colonialism, Industrialism, and Globalization				
Module Overview				
This module begins with a definition of the structure of empire and the history of 19th century colonialism as it sets up international political, economic, and cultural relationships in modern-day globalization, then examines the impacts colonialism and industrialism have had on globalization and the resulting power relationships between cultures and nations.				
Monday 3/22	Tuesday 3/23	Wednesday 3/24	Thursday 3/25	Friday 3/26
<p>READ Gmelch, Behind the Smile, pages 113-209</p> <p>LESSON 1 Global Racial Politics and the Legacy of Colonialism</p> <p>LESSON 2 Industrialism Explainer</p> <p>LESSON 3 Socio-Ecological Impacts of Industrialism</p> <p>WATCH <i>Samsara</i> (Clip)</p> <p>LESSON 4 Structural Impacts of Industrialism</p> <p>EXPLORE Beyond Industrial Agriculture</p>	<p>LESSON 5 Labor Impacts of Industrialism</p> <p>WATCH <i>The Simpsons, "Kiss, Kiss, Bangalore"</i> (Clip)</p> <p>LESSON 6 Lifestyle Impacts of Industrialism</p> <p>READ Bodley, "The Price of Progress"</p> <p>READ Graeber, "On the Phenomenon of Bullshit Jobs"</p> <p>LESSON 7 Industrialism and Globalization</p> <p>WATCH <i>Capitalism, life and debt</i> (Clip)</p>	<p>Write one discussion post DUE 5 PM EST</p>	<p>Zoom Class 9:15 AM EST – Discussion</p> <p>Respond to two discussion posts DUE 5 PM EST</p>	

Module Ten: Global and Local Cultures				
Module Overview				
This lesson explores the cultural and economic legacies of colonialism that become expressed through globalization, and how former colonies and marginalized groups respond to them.				
Monday 3/29	Tuesday 3/30	Wednesday 3/31	Thursday 4/1	Friday 4/2
<p>READ Trollope, "Barbados"</p> <p>READ Gmelch, Behind the Smile, pages 210-242</p> <p>WATCH Life and Debt (first 60 minutes)</p> <p>LESSON 1 Tourism and Neocolonialism Case Study - Barbados & Jamaica</p> <p>READ Janus, "Advertising and Global Culture"</p> <p>LESSON 2 Cultural Consequences of Colonialism and Globalization</p>	<p>WATCH Trobriand Cricket (clip)</p> <p>LESSON 3 Responses to Global Influence</p> <p>WATCH BabaKiueria</p> <p>READ Smith, "Cell Phones, Sharing, and Social Status in an African Society"</p> <p>READ Reeves-Ellington, "Using Cultural Skills for Cooperative Advantage"</p> <p>READ Stupart, "7 worst international aid ideas"</p> <p>LESSON 4 Cross-Cultural interactions</p> <p>WATCH global music videos</p>	<p>Write one discussion post DUE 5 PM EST</p>	<p>Zoom Class 9:15 AM EST – Discussion</p> <p>Respond to two discussion posts DUE 5 PM EST</p> <p>Text and Subtext in Behind the Smile Group Project DUE 5 PM EST</p>	<p>GOOD FRIDAY</p>

Units V: Meaning-Making and the Construction of Identity

Learning Objectives

1. Explain critical concepts in sociolinguistic anthropology
2. Explain core issues in the science, politics, and ethics of sociolinguistics
3. Analyze how cultural identity becomes attached to and reinforced through language, food, and ritual
4. Analyze the three phases of rites of passage
5. Compare and contrast the social, moral, and emotional aspects of ritual, witchcraft, and religious practices
6. Analyze how elective cultures offer real world and fictional opportunities to discuss, modify, and choose new cultural frameworks
7. Apply the framework of theories of power and privilege from Unit 3 in the analysis of cultural appropriation

Module Eleven: Language and Identity

Module Overview

This lesson explores the cultural and economic legacies of colonialism that become expressed through globalization, and how former colonies and marginalized groups respond to them.

Monday 4/5	Tuesday 4/6	Wednesday 4/7	Thursday 4/8	Friday 4/9
<p>WATCH A <i>Conversation with Koko</i></p> <p>LESSON 1 Language and Communication</p>	<p>READ Basso, "To Give Up on Words: Silence in Western Apache Culture"</p> <p>READ Baron, "Whatever: Is the Internet Destroying Language?"</p> <p>WATCH <i>American Tongues</i> (clips)</p> <p>WATCH <i>Key and Peele: Phone Call</i></p> <p>WATCH <i>Class Helps Boston Locals Lose Their Accent</i></p>	<p>Write one discussion post DUE 5 PM EST</p> <p>WATCH <i>We Still Live Here: Âs Nutayuneân</i></p> <p>LESSON 2 The Science and Politics of Language</p> <p>READ Rickford, "Suite for Ebony and Phonics"</p> <p>EXPLORE Sociolinguistic case study - African American Vernacular English</p>	<p>Zoom Class 9:15 AM EST – Discussion</p> <p>Respond to two discussion posts DUE 5 PM EST</p>	

Module Twelve: Borrowing, Taking, and Constructing Culture				
Module Overview				
This module examines cultural borrowing, outlining practical and ethical guidelines to determine whether borrowing cultural elements constitutes embracing or appropriating another culture, and explore how the search for identity is complicit in borrowing elements of another’s culture, reimagining one’s own cultural heritage, or adopting a fictional cultural framework.				
Monday 4/12	Tuesday 4/23	Wednesday 4/14	Thursday 4/15	Friday 4/16
PATRIOTS DAY WATCH <i>Anthropology in 10 or Less: Cultural Appropriation</i> LESSON 1 Cultural Appropriation WATCH <i>White Shamans, Plastic Medicine Men</i> LESSON 2 Borrowing or Appropriating Case Study - Minorities in America	READ Njeri, “What’s in a Name?” WATCH <i>Trekkies</i> (clips) LESSON 3 Elective Ethnicity	Write one discussion post DUE 5 PM EST	Zoom Class 9:15 AM EST – Discussion & Quiz Review Respond to two discussion posts DUE 5 PM EST	

Week Thirteen: Final Quiz				
Study for and take Quiz #3, and Complete TRACE Evaluation for the course.				
Monday 4/19	Tuesday 4/20	Wednesday 4/21	Thursday 4/22	Friday 4/23
Complete TRACE Evaluations DUE 5PM EST	Quiz #3 becomes available at noon, EST	Complete Quiz #3 by midnight, EST		