ANTHROPOLOGY 185  
FALL 2011  
GLOBAL ENCOUNTERS:  
Comparing Values and Worldviews Cross-Culturally  
Mondays and Wednesdays, 2:15-3:10  
Grant Auditorium

Professor John Burdick
209 Maxwell Hall
Office hrs: Mon. and Wed., 4-5 pm, or by appointment
443-3822
jsburdic@maxwell.syr.edu

Teaching assistants:
Zachary Beier
Jesse Harasta
Lalit Narayan
Retika Rajbhandari

Course objectives

In today’s world, the flow of people, goods, images, and knowledge across borders of all kinds has become more constant and rapid than ever. It is therefore important to learn about and deepen your understanding of cultural values different from your own. It is especially important to understand the role that cultural values play in some of the major social and political tensions and conflicts of our times. The course’s main objectives are to help you:

- understand cultural values and ideas different from your own
- understand the role that cultural values and ideas play in contemporary social and political tensions and conflicts
- apply your knowledge of cultural difference to address these conflicts through policy, advocacy, and politics
- learn some of the basic concepts and methods of anthropology
- learn how to conduct basic ethnographic research
- improve your writing
COURSE REQUIREMENTS

A) Do the reading

Please purchase the following texts at the SU Bookstore:

- Anne Fadiman, *The Spirit Catches You and You Fall Down*
- Robert Gay, *Lucia: Testimonies of a Brazilian Drug Dealer’s Woman*

There are also numerous assigned readings on the course’s Blackboard site. You are responsible for logging into the site regularly to do the reading and consult with the various reading guides and other documents we occasionally post there. We expect you to have each assignment completed by your section meeting. The TAs will evaluate your reading through the quality of your participation in sections, pop quizzes, and how well you incorporate readings into written assignments.

B) Attend the lectures and films

Lectures and films will provide important information, concepts and perspectives not covered in the readings. In each assigned paper, you will be required to demonstrate, through a specified number of examples, that you have learned material from lectures and films. Therefore, if you miss a lecture, you need to get notes from a co-student. If you miss a film, please be sure to watch it on your own.

C) Participate in sections

25% of your final grade is based on your participation in sections. Section meetings process the week’s material in a variety of ways, including discussion, debates, role-plays, in-class writing exercises, pop quizzes, and an in-class presentation of your final project. This part of your grade is divided into two parts:

Section attendance ...........................................................................................................10% of final grade

An attendance sheet will be circulated in every section meeting. Missing section is excusable only for reasons of health (you must provide your TA a detailed explanation and/or a note from a health care provider) or other required absences such as travel due to being on an SU sports team (with written approval). Grades for section attendance are determined as follows:

1 unexcused absence……………………………….A
2 unexcused absences…………………………….B
3 unexcused absences……………………………..C
4 unexcused absences……………………………..D
5 or more unexcused absences………………….F
Participation in section.......................................................................................... 15% of final grade

Your TA will pay attention to the frequency and quality of your participation in group discussions and activities (debates, role-plays, exercises, in-class presentation). The criteria he or she will use to evaluate your participation include the following:

• How prepared are you? Have you done the reading?
• Have you tried to think about the questions and issues raised by the reading guides?
• Do you speak regularly?
• Do you articulate your ideas clearly?
• Do you listen to and respect the views of your co-students?

D) Write four (4) segment papers

D.1. The segment paper defined

Each segment paper corresponds to one segment of the course. Near the start of each segment, a list of questions will be posted on the Blackboard site. You should decide which one is most interesting to you soon after we have begun the segment. That question will then guide your writing of the segment paper: you should treat the material made of the segment (lectures, readings, discussions and films) as evidence that will help you answer the question.

D.2. Segment paper due dates

• Segment paper #1 due Monday Sept 19
• Segment paper #2 due Monday October 10
• Segment paper #3 due Monday October 31
• Segment paper #4 due Monday December 5

D.3. Length and format of papers:

Each segment paper is 1400-1600 words long. You must run a word-count to make sure it is the proper length, and place the word-count in the upper-right hand corner of the first page. Your name, course number (ANT 185), and the name of your TA must all appear clearly on the first page. Print papers in 12-point Times Roman font, unjustified, double-spaced, with one-inch margins. Papers must be stapled in the upper left-hand corner. No binders, sleeves, or folders. Please see next page for full explanation of reference formatting.

D.4. Lateness policy

A LATE SEGMENT PAPER WILL BE GRADED DOWN ONE FULL GRADE FOR EVERY DAY IT IS LATE, INCLUDING WEEKENDS. THIS IS A "NO IFS ANDS OR BUTS" POLICY.

D.5. Grading

The first paper is worth 10% of your final grade. The other three papers are each worth 15% of your final grade. Together the four segment papers comprise 55% of your grade. Grading of all your papers will be supervised closely by Professor Burdick.
D.6. Segment paper rewriting rules:

1. You may rewrite one (1) of the first three segment papers. There is no rewrite available for the last segment paper.
2. If you wish to rewrite a paper, you must meet with your TA within two (2) days of getting back the paper, to go over what you can do to improve it. No rewrites will be accepted without such a face-to-face meeting.
3. The rewritten paper is due the Monday following your meeting with your TA.
4. The final paper grade is the average of the first and second grades on the paper.

D.7. Segment paper schedules:

Paper 1

- Due Monday, Sept. 19, hand-deliver to TA or leave by 5 pm in his or her mailbox
- The paper will be graded and returned to you in lecture on Wednesday, Sept 28
- If you wish to rewrite you must meet with your TA no later than 5 pm on Friday, Sept 30
- Rewrite due no later than 5 pm Monday, Oct 3

Paper 2

- Due Monday, Oct 10, hand-deliver to TA or leave by 5 pm in his or her mailbox
- The paper will be graded and returned to you in lecture on Wednesday, Oct 19
- If you wish to rewrite you must meet with your TA no later than 5 pm Friday, Oct 21
- Rewrite due no later than 5 pm Monday, Oct 24

Paper 3

- Due Monday, October 31, hand-deliver to TA or leave by 5 pm in his or her mailbox
- The paper will be graded and returned to you in lecture on Wednesday, November 9
- If you wish to rewrite you must meet with your TA no later than 5 pm Friday, Nov 11
- Rewrite due no later than 5 pm Monday, Nov 14

Paper 4

- Due Monday, December 5, hand-deliver to TA or leave by 5 pm in your TA’s mailbox
- The paper will be graded and returned to you in box outside TA’s office Wednesday, December 14
D.7. Reference format for papers

An important part of college is learning how to cite reference material clearly, consistently, and correctly. You must cite all reference material, both by indicating your sources in abbreviated format within the text of your paper, and by including a final “Works Consulted” page (not counted in your word count) on which you place in full format all of your references, in alphabetical order. If you are unsure how to reference material, please ask your teaching assistant, or me.

**Abbreviated format inside of the text:**

**Book:** (AUTHOR LAST NAME, YEAR OF PUBLICATION, COLON, PAGE NUMBER)  
Example: (Fadiman 1997: 34)

**Article:** (AUTHOR LAST NAME, YEAR OF PUBLICATION, COLON, PAGE NUMBER)  
Example: (Ahmadu 2000: 254)

**Web:** (AUTHOR LAST NAME [YES, THINGS ON THE WEB HAVE AUTHORS!], FOLLOWED BY THE YEAR – AS BEST YOU CAN DETERMINE – OF THE DOCUMENT) Example: (Morgan 2006)

**Full format on final “Works Consulted” page:**

**Book:** AUTHOR LAST NAME, AUTHOR FIRST NAME, YEAR OF PUBLICATION, TITLE OF BOOK IN ITALICS, PLACE OF PUBLICATION, COLON, NAME OF PRESS OR PUBLISHER.  

**Article:** AUTHOR LAST NAME, AUTHOR FIRST NAME, YEAR OF PUBLICATION, TITLE OF ARTICLE PLACED WITHIN QUOTATION MARKS (OR “INVERTED COMMAS”), TITLE OF JOURNAL IN ITALICS, VOLUME NUMBER, ISSUE NUMBER, COLON, PAGE NUMBERS.  

Example: Reames, Jeanne. "Who was this guy anyway?" Hephaistion - Philalexandros. 9/28/2004 [http://home.earthlink.net/~mathetria/history.html](http://home.earthlink.net/~mathetria/history.html).  
Accessed 10/9/09
E) Ethnographic paper ........................................................................................................20% of final grade

E.1. The assignment

“Ethnographic” refers to writing that describes a cultural activity or practice, based on your own direct participant observation in the practice, and your own in-depth interviews with regular participants in the activity or practice. By “cultural activity” we mean: an activity engaged in regularly by people who belong to a particular social group. By participating, observing, and interviewing people about the activity, you should come to understand better the values, ideas and beliefs of the people who regularly engage in the activity. Your goal in the paper (2000-2400 words, that is, approximately 6-7 pages) is the following

a) provide a descriptive account of the activity or practice (2 pages)

b) give the reader a sense of your point of view: what was it like to participate in the activity, whether it made you feel uncomfortable and if so why, the ways that it related to your own values, ideas, stereotypes, etc. (1 page)

c) give the reader a sense of the point of view of the regular participants in the activity: what it means to them, how it makes them feel, how it expresses and/or nurtures specific ideas, beliefs and values among them (3-4 pages).

E.2. The rules of the assignment

1) The paper must be based on at least one (1) session of direct participation by you in the activity and at least two (2) face-to-face interviews with other participants in the activity. Each interview must be at least 30 minutes long.

2) You cannot choose an activity or practice which is geographically inaccessible, highly dangerous, or that requires that you engage in illegal behavior. Thus, for example, please do not do an ethnography of illegal hazing rituals.

3) Choose a cultural activity or practice which is new to you, or with which you are unfamiliar. This course is about experiencing cultural realities that are new to you. Being unfamiliar with the activity or practice allows you to maximize the “cross-cultural” experience. Here are some examples:

   • Attend a Wiccan ceremony, and interview two self-professed wiccans about what is involved in the ceremony
   • Spend an evening with SU police in a ride-along, then interview them about the experience
   • Attend a music event that is new to you (ska, rave, reggae, etc.) and interview two fans (at leisure afterward)
   • Attend an SU sports event (if you have never attended one), and interview two fans about what happens there
   • Attend a Quaker meeting (on Euclid Avenue) and interview two people who attend such meetings regularly
   • Participate in an evening meal with members of a specific national group who are preparing some distinctive cuisine
   • Attend a service at the Islamic Center of Central New York on Comstock Avenue and interview two people at the mosque about what the service means to them.
   • Attend a meditation session at Hendricks Chapel, and interview two people who participate
E. 3 The steps to preparing the paper:

1. **Identify a cultural activity or practice that interests you.** You can do this in one of two ways. You may already be aware of an activity or practice you would like to witness; or begin by identifying a group in which you are interested. In either case, you obviously can only pursue a project if you have access to the activity and/or group. For groups, you might focus on:
   a. a religious group (e.g., Catholics, Muslims, Buddhists, Wiccans, pagans, etc.);
   b. a national or ethnic group (e.g., Pakistanis, Bangladeshis, Uzbeks, Poles, Italians, Catalans, etc.);
   c. a sub-cultural group (e.g., Straight Edge, vegan, pierced, etc.);
   d. a musical “tribe” (folk, metal, hip hop, country, reggae, etc.);
   e. a more informal group, such as academic classes, bar buddies, etc.

   You must have a way to gain access to the group. That is, you should be able to think of someone who can help introduce you to members of the group. Begin with someone – a friend, relative, roommate, co-student -- who can be your contact and guide and who may become your key informant.

2. **Write a 1-page project proposal.** During the week of October 3-7 you must give your TA (in section) a one-page summary of your proposed ethnographic project. In it, you must identify the group you are going to be studying; the name or names of persons who will serve as your initial guides; the practice that you will be trying to describe; and a schedule for completing the research and writing the paper. This paper is not graded; however, failure to hand it in during this week will result in a full grade deduction from the final paper.

3. **Research the paper.** You must participate directly in the practice you are studying, and interview insiders to the group about the practice. It is best when one of the interviews takes place before you participate in the practice and one takes place afterwards. The interviews must be no briefer than 30 minutes in length and should be closer to an hour long.

4. **Write a 1-page progress report.** During the week of November 7-11 you must give your TA (in section) a one-page summary of your progress on your research project, This paper is not graded; however, failure to hand it in during this week will result in a full grade deduction from the final paper.

5. **Hand in the paper.** The paper is due Monday December 12th by 5 pm in your TA’s mailbox. There is no rewrite option for this paper.
General course policies

Class courtesy: Please come to class on time. Once class begins, refrain from personal conversations. Please put away all non-course reading materials (e.g. newspapers). Turn off and put away all cell phones and MP3 players. Please avoid premature preparations to leave class.

Laptop policy: Laptop use in class is not permitted.

Plagiarism: We do not tolerate plagiarism or any other forms of cheating. If we find a case of cheating, you will receive an F on the assignment, possibly for the course, and will be reported to the relevant college administrator. I will go through plagiarism issues in class.

Paraphrasing: Avoid using long direct quotations of readings and/or lecture notes. Instead it is better to paraphrase those ideas, that is, to explain the ideas from the readings or the lectures or films using you own words. However, when you paraphrase, you MUST STILL CITE THE SOURCE of the idea. If you fail to cite the source, you are implying that it is your own idea, and that is plagiarism.

Direct quotations: If you use direct quotations, then you must put the quotation within quotation marks and use the correct citation following the quotation. The format to be used for citations will be handed out with the first paper assignment.

For more information on plagiarism and the Syracuse University Compact on Academic Honesty please see http://www-hl.syr.edu/cas-pages/PromAcademicHonesty.htm

Students with disabilities who have registered with the Office of Disability Services should see me about accommodations to their needs.
CLASS MEETINGS AND ASSIGNMENTS

Part 1: Encountering Hmong shamanism

Week 1:

In section this week: No assigned reading; you must meet with your section

Mon. Aug. 29: Introduction to course
Wed. Aug 31: Hmong shamanism

Week 2:

In section this week: Read A. Fadiman, The Spirit Catches You, pp. 3-118

Mon. Sept. 5: No classes—Labor Day; sections that meet on Monday will meet on Tuesday
Wed. Sept. 7: Film: “Split Horn”

Week 3:

In section this week: Read A. Fadiman, The Spirit Catches You, pp. 119-288

Mon. Sept. 12: Shamanism and biomedicine in dialogue: developing a model of cross-cultural medicine
Wed. Sept. 14: Introduction to course segment 2: culture, health, women and human rights

Part 2: Encountering female genital cutting (FGC)

Week 4:

In section this week:

- Fuambai Ahmadu, “Rites and Wrongs”
- Fadwa El Guindi, “Had This Been Your Face, Would You Leave It as It Is?”

Mon. Sept. 19: Cultural meanings of FGC, 1
Wed. Sept. 21: Ethnographic papers; cultural meanings of FGC, 2
**Week 5:**

*In section this week:*

- Courtney Smith, “Who Defines Mutilation?”
- Diana Sweeney, “Farewell My Lovelies”

**Mon. Sept. 26:** Health effects, medicalization, and comparisons with cosmetic surgeries in US

**Wed. Sept. 28** Sexual effects of FGC

**Week 6:**

*In section this week:*

- Bettina Shell-Duncan, “The medicalization of female circumcision”
- World Health Organization, “Global Strategy To Stop Health Care Providers From Performing Female Genital Mutilation”

**Mon. Oct. 3** FGC, strategies of intervention, and social change in Africa

**Wed. Oct. 5** The problem of violence in Rio de Janeiro

---

**Part 3: Encountering violence in Rio de Janeiro**

**Week 7:**

*In section this week:*

- Donna Goldstein, “State Terror, Gangs, and Everyday Violence in Rio de Janeiro”

**Mon. Oct 10:** “News from the Front of a Private War”

**Wed. Oct 12:** No class (Professor Burdick is in Brazil)

---

**Week 8:**

*In section this week:*


**Mon. Oct 17:** Drug gangs and residents

**Wed. Oct 19:** “Favela Rising”
Week 9:

In section this week:

- George Yudice, “Parlaying Culture into Social Justice”
- Neate and Platt, “Three Survivors Stories”; “A Different Way”

**Mon. Oct 24:** Politicians, class identities, and the international context

**Wed. Oct 26:** Strategies for reducing the violence

Part 4: Encountering youth and women in Iran

Week 10:

In section this week: S. Khosravi, “The Third Generation”; “Culture of Defiance”

**Mon. Oct 31:** The Islamic regime in Iran

**Wed. Nov 2:** “Pilgrimage to Karbala”

Week 11:

In section this week: Fatemeh Sadhegi, “Negotiating with Modernity: Young Women and Sexuality in Iran”

**Mon. Nov 7:** Youth, sex, and politics in Tehran

**Wed. Nov 9:** Guest lecture by Mehrzad Borjerdi

Week 12:

In section this week:

- Mehri Honarbin-Holliday, Introduction to *Becoming Visible in Iran*
- Mehri Honarbin-Holliday, *Becoming Visible in Iran*, 90-126
- First set of presentations (20 min)

**Mon. Nov 14:** “Kholmeini’s Children”

**Wed. Nov 16:** Women in Islam: power and piety

**Mon. Nov. 21:** No class (Thanksgiving)
**Week 14:**

*In section this week:*

- Mehri Honarbin-Holliday, *Becoming Visible in Iran*, 127-161
- Second set of presentations (20 min)

**Mon. Nov. 28:** Islamic feminism in Iran

**Wed. Nov 30:** Contemporary Iranian women’s struggles

**Week 15:**

*In section this week:*

- Last set of presentations (50 min)

**Mon. Dec. 5:** Looking to the future