Professor:
Amínata Maraesa, Ph.D.
Class Location: LL-
Office Location: 9th Floor Anthro office
Office Hours: after class (by appt. please)
Email: amaraesa@fordham.edu

Course Description:
This course is an introduction to socio-cultural anthropology. Socio-cultural anthropology offers a way of understanding both the commonalities of the human experience and the diversity of human societies and cultures. It offers tools for making sense of the experience of people whose lives are different from our own, as well as casting our familiar world in a new perspective. Through readings, lectures, discussions, and films, students will become familiar with the concerns and viewpoints of cultural anthropologists.
The course introduces some of the key concepts that have concerned anthropologist such as culture, social structure, religion, kinship, race, gender, consumption, community, and identity, and provides an opportunity to learn about a variety of social and cultural contexts both within and outside the U.S.

Learning Goals:
• Recognize, appreciate, value, and respect cultural difference and diversity.
• Develop the ability to question your assumptions and interrogate your commonsensical understandings about the world around you, recognizing that what we take as “natural” social realities are, in fact, constructed cultural norms that vary according to sociocultural and historical context.
• Appreciate the relevance of anthropological issues in the contemporary world around you.
• Ideally, my goal is to make you excited about the field so that you all want to become majors (or at least take more anthropology courses)!!!
Learning Outcomes:
• Discuss critically the discipline of anthropology by learning about major figures and areas of study within the field, as well as the historical and social context of anthropological knowledge and activity.
• Explain issues of ethnographic authority, authenticity, voice, and the relationship between knowledge, representation, and power.
• Apply theory to practice by conducting your own mini field-work projects
• Translate your participant-observation into formal written ethnography
• Integrate your classroom learning into your primary research and, eventually, into your daily lives...

Books to Purchase:

All books for this course have been ordered through: Fordham Bookstore

Articles:
Required readings listed on the syllabus (other than full-length books) are available on Blackboard under Content

Course requirements:
25% Attendance and Class Participation
25% Subway Ethnography
25% Oral History Narrative [and CITI certificate]
25% Race/Class/Gender Socialization Self-Other Analysis

Attendance and Class Participation:
You are required to attend all scheduled class meetings. You must read all the assigned material before class and come prepared to participate in class discussions. Your attendance and participation will count towards 10% of your final grade.

LATENESS IS A PROBLEM! I would rather have you come to class late than not come at all; however, lateness is disruptive for the group as a whole and disrespectful. If you come to class late, I expect you to explain to me after class why you were late. Chronic lateness will be addressed and may result in dismissal from class.

IF YOU ARE ABSENT MORE THAN TWO TIMES TIMES DURING THE SUMMER SESSION YOU WILL FAIL THIS CLASS!!! (If you have an emergency situation, speak to me privately; otherwise, attendance is MANDATORY!!!).
Written assignments:

**Subway ethnography** – DUE JUNE 14, 2016
4-5 pages, double-spaced, 12 pt. Times New Roman/ Cambria, all margins 1 inch
- Using Marc Augé’s book [and other readings up to this point] to inform your analysis, write a 4-5 page paper based on your observations riding an NYC subway line.
- In your paper make sure you follow these instructions:
  - Make sure that you write the number or letter associated with the subway line you took, the day, date, time, and duration of your trip.
  - You must ride the subway from the first to the last station.
  - Start your paper by writing a short introduction. In the introduction specify the themes you planned on observing before riding the subway, if you had to change the themes after you started the observations explain the reasons for the change.
  - Make sure that your observations, description, and analysis are focused on two or three themes ONLY.
- Write reflexively about the challenges you encountered and things that you learned from the experience.

*To receive full credit, you must incorporate course readings and films into your analyses.*

**BIBLIOGRAPHY REQUIRED**

**Oral History Narrative** – DUE JUNE 28, 2016
4-5 pages, double-spaced, 12 pt. Times New Roman/ Cambria, all margins 1 inch
- This paper is based on an interview you conduct with a person older than age 70. Your informant can be a family member, close friend, or a complete stranger.
- You may conduct the interview in any language, but the final paper must be in English with translated quotations.
- Your interview should be based on inquiries into your informant’s lived experiences of the past and his/her reflections on/comparisons to current living conditions with attention to health, illness, and treatment (whether biomedical or alternative).
- Your questions should elicit the kind of ethnographic detail you have been exposed to in class so far. I specifically want you to probe into questions about childhood experiences, socialization processes, understandings of the world, as well as his/ her experiences of illness and healthcare.
- Be sure to include reflexive references to your position in relation to your informant including a description of the interview process and any significant interactions beyond the scope of your questioning.

*NOTE: you should NOT turn in a transcription of the interview. Rather, you must condense the information gathered into a coherent narrative that tells a situated story of your informant’s social/historical existence.*

*To receive full credit, you must incorporate course readings and films into your analyses.*

**BIBLIOGRAPHY REQUIRED**
Race/Class/Gender Socialization Self-Other Analysis – DUE JUNE 30, 2016

MUST EMAIL THE PAPER TO: amikole5@gmail.com by 12 p.m.

4-5 pages, double-spaced, 12 pt. Times New Roman/ Cambria, all margins 1 inch

- Explain what you think the paper title Race/Class/Gender Socialization Self-Other Analysis means using all of the information, theories, and first-hand experiences you have been exposed to throughout this intense summer session.
- Write reflexively: how do YOU interact with these categories of difference now that you have learned to critically discern how our social/cultural world is constructed and perpetuated!

To receive full credit, you must incorporate course readings and films into your analyses.

BIBLIOGRAPHY REQUIRED

NOTE: NO LATE PAPERS. If you do not turn in an assignment when it is due, you will receive an F. NO EXCEPTIONS. NONE AT ALL!!!

Special accommodations:
Qualified students with disabilities will receive appropriate accommodations in this course. Please speak with me after class or in my office. Also, be prepared to provide a letter from the Office of Disability Services explaining your needs. The Office of Disability Services (for students with learning or physical disabilities):
Lincoln Center,
45 Columbus Ave., Suite 106, New York, NY 10023
disabilityservices@fordham.edu
212-636-6282
http://www.fordham.edu/info/20174/disability_services

Academic integrity:
All work in this course is entirely individual. Cheating and plagiarism—whether intentional or unintentional—will not be tolerated and the consequences will range from receiving no credit for an assignment or exam to receiving a failing grade in the course, depending on the severity of the act. This is true also of anyone who aids or abets cheating or plagiarism.

Fordham University regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing its Undergraduate Policy on Academic Integrity and will pursue cases of academic dishonesty accordingly.
See: http://69.7.74.46/section8/section97/section99/index.html

REFER TO:
for a detailed list of proper citation format within text and bibliographic citations.
<table>
<thead>
<tr>
<th>WEEK 1</th>
<th>What is Anthropology? &amp; Early Ethnographies of Culture</th>
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| **Tuesday May 30, 2017** | Introduction to the course:  
**FILM**: Character Formation in Different Cultures: Bathing Babies in Three Cultures, 1951. Dirs. Gregory Bateson and Margaret Mead (12 min.)  
**FILM CLIP**: Babies. 2010. Dir. Thomas Balmes (2 min.) |
| **Thinking about Ethnographic Representation** | **Wednesday May 31, 2017**  
**FILM CLIP**: Trobriand Cricket. 1976. Dirs. Gary Kildea and Jerry Leach (8 min.)  
**FILM CLIP**: Shooting with Mursi. 2009. Dir. Ben Young (2 min.)  
**FILM**: Cannibal Tours, 1988. Dir. Dennis O'Rourke |
| **Anthropology of Race & Cultural Display** | **Thursday June 1, 2017**  
• UNESCO Statement on Race, 1950.  
• Harris, Marvin. 1999. Chapter 5 and first part of Chapter 9 in Theories of Culture in Postmodern Times. Walnut Creek, CA: AltaMiras Press.  
<table>
<thead>
<tr>
<th>WEEK 2</th>
<th>Cultural Display</th>
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  **FIELD-TRIP TO THE MUSEUM OF NATURAL HISTORY – 10am** |
| **Looking at the Self** |
| **Reflexive Ethnography** |
  
| **WEEK 3** | **Looking to the Elders - Interview Practicum** |
  
  **FILM CLIP: Dogon Dama**, 2003. National Geographic (3 min.)  
  **FILM: Number Our Days**, 1976. Dir. Barbara Myerhoff (28 min.) |
<p>| <strong>SUBWAY ETHNOGRAPHY DUE</strong> |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td><strong>Wednesday</strong></td>
<td><strong>IN CLASS:</strong> Create an account with the Collaborative Institutional Training Initiative at the University of Miami: <a href="https://www.citiprogram.org">https://www.citiprogram.org</a> Complete the HSR Social and Behavioral Basic Course</td>
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<td>June 14, 2017</td>
<td><strong>Health and Medicine</strong></td>
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<td><strong>Thursday</strong></td>
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<td><strong>WEEK 4</strong> Health and Medicine con’t</td>
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<td>• Foley, Ellen. 2010. <em>Your Pocket is What Cures You: The Politics of Health in Senegal</em>. New Brunswick: Rutgers UP. <strong>READ chapters 5-7</strong></td>
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<td><strong>FILM:</strong> <em>What Are We Doing Here?,</em> 2008. Dirs. Brandon Klein, Daniel Klein, Nick Klein, Tim Klein. (82 min.)</td>
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<td><strong>Health and Medicine con’t</strong></td>
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<td>June 20, 2017</td>
<td>• Foley, Ellen. 2010. <em>Your Pocket is What Cures You: The Politics of Health in Senegal</em>. New Brunswick: Rutgers UP. <strong>READ chapters 8-10</strong></td>
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<td><strong>Race, Class, Gender and Consumption</strong></td>
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<td><strong>WEEK 5</strong> Race, Class, Gender and Consumption, con’t</td>
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<td><strong>FILM CLIP:</strong> <em>A Girl Like Me</em>, 2005. Dir. Kiri Davis (3 min.)</td>
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<td><strong>FILM:</strong> <em>Shopping to Belong</em>, 2007. Dir. Arlene Sosa (30 min.)</td>
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<td><strong>ORAL HISTORY NARRATIVE DUE</strong></td>
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<td><strong>Wednesday</strong></td>
<td><strong>June 28, 2016</strong></td>
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<td><em>Multiculturalism and Diversity – Gender and Kinship</em></td>
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<tr>
<td><strong>FILM:</strong></td>
<td>Shopping to Belong, 2007. Dir. Arlene Sosa (30 min.)</td>
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<td><strong>FILM:</strong></td>
<td>I’m 80% Girl, 20% Boy, 2008. Dir. Maxx Ginnane (8 min.)</td>
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<td><strong>Thursday</strong></td>
<td><strong>June 29, 2016</strong></td>
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<td><strong>FINAL PAPERS DUE – RACE/ CLASS/ GENDER SOCIALIZATION SELF-OTHER ANALYSIS</strong></td>
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<td><strong>YOU MUST EMAIL THE PAPER TO:</strong></td>
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<td><a href="mailto:amikole5@gmail.com">amikole5@gmail.com</a> by 12p.m.</td>
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