**Daily Learning Goals and Terms**

**ANTH 103–Introduction to Cultural Anthropology**

**2nd half of the semester, Spring 2009**

**Week #8**

**Friday, March 2**

**A. Learning Objectives for the Day**

* **What is kinship and what kind of relationships does it include?**
* **What are the universal features of kinship systems?**
* **How does incest present a case of moral dumbfounding?**
* **To what extent are understandings of incest culturally constructed?**

**B. Terms to know**

**kinship**

**kin**

**affinal**

**consanguineal**

**incest taboo**

**moral dumbfounding**

**cousin marriage**

**Week #11**

**Monday, March 23**

1. **Learning Objectives for the Day**

* **What reasons do anthropologists give for the universal incest taboo?**
* **How does one create and understand kinship diagrams?**
* **What are some key features of patrilineal descent?**
* **What are some key features of matrilineal descent?**

**B. Terms to know**

**Patrilineal**

**Matrilineal**

**Matriarchy**

**Ego**

**Wednesday, March 25**

**A. Learning Objectives for the Day**

* **What are some key features of matrlineal descent? (cont’d)**
* **What are the social functions of kinship?**
* **How does the book and film exemplify Weiner’s idea of “cultural resilience”?**

**►Discuss the film “Trobriand Cricket”**

**B. Terms to know**

**inheritance and succession**

**Bronislaw Malinowski**

**kayasa**

**Trobriand cricket**

**Cultural resilience**

**Terms from slideshow:**

**owners versus workers**

**sagali/lisaladabu**

**bundles**

**Womens wealth versus mens wealth**

**Friday, March 27**

**A. Learning Objectives for the Day**

* **What are belief systems?**
* **What are some key characteristics of magic/sorcery and how can this compare to witchcraft?**

**►Discuss examples of magic/sorcery from The Trobrianders**

**►Discuss “Baseball Magic”**

1. **Terms to know**

**Belief systems**

**Magic/sorcery**

**Week #12**

**Monday, March 30**

**A. Learning Objectives for the Day**

* **What are some key characteristics of witchcraft?**
* **What are the key distinctions between magic/sorcery and witchcraft, on the one hand, and religion, on the other?**
* **What are the minimal categories of religious behavior?**

**B. Terms to know**

**Witchcraft**

**Global archetype of witchcraft**

**religion**

**ritual**

**rites of passage**

**rites of healing**

**Wednesday, April 1**

**A. Learning Objectives for the Day**

* **How is a shaman different than a priest?**
* **How can one understand the altered states of consciousness that shamans experience (spirit possession and trance) and how is this experience different from Sitas ghost possession?**

**discuss the article Shamans and the film “The Shaman’s Apprentice”**

**discuss the article Tarakas Ghost**

**B. Terms to know**

**shaman versus priest**

**spirit possession**

**trance**

**Friday, April 3**

1. **Learning Objectives for the Day**

* **When looking at social differentiation at the local level, what are the three types of societies that anthropologists recognize?**
* **What are some characteristics of Indias caste society?**

**see film clip Caste at Birth**

1. **Terms to know**

**social differentiation**

**egalitarian, ranked & stratified societies**

**Week #13**

**Monday, April 6**

1. **Learning Objectives for the Day**

* **What are some characteristics of Indias caste society? (cont’d)**

**discuss Castaways of Caste**

**see film clip Caste at Birth**

* **What are the major similarities and differences between a class and caste system?**

1. **Terms to know**

**Closed versus open system**

**ascribed versus achieved status**

**caste**

**Brahmins**

**untouchables (aka *dalits* or *harijans*)**

**Wednesday, April 8**

**A. Learning Objectives for the Day**

* **How is class real, in the sense of impacting peoples material well-being and life-prospects?**
* **How is extreme global inequality evident in the world today?**

**see the slide show The Miniature Earth**

* **Is global inequality decreasing or growing?**
* **What are roots of global inequality? (WHY is there so much poverty in the world?)**

**discuss the article Baka Beyond**

**discuss the film Trinkets and Beads**

**B. Terms to know**

**paradox of the plenty**

**colonialism**

**export monoculture**

**debt crisis**

**transnational corporations**

**Week #14**

**Wednesday, April 15**

**A. Learning Objectives for the Day**

* **What are roots of global inequality? (cont’d)**
* **Is a culture of poverty the same as traditional, indigenous culture?**

**discuss the article Death without Weeping**

* **What are the two major systems of exchange that anthropologists identify?**

**B. Terms to know**

**Culture of poverty**

**generalized (positive) reciprocity**

**negative reciprocity**

**gift exchange**

**market exchange**

**symbolic capital**

**Friday, April 17**

**A. Learning Objectives for the Day**

* **What are the two major systems of exchange that anthropologists identify? (cont’d)**
* **What are some characteristics of the pure gift (the ideal vision of gift exchange)?**

**discuss the article Too Many Bananas . . .**

**Week #15**

**Monday, April 20**

**A. Learning Objectives**

* **What are the three ways that anthropologists categorize societies’ experiences of modernity and social change, and which way do they tend to emphasize?**

**→What examples can we find from this class to illustrate these three trajectories?**

**→How have the Hmong people undergone radical change while maintaining their unique identity and culture?**

**B. Terms to know:**

**ethnocide**

**homogenization**

**heterogeneity**

**culture-consciousness**

**indigenization of modernity  
Wednesday, April 23**

**A. Learning Objectives**

* **How have the Hmong people undergone radical change while maintaining their unique identity and culture? (cont’d)**
* **How does Fadiman make the familiar strange, arguing that there are many similarities between the American relationship with their doctors and the Hmong relationship with their shamans (*txiv neeb*s)?**

**discuss in small groups**

* **How does Fadiman make the strange familiar, interpreting Hmong practices and beliefs through the lens of cultural relativism?**

**discuss in small groups**

**B. Terms to know:**

**involuntary refugees**

**Friday, April 25**

**A. Learning Objectives for the Day**

* **Open-ended discussion of book**

1. **Terms to know**

**None**

**Week #16**

**Monday, April 27**

**A. Learning Objectives for the Day**

* **What are the reasons for cross-cultural mis-communication and how can one deal with this problem?**

**compare the book *The Spirit Catches You* with the article Shakespeare in the Bush (note that the film A World of Differences is also on the same theme)**

* **What is the Sapir-Whorf Hypothesis, and what does it tell us about the relationship between language and culture?**

**discuss Worlds Shaped by Words**

**B. Terms to know**

**mold theory**

**cloak theory**

**Sapir-Whorf hypothesis**

**linguistic determinism**

**linguistic relativity**

**Wednesday, April 29**

**A. Learning Objectives for the Day**

* **What are some examples to support the Sapir-Whorf Hypothesis?**
* **What are the implications of the Sapir-Whorf Hypothesisin other words, what are some specific, highly debatable things that it claims?**
* **What examples from the English language show that language is continuously shaped and created by its speakers? (hence refuting the S-W hypothesis)**

**B. Terms to know**

**euphemisms**

**The prison-house of language**

**language police**

**Thursday, April 30**

**A. Learning Objectives for the Day**

* **What does body art mean to the people who adorn themselves with it?**

**discuss segment of Body Art (film) and Body Art as Visual Language**

* **What things does an anthropologist pay attention to when conducting an ethnography of communication?**

**B. Terms to know**

**body art**

**strategic essentialism**

**ethnography of communication**

**communicative event**

**SPEAKING**

**Friday, May 1**

**A. Learning Objectives for the Day**

* **What does body art mean to the people who adorn themselves with it? (cont’d)**
* **How do the following articles exemplify ethnographies of communication? How do the authors interpret the communicative events under analysis?**

**”Bedouin Blues”**

**“To Give Up on Words”**