

**ANTHROPOLOGY 202—AMERICA'S DIVERSE CULTURES
FALL 2006**

Sections 1 - 4 - [Dr. Jane Adams](#), Instructor.

[specific class and section information deleted. The class is organized as two 50 minute lectures with one 50 minute discussion section/lab for each 20 students enrolled. Textbook is being revised and a second edition will be published January 2008.]

COURSE WEB SITE: <http://mccoy.lib.siu.edu/~jadams/syllabus202.html>

AMERICA'S DIVERSE CULTURES

"American culture" may be an oxymoron--a term that contradicts itself. America--that is, the United States--is made up of an enormous diversity of peoples, more-or-less bound together by a common government and, for the most part, language. We are not a "nation" in the European sense of the word. We do not, as a people, share a common historical tradition nor are many of our customs widely shared. We are, rather, composed of many nations, many people.

Nonetheless, we do share a common government and administrative apparatus, a common set of laws, and, for the most part, a common economy. Our cultural diversity, which in an earlier age would undoubtedly have torn us apart, is held together by these common structures.

In this course we will explore both our diversity and our common structures through readings, videos, speakers, field research, and small-group discussions. We will explore ways to make sense of our differences--of historical experience, of ethnicity and race, of religion, of age, gender, and class. We will see how these distinctions affect different individuals' and groups' life experiences. The aim of this course is to deepen our appreciation of and sensitivity to our own and others' ways of being.

The readings in this course can only skim the surface of American diversity. We begin with an overview of the settlement of this nation. We begin to address the many ways the people of the United States have viewed each other across the divides of culture, conquest, gender, religion, and class: the "First Nations" of the many American Indian tribes, the people who came from Western Europe, creating a unified political structure, the Africans brought in bondage across the Middle Passage, and the more recent immigrants from Asia, Latin America, the Caribbean, and, now voluntarily, Africa.

We next take up one of the basic units of our society, our families. We look at different kinds of families that exist in the U.S.--the families of members of the class, family structures in different ethnic groups, and new forms of family that are developing.

We then turn to issues of making a living. We study how different groups of people experience our economy and how both sociocultural and economic factors shape individual life chances.

Health is another area of universal concern. We will see how different people within the United States understand what it means to be sick or healthy, and what is considered to be an appropriate kind of curing. We will discuss policy issues on how to deal with these different approaches to health care.

Religious beliefs and practices are an integral part of most Americans lives, but again, these beliefs and practices are extremely varied, including Christian, Muslim, Hindu, Jewish, Buddhist, a variety of Native American religions, and many smaller groups, many inspired by Asian and Native American religions. In this section we will look at how religious practices change as social life changes, and at ways religion contributes to forming people's individual and collective self-identity.

COURSE GOALS

1. To acquaint students with the diverse social groups which make up the United States, using readings, film, lectures, research and writing assignments, and discussions.
2. To provide students with direct experience in individual and collaborative data collection and analysis.
3. To provide students arenas in which they can develop their critical analytic skills with which to interpret other peoples' behaviors and through which to reflexively understand their own.
4. To develop writing skills.
5. To give students an introduction to basic ethnographic concepts that will help them understand cultural diversity throughout their life.
6. To enable students to find relevant literature and resources as they encounter situations requiring sensitivity to cultural diversity throughout their lives.

SPECIFIC OBJECTIVES

1. Students will be able to identify at least three different cultural practices or other specific knowledge relevant to each unit.
2. Students will be able to identify and apply anthropological theories relevant to each topic.
3. Students will be able to define and correctly apply anthropological vocabulary relevant to each topic.
4. Students will be able to define and debate policy dimensions of developing culturally sensitive and appropriate public policies and laws.

COURSE REQUIREMENTS

This course has several parts: 1) Readings; 2) Lectures and films; 3) Discussions; 4) Projects; and 5) Exams.

1. **Readings:** The textbook contains most of the required readings, but a few are available only on the web.

Each set of readings is accompanied by a research and writing assignment. These assignments aim to develop your ability to read critically and thoughtfully.

Students are expected to read all the assigned readings as scheduled, to come to class prepared to discuss them, and to turn in written assignments on the day assigned.

2. **Lectures and films:** The material covered in formal lectures and films/videos will be covered on exams and may be accompanied by a written assignment.

3. **Discussions.** Class participation is crucial to this course. Everyone in the course is something of an "expert" on American society, either as a native or as an intelligent observer. You will be expected to share your knowledge and thoughts with the other members of the class. Everyone in the class therefore has the responsibility of making the classroom a "safe" environment where everyone feels comfortable expressing their thoughts and in which everyone can feel that their opinions are respected, even when they are not shared by all members of the class.

4. **Projects.** There will be one group project and four individual projects, one for each topical unit. These project synthesize the readings, lectures, and lab assignments. See course website for [GUIDE FOR WRITING UP PROJECTS, WRITING ESSAYS](#)

5. Exams. Exams will cover all the materials covered in class. The final will be comprehensive.

The mid-term and final exams will test

- a. Concepts dealt with in class
- b. Specific data about the readings
- c. Geographic location of places covered in class/readings.

6. Extra credit assignments. From time to time your instructor will give you the opportunity to earn extra credit. These assignments are optional. As with regular assignments, credit will be given according to quality of work accomplished.

BASIC RULES:

1. ASSIGNMENTS are due during the class period on the due date.

2. ATTENDANCE is important. Attendance will be taken at the beginning of each class.

Lectures: Only three absences will be excused. ONE-HALF LETTER GRADE WILL BE DOCKED FROM FINAL GRADE FOR EACH ABSENCE IN EXCESS OF THE THREE ALLOWED.

Discussion Sections: Only three absences will be excused. ONE LETTER GRADE WILL BE DOCKED FROM FINAL GRADE FOR EACH ABSENCE IN EXCESS OF THE THREE ALLOWED.

3. WRITING REQUIREMENTS

1. All written assignments must be typed. If you cannot type and cannot afford a typist, see your T.A.

2. Written assignments must be literate. This means words should be spelled properly, sentences should be complete and meaningful, and paragraphs should be coherent. **YOU WILL BE GRADED DOWN FOR SLOPPY WORK!!!**

3. LATE PAPERS WILL NOT BE ACCEPTED. THEY WILL BE ENTERED IN THE GRADE BOOK AS A ZERO. If you are ill or have another emergency, you **MUST** get a formal excuse to waive this requirement.

4. Written assignments must meet basic standards for college writing. Follow directions in "Instructions for writing essays" section 2.1 This means

1. sources must be referenced with proper bibliographies,
2. words should be spelled properly,
3. sentences should be complete and meaningful, and
4. paragraphs should be coherent. **PAPERS LACKING CITATIONS AND BIBLIOGRAPHIES, AND/OR THAT DO NOT MEET MINIMUM STANDARDS FOR SPELLING AND SYNTAX WILL NOT BE ACCEPTED.**

IF YOUR PAPER DOES NOT MEET THE FORMAL REQUIREMENTS (CITATIONS, BIBLIOGRAPHY, MINIMUM STANDARDS FOR SPELLING AND SYNTAX), YOU MAY RESUBMIT THE FIRST ASSIGNMENT. IF SUBSEQUENT PAPERS DO NOT MEET THESE MINIMUM REQUIREMENTS, THEY WILL BE GIVEN A ZERO (0). SUCH PAPERS MAY NOT BE RESUBMITTED.

5. GRADING: Grades will be given according to a standard 100-point scale.

	<u>Value</u>	<u>Points</u>
5 Projects @ 14%	70%	700
Participation	5%	50
Mid-term:	10%	100
Final (comprehensive):	<u>15%</u>	<u>150</u>
	100%	1000

SCHEDULE OF CLASSES

WEEKS 1-3. INTRODUCTION. MELTING POT, STEW POT, OR SALAD?

Week 1 Aug. 21	" Introduction " in <i>Textbook</i> (Introductions - form for use in first section meeting)
Week 2 Aug. 28	On the Merits of Racial Identity . Tomas Sandoval " People in Me ," Robin D. G. Kelley , <i>Utne Reader</i> 95 (Sept/Oct) 1999, pp. 79-81. (brief biography)
Week 3 Sept 4	"Racializing Latinos in the United States: Toward a New Research Paradigm," Suzanne Oboler. In <i>Identities on the Move: Transnational Processes in North America and the Caribbean Basin</i> , edited by Liliana R. Goldin. Institute for Mesoamerican Studies, University at Albany, New York, dist. by University of Texas Press, 1999, pp. 45-68. "Race: Mississippi Summer 2000." Text to accompany filmed "field notes," Jane Adams. See link for video, transcript of video, text, and additional information.

WEEKS 4-6. FAMILY

Week 4 Sept. 11	"Introduction - Family" in <i>Textbook</i> " Speaking of Indians ," Chapter 1. Ella Deloria, University of Nebraska Press, 1998, Reprint of 1944 edition.
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I. Different kinds of kinship

Week 5 Sept. 18	"African American Families," by Beverly Greene, <i>National Forum</i> , <i>Phi Kappa Phi Journal</i> , Su 1995 v. 75 i. 3, pp. 29- "For many blacks, family tree long splintered," by Margaret L. Usdansky. <i>USA Today</i> , Jan. 17, 1994, p. 7A
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II. Families in the public sphere

<p>Week 6 Sept 25</p>	<p>"Infighting in San Francisco: Anthropology in Family Court," Barbara Joans. <i>Practicing Anthropology</i> 19:4, 1997:10-13.</p> <p>Three arguments regarding same-sex marriage, with Introduction:</p> <p>"Why Not Gay Marriage?" Charles Coleson, <i>Christianity Today</i>, 40(12,1996):104</p> <p>"Most Compelling Reasons for Legal Marriage", Demian, 1997, www.buddybuddy.com/toc.html</p> <p>"Wedding blitz," J.D. Tuccille, July 9, 2000, www.free-market.net/spotlight/same-sex/</p>
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MIDTERM EXAM**WEEKS 7-9. MAKING A LIVING - LIFE CHANCES**

<p>Week 7 Oct. 2</p>	<p><i>Introduction to unit</i></p> <p>"The Open Lead: Inupiat Whale Hunting in Alaska, : by Bill Hess, <i>Natural History</i> June 1999, v. 108, I 5, p. 88.</p> <p>"The Great American Whale Hunt: Makah Indian Tribe of Neah Bay, Washington, plans to revive whale-hunting tradition". By Richard Blow. <i>Mother Jones</i> Sept-Oct 1998, v. 23 n 5, pp. 49-56. (For more on the controversy over Makah whale hunting, see this Native Americas and the Environment source page, linked from the course webpage.)</p>
<p>Week 8 Oct. 9</p>	<p>"Confederate Lane" Jane Adams and D. Gorton.</p> <p>"Trail of Broken Dreams," by Laura Putre. <i>Cleveland Scene</i> November 23, 2000. www.clevescene.com/issues/2000-11-23/feature.html/printable_pages</p>
<p>WEEK 9 Oct. 16</p>	<p>"The Changing Roles of Farm Women," Jane Adams. Illinois History Teacher, 7(1, 1999):2-6.</p> <p>"Led by the Season" Christina Tercero. <i>Klipsun Magazine Online</i>. Magazine of the Western Washington University School of Journalism. (Archives not available 8/05. See http://www.ac.wvu.edu/~journal/)</p>

WEEKS 10-13. HEALTH CARE

<p>Week 10- Oct. 23</p>	<p><i>Introduction to Health Unit</i></p> <p>Movie: "Fat." (Library cannot hold my edited copy of the film on Reserve due to copyright laws). For the transcript, see course web page.</p> <p>"Traditional Environment Protects Against Diabetes in Pima Indians." Leslie O. Schulz</p>
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Week 10- Oct. 23 cont.	"Pima Diet Changes: 1958-1993." Frances M. Berg "Mirror, Mirror: A summary of research findings on body image." Social Issues Research Centre, Oxford, England. www.sirc.org/publik/mirror.html
Week 11 Oct. 30	"Christian Science Healing of Minor Children: Spiritual Exemption Statutes, First Amendment Rights and Fair Notice." Janna C. Merrick. "I Refuse to Doubt: An Inuit Healer Finds a Listener," by Edith Turner. In <i>Bridges to Humanity: Narratives on Anthropology and Friendship</i> , edited by Bruce Grindal and Frank Salamone. Waveland Press, 1995, pp. 231-251.
Week 12 Nov. 6	"Hmong Refugees and the US Health System." Mary Jo Beghtol. <i>Cultural Survival Quarterly</i> 1988, 12(1):11-14. More on the Hmong <i>Video: Between Two Worlds: Hmong Shaman in America.</i> Directed and Edited by Taggart Siegel ; produced by Taggart Siegel and Dwight Conquergood. On reserve in Library

WEEKS 14-16. RELIGION

Week 13 Nov. 13	<i>Introduction to the Unit in Text</i> "America's Many Religions," <i>Chronicle of Higher Education</i> , June 9, 1995. "Santeria Out of Africa and into the Mainstream," Lizette Alvarez. <i>Tampa Tribune</i> Apr 12, 1997.
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Week 14, THANKSGIVING BREAK

Week 15 Nov. 27	" Out of Africa-Into the Mississippi Delta : African Missionaries to the Mississppi Delta" video and interpretations "The Field Situation", Chapter One, <i>God's Peculiar People: Women's Voices and Folk Tradition in a Pentecostal Church</i> , Elaine J. Lawless. University Press of Kentucky, pp. 10-34.
Week 16 Dec 4	Wrap up

WEEK 17. Dec. 13-18 FINAL EXAM.

Secs. 1-4 (Meet 9:00-9:50 MW)	Tuesday, Dec.12, 7:50-9:50 a.m.
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