

Inst.: Richard Bordner

Off. Hrs.: Beh. Sciences Bldg #114, M & F 10-11, 1-2, TR 10-12 or by app't.

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**Required Texts:** Hendry, Joy 1999. Other People's Worlds. New York: New York Univ. Press.

Knab, Timothy 1995. The War of Witches. Boulder: Westview.

**Course Description:** This course is intended to provide an introduction to cultural anthropology. Anthropology is a very broad field - the systematic study of human beings. It aspires to describe and explain the similarities and differences between human groups and the stability, diversity and change within groups. Anthropologists are interested in all peoples, past and present.

Specifically this course is an introduction to what anthropologists have learned and how they study contemporary cultures. Culture is presented as a complex and dynamic mechanism by which human beings solve a variety of basic problems posed by existence.

Culture is defined as a system of concepts, ideas, values, attitudes and beliefs which are learned and shared within a human group. It is used to make things, to generate behaviors and interpret experience. It is a way of thinking about and looking at the world. Culture is symbolic and ideational. It is integrative - all parts are interrelated and constantly adjusting to one another. It is also adaptive, changing in response to circumstances.

Traditional cultural anthropology focused on "primitive societies" and less technologically-advanced groups. But in the last 50 years anthropology has moved to include the study of dominant cultures such as Japan and the United States. Thus while we will still follow the traditional terms and concepts of the discipline, much of the class discussion will focus on groups such as Americans from an anthropological perspective.

**Course Objectives:** 1) To develop a greater awareness of the role of culture in human experience. Specifically to help each of us to gain greater awareness of our own implicit assumptions, beliefs and values with the goal of developing a greater and more sympathetic appreciation of alternative ways of looking at and relating to the world. To limit Ethnocentrism!

- 2) To increase our understanding of similarities and differences between human groups, of how and why cultures and societies change in different ways under different conditions. To provide a basic theoretical perspective for thinking about socio-cultural change;
- 3) To provoke intellectual curiosity which will lead to a lifelong interest in the basic questions raised by anthropology;
- 4) To provide better questions such as "what is diversity", rather than a set of simplistic and useless pseudo-answers.

**Modes of Instruction:** 1) Lectures and discussions: The lectures will supplement but NOT repeat the material covered in the texts. Both lectures and textual materials will be on the exams, and you are responsible for BOTH. Attendance is mandatory if you want to pass the class.

- 2) Simulations: We will be doing several simulations this semester. You will be working in small groups and all members are expected to contribute their equal share to the group effort. These simulations have proved in the past to be very useful learning tools to get across sophisticated concepts, so your active participation is required. Attendance will be mandatory.
- 3) Films: Films will be shown during the semester. You will be responsible for viewing them - attendance is mandatory and will be taken. You will be writing several of the reaction papers based on the films.
- 4) Reaction papers: In lieu of doing "real" fieldwork we will be getting into some situations during the semester where I will expect you to look at the world through with an anthropologist's perspective. This will include some film-based situations.



**Grading:**

- 1) Exams: There will be 3 exams in this class. All will consist of a combination of objective and short essay questions. The 3 exams will count for 60% of your course grade.
- 2) Research Paper: You will have to complete a research paper on a topic of your choice based on the course material. It must be approved by me or you may suffer the consequences. It will be from 6-8 pages in length (text) and will count for 20% of the course grade. It must follow university writing standards for research papers (APA citations, etc.). You can substitute an approved Service Learning option to the Research Paper if you want. At present these include: (a) State Archives database project [either photos, land information or immigration data]; (b) State Historic Sites database project; Tutoring at Kaimuki High School, or (c) Project Shine elderly immigrant tutoring. With the Service Learning option you must complete a daily journal of your experiences and a final summation of the experience, how it ties into what you've learned in this class and its impact on you.
- 3) Reaction papers: You will have to complete 3 reaction papers based on situations we get into during the semester. . Each paper will be from 1-3 pages and be your reactions to the questions posed. Remember a reaction paper is your opinion on a topic, not a research paper. You will not be graded on grammar and syntax. The reaction papers are worth a total of 10% of your course grade.
- 3) Class participation/Attendance: In introductory courses to stay awake and interested requires a little effort, so participation is necessary both to understand the material and stay conscious. Various projects, such as the simulations also require not only your physical attendance but also some mental effort. This will count for 10% of your course grade.

THERE IS NO POSSIBILITY OF EXTRA-CREDIT WORK IN THIS CLASS

Grade Weight:	Exams(3).....60%	A= 90-100	D=60-69
	Reaction papers.....10%	B= 80-89	F= -60
	Part/Attend.....10%	C= 70-79	
	Res. Paper/Serv. Learning...20%		

- Aug. 26: Introduction  
Ass: Read Hendry Intro. & Ch. 1
- 28: Anthropology—Us/Them, ethnocentrism and cultural relativity  
Ass: Read Knab ch. 1
- 30: Culture, ethnicity and theory
- Sept. 2: Holiday
- 4: Anthropology and the “other”
- 6: The anthropologist and the informant  
Ass: Read Hendry ch. 2
- 9: The power of perception and socialization
- 11: Social identity
- 13: Pollution and slippers: symbols and perception  
Ass: Read Hendry ch. 5
- 16: Perception and communication
- 18: Symbolic communication—verbal and non-verbal
- 20: Spatial patterns as symbolic communication  
Ass: Read Hendry ch. 4
- 23: Consumerism and social markers—the ritual of the charge card & Xmas shopping
- 25: Why you can’t give shoes or knives as gifts in China
- 27: Symbols, normative and world views
- 30: Review for Exam I
- Oct. 2: EXAM I (ch. 1-2, 4-5, Knab ch. 1)  
Ass: Read Hendry ch. 3
- 4: Halloween, Mother’s Day and Christmas—gift meaning?
- 7: *Guanxi*, *omiyagi* and gift-giving as social device  
Ass: Read Hendry ch. 11
- 9: Marriage and family
- 11: Kinship systems
- 14: Holiday
- 16: Rules of kinship  
Ass: Read Hendry ch. 9
- 18: Individualism and the group
- 21: The “self”, the group and the waltz of needs and demands  
Ass: Read Knab ch. 2-3
- 23: Social rules and ‘law’
- 25: Social stratification
- 28: Rank, class & caste  
Ass: Read Hendry ch. 12
- 30: Economics, Marx & social classes
- Nov. 1: Symbolism—Neiman-Marcus, Chanel and \$\$ image
- 4: Review for EXAM II
- 6: EXAM II (Hendry Ch. 3, 9, 11-12, Knab ch. 2-3)  
Ass: Read Hendry ch. 10
- 8: Power politics and resolution
- 11: Holiday
- 13: Leaders and followers
- 15: Voting? and other ways to get a leader  
Ass: Read Hendry ch. 7, Knab ch. 4-7+afterword
- 18: Reality and perception—the two sides of the screen



20: Religion as a universal

Ass: Read Hendry ch. 8

22: Magic and witchcraft

25: Magic and the supernatural

Ass: Read Hendry ch. 6

27: Ethnic identity, nationalism and symbols

28-29: Holiday

Dec.

2: the Arts & culture

4: Culture change, ethics and development

6: Summary/Review for EXAM III / **RESEARCH PAPER DUE**

9: **EXAM III, 10:30** (Hendry ch. 6-8, 10, Knab ALL)