ANTH 220: Peoples of the World (Honors Section)
Days/Times: Tuesdays & Thursdays, 12:30-1:45pm
Room: TLC 145
Spring Semester 2010
University of Idaho, Moscow

Instructor: Dr. Stacey Lynn Camp, Assistant Professor
Office: Phinney Hall, Room 106
Phone: (208) 885-6736

Email: scamp@uidaho.edu
Office Hours (in person): Fridays, 12-3pm.
Office Hours (in Second Life @ the University of Idaho): By appointment.

COURSE DESCRIPTION
One of the central questions anthropologists grapple with is why cultural difference exists. In this course, we will travel across the world to such places as the South American Amazon to the virtual online world of Second Life to study how and why ideas about marriage, kinship, gender, sexuality, race, rituals, and class differ from continent to continent and, on a microscale, from household to household. In taking what anthropologists term a "comparative approach," this course aims to teach an appreciation of cultural diversity and foster a sense of cultural sensitivity and understanding. We will also tackle questions of professional responsibility and ethics that continue to be debated in and outside the discipline of anthropology and are directly applicable to other fields of study.

After taking this course, you will know:

⇒ What anthropologists do and some of the ethical dilemmas that they face
⇒ How anthropologists explain differences in cultural beliefs and practices
⇒ Major figures in the history of anthropology
⇒ Current issues in anthropology
⇒ What "cultural relativism" is and why we must exercise it in our modern global world

REQUIRED TEXTBOOKS
Course texts can be found at the University of Idaho, Moscow's bookstore.


REQUIRED ASSIGNMENTS
Your grade in this course consists of the following components, totaling **100 points**:

- **Midterm Examination** (20% or 20 points)
- *Pop Quizzes* and **Short Take-Home Assignments** (20% or 20 points, with each exam/assignment worth 5 points)
- **Anthropological Ethics Debate** (20% or 20 points)
- **Anthropological Debate Paper** (20% or 20 points)
- **Final Examination** (20% or 20 points)

*Four Pop (unannounced) Quizzes and/or Short Take Home Assignments will be given during the semester. Unless you have a university-approved excuse (doctor's note, for instance), you will not be able to make up the examination if you miss it.*

**A detailed information sheet and grading rubric will be handed out in-class.**

CLASSROOM PARTICIPATION GUIDELINES
This course will broach a number of highly sensitive topics, including sexuality, gender, racism, immigration, classism, and elitism. While all opinions are welcomed and encouraged during class discussion, they absolutely, positively **must** relate to the course texts. This means doing the following things **before** you come to class:

- **Being committed to the course.** Reading the course texts, taking notes on them, and bringing your notes to class.
- **Participating in class.** This counts towards 10% of your overall grade in the class, so make sure to come to class expecting to be called upon or ready to raise your hand and offer your opinions on the subject of the day. This means always doing the reading before you come to class!
- **Acting the part of a diplomat/politician during discussions.** A diplomat would never lose his or her temper in an important political moment. Listening to what your classmates have to say, being collegial and respectful even if you don't agree with their point of view, and responding in a critical, yet courteous manner. **Absolutely no personal attacks will be tolerated.**
- **Paying attention during lectures.** Turning off your cell phone, refraining from bringing your computer to class, taking notes at each and every lecture, avoiding side conversations while other students and/or the professor is speaking, and not sleeping during class.
- **Showing up to every class.** Your classroom participation grade will take a substantial hit if you fail to show up to three or more classes in the semester (barring university-approved excuses such as illness, family issues, or other personal problems). **My lecture notes are not available via Coursework, Blackboard, or email.** You must get them from another student.
⇒ **Sticking to the text.** While your personal experiences with racism are interesting, let's try and stick to the text. This means referring to the text's page number and/or citing another piece of work to make your argument.

⇒ **Bringing your text/reading to class everyday.** This speaks for itself. You don't want to bother your neighbor to read over their shoulder. Plus, if you follow the rules outlined in the next section, you will need to have your text on hand for discussion.

⇒ **Talk to Dr. Camp via email or during office hours.** If you don't understand something you've read or a concept we discussed in class, don't be shy! If you are uncomfortable or shy about talking in class, come talk to Dr. Camp during her office hours. She understands that some people aren't used to classroom discussion, and it is her goal to help students develop the confidence to talk in class by meeting during office hours.

**Tips for Reading & Taking Notes on Course Texts**

Being a careful, observant reader of our assigned texts means more than simply reading them before rushing to class. In this class, we will critically analyze texts. Some of you may have never had to examine texts in this fashion before coming to college. Here are some tips for coming to class prepared to discuss class:

⇒ **Know your author.** Google their name. Why are they writing this book/article? What is their training, and why are they qualified to write this text? What is their background and how might that influence their perspectives on race, ethnicity, and other issues pertaining to social inequality?

⇒ **Know the text's intended audience.** Who will read this book? Is it fiction (non-factual) or non-fiction (factual)?

⇒ **Determine how the author comes to his or her conclusions (for non-fiction texts).** What data does the author use to make his or her claims? What kinds of data does the author use (i.e. secondary sources vs. primary sources, newspapers, magazines, interviews, historic data) and is it a valid source of information?

⇒ **Analyze the meaning of the author's words, sentence structure, and the text's organization** (for fiction texts). What images, symbols, colors, and names does he or she use and to what end? How is the text organized and how does that relate to the author's intentions?

⇒ **Know the historical context.** When was the book written and how might that particular era shape the author's opinion on race relations? What historical events were taking place during the time in which the author was writing?

⇒ **Highlight and/or underline passages/words in the reading that strike you.** Write in the margin next to the highlighted/underlined passage why this particular passage is important, controversial, frustrating, or intriguing.

⇒ **Bring questions and comments about the reading to class.** What phrases, words, and terms were hard for you to understand? What did you
like about the text? What didn't you like about it? Do you agree with the author's argument? Why or why not? How could the author's text be improved?

CONTACTING DR. CAMP
Dr. Camp holds weekly office hours, which are noted on the first page of this syllabus. Dr. Camp also holds office hours (by appointment) in the University of Idaho's online campus of Second Life, which can be downloaded by going here: http://www.sl.uidaho.edu/

If you cannot meet in person or online, Dr. Camp prefers that you correspond with her via email (scamp@uidaho.edu). Her response time ranges from a few hours to 48 hours at the most. If the issue is urgent, please note that in the subject heading of your email (i.e. "Urgent ANTH 220 Question") and Dr. Camp will get back to you as soon as possible.

ACADEMIC DISHONESTY
Plagiarism of any form will not be tolerated. Plagiarism, in its simplest form, involves copying someone else’s work and claiming it as your own. I also count plagiarizing your own work from another course and turning it in as if it were new, original work in my class as plagiarism. To avoid university penalties, always make sure to properly cite your sources, including books, websites, journal articles, unpublished materials, and discussions with your classmates. Please review the university’s policy on academic dishonesty and citation rules before completing your first written assignment in class. These guidelines can be found here: http://www.uihome.uidaho.edu/default.aspx?pid=56158

STUDENT ACCOMMODATIONS
Reasonable accommodations are available for students who have documented temporary or permanent disabilities. All accommodations must be approved through Disability Support Services located in the Idaho Commons Building, Room 306 in order to notify Professor Camp as soon as possible regarding accommodation(s) needed for this course. You can contact Disability Support Services at 208-884-6307, dss@uidaho.edu, or www.access.uidaho.edu.
# COURSE SCHEDULE

## UNIT I ~ ANTHROPOLOGICAL METHODS & ETHICS

### January

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<tr>
<th>Date</th>
<th>Theme</th>
<th>Reading</th>
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<tbody>
<tr>
<td>14</td>
<td>Introduction to Course: What is Anthropology?</td>
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<tr>
<td>26</td>
<td>Anthropological Methods &amp; Field Work (cont.)</td>
<td>Film: BBC (2007), &quot;Tales from the Jungle: Bronislaw Malinowski,&quot; 59 Minutes</td>
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### February

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<th>Reading</th>
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<tr>
<td>11</td>
<td>Anthropological Ethics</td>
<td>Reading: Borofsky, Robert (2005) <em>Yanomami: The Fierce Controversy and What We Can Learn From It</em>. Berkeley and Los Angeles: University of California Press. Read A Personal Note to Undergraduates (pp. xiii-xv) and Chapter 1: The Controversy and the Broader Issues at Stake (pp. 3-21).</td>
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<td>16</td>
<td>Anthropological Ethics: The Yanomamo Controversy</td>
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**Film:** Asch, Timothy and Napoleon Chagnon (1974) "A Man Called 'Bee': Studying the Yanomamo," 40 Minutes

**Link:** [http://www.der.org/films/man-called-bee.html](http://www.der.org/films/man-called-bee.html)

**18 Reading:** Anthropological Ethics: The Yanomamo Controversy (cont.)
**Borofsky, Robert (2005) Yanomami: The Fierce Controversy and What We Can Learn From It. Berkeley and Los Angeles: University of California Press. **Read** Chapter 3: How the Controversy has Played Out within American Anthropology (pp. 35-52) and Chapter 4: Broader Issues at Stake in the Controversy (pp. 53-60).

**23 Theme:** Anthropological Ethics: The Yanomamo Controversy (cont.)
**Reading:** Anthropological Ethics: The Yanomamo Controversy (cont.)

**25 Theme:** Anthropological Ethics: The Yanomamo Controversy (cont.)
**Reading:** American Anthropological Association's Ethics Statement ([http://www.aaanet.org/stmts/ethstmnt.htm](http://www.aaanet.org/stmts/ethstmnt.htm)).
In-class time for group meeting about Anthropological Ethics Debate.

**March**

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<td>Anthropological Ethics Debate</td>
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<td>Anthropological Ethics Debate</td>
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<td>9</td>
<td>Review for Midterm</td>
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<td>In-Class Midterm Examination</td>
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<td>15-19</td>
<td>SPRING RECESS</td>
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**UNIT II ~ ETHNOGRAPHIC CASE STUDIES**

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<tbody>
<tr>
<td>23</td>
<td>Class &amp; Status</td>
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<tr>
<td><strong>Reading:</strong> Bageant, Joe (2007) Deer Hunting with Jesus: Dispatches from America's Class War. <strong>Read</strong> Introduction (pp. 1-17).</td>
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</tbody>
</table>
25  Theme:  
   Class & Status  
Chapter 1: American Serfs: Inside the White Ghetto of the Working Poor (pp. 21-49).

30  Theme:  
   Class & Status  
Chapter 2: Republicans by Default (pp. 53-96) and Chapter 3: The Deep-Fried, Double-Wide Lifestyle (pp. 99-115). 
Film:  Moore, Michael (1989) "Roger and Me," 91 Minutes 
Link:  http://en.wikipedia.org/wiki/Roger_&_Me

April

1  Theme:  
   Class & Status  
Chapter 4: Valley of the Gun (pp. 119-57) and Chapter 5: The Covert Kingdom (pp. 161-93). 
Finish Film:  Moore, Michael (1989) "Roger and Me," 91 Minutes 
Link:  http://en.wikipedia.org/wiki/Roger_&_Me

6  Theme:  
   Ritual & Rites of Passage  

8  Theme:  
   Ritual & Rites of Passage  
Film:  Bakker, Jacqueline (2002) "Female Circumcision in Mali," 46 Minutes

13  Theme:  
   Ritual & Rites of Passage  

15  Theme:  
   Kinship & Family  
UNIT III ~ CONTEMPORARY ISSUES IN ANTHROPOLOGY

20 Theme: Kinship & Family  

22 Theme: Globalization & The Future of Anthropology: Online Communities - Methods  

27 Theme: Online Communities (cont.) - Space, Place, and Time  
Link: http://www.youtube.com/watch?v=pFS4l5B547s

29 NOTE: CLASS WILL MEET IN SECOND LIFE!  
Theme: Online Communities - Language  

May

4 NOTE: CLASS WILL MEET IN SECOND LIFE!  
INTERVIEW WITH TOM BOELLSTORFF - COME PREPARED!!  
Theme: Online Communities/Review for Final Examination  

6 ANTHROPOLOGICAL DEBATE PAPER DUE IN-CLASS, NO EXCEPTIONS!  
Theme: Review for Final & Course Wrap-Up