

Introduction to Anthropology

ANTH 10000

MW, 8:30-9:20 Lecture

CRN: 11021, 3 Credits

Stewart Center 130

Instructor: Andrew Flachs aflachs@purdue.edu

Office hours: Monday 12-1 PM

STON 219B

Teaching Assistants:

Fall 2021

Syllabus and Readings

The course website, including electronic access to requirements and supplemental readings, can be found online on the Brightspace system (<https://purdue.brightspace.com/>). The syllabus is subject to change during the semester. For assistance with Brightspace, click the Help tab on the top menu in Brightspace. This class meets Monday and Wednesday 8:30-9:30 in Stewart Center 130. There are no scheduled classes on Friday and there are no recitations. The third class period will take the form of weekly challenges to be completed on the students' own schedule as described below.

Course Description

What makes us similar, and what sets us apart? Anthropology is the study of human beings from a cross-cultural perspective. As such, it is a very broad field drawing on economics, biology, history, literature, religion, politics, and gender studies. Anthropology stands out from these disciplines in trying to present a holistic view of humanity by understanding culture – the way we interpret and navigate the world around us. By looking across space and time, we can not only understand how people in other parts of the world think and live, but also begin to question some of the base assumptions of our own society.

This course has two fundamental **learning goals**: 1) to introduce students to the basic concepts of anthropology through case studies and social theory; and 2) to expose students to the vast diversity of the human experience, emphasizing the ways in which historical legacies and contemporary globalization influence our sameness and difference. This class will be largely lecture based but students will also have projects, tests, and reading responses that ask them to apply an anthropological lens to modern problems and engage with foundational thinkers in the field. Anthropology is a way of looking at the world – this class offers a vocabulary to ask how we got here and to think about what we should do next.

After engaging in the lectures, readings, assignments, and films of this class, students should be able to:

- Describe the basic concepts and applications of anthropology, including biological, cultural, archaeological, and linguistic anthropology.

- Recognize the deep social and biological histories that have shaped contemporary life.
- Examine processes of ongoing biological and social change that influence the environment, social organization, language, and other aspects of the world they experience.

Human society is more connected today than we have ever been. This gives us an enormous opportunity to learn about the world and confront the great challenges of our time. We are part of a cohort in human history that is more likely to have friends who speak other languages, to work with teams based around the world, and to need to understand other ways of life than at any other point in our human journey. This class is designed to introduce you to some of these global issues and explore how anthropologists and anthropological thinking grapples with these big questions. In this class we'll explore how our species got here, how we might feed the world, how we bridge global and cultural divides, and our responsibilities and possibilities in the face of global environmental change. This class is not an exhaustive survey of anthropological studies and theories or a review of the customs of small-scale societies – this is **not** what anthropology is. Instead, we'll learn about the complex interconnections that define our globalized world and question the cultural assumptions that drive our beliefs, values, ideals, and our perception of reality amidst the vast range of human experience.

****Anthropology Majors**

Please remember to keep electronic copies of all of your papers and projects for online submission of your anthropology portfolio during your final semester. This digital portfolio will include your significant written work in anthropology, and other courses when relevant. The department's website provides further information about the portfolio requirement and exit interview.

Communication with your teaching team: We look forward to talking with you! To help us out, please include: “ANTH 100 - *Subject of your email*” in the subject line. This will allow us to easily search for and reply to every message. Dr. Flachs will respond to all emails within 24 hours of the working day. Please be in contact early and often. All questions are welcome. We will be very accommodating – we're still dealing with a global pandemic. We are here to help, but we cannot help if we do not realize you are having problems.

Attending class in the aftermath of a global pandemic:

- Nobody wanted it to be this way. People are still getting sick, our collective lives on campus are still fundamentally changed, and everyone is making it up as they go along. We do not know what new variants or risks may emerge. It's not fair, we're all stretched thin, and our hopes for this semester have to shift. Some of the pre-pandemic expectations are no longer possible, reasonable, or the best we can do.
- So. We're going to prioritize supporting each other as human beings doing their best. We're going to maximize accessibility and intellectual connection, and that means checking in when things aren't working or when we need to stop and rethink something. We will remain flexible and adjust to the situation.

Here's Purdue University's official policy: The University expects that students will attend classes for which they are registered. At times, however, either anticipated or unanticipated absences can occur. The student bears the responsibility of informing the instructor in a timely fashion, when possible. The instructor bears the responsibility of trying to accommodate the student either by excusing the student or allowing the student to make up work, when possible. The University expects both students and their instructors to approach problems with class attendance in a manner that is reasonable. **If you have problems attending class, including because of the coronavirus, email Dr. Flachs so we can make a plan.**

Office Hours and Support

Office hours for the course are listed above. Students are encouraged to attend office hours, which are a good opportunity to ask questions not addressed in class, seek clarification about readings or further information on a topic, or discuss aspects of the course materials that are especially interesting. Office hours are on a first come, first served basis. If you are unable to attend office hours because of scheduling conflicts, please contact the instructor or the TAs directly to schedule a meeting. In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. You can find answers to any questions you have about the course through: Brightspace web page, the instructor and TA email addresses, and the instructor office phone: 765-494-2774.

CAPS Information: Purdue University, the teaching assistants and professor Flachs care about your success. College can be stressful. We are committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, such individuals should contact Counseling and Psychological Services (CAPS) at (765)494-6995 and <http://www.purdue.edu/caps/> during and after hours, on weekends and holidays, or through its counselors physically located in the Purdue University Student Health Center (PUSH) during business hours. Consider also attending mindfulness workshops at the CoRec: <https://www.purdue.edu/recwell/programs/wellnessPrograms/wellnessClasses-services/wellnessWorkshops/index.php>.

Accessibility: Students with disabilities must be registered with Disability Resource Center in the Office of the Dean of Students before classroom accommodations can be provided. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: drc@purdue.edu or by phone: 765-494-1247. Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so

that we can discuss options. You are also encouraged to contact the Disability Resource Center at: drc@purdue.edu or by phone: 765-494-1247.

Behavior: I encourage students to interact with myself and one another during class; however, free speech does not mean we are not all entitled to express our opinions whenever we see fit without consequence. Purdue University and professor Flachs are committed to providing a safe and secure learning space. Sexist, racist, classist, violent, and otherwise offensive comments will result in disciplinary action. Any personal attacks on fellow students or the TAs via class web platforms will also result in disciplinary action. If someone's behavior does not improve, they will be referred to the Student Conduct Coordinator. My classroom is a safe space for all. The free speech of *all* students is valued, and must be exercised in a way that is respectful to the experiences and identities of the ANTH 10000 community. Respectful and responsible behavior is expected in class, online, and in all of our assignments. Videos, photos, or other media used in our online classroom must similarly be respectful of our community and refrain from sexist, racist, classist, violent, and otherwise offensive content. If the teaching staff or students flag content as offensive, you may be asked to resubmit the assignment. Here are some tips to keep in mind:

1. Stay on topic! Be sure the links, comments, thoughts, or pictures you share are relevant.
2. Before posting to a discussion board, check if anyone has asked a similar question or thought and received a reply.
3. When the recipient can't hear your tone or see your facial expressions, it might not be received as a joke. Much of what we get from conversations is non-verbal, which is of course, lost in virtual spaces. Be careful when writing anything that sounds angry or sarcastic, even if you are joking. And remember, typing in ALL CAPS is read as yelling.
4. Respect the opinion of your peers. If you feel the need to disagree, do so respectfully and acknowledge the valid points in your peer's argument.
5. Dialogue, not debate. In a debate, the goal is to convince others that you are right. In a dialogue, the goal is to understand and expand each other's perspectives by sharing different viewpoints. Try to focus on dialoguing when you are engaged in the discussion boards.
6. Be brief. If you write a long dissertation in response to a simple question, it is unlikely that anyone will spend the time to read through all of it.
7. If you refer to something your classmate said earlier in the discussion, quote just a few key lines from their post so that others won't have to go back and figure out which post you are referring to.
8. Run a spelling and grammar check before posting anything on a discussion board.

Academic Integrity

Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty." [Part 5, Section III-B-2-a, University Regulations] Furthermore, the University Senate has stipulated that "the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest."

[University Senate Document 72-18, December 15, 1972]. All students are expected to adhere to high standards of academic integrity. In this class especially, that means that all work presented as original must, in fact, be original. Academic integrity is one of the highest values that Purdue University holds. Individuals are encouraged to alert university officials to potential breaches of this value by either emailing integrity@purdue.edu or by calling 765-494-8778. While information may be submitted anonymously, the more information that is submitted provides the greatest opportunity for the university to investigate the concern. **Plagiarism is a big deal.** If you copy someone else's work and pass it off as your own, you will be given a 0 for the assignment and you may be referred to Purdue's disciplinary boards. It is your duty to uphold the Purdue honors pledge. As a boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together - we are Purdue. Learn more at:

<https://www.purdue.edu/provost/teachinglearning/honor-pledge.html>

Assignments and Grading: The readings for each week should be read by class on **Wednesday** at the latest so that students can engage with the case studies and clarify questions during the lecture. Grading will be based on a midterm exam (**10% of final grade, due October 28th**), a final exam (**20%, due December 16th**), a 500-word essay written in response to the theme and readings of the week (**10%**) due **based on your Brightspace group**, four unit projects based around the themes of unit (**40%**), weekly challenges (**10%**), and responses to other students' weekly challenges (**10%**). This is not a writing intensive class but you do have a steady flow of assignments. You are expected to come to class with opinions, doubts, critiques, and indictments against the readings so that we can work through them as a class. **Rubrics** for all assignments can be found on the course website under the module "Find rubrics for assignments here!" All written assignments are due on **Tuesdays** and all times listed are for the **Eastern Standard Time Zone**.

Grades:	A	=	91-100	C+	=	79-80
	A-	=	90-91	C	=	71-78
	B+	=	89-90	C-	=	70-71
	B	=	81-88	D	=	60-69
	B-	=	80-81	F	=	Below 60

Assignment	Assignment date	Format	Points out of 100
Unit Projects	Week 3, 7, 12, 16	Due on Tuesday of the week where they are assigned, see below – rubric is under “find rubrics for assignments here!”	40
Midterm	Due by October 28 th , 5 PM	Open book holistic essay questions. You can find the questions by going to “Midterm and final exams”	10

Final exam	Due by December 16 th , 5 PM	Open book holistic essay questions. You can find the questions by going to “Midterm and final exams”	20
Reading response	Due on Tuesday depending on your group	~500 word reading response posted to “Post reading responses here!”	10
Completion of anthropology challenges	Every week by Friday, 5 PM	Complete weekly challenges as described in the syllabus	10
Responses to other students’ anthropology challenges	Every week by Monday, 5 PM	Respond to one other students’ weekly challenge each week	10

Attendance: This class is designed to give students the flexibility to interact in fully synchronous or asynchronous formats. Students are expected to listen to all recorded lectures and guest lectures, read all of the assigned readings, attend office hours as needed. Because all lectures are recorded, there is no requirement to be in class synchronously. However, we will deliver lectures synchronously and allow for students to ask questions – Students are strongly encouraged to attend the synchronous lecture. In the past, students who attend class synchronously received higher grades and reported a more positive experience with the course.

Late assignments: Late reading responses or unit projects will be marked down **10% per day**, including weekends. That means that a paper due on Tuesday turned in on Friday can only receive a maximum of 70% (Tuesday after 5 PM, Wednesday, Thursday). If, for some reason, you have unforeseeable circumstances preventing you from completing a unit project, I ask for notice as soon as possible. Make-up work will be given within a week outside class hours for reasonable excuses with a doctor’s note or other documentation (sports absence with a coach’s note, etc.). No contact with me before an assignment is due and absence during class will result in a zero (unless you are unconscious or sucked into an anti-technology vortex). I cannot help you once the deadline has passed, so please be in contact early and often.

Tests: There are two graded tests in this class. Tests will be administered through the Brightspace system. Students will receive a question bank in advance on Brightspace, which will be updated throughout the course. The professor will post questions on this question bank using a OneDrive document, where students can add resources and content to help them study. From these questions, the professor will choose 7 for the test. Students will be required to answer 5 of these. If students answer more than 5, we will grade the first 5.

Tests will be open for 4 days, and students have no time limit under which they must complete the tests, except that they must complete the tests by 5 PM on the day that they are due. The questions in our midterm and final exams ask you to think holistically about the information you

have learned in this class and to apply that anthropological perspective to your own life. These tests are open book, meaning that students are free to consult course lectures and readings. Students should consider the OneDrive question bank as a wiki document allowing them to add resources and information to help them answer the questions. However, students must still adhere to the Purdue honor pledge. **This means that students are not permitted to plagiarize, copy/paste, or otherwise directly copy someone else's words or thoughts to answer this exam.** Instead, the teaching team will be grading tests to see that students can correctly define the terms asked, evaluate the evidence discussed in this class, support arguments with specific and explicit examples, reflect on their own experiences, and otherwise correctly answer the questions as posed. These tests will look to see that students can respond to these questions in their own words and with specific, clear, well-reasoned supporting evidence from the course, a sign that they have understood the material and can accurately synthesize what they have learned. Students may lose points on these tests if they are seen to violate the honor pledge, if they do not use specific evidence to back up their arguments, or if their arguments are so overly general or tangential to the questions posed that they do not answer the questions asked in specific terms. Test answers should be 300-600 words.

Reading Response: Each student must respond to one set of weekly readings over the course of the semester. Reading responses are divided by groups on Brightspace. Your 500 word (450-550 words) essay needs to reference the readings of the week for the group to which you are assigned. The first paragraph should be a summary of the main points made, but the bulk of the essay is your reaction to the writing, how it fits with the rest of the class, and your well-reasoned opinion of the arguments. **Reading responses should be uploaded to Brightspace by clicking on the tab labelled “Post reading response here!”** These responses are due by **5 PM on Tuesday. Reading responses posted after 5 PM will be marked late.** For example, if you are assigned to group 1, your reading responses are due by 5 PM on Tuesday, August 31st and you must respond to Welsch, Vivanco, Fuentes: 62-68; 118-122; 130-133; 141-174. If you are assigned to group 6, your response is due by 5 PM on Tuesday, October 5th and you must respond to Stone: *Malthusian Thought* and Welsch, Vivanco, Fuentes: 398-403.

Projects: There will be a series of mini projects based around the themes of the course. Each project will count toward the total project point breakdown. We will discuss students’ experience with each project in class, and students will be asked to share their findings and reflections with the class. **Projects are to be uploaded to Brightspace under the tab “Post Unit Projects Here!”**

Mini project title	Due date	Length	Points out of 40
Who are you and where did you come from?	September 7	1 PowerPoint slide, 1 page	10
Food Reflection	October 5	2 pages	10
Communication assignment	November 9	2 pages	10
Experience of change assignment	December 7	2 pages + selfie	10

Assignments are subject to change and will all be discussed in class. All written work should be size 12 font, times new roman, double spaced, with 1 inch margins, submitted as a PDF document. All assignments are due at 5 PM on the days that they are assigned. Late work will be marked down by 10% per day.

Who are you and where did you come from? Anthropologists describe humans in terms of our differences and likenesses. This diversity is reflected in our different historical, religious, political, environmental, and existential backgrounds. We exist in worlds of physical difference, gender, language, and deep history. We all have ideals, socially constructed and shared, that help us understand who we are, where we come from, and why we are here. Create a collage of at least 5 images that represents how you understand your culture and your self. You must upload a single PowerPoint slide of your collage to Brightspace and turn in a 1 page essay that includes:

1. Why you chose the images that you chose
2. How these images reflect your origins and who you are as a person

Food Reflection: Using your normal on or off campus dining options, think deeply about the history and experience of a single meal you eat during this unit. Eat slowly. Taste every part of your meal. This meal may reflect your religious values, your subculture, your ethnic heritage, your socioeconomic class, your ideal vision of yourself as a consumer in the world, the harsh (or pleasant) realities of agricultural work, or your human evolution. It is, of course, all of these, all at once! Unless you are a robot, food is far, far more than just nutrition we shovel into our guts. Tell us about what this meal means to you as a person alive at this place and in this time with reference to the course materials – please, no general histories from Wikipedia or the Food channel about your meal.

Special note! If you have a history with disordered eating, please look over this assignment to see if this experience will trigger traumatic experiences or potentially dangerous behavior. I will be happy to work with students on an individual basis to develop an alternative assignment connecting food, culture, and biology. This assignment should not cause any undue stress. If you're struggling with an eating disorder, please call the National Eating Disorder Association hotline at 1-800-931-2237.

Turn in a 2 page paper that includes:

1. At least one paragraph reflecting on your experience of the first bite, in accordance with the following exercise: Just concentrate on the bite. Don't think of anything else or let your mind wander. Be still, close your eyes, and focus on the bite on your fork. Pay attention to the physiological reactions in your hand as you hold your eating utensil, or in your mouth as you imagine what the food will taste like. Hold that thought, the pre-conception of the taste, in your mind. Inhale and exhale slowly. Touch the food to your lips, noting temperature, texture, and how you have trained your body to react to the oils, salts, sugars, and proteins just outside of your mouth. As slowly as you can, eat the bite. Note what it feels like in your mouth. Note your jaw moving as you chew, your throat muscles moving as you swallow. Note the changes in taste that occur as your saliva chemically denatures and transforms the food in your mouth. If your mind has wandered, bring it back to this bite of food. Chew this bite 100 times, immersing yourself in the food. When you finally swallow

- all of it, become aware of its absence in your mouth. Think of all the processes on earth that had to happen so that you could have this bite.
2. A detailed description of your meal, and the (1) culture and (2) biology you engage with by eating it. Biologically, you might discuss the landscapes or processes of domestication that brought you this meal, your evolved abilities to eat it with your gut or teeth, or something else entirely. **You must reference at least one of the assigned readings.**
 3. A reflection on the thoughts, emotions, and frustrations of thinking deeply about your meal

Communication assignment: **Virtually** attend a religious/spiritual ceremony of a faith that is not the one in which you were raised. Consider the numerous ways that people communicate with each other in this space: through gestures, specific language, ceremonial interactions, dress, body language, etc. What is everyone saying to everyone else here? How are people communicating with the divine? How is the space designed to make you and others feel? If you see something that you don't understand, ask! Turn in a 2 page paper that includes:

1. A description of where you went, what you did, and what you observed about communication
2. What verbal and nonverbal elements of communication between people stood out to you?
3. What verbal and nonverbal elements of communication with nonhumans stood out to you?
4. A reflection on what surprised you, how this ceremony differed from what you are used to or have seen before, and the thoughts this raises about your own traditions

Experience of change assignment: Ask someone significantly older than yourself, possibly a family member, how the world has changed in their lifetime. Record this conversation using a voice recorder or mobile phone app. In the spirit of global change in the modern world, ask this person to elaborate on changes in gender roles from their childhood to today, changes in our ideas and technology, experiences they have had when interacting with people from different backgrounds, and any other experiences of change.

Turn in a 2 page paper that includes:

1. Who you talked to and how you selected that person
2. A summary of what you talked about and for how long
3. What you learned. Anything surprising? Include your two favorite quotes and give some context for why they stood out to you
4. A reflection on the experience of hearing about this person's life
5. A selfie (or screenshot) with that person, composed by them. If this conversation was done using a non-video chat, then the selfie requirement is waived.

Writing Revisions:

Purdue University has a **world famous** writing lab to improve students' (and faculty's) writing. Consider meeting with a writing center tutor **before** your assignment is due! We have posted rubrics for all assignments along with a list of frequent writing errors on Brightspace. This can be a way to make sure that your writing is in good shape before you turn it in. However, if you

get points marked off, PLEASE go to the writing center. Students who are not satisfied with their grades will have **an opportunity to recover lost points** on the first three miniprojects and all reading responses if:

- 1) They meet with the writing center instructors using the virtual tutor option
- 2) Revise the assignment
- 3) Within **10 days** of receiving an assignment back, email Dr. Flachs:
 - a. The original paper with TA comments
 - b. A paragraph description about what you talked about in your online writing center tutor meeting and how you have changed your paper or rethought your writing as a result.
 - c. A paragraph description of what mistakes or missteps you made, and whether or not you see these as part of a larger pattern in your writing.
 - d. A revised paper
- 4) Make an appointment with Dr. Flachs and/or come to office hours to explain how they have improved **within 10 days of getting their assignment back. No rewrites will be accepted for the final miniproject.**

We recognize that in some cases, you may have been marked off for something very simple and straightforward that ends up being an easy fix. A writing tutor meeting might seem superfluous in this situation. But see this revision as a chance to dig down and express your ideas better, make a better argument, or just let your words sing as a writer. Even a great paper can be improved by a second look and some suggestions.

Weekly Challenges: In lieu of recitation or lecture on Fridays, you will be asked to (1) complete and upload a weekly challenge based on the theme of each class and (2) to respond to another students' post. These challenges will ask you to think critically about the material covered each week and explore how it applies to your own lives. Specific directions are listed for each week, but **each post should include a picture and 1-2 paragraphs** of text. These challenges should be uploaded to Brightspace each week by **Friday at 5 PM**. Upload a challenge by navigating to the Brightspace tab labelled "**Post weekly Challenges here!**" and then clicking on the discussion forum for the appropriate week. In the subject line, give your last name and the week of the challenge (ex: Week 1 Challenge, Flachs). You must post a reply to another students' post each week (~100 words) by **Monday at 5 PM**.

Lecture Format: Lectures occur Monday and Wednesday during the scheduled class time (8:30-9:20). PDFs of all of Dr. Flachs' lecture slides will be posted to Brightspace and can be found under the module labelled "Find weekly course content here!"

Readings: There will be one required textbook to help guide our class discussions, but many of our readings will be scanned articles available through the course website. Readings are to be completed **before class on Wednesday** in each week. This schedule and this syllabus are subject to change. This is an older version of the textbook, and you should buy it used or from another student.

2020. Welsch, Robert L, Luis Vivanco, and Agustin Fuentes. *Anthropology: Asking Questions about Human Origins, Diversity, and Culture*. 2nd edition. Oxford University Press: Oxford.

Syllabus

Week 1, August 23: Course overview and introduction to the basics of anthropology

Welsch, Vivanco, Fuentes: 3-27

Anthropology challenge! Welcome to this class

- 1) Tell us about yourself! We'd like to know who you are, why you're taking this class, and what you're hoping to learn about. That should take about a paragraph. Then, because anthropology is not a subject taught in most schools, take a minute to be honest and explain what you know about this subject. There are no wrong answers here.
- 2) Upload your two paragraphs along with a photo that captures a part of yourself that you're proud of and want to share with the rest of the class. This will help us get to know you, your unique cultural background, and the knowledge that you are bringing with you into the class.

Grand Challenge 1: Who are we and where did we come from?

Week 2, August 30: Human evolution

Welsch, Vivanco, Fuentes: 62-68; 118-122;130-133; 141-174

Anthropology challenge! Online fossil lab

- 1) Visit the Smithsonian Human Evolution Timeline Interactive (<https://humanorigins.si.edu/evidence/human-evolution-timeline-interactive>). Compare 3 different hominids who lived in different time periods by clicking on the magnifier. What trends do you see in human evolution? What differences do you see between species? What do you want to know more about? Did anything surprise you?
- 2) Upload your responses to these prompts along with a screenshot of your favorite image and an explanation of why that image struck you as particularly interesting.

Week 3, September 6: Human Variation (No class September 6, Labor Day)

Fuentes: *Race, Monogamy, and Other Lies they Told You* 81-113

Welsch, Vivanco, Fuentes: 181-208

Anthropology challenge! Variation outside skin color

- 1) Humans are genetically very similar, and yet we also notice that there are lots of differences between us that are related to human biological diversity and variation. Skin color, a central feature of US racial classification, is not inherently more important than any other variable trait. In one of the communities that you are part of (dorm, family, club, team, etc.) identify three physical characteristics besides skin color that vary across

the group. Any trait that people are willing to share or that can be easily observed will do. If you're getting stuck, think about eye color, handedness, hair color, or blood type.

- 2) What patterns did you observe, if any? Are there any links between that physical trait and behavioral traits (say, all lefties prefer chocolate to vanilla or all blonde people hate football). Are these categories good ways of organizing human variation, or are they arbitrary? Have any of these human variations that you have contributed to your experience in society? What does your response mean for other ways of organizing racial categories? Upload your responses along with a photo illustrating one of the traits you looked at.

Miniproject 1 to be uploaded to Brightspace on Tuesday, September 7: Who are you and where did you come from?

Week 4, September 13: Enduring Legacies of Colonialism

Welsch, Vivanco, Fuentes: 79-98; 353

Orange: *There, There*

Hurston: *Barracoon*

Special Guest Interview September 15: Dr. Ian Lindsay

Anthropology challenge! The danger of just one story

- 1) Watch the TED talk by author Chimamanda Ngozi Adichie (https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?language=en). Have you ever had a stereotype applied to you? Have you ever applied one to someone else? How was that stereotype connected to some kind of context around history and social status?
- 2) What's a single story you've heard that has had an impact on your life? Who gets left out of that story? For example, one story that I heard as a young person was: "Christopher Columbus discovered America." While it is true that Columbus sailed from Europe to the Americas, he was not the first European to do so, and as many as 50 million people already lived in the Americas when he arrived. Their stories are left out of this dominant narrative.
- 3) In what ways do you defy stereotypes? Upload your responses to these prompts along with a photo of you defying a stereotype.

Week 5, September 20: Making the family

Welsch, Vivanco, Fuentes: 29-36; 439-459

Fuentes: *Race, Monogamy, and Other Lies they Told You* 160-175

McIntosh: *White Privilege* 1-9

Anthropology challenge! What is privilege at Purdue?

- 1) The reading from McIntosh outlines a series of advantages that the author sees herself enjoying because of her race that are unasked for and unearned. Look over that list, or a

similar list here made for high school social studies teachers

(<https://peacelearner.org/2016/03/14/privilege-walk-lesson-plan/>). Keep track of the number of items that apply to you (no need to share it) but don't get hung up on the number, this isn't about that. Is this an accurate list for the things that determine who has special access and who gets marginalized at Purdue? What should be added or subtracted to account for your experience of privilege and or marginality?

- 2) In what ways have you experienced having one form of privilege but not another? Has this changed over the course of your life? How might someone have privileges or disadvantages that compound (say, gender and class) in ways that influence their lives?
- 3) Think back to your Miniproject 1. What in your life provides an important sense of cultural identity? Have you ever observed something culturally significant to you taken up by someone else in a way that felt disrespectful or belittling? An inability to answer this question is also an answer. Are there ways to ethically, consensually, or reciprocally exchange things with cultural meaning and what does that look like? Upload your responses to these prompts along with a photo illustrating something important to your cultural identity.

Grand Challenge 2: Feeding the world

Week 6, September 27: Different ways of making a living: Hunting, growing, herding

Welsch, Vivanco, Fuentes: 278-297; 390-393

Anthropology challenge! Exploring food around us.

- 1) Have you ever foraged, hunted, or grown your own food? If so, how did that food compare to food you picked up at the store or purchased out? Do you have strong cultural connections to certain foods? Have you ever worked in food service? If so, what impact did that experience have on you and the way you eat, order, and buy food? Is food something that you spend a lot of time thinking about? Why or why not? What does that say about your cultural and historical context?
- 2) Upload your responses to the prompt along with a photo of a food that you have a strong cultural connection to.

Week 7, October 4: Population, diet, and food justice

Stone: *Malthusian Thought*

Welsch, Vivanco, Fuentes: 398-403

Anthropology challenge! Getting food at Purdue University

- 1) There are lots of jokes about bad dining halls and lots of ramen at college, but food insecurity and the pressures of working, going to school, and cooking are real. As much as 59% of students might experience food insecurity at some point at college. What are the best options to get the most out of your meal plan? What strategies do

- you, or friends of yours, use to get a good meal? Please don't incriminate yourselves, but full disclosure, I stole food from my college dining hall buffet.
- 2) Are students at Purdue hungry because the university doesn't grow enough food or because it accepts too many students? If that Malthusian logic is wrong, what other solutions best solve the problems of overcrowded dorms and food access?

Miniproject 2 to be uploaded to Brightspace on Tuesday, October 5: Food Reflection.

Week 8, October 11: Tradition, diet, and nutrition (No class October 11, Fall Break)

Nabhan: *Searching for the Ancestral Diet*

Anthropology challenge! Food options

- 1) Most of us get our food through stores, which has improved our caloric intakes but not always the quality and variety of the food we eat. From **October 4-October 7** keep track of all the different kinds of foods you eat, organizing them into species. For example, if you eat crackers and bread on day, that all counts as wheat. At the end of this four day period, how many different species of plants, animals, or fungi did you eat? Is this number higher or lower than you expected? What does that say about your food preferences, your food access, or your geography? How might your foods change if you lived in a different city, a different part of your town, or if you had a different racial, ethnic, gender, or class background?
- 2) Upload your responses to the prompt along with a photo of the place where you got most of your food.

Week 9, October 18: Our food system

Holmes: *Segregation on the Farm* (51-78, 84-85)

Flachs: *For India's cotton farmers, cooperatives, not technology, offer stability*

Welsch, Vivanco, Fuentes: 393-395

Anthropology challenge! Gastropolitics

- 1) Biological and cultural forces shape not just what we eat but also how we eat it. Compare a meal you had recently with close friends or family and one you had by yourself in a dining hall or inexpensive/fast food restaurant. Consider table settings, seating arrangements, the number of courses, who prepared and served it, and where the food came from. How long did it take? Who cleaned up? What was the structure of this meal? How did you feel after? What do these meals tell us about how we organize our food system?
- 2) Upload your responses to the prompt along with a photo of the meal you ate for Miniproject 2.

Grand Challenge 3: Communicating across the big divide

Week 10, October 25: Verbal and nonverbal symbol and meaning

McCloud: *Excerpts from Understanding Comics*
Welsch, Vivanco, Fuentes: 330-353

Anthropology challenge! Sociolinguistics and code switching

- 1) Have a conversation with a good friend. Pay attention to your body language, the topics you discuss, your accents or articulations, special slang, and how you relate to that person. Write these down and reflect on how you acted with that person.
- 2) Call your parents, a relative at least one generation older than yourself, or have a conversation with a professor. Pay attention to your body language, the topics you discuss, your accents or articulations, special slang, and how you relate to that person. Record these and reflect on how you acted with that person and note any differences or similarities. Post a photo that illustrates this experience along with your response to the prompts.

Midterm opens on October 25th at 9 AM and is due by October 28th at 5 PM.

Week 11, November 1: Global economics and commodity chains

Welsch, Vivanco, Fuentes: 369-378
Schumacher: *Buddhist economics*
Patel and Moore: *The History of the World in 7 Cheap Things* 22-44

Anthropology challenge! Global connections

- 1) Find an ordinary item that you own that has a global history. It does not need to be something you acquired from far away, or something that someone sent you from a distance – in our globalized world, almost everything around us will have some connection to a global supply chain. Try to calculate the total cost of that item by tracing its journey backwards through the commodity chain. Try to answer: who sold it to you? How did it get to that place of sale (distribution)? Who made it (production)? Where did the raw materials come from (assembly)? How were they extracted (extraction)? What people and places worked, feeling costs and benefits, along this journey?
- 2) Given this investigation, what is a fair price for this item? If that is different from what you paid, what costs are being hidden and how? Post a photo of the object along with your response to the prompts.

Week 12, November 8: Learning and Knowledge

Welsch, Vivanco, Fuentes: 256-260; 385-389; 395-398; 404-406
Benjamin: *Default Discrimination*

Special Guest Interview November 10: Dr. Natalia Rodriguez

Anthropology challenge! If you know what you do, what do you know?

- 1) Much of the specialized knowledge relevant to our experiences comes through doing stuff. So what happens if you give up something central? For at least 48 hours, give up a key technology in your life. High tech examples might be social media, smartphone features, wifi, or hot water. Low tech examples might be shoes, a mirror, cars, chairs,. These are just suggestions – get creative.
- 2) What was the impact of the absence of this tool? Yes, it was inconvenient, that was the point of the exercise – but how has the human experience been changed through this common technology? What do we do, and therefore know, differently in the world? Upload your responses along with a photo of what you gave up.

Assignment to be uploaded to Brightspace on Tuesday, November 9: Communication Assignment

Week 13, November 15: Conflict and Human Rights (No class November 17, American Anthropology Association Annual Conference)

Abu-Lughod: *Do Muslim Women Really Need Saving?*
Welsch, Vivanco, Fuentes: 416-426

Anthropology challenge! Experiencing difference firsthand

- 1) Miniproject 3 asks that you go out of your comfort zone to experience a faith other than the one in which you were raised. Open yourself up to this experience, including interacting and engaging with people and the space (while being attentive to public health concerns – don't shake hands, for example).
- 2) Think of the most surprising and revealing moment you experienced, and write a detailed description of the setting, participants, activities, interactions, and social interactions playing out that allow the reader to feel it alongside you. Post a photo/screenshot of the service along with your prompts.

Grand Challenge 4: Global Change

Week 14, November 22: Structural violence and healing (No class November 24, Thanksgiving break)

Welsch, Vivanco, Fuentes: 209-211; 427-433
Chary: *Black Lives Matter: Thoughts from the delivery ward in St. Louis*
*Chary discusses death and violence. Please read carefully

Anthropology challenge! Staying healthy in the age of COVID-19 at Purdue

- 1) COVID-19 is a major health impact that is dramatically altering your life right now. What social behaviors did you notice people changing over the last year and a half? How does that relate to risk factors and perceived risk factors for contracting this virus?
- 2) One of the major lessons in anthropology is that different people experience the same phenomena differently. As a university student, what aspects of your life in particular are disrupted? Do you have any particular experiences surrounding this illness as a result of some part of your identity, including as a university student?

- 3) Scale up! How are the things that you are experiencing a result of your own individual experiences but also a result of larger social structures, infrastructures, and the globalized world in which we live? Upload your responses to the prompts along with a photo that documents your observations.

Week 15, November 29: Ecology, history, and politics

Welsch, Vivanco, Fuentes: 311-320

Denevan: *The Pristine Myth*

Rubaii: *Birth Defects and the Toxic Legacy of War in Iraq*

Special Guest Interview December 1: Dr. Melanie Beasley

Anthropology challenge! Hometowns

- 1) By hand, draw a map of your hometown on a piece of paper. Include the place where you live, key local institutions of interest to your daily life like your school, stores you would go to, friends' homes, key landmarks, fun places where you played as a child (or as an adult), and any "environmental resources" that you use (i.e. fishing areas, blackberry patches, farms, woods, hills, fields, places where you like to hunt, parks where you can hang out and enjoy yourself)
- 2) What are the sights, smells, feels, of your hometown? What isn't captured by this paper map?
- 3) What history can be revealed from this bird's eye view of your hometown? Are there any traces of past human activity in your map? What people and events shaped the place(s) where you grew up? Post a photo of your map along with your response to the prompts.

Week 16, December 6: Final thoughts and review: on being human

Calvino: *Excerpts from Invisible Cities*

Kleinmen: *Caregiving: The Odyssey of Becoming More Human*

Hanh: *The Essential Discipline*

Anthropology challenge! Experiencing change

- 1) Miniproject 4 asks that you speak with someone significantly older than yourself about how the world has changed in their lifetime.
- 2) Think of the most surprising and revealing moment you experienced, and capture a photograph that illustrates that point. If your interviewee discusses changes in technology, gender, race, or how people live, provide that context and then take a photo and give a description of how things are today, in your experience.
- 3) Tell us why that moment stuck out to you and why its different today. Post a photo that relates to your interview along with your response to the prompts.

Assignment to be uploaded to Brightspace on Tuesday, December 7: Experience of Change

Final exam: Due Thursday, December 16th at 5 PM.