Cultural Anthropology
Anth 105

Doug Coil
dcoil@brookdalecc.edu
(732) 224-2025
http://www.brookdalecc.edu/fac/sociology/dcoil
Barbara Jones
bjones@brookdalecc.edu
(732) 224-2837
http://www.brookdalecc.edu/fac/anthropology/bjones
Isaac Kanu
ikanu@brookdalecc.edu
(732)224-2916
http://www.brookdalecc.edu/fac/anthropology/ikanu
Leila Wollman
Learning Assistant
lwollman@brookdalecc.edu
(732) 224-2538
Cultural Anthropology (Anth105)

Catalog Description: The student will investigate the concepts of culture and apply them to different cultures of the world. The student will determine the universal aspects of each culture concept and investigate the development and consequences of culture’s evolution from simple to complex.

Course Description: Anthropology is the study of human beings in all places in the world, for all periods of human existence, and for all aspects of people’s experiences. There are four major subdivisions of anthropology. Although cultural anthropology will be emphasized in this course, students will also develop some appreciation for the other subdisciplines that include physical or biological anthropology, archaeology, applied anthropology, and anthropological linguistics. Students will attempt to utilize anthropological knowledge in each of these subdivisions to become more aware of the world around them.

One of the goals of studying anthropology is to develop an increased tolerance for human differences. Customs or behaviors that appear improper or offensive to us may be other people’s adaptations to particular environmental and social conditions. Anthropology is also valuable in providing knowledge of our past. Such knowledge is important in developing an understanding of who we are and how we can contribute to solutions for our future.

Professors: 

Doug Coil (732) 224-2025 
dcoil@brookdalecc.edu http://www.brookdalecc.edu/fac/sociology/dcoil

Barbara Jones (732) 224-2837 
bjones@brookdalecc.edu http://www.brookdalecc.edu/fac/anthropology/bjones

Isaac Kanu (732)224-2916 
ikanu@brookdalecc.edu http://www.brookdalecc.edu/fac/anthropology/ikanu/

Office: MAN114

Learning Assistant: Leila Wollman (732) 224-2538 MAN 127 lwollamn@brookdalecc.edu

Texts & Companion Web Sites: 


3 One on several ethnographies is packaged with your book package. This book will be used for the Ethnography paper.

4 Nanda, Warms Student Companion Site & Ferraro Student Companion Site
   
   http://thomsonedu.com/anthropology/ Click on Student Companion Sites & Image of the Nanda or Ferraro Text.

5 Angel, a course management system, will be used for this web enhanced course. Go to http://www.brookdalecc.edu Click on Online Courses. Click on the Angel icon to logon.

6 Angel Logon Instructions: The Angel logon and password are the same as the Brookdale email logon and password. Contact the Teaching and Learning Center at 732-224-2089 if there are questions. If you experience technical difficulties, contact the Angel toll-free Collegis Angel Help line at 877-725-4357.

**Primary Core Competencies:**

**COMMUNICATION**

The student will communicate information and ideas clearly and effectively in the written and spoken form, and will demonstrate effective listening and reading skills.

**CRITICAL THINKING**

The student will think clearly, critically, and creatively to analyze information, identify solutions, make logical decisions, and solve problems.

**HISTORICAL/SOCIETAL ANALYSIS**

The student will identify and analyze historical and/or societal issues as they impact current and future trends.

**TECHNOLOGICAL LITERACY**

The student will use computer systems and other appropriate forms of technology to achieve professional, educational, and personal objectives.

**Secondary Core Competencies:**

**INFORMATION LITERACY**

The student will identify a need for information and collect, analyze, organize, and evaluate information from a variety of sources. The student will synthesize, document, and present information.

**COMMUNITY AND WORKPLACE**

The student will demonstrate cultural sensitivity within the context of the contemporary, diverse global community. The student will demonstrate ethical conduct and effective teamwork.
**Intended Learning Outcomes**
The student will be able to:

1) Identify and explain the subfields and specializations of Anthropology

2) Explain the concept of culture and discuss how ethnocentrism and cultural relativism affect cross-cultural understanding and issues of cultural diversity
   a. Read at least one ethnographic case study

3) Discuss the universal aspects of each culture, as well as investigate the development and consequences of culture’s evolution from simple to complex

4) Exhibit technology skills
   a. Perform Internet searches; specifically web searches
   b. Demonstrate word processing skills to write-up field results

5) Participate in at least one aspect of anthropological field methods; specifically, an ethnography or interview

**Notification for Students With Disabilities:**
Brookdale Community College offers reasonable accommodations and/or services to persons with disabilities. Students with disabilities who wish to self-identify, must contact the Disability Services Office at 732-224-2730 or 732-842-4211 (TTY), provide appropriate documentation of the disability, and request specific accommodations or services. If a student qualifies, reasonable accommodations and/or services, which are appropriate for the college level and are recommended in the documentation, can be approved.

**College Policies:**
For information regarding:
- Brookdale’s Academic Integrity Code
- Student Conduct Code
- Student Grade Appeal Process

**Please refer to the STUDENT HANDBOOK AND BCC CATALOG.**
**Department Policies:**
- Tests and papers need to be taken as scheduled or made up (turned in) within two weeks of the scheduled test date. The time allowed for make-up testing or submission of papers may differ in semesters of less than 15 weeks. In that case, refer to the instructor’s syllabus.
- Attend all class sessions. Absences may be excused, but all work must be made up. It is the student’s
responsibility to see the instructor for make-up assignments. If more than 20% of class time is missed, a passing grade will not be assigned. For distance learning sections, attendance only applies to the mandatory orientation session.

- When questions arise regarding clarification of scheduled assignments or evaluations, the student is expected to initiate communication with the instructor.

- Exams will be given in class. Typically you will have at least two weeks notice for an exam. There will be no make-up tests for unsatisfactory grades. Missed exams may be taken in the Testing Center or with Leila Wollman, the Learning Assistant for Anthropology.

**Grading Criteria/Course Requirements**

All students will be evaluated on Chapters 1, 2, 7, 8, 9/10, 11 and 15, and submit either an ethnographic analysis or an interview essay, as determined by the instructor (see instructor’s syllabus). Additional chapters may be assigned and/or integrated within the course. A total of four test evaluations will be given. Film reviews, Internet assignments, and additional readings may be included as part of the evaluation process at the discretion of the instructor.

**Anth105 Distance Learning Requirements (Distance Learning):**

This is the distance learning version of Cultural Anthropology. There will be 4 unit tests distance learning sections. The units will include the following Chapters from the Coil, Jones, & Kanu Custom Cultural Anthropology book. Unit 1 chapters have been selected from Ferraro’s *Cultural Anthropology*, 7th Ed., while Units 2-4 are from the Nanda and Warms Cultural Anthropology, 9th Edition.

- Unit 1 Test - Chapters 1 & 2
- Unit 2 Test - Chapters 6 & 7
- Unit 3 Test - Chapters 8, 9, & 10
- Unit 4 Test - Chapters 14 & 15
- An ethnographic analysis or interview essay may be required. See instructor syllabus.

Distance Learning tests are available online on Angel or in The Testing Center on the Lincroft campus. Should you encounter any technical problems, please phone the Angel helpdesk at 877-725-4357 or the Distance Education Applications office at 732-224-2628.

**GRADING:**

Points are accumulated for four unit evaluations, either an ethnographic analysis or interview essay, and additional assignments based on the instructor’s discretion worth up to 50 points. See the instructor’s syllabus for assignment and point
totals.
A = 450 points or higher
B+ = 435-449
B = 400-434
C+ = 385-399
C = 350-384
D = 300-349
F = Below 300
INC-The student needs to complete 70% of the course requirements to be eligible for an INC (incomplete) grade. Eligibility is determined by the instructor.

Interview and Other Assigned Papers

1 All papers submitted must be keyboarded.

2 All papers must have the following information in the top right or left hand corner:
   • Your name
   • Section number
   • Day/time of class (am/pm)
   • Assignment

3 All papers must be keyboarded, spell checked, and read over for grammatical form.

4 All papers must be submitted before or by due dates.

5 Length of papers should be in the 3-5 page range.

6 If your instructor asks you to make corrections or additions to your work, hand in the original with the changes.

7 Speak with your instructor, make an appointment to discuss and express your questions. It is easier and more effective to make an appointment than to just look for an instructor and expect to find them.

INTERVIEW/ETHNOGRAPHY- An ethnographic analysis or interview essay may be required. See instructor syllabus.

- all papers submitted must be keyboarded, spell checked, and PROOFREAD!
- all papers must include your name, the date, and your section number
- all papers must be submitted before or on the due date
- the interview should be 3-5 pages long, double-spaced, 12 point font.
- the ethnography should be 5-8 pages long, 12 point font, double-spaced, 1.5 inch margins

ETHNOGRAPHY
The ethnography provides students with the opportunity to demonstrate an understanding of the major anthropological concepts, and to illustrate how these cultural concepts are integrated. The student is asked to identify, compare, and analyze cultural concepts. Analyze is the key word. Analyze means to discuss and evaluate how different concepts are related to each other.

Ethnography came with your textbook packet, but there are also many available on reserve in the library. Go to the reserve desk on the second floor of the Library or view the list on the web at the following address:

http://bcc-library.brookdale.cc.nj.us/search/r

Keyboard Anth 105 and click on search or Enter. A space exists between Anth and 105.

Choose ethnography. After reading the ethnography, select 2 concepts, using the list below as a guide. In your analysis, be sure to demonstrate how they are integrated. Use specific examples, including direct quotes from the text to support your analysis.

1. Patterns of subsistence - What kind of food acquisition techniques do they utilize?
2. Economic systems - What types of economic systems are utilized?
3. Marriage/family/kinship - What type Marriage/family/kinship are utilized?
4. Gender - How do they divide the culture by gender? What gender ideology and gender stratification is used?
5. Religion and belief studies - What level of religious belief do they utilize? How do they use religion for social and psychological functions?

A suggested format is to include many of the characteristics listed below:

1.) Title of the ethnography, author, publishers, and date of publication
2.) A brief discussion on the background and expertise of the author
3.) A general overview of the ethnography
4.) Description and discussion of the two concepts you have selected
5.) Integration- illustrate how these concepts are interrelated
6.) Consider the ethnographers approach in terms of cultural relativism and ethnocentrism.
7.) Include direct quotes to support your analysis
8.) The ethnographic analysis must be electronically submitted to the instructor, as well as the plagiarism site, called Turnitin.com. All in-
class students also need to submit a hard copy.

**INTERVIEW:**
The interview is one of the major field methods anthropologists use to gather information. For this assignment you will be expected to pick someone to interview. This person is called an informant and their role is to give you insight into one aspect of their life or culture. For example, you might interview a police officer to find out why he chose that profession, or a couple who chose to adopt a child after having one of their own. The possibilities are endless, but to successfully complete this assignment you must pick an informant and then a concept that is meaningful to your informant. Obviously, you would not interview your grandmother about surfing if she never surfed before!

After picking your informant and the concept, you should consider questions you want to ask your informant. The interview is typically done in an open format, in that the informant leads the discussion, but you do need to have some questions to keep your informant focused on your topic or concept.

Once you have completed the actual interview, you will need to write your interview analysis. The analysis is written as an essay and should be about 3 pages long. The essay should be divided into four “sections”. The first section or paragraph is where you introduce your concept. This is very important for without a clear concept, the reader (in this case your professor) will have no idea what your essay is about. So, if you are writing about adoption, your first paragraph will introduce the concept of adoption and what you are trying to find out about adoption from your informant. Your next paragraph or section is where you explain who your informant is and how they can provide insight into your concept. In this paragraph you can tell the reader about the informant’s age, sex, education, religion... whatever you think helps the reader to better understand who your informant is.

The paragraphs or sections to follow are the “meat” of the paper. These paragraphs rely on direct quotes from your informant and your effort at encouraging the reader to make sense of your concept in a meaningful way. The rule of thumb should be for each paragraph in this section you include one direct quote from your informant. The quotes shouldn’t be sentences long. The quotes are what make this an anthropological assignment. For without them, you are speaking for your informant and rewriting their words from your perspective. After you have presented a quote, you should interpret the quote from your perspective and in terms of your concept. If you are writing about surfing and how surfers are possessive about their beaches, you need to pick quotes that support that possessiveness, followed by your rationale for picking the quote to support your concept. This part of your paper varies in length, but 5 or 6 good quotes should create the
necessary 5 or 6 paragraphs to argue your concept. For many students, it is very difficult to stick to one concept. If you choose only those quotes that support your concept you should succeed in staying with your theme.

The final paragraph or section is the conclusion. Here, you summarize your key points and possibly present one final convincing quote. DO NOT introduce new ideas or new themes in this paragraph. By the time the reader gets to your conclusion, they should clearly see what you were trying to explain.

The interview can be a very fun assignment. Some students find that interviewing their grandparents about their past can be a tremendous opportunity to find out about their grandparents’ lives. Interviewing a neighbor who lived through WWII can provide insight into a time that too many of you is “ancient” history, just as interviewing your boss or friend who has emigrated from another country can provide tremendous insight into their culture. Because everyone has a story to tell, don’t limit yourself to topics you think are anthropological. The important part is to find someone who has a story to tell.

Interview Topics (Concepts)
1. Determine how a person chooses a marriage partner. What endogamous/exogamous criteria are important?
2. Select some one older than you. Describe how they have seen marriage and the family change in their lifetime. The following issues might be discussed: child raising, roles, work, perceptions, neighborhoods, and expectations.
3. Select a retired person. How has retirement affected their family status? How did they see retirement twenty years ago, 10 years ago, now? Are there special considerations that retired people have in relationship to their families, grandchildren, housing?
4. Choose a divorced person with children. What special considerations are involved with financial, social, work, dating situations?

For each of these topics, include how the informant’s perceptions are similar and/or different than the norms of the culture.

Videos: Available for viewing on the first floor of the Library.

Faces Of Culture Videos for Anth105 TV
1. The Nature of Anthropology VT4598
2. The Nature of Culture VT4598
3. How Cultures Are Studied VT4599
4. Language and Communication VT4599
5. Psychological Anthropology VT4600
6. Alejandro Mamani (Case Study) VT4600
Projected beginning in January 2007 is a new cultural anthropology video series. These videos will replace the videos on the preceding page.

<table>
<thead>
<tr>
<th>Video #</th>
<th>Lesson #</th>
<th>Lesson Name</th>
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<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Essence of Anthropology</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>Characteristics of Culture</td>
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<tr>
<td>3</td>
<td>3</td>
<td>Beginnings of Human Culture</td>
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<td>4</td>
<td>4</td>
<td>Language &amp; Communication</td>
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<td></td>
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<td>Social Identity, Personality, &amp; Gender</td>
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<tr>
<td>5</td>
<td>5</td>
<td>Patterns of Subsistence</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>Economic Systems</td>
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<tr>
<td>7</td>
<td>7</td>
<td>Sex &amp; Marriage</td>
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<td>8</td>
<td>8</td>
<td>Family &amp; Household</td>
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<td>9</td>
<td>9</td>
<td>Kinship &amp; Descent</td>
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<td>10</td>
<td>10</td>
<td>Grouping by Gender, Age, Common Interest, &amp; Class</td>
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<tr>
<td>11</td>
<td>11</td>
<td>Politics, Power, &amp; Violence</td>
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</tbody>
</table>

This course is being broadcast on Monmouth Cablevision: Channel 67 or 78 and Comcast: Channel 21. Check Brookdale's Distance Education webpage [http://www.brookdalecc.edu](http://www.brookdalecc.edu) or call 732-224-2345 for the broadcast area.
UNIT TOPICS and/or UNIT OUTCOMES

Ferraro Chapter 1: WHAT IS ANTHROPOLOGY?

Learning Objectives

After reading and studying Chapter 1, you will be able to:

1. Comprehend the breath of the study of anthropology and understand its interest in global diversity.
2. Describe the four field approach to anthropology.
3. Identify four broad areas of interest to physical anthropologists.
4. Understand why archaeologists analyze material remains of historical and prehistoric cultures.
5. Describe the four branches of linguistic anthropology.
6. Explain the difference between ethnography and ethnology.
8. List four contributions of the holistic, cross-cultural perspective of anthropology to the scientific understanding of
humanity.

9. Understand the difference between basic and applied research in anthropology.

10. Present a clear explanation of cultural relativism and its importance to anthropology.

11. Give several examples of their own and others’ ethnocentricity

TERMS/CONCEPTS TO KNOW:

<table>
<thead>
<tr>
<th>anthropological linguistics</th>
<th>ethnocentrism</th>
<th>human paleontology</th>
</tr>
</thead>
<tbody>
<tr>
<td>archaeology</td>
<td>ethnography</td>
<td>paleoanthropology</td>
</tr>
<tr>
<td>artifacts</td>
<td>ethnolinguistics</td>
<td>paleopathology</td>
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<tr>
<td>cultural anthropology</td>
<td>ethnology</td>
<td>physical anthropology</td>
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<td>cultural relativism</td>
<td>features</td>
<td>population biology</td>
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<tr>
<td>descriptive linguistics</td>
<td>genetics</td>
<td>primatology</td>
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<tr>
<td>ecofacts</td>
<td>historical linguistics</td>
<td>race</td>
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<tr>
<td>epidemiology</td>
<td>holism</td>
<td>sociolinguistics</td>
</tr>
</tbody>
</table>

**Ferraro Chapter 2: THE CONCEPT OF CULTURE**

Learning Objectives

After reading and studying Chapter 2, you will be able to:

1. Give a clear definition of the anthropological concept of culture and recognize what is includes in this concept.

2. Explain the significance of the shared nature of culture.

3. Define culture shock and explain when it is likely to be experienced.

4. State four reasons why different members of a society have distinct understandings of their culture.

5. Explain the importance of learning for culture acquisition and the lesser significance of instinctive behavior for humans.

6. Give several examples of how humans do things because of what they have learned from their culture.
7. Explain how culture can affect our physical bodies and biological processes.

8. Understand that cultures are constantly changing and give examples of cultural innovation and diffusion.

9. Understand why anthropologists are interested in the similarities as well as the differences among human cultures.

10. Understand what cultural universals are and be able to give several examples of such universals.

11. Describe how, for all human societies, culture is an important form of adaptation to environment.

12. Explain what it means to say culture is integrated and what that implies about the process of culture change.

TERMS/CONCEPTS TO KNOW:

<table>
<thead>
<tr>
<th>adaptive nature of culture</th>
<th>enculturation</th>
<th>sub-cultures</th>
</tr>
</thead>
<tbody>
<tr>
<td>cultural diffusion</td>
<td>ethnocentrism</td>
<td>pluralistic society</td>
</tr>
<tr>
<td>cultural universals</td>
<td>innovations</td>
<td>small-scale society</td>
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<tr>
<td>culture shock</td>
<td>organic analogy</td>
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Nanda and Warms Chapter 6: Making a Living

Behavioral Objectives

On completing this chapter, the student should be able to:

1. List the earth's major environmental zones and the major pattern of subsistence practiced in each.

2. Define the five major human adaptations (food-getting strategies) along with one or two of their major social correlates.

3. Discuss how seasonal variation in food availability affects the social life of different groups, such as the aboriginals of the Australian desert and the Yarahmadzai.

4. Describe some of the major technological, demographic, and related social differences between horticultural and agricultural strategies.

5. Define peasant and, using Musha, an Egyptian village, as an example; discuss how peasant economies interact with the
larger society.

**Terms/Concepts**

<table>
<thead>
<tr>
<th>Term/Concept</th>
<th>Definition 1</th>
<th>Definition 2</th>
</tr>
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<tbody>
<tr>
<td>Agriculture</td>
<td>pastoralism</td>
<td>rain forest</td>
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<td>(intensive</td>
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<td>cultivation)</td>
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<td>Foraging</td>
<td>partilineal</td>
<td>sedentary</td>
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<td>(hunting &amp;</td>
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<td>gathering)</td>
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<td>horticulture</td>
<td>peasants</td>
<td>subsistence</td>
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<td>strategies</td>
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<td>industrialism</td>
<td>population</td>
<td>slash &amp; burn</td>
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<td></td>
<td>density</td>
<td>(swidden)</td>
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<tr>
<td>nomadism</td>
<td>productivity</td>
<td>transhumance</td>
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</tbody>
</table>

**Nanda and Warms Chapter 7: Economics**

**Behavioral Objectives**

On completing this chapter, the student should be able to:

1. Describe the basic elements and goals of economics as they are applied to anthropology.

2. Explain what is meant by an economic system.

3. Discuss the differences in land allocation patterns in hunting-gathering, pastoral, extensive cultivating, and intensive cultivating societies.

4. Discuss the differences in sexual division of labor in hunting-gathering, extensive cultivating, and intensive cultivating societies.

5. Explain the difference between reciprocity and redistribution.

6. Explain the differences between generalized, balanced, and negative reciprocity.

7. Discuss the kula and potlatch as examples of systems of reciprocity and redistribution.

8. Define "capitalism" and explain what capital is.
9. Give examples of societies (or groups within societies) that accommodated to or resisted capitalism.

**Terms/Concepts**

<table>
<thead>
<tr>
<th>balanced reciprocity</th>
<th>generalized reciprocity</th>
<th>prestige</th>
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<tbody>
<tr>
<td>capital resources</td>
<td>household</td>
<td>productive resources</td>
</tr>
<tr>
<td>capitalism</td>
<td>Kula ring</td>
<td>reciprocity</td>
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<tr>
<td>cargo system</td>
<td>leveling mechanism</td>
<td>redistribution</td>
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<tr>
<td>economic system</td>
<td>market exchange</td>
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<td>economizing behavior</td>
<td>negative reciprocity</td>
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<tr>
<td>firm</td>
<td>potlatch</td>
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Nanda and Warms Chapter 8: Marriage, Family, and Domestic Groups

**Behavioral Objectives**

On completing this chapter, the student should be able to:

1. List the major functions fulfilled by marriage.

2. Outline, with criticisms, four major theories of the human incest taboo.

3. Define the following terms: cross-cousin and parallel-cousin marriage, levitate, sororate, polygyny, and polyandry.

4. Describe the marriage system of the Tiwi of Australia, and show how it is adaptive to their environment and economy.

5. Discuss how different types of family systems are adaptive in different ecological situations.

6. Explain the basic difference between the matrilineal and patrilineal extended family.

7. Define neolocal residence, matrilocal residence, and patrilocal residence, and describe the situations under which they are most likely to occur.

**Terms/Concepts**
Behavioral Objectives

On completing this chapter, the student should be able to:

1. Define descent group, matrilineal descent, patrilineal descent, bilateral descent systems, lineage, and clan.

2. Diagram a kinship system.

3. Define double descent, and explain how it is different from bilineal descent, using the example of the Yako of Nigeria.

4. Compare a kindred group with a corporate kin group, and discuss the circumstances under which each is most adaptive.

5. List, with examples for the American kinship system, the principles for classifying kin.

6. Compare the differences between the kinship system in North India and in the United States, and the values upon which they are based.
Behavioral Objectives

On completing this chapter the student should be able to:

1. Define the terms sex and gender, and the relations between them.

2. Understand what is meant by the "cultural construction of gender" and give some examples to support this point of view.

3. Describe some alternative genders defined by anthropologists and explain their significance for anthropological theories of gender.

4. Outline in chronological form, the history of the study of sex and gender in anthropology.

5. Describe, with examples, some of the ways in which gender roles and gender related behavior are patterned by culture.

6. Summarize the construction of masculinity in Southern Spain and explain how it fits into the "masculinity puzzle."

7. Discuss the thesis, "man, the hunter," and its significance for understanding foraging societies.

8. Explain some relationships between power and women's roles, using the Tlingit as an example.
9. Describe some of the impacts of economic development on women, using examples of peasant women in India, women in Nukuamanu, and women working in multinational factories.

**Terms/Concepts**

<table>
<thead>
<tr>
<th>androcentric</th>
<th>gender role</th>
<th>private/public dichotomy</th>
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</thead>
<tbody>
<tr>
<td>cultural construction of gender</td>
<td>hijra</td>
<td>sex</td>
</tr>
<tr>
<td>gender</td>
<td>machismo</td>
<td>two-spirit role</td>
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<tr>
<td>gender hierarchy</td>
<td>manhood puzzle</td>
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</table>

**Nanda and Warms Chapter 14: Religion**

**Behavioral Objectives**

On completing this chapter, the student should be able to:

1. Offer a definition of religion and discuss the difficulties of providing such a definition.

2. Outline four important functions of religion as a system of ritual and belief.

3. Provide an example of the way in which a religious ritual can be ecologically adaptive.

4. Explain what a sacred narrative is, and give examples of the relationship between sacred narrative and the ways of life of those who believe it.

5. Differentiate between a rite of passage and a rite of intensification and provide at least one example of each.

6. Explain the relationship between prayer, magic and sacrifice and give an example of each within a single religious tradition.

7. Explain the difference between witchcraft and sorcery.

8. Discuss the functions of witchcraft accusations in society.
9. Describe the differences between shamans and priests.

10. Discuss the role of vision quest and curing in shamanic practice.

11. Outline the conditions under which religion is likely to become a force for social change.

12. Give several examples of religious movements that were aimed at producing social change and describe their success or failure at achieving this goal.

Terms/Concepts

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Nanda and Warms Chapter 15: Creative Expression: Anthropology
Behavioral Objectives

On completing this chapter, the student should be able to:

1. Analyze the position of the artist in different societies from an anthropological perspective.

2. Discuss the ways in which art functions as part of religious ritual.

3. Analyze the integrative function of art, and give at least two examples.

4. Define "deep play" and give examples of it from the student’s own culture and one culture mentioned in the book.

5. Describe the role of the arts in underpinning power and determining how history will be understood and portrayed.

6. Define "Orientalism" and discuss the key themes of Orientalism in Western art.

7. Describe the ways in which plays reenacting the Spanish Conquest are used in Central and Latin America.

8. Discuss the connection between art and tourism, particularly as it relates to fourth world peoples.

9. Discuss the role that mortuary art plays in traditional Toraja society and the ways in which the role of these objects has changed in the international economy.

Terms/Concepts

| art          | deep play |