

Chapter 1: Introduction to Anthropology

Discussion Questions

1. This chapter emphasizes how broad the discipline of anthropology is and how many different kinds of research questions anthropologists in the four subdisciplines pursue. What do you think are the strengths or unique opportunities of being such a broad discipline? What are some challenges or difficulties that could develop in a discipline that studies so many different things?
2. Cultural anthropologists focus on the way beliefs, practices, and symbols bind groups of people together and shape their worldview and lifeways. Thinking about your own culture, what is an example of a belief, practice, or symbol that would be interesting to study anthropologically? What do you think could be learned by studying the example you have selected?
3. Discuss the definition of culture proposed in this chapter. How is it similar or different from other ideas about culture that you have encountered in other classes or in everyday life?
4. In this chapter, Anthony Kwame Harrison, Bob Myers, and Lynn Kwiatkowski describe how they first became interested in anthropology and how they have used their training in anthropology to conduct research in different parts of the world. Which of the research projects they described seemed the most interesting to you? How do you think the participant-observation fieldwork they described leads to information that would otherwise be difficult or impossible to learn?

Activities

1. Have students brainstorm words they associate with anthropology. List the words and topics that would be studied on the board under each of the five fields (including applied), in order to give the students an overview of the fields of anthropology.
2. Discuss the careers of the three anthropologists featured in the chapter. How did they get to where they are today? How did they find their chosen paths of study?
3. Have students come up with an issue that they care about in their communities. Discuss the ways that an anthropologist might approach this issue from the different fields. What questions would they ask? Students can discuss in groups or as a whole class.
4. Watch the video that Michael Wesch and his students made called "A Vision of Students Today" (2011; 3 mins). Have students discuss the concerns of the students in the video, and whether they share those same concerns, in an effort to compare the concerns of four-year college students of 2011 and today's community college students. How might they rewrite this video?

Recommended Films

A Darker Side of Fair (2004; 25 mins) <https://store.der.org/a-darker-side-of-fair-p850.aspx>

In Pursuit of the Siberian Shaman (2006; 72 mins) <https://store.der.org/in-pursuit-of-the-siberian-shaman-p742.aspx>

Incidents of Travel in Chichen Itza (1997; 90 mins) <https://store.der.org/incidents-of-travel-in-chichen-itza-p747.aspx>

Weblinks

Society for Cultural Anthropology (SCA) <https://culanth.org/>
Palomar College Anthropology Tutorials: What is Anthropology?
<https://www2.palomar.edu/anthro/intro2/default.htm>

Homework Assignments

1. Watch a commercial as if you were an anthropologist. What are the meanings underlying the message? How can you understand a commercial as a cultural text that is saying something important about different aspects of culture? Present your ideas to the class at an upcoming class meeting.
2. Write a short biography (or ethnography) of your own personal cultural beliefs and behaviors. Include the values that are important to you, your usual practices and habits, and the groups you are a part of, such as college student, athlete, gamer, movie buff, traveler, etc.

Chapter 2: The Culture Concept

Discussion Questions

1. How did the armchair anthropology and the off-the-veranda approaches differ as methods to study culture? What can be learned about a culture by experiencing it in person that cannot be learned from reading about it?
2. Why is the concept of culture difficult to define? What do you think are the most important elements of culture?
3. Why is it difficult to separate the “social” from the “cultural?” Do you think this is an important distinction?
4. In the twenty-first century, people have much greater contact with members of other cultures than they did in the past. Which topics or concerns should be priorities for future studies of culture?

Activities

1. Have students make a list of what they feel are the important aspects of their own culture. It may include interests, beliefs, socio-economic status, education, heritage, etc. Then have them connect a belief they have to each of these aspects. For example, if one aspect is “college education” then a belief might be “I think it is important to get a college degree for my future.” Discuss how beliefs come directly from our cultural environment and experiences.
2. Have students think about their own future careers, and brainstorm ways that understanding the culture concept might be important in their different fields.

Recommended Films

Framing the Other (2011; 25 mins) <https://store.der.org/framing-the-other-p826.aspx?Thread=True>

A Right to Belong (2002; 11 mins) <https://store.der.org/a-right-to-belong-p464.aspx>

China Remix (2015; 29 mins) <https://store.der.org/china-remix-p917.aspx>

Weblinks

Palomar College Anthropology Tutorials: Human Culture

<https://www2.palomar.edu/anthro/culture/default.htm>

Homework Assignments

1. Complete an arts-based assignment, in which you use photos or digital images to represent parts of your cultural identity. Make a collage or drawing including images that represent areas of life such as ethnicity, gender, beliefs, interests, subcultures, etc. Write a narrative to accompany the images, explaining how each represents your cultural identity.
2. Write down the story of a fable (story with a message) from your cultural tradition. Then identify elements of the fable that attempt to teach cultural values. What are those values, and do they still matter today?

Chapter Three: Doing Fieldwork: Methods in Cultural Anthropology

Discussion Questions

1. If you were to conduct anthropological fieldwork anywhere in the world, where would you go? What would you study? Why? Which ethnographic techniques would you use? What kinds of ethical considerations would you likely encounter? How would you disseminate your research?
2. What is unique about ethnographic fieldwork and how did it emerge as a key strategy in anthropology?
3. How do traditional approaches to ethnographic fieldwork contrast with contemporary approaches?
4. What are some of the contemporary ethnographic fieldwork techniques and perspectives and why are they important?
5. What are some of the ethical considerations in doing anthropological fieldwork and why are they important?
6. How do anthropologists transform their fieldwork data into a story that communicates meaning? How are reflexivity and polyvocality changing the way anthropologists communicate their work?

Activities

1. Ask student groups to develop a research plan for a cultural anthropology project. Ask them to specify the location, target community, research question, and methods. They can use the American Anthropological Association's sections web page to help them narrow down a subfield within which to work. The web page can be found at Participate and Advocate > Sections.
<https://www.americananthro.org/ParticipateAndAdvocate/SJDList.aspx?navItemNumber=593>
2. Have students leave the classroom and walk out into their campus to find a location to sit for several minutes. (Alternatively, assign particular locations that would be suitable for this

activity.) Ask them to use “thick description” (Geertz) and a full sensory description to describe their temporary “field site.” What do they see, hear, smell, and touch?

3. Use the AAA “Cases & Solutions” web page to engage students in the kinds of ethical decisions ethnographers in the field may have to make. Student groups can be given a case to read and present on, or the cases can be discussed as a class.

<https://www.americananthro.org/LearnAndTeach/Content.aspx?ItemNumber=12912>

Recommended Films

A Man Called Bee: Studying the Yanomamö (1974; 40 mins) <https://store.der.org/a-man-called-bee-p595.aspx>

Her Name Came on Arrows: A Kinship Interview with The Baruya of New Guinea (1969; 26 mins) <https://store.der.org/her-name-came-on-arrows-p781.aspx>

Anthropology: Real People, Real Careers (2006; 42 mins)

<https://www.americananthro.org/LearnAndTeach/ResourceDetail.aspx?ItemNumber=1458>

Beyond Ethnography: Corporate and Design Anthropology (2008; 25 mins)

<https://www.americananthro.org/LearnAndTeach/ResourceDetail.aspx?ItemNumber=1458>

Weblinks

Wikibooks Cultural Anthropology/Anthropological Methods

https://en.wikibooks.org/wiki/Cultural_Anthropology/Anthropological_Methods

Discover Anthropology – Fieldwork <https://www.discoveranthropology.org.uk/about-anthropology/fieldwork.html>

Homework Assignments

1. Interview someone on a cultural topic (either predetermined by the teacher or up to the individual student). Write up the interview using a polyvocal approach that privileges the voice of the interviewee rather than the interviewer.
2. Do 1-2 hours of ethnographic fieldwork in a location of your choice. This may be a café, food court, mall, campus, zoo, park, or other area where you will be able to watch the interactions of people. Try to choose a time when the most people will be present. Record any patterns that you see in their behavior. How does the physical environment guide or limit their behavior?
3. Identify a current news item and suggest ways that a cultural anthropologist might study this issue to gain a greater understanding of why it has occurred/is occurring. What kinds of questions would you ask? What methods would you use?

Chapter 4: Language

Discussion Questions

1. How do you think modern communication technologies like cell phones and computers are changing how people communicate? Is the change positive or negative?
2. How is language related to social and economic inequality? Do you think that attitudes about language varieties have affected you and/or your family?
3. How has the use of specific terms in the news helped to shape public opinion? For example, what are the different implications of the terms *terrorist* versus *freedom fighter*? *Downsizing*

versus *firing* staff at a company? Euphemistic terms used in reference to war include *friendly fire*, *pacification*, or *collateral damage*? Can you think of other examples?

4. Think about the different styles you use when speaking to your siblings and parents, your friends, your significant other, your professors, your grandparents. What are some of the specific differences among these styles? What do these differences indicate about the power relationships between you and others?

Activities

1. Ask students to talk to each other in pairs or groups without using non-verbal communication (no gestures or facial expressions). Discuss their responses afterwards.
2. As a class, make lists of paralinguistic features that is meaningful to English speakers: vocalizations (such as “Mmm” or “Ah!”) and non-verbal communication (such as hand gestures). What do these aspects of paralinguistic features mean to other English speakers in your region?
3. Ask students to write a list of terms that they use as members of a specific subculture that they don't mind sharing with the class. Have them read their terms aloud and ask the class to determine to which subculture this lexicon belongs.

Recommended Films

Colors of the Alphabet (2016; 80 mins) <https://store.der.org/colours-of-the-alphabet-p923.aspx>

The Reindeer Thief (1988; 13 mins) <https://store.der.org/the-reindeer-thief-p492.aspx>

The Linguists (2008; 1 hr, 56 mins) <https://www.youtube.com/watch?v=HInOD7VrCdY>

Ciao Babylon (2017; 52 mins) <https://store.der.org/ciao-babylon-p1015.aspx>

Weblinks

Society for Linguistic Anthropology (SLA) <http://linguisticanthropology.org/>

Palomar College Anthropology Tutorials: Language and Culture

<https://www2.palomar.edu/anthro/language/default.htm>

Homework Assignments

1. Watch or listen to a political talk show, news report, or podcast, paying special attention to the words used to convey symbolic meaning. What specific words are used, and what are the speakers trying to get across by choosing those words rather than others (see Discussion Question #3)? List and explain 10 words.
2. Track your own code switching for a day, between languages, registers, or subcultural vocabularies (lexicons). Write up what you discover about your own code switching practices.
3. Identify a language that has suffered a loss of speakers and is now threatened with extinction. Write a summary of the facts of the particular case, and provide some suggestions for how the language might be revitalized.

Chapter 5: Subsistence

Discussion Questions

1. A hallmark of agriculture is the separation of food production from food consumption; many people know almost nothing about where their food has come from. How does this lack of knowledge affect the food choices people make? How useful are efforts to change food labels

to notify shoppers about the use of farming techniques such as genetic modification or organic growing for consumers? What other steps could be taken to make people more knowledgeable about the journey that food takes from farm to table?

2. The global commodity chains that bring food from many countries to grocery stores in the United States give wealthy consumers a great variety of food choices, but the farmers at the beginning of the commodity chain earn very little money. What kinds of solutions might help reduce the concentration of wealth at the end of the commodity chain?
3. Mono-cropping is a feature of industrial food production and has the benefit of producing staple foods like wheat and corn in vast quantities, but mono-cropping makes our diet less diverse. Are the effects of agricultural mono-cropping reflected in your own everyday diet? How many different plant foods do you eat on a regular basis? How difficult would it be for you to obtain a more diverse diet by shopping in the same places you shop now?

Activities

1. Have the class participate in a foraging simulation in which they are asked to track the calories in/calories out per day per group (band). Place wild orchards and hunting areas around the room, marked by bags, with slips of paper inside that they choose at random. On each slip of paper is the number of fruits, vegetables, insects, or game that they have caught. Assign a number of calories per item, and a number of calories per step. The students, in small bands, must decide their strategy for feeding each member of the group with only daylight hours (10-12 trips). This simulation can take 1 hour to run through with a debriefing discussion afterwards.
2. Discuss how globalization of food and other commodities plays out in the students' communities. What kinds of foods are most available in their local areas? Are these fresh and healthful, or processed and of lower nutritional value?
3. Create a quiz or ungraded review that asks students to identify different types of subsistence based on scenarios that provide aspects of each subsistence type.

Recommended Films

Boran Herdsmen, a film in the Faces of Change collection (1974; 18 mins) <https://store.der.org/boran-herdsmen-p205.aspx>

On The Spring Ice (1975; 45 mins) <https://store.der.org/on-the-spring-ice-p548.aspx>

Herdsmen (2001; 88 mins) <https://store.der.org/herdsmen-p782.aspx>

The !Kung San: Traditional Life (1987; 26 mins) <https://store.der.org/the-kung-san-traditional-life-p723.aspx>

Weblinks

Culture and Agriculture, a section of the American Anthropological Association

<http://cultureandagriculture.americananthro.org/>

Society for the Anthropology of Food and Nutrition <https://foodanthro.com/>

Palomar College Anthropology Tutorials: Patterns of Subsistence

<https://www2.palomar.edu/anthro/subsistence/default.htm>

Homework Assignments

1. Track one food item that you ate this week to its source, as well as you can. If you can't find the particulars of the specific item, then conduct research on its *likely* source. Did it likely

originate in another country or in the U.S.? What kind of production facility did it come from? If purchased in a store, where is the nearest distribution center that it may have gone through?

2. Conduct research on a group of pastoralists or horticulturalists today. Provide details about their region and type of subsistence activities. In what ways do they supplement their diet? How is the group you chose connected to the larger global economy?
3. Write about your favorite comfort food. What ethnic, family, regional, or childhood connections does this comfort food have for you? Why do you think it became a food of comfort? When do you eat (or crave) it?

Chapter 6: Economics

Discussion Questions

1. Why are the economic activities of people like the fair trade coffee farmers described in this chapter challenging to characterize? What benefits do the coffee farmers hope to achieve by participating in a fair trade cooperative? Why would participating in the global economy actually make these farming families more independent?
2. This chapter includes several examples of the ways in which economic production, consumption, and exchange link our lives to those of people in other parts of the world. Thinking about your own daily economic activities, how is your lifestyle dependent on people in other places? In what ways might your consumption choices be connected to global economic inequality?
3. General purpose money is used for most transactions in our society. How is the act of purchasing an object with money different from trading or gift giving in terms of the social and personal connections involved? Would an alternative like the Ithaca HOURS system be beneficial to your community?
4. The Barbie doll is a product that represents rigid cultural ideas about race, but Elizabeth Chin discovered in her research that girls who play with these dolls transform the dolls' appearance and racial identity. What are some other examples of products that people purchase and modify as a form of personal expression or social commentary?

Activities

1. There are a number of games that can be found on the Internet that have students engage in economic exchanges. The Sustainable Economics Curriculum has this one (<http://hrlibrary.umn.edu/edumat/sustecon/activities/2-2.htm>), and the Struggle Forever blog has this one, which is more complex (<https://www.struggleforever.com/playing-games-with-anthropology/>). Or, design your own game, using inspiration from the University of Toronto Press teaching Culture Blog (<http://www.utpteachingculture.com/teaching-anthropology-ofthrough-games-part-1/>).
2. Create a quiz or ungraded review that asks students to identify different types of economic practices based on scenarios that provide aspects of each type of exchange.

Recommended Films

Fish Is Our Life (1994; 28 mins) <https://store.der.org/fish-is-our-life-p814.aspx>

Fit Surroundings (1993; 30 mins) <https://store.der.org/fit-surroundings-p817.aspx>

Weaving the Future (1997; 24 mins) <https://store.der.org/weaving-the-future-p247.aspx>

Weblinks

Society for Economic Anthropology (SEA) <http://www.econanthro.org/>

Palomar College Anthropology Tutorials: Economic Systems

<https://www2.palomar.edu/anthro/economy/default.htm>

Homework Assignments

1. Play the online game called SPENT at <http://playspent.org/>. Write up a summary of your experiences and whether the game challenged any of your assumptions.
2. Keep a journal for two to three days of your non-monetary exchanges. These may include feeding family members, holding a door open for someone, talking to a friend who is down on the phone, walking the dog (the dog counts as a recipient!), allowing someone to borrow a sweatshirt, etc. Identify which kinds of reciprocity are involved in each of these transactions.

Chapter 7: Political Anthropology: A Cross Cultural Comparison

Discussion Questions

1. In large communities, it can be difficult for people to feel a sense of connection or loyalty to people outside their immediate families. Choose one of the social-integration techniques used in tribes and chiefdoms and explain why it can successfully encourage solidarity between people. Can you identify similar systems for encouraging social integration in your own community?
2. Although state societies are efficient in organizing people and resources, they also are associated with many disadvantages, such as extreme disparities in wealth, use of force to keep people in line, and harsh laws. Given these difficulties, why do you think the state has survived? Do you think human populations can develop alternative political organizations in the future?
3. McDowell presents detailed information about the organization of the Islamic State. Does the Islamic State meet the seven criteria for a state-level society? Why is it important to understand whether ISIS is or is not likely to become a state?

Activities

1. Ask students to come up with a list of positive and negative reinforcements that are used in their college education, whether by members of the campus community or family/friends.
2. Discuss what types of connections link unrelated people in similar ways to the “age sets” of tribal societies? What are the life experiences that connect strangers together, even when they first meet one another?
3. Create a quiz or ungraded review that asks students to identify different types of political organization based on scenarios that provide aspects of each type.

Recommended Films

The Ax Fight (1973; 30 mins) <https://store.der.org/the-ax-fight-p180.aspx>

Trial in East Kalimantan: The Benaq Dayak Resistance (2000; 50 mins) <https://store.der.org/trial-in-east-kalimantan-p350.aspx>

Ameer Got His Gun (2011; 58 mins) <https://store.der.org/ameer-got-his-gun-p144.aspx>

The Secret History of ISIS (2016; 54 mins) – A Frontline Documentary
<https://www.pbs.org/wgbh/frontline/film/the-secret-history-of-isis/>

Weblinks

Association for Political and Legal Anthropology <https://politicalandlegalanthro.org/>

Palomar College Anthropology Tutorials: Political Organization
<https://www2.palomar.edu/anthro/political/default.htm>

Homework Assignments

1. Identify and write down a list of the aspects of the government in your country that illustrate characteristics of a state society as described by the chapter.
2. Pay attention to the informal and formal means of control that you exert over others over one week. This might include gossip, congratulations, social media posts, direct confrontation, or other. Keep a journal of these, and identify whether each is formal, informal, positive reinforcement, or negative reinforcement.

Chapter 8: Family and Marriage

Discussion Questions

1. Why is it important for anthropologists to understand the kinship, descent, and family relationships that exist in the cultures they study? In what ways can family relationships structure the lives of individuals?
2. The terms “status” and “role” define the position of people within the family as well as the behaviors they are expected to perform. What are some of the statuses and roles found in families in your community? How have these changed over time?
3. In this chapter, Gilliland describes several different patterns of family organization including nuclear families, extended families, and joint families. While small nuclear families are common in the United States, larger families are common in many other societies. What do you think are some of the practical effects of both small and large families on everyday life?

Activities

1. Go over the different kinship charts in this chapter as a class, making sure that students understand the symbols and concepts.
2. Make a chart of the advantages and disadvantages of life in an extended family versus a nuclear family. Students can prepare by doing a 2-minute quick write on their own before sharing with the class.
3. Discuss the marriage patterns of your country: are they more exogamous or endogamous?

Recommended Films

Dadi's Family (1980; 59 mins) <https://www.imdb.com/title/tt1625324/>

Duka's Dilemma (2001; 87 mins) <https://store.der.org/dukas-dilemma-p882.aspx>

Bitter Honey (2016; 81 mins) <https://store.der.org/bitter-honey-p198.aspx>

Weblinks

Family – Anthropology (what-when-how tutorials) <http://what-when-how.com/social-and-cultural-anthropology/family-anthropology/>

Palomar College Anthropology Tutorials: Sex and Marriage
<https://www2.palomar.edu/anthro/marriage/default.htm>

Homework Assignments

1. Create a kinship chart of a celebrity family or fictional family on television or in other media. Choose a person as “ego” and use the anthropological symbols to identify as many of their relatives as you can. Be sure to choose a family with at least three known generations.
2. Choose a “fictive kinship” group, such as a military organization, drag queen family, urban gang, or other. Do some Internet research on the chosen group, and write about how members use kinship terminology and often, family-based social rules, to create community.

Chapter 9: Race and Ethnicity

Discussion Questions

1. García describes the reasons that race is considered a “discredited concept in human biology.” Despite this scientific fact, most people continue to believe that race is “real.” Why do you think race has continued to be an important social reality even after it has been discredited scientifically?
2. The process of racial formation is different in every society. In the United States, the “one-drop rule” and hypodescent have historically affected the way people with multiracial backgrounds have been racialized. How have ideas about multiracial identity been changing in the past few decades? As the number of people who identify as “multiracial” increases, do you think there will be changes in the way we think about other racial categories?
3. Members of some ethnic groups are able to practice symbolic ethnicity, limited or occasional displays of ethnic pride and identity. Why can ethnicity be displayed in an optional way while race cannot?
4. There is no scientific evidence supporting the idea that racial or ethnic background provides a biological advantage in sports. Instead, a variety of social dynamics, including cultural affinities and preferences as well as access and opportunities influence who will become involved in particular sports. Think about a sport in which you have participated or have followed closely. What social dynamics do you think are most responsible for affecting the racial, ethnic, gender, or social class composition of the athletes who participate?

Activities

1. In class, take the “Race Test,” created by Italian researcher Guido Barbujani in collaboration with Todd Disotell <http://www.guidobarbujani.it/index.php/5-take-the-race-test>. You can download and print the pictures of faces beforehand (perhaps laminate them for reuse). Ask student groups to put these faces into groups based on their own criteria and write down the criteria. Once everyone has finished the task, have students compare the criteria they used to classify the groups. The “correct” answers (where each person is from) can be revealed at the

end of the activity. This is a great way to talk about misguided ideas about race and physical features.

2. Engage students in some of the activities on the RACE: Are We So Different website, mentioned in García's chapter: <http://www.understandingrace.org/>. Some of the features that work well in the classroom include those in the "Lived Experience" section, such as choosing a volunteer for the "Global Census" activity and discussing the "A Girl Like Me" video.
3. Ask students to interview one another on the topic of ethnic and cultural identity. What aspects of their identity do they attribute to ethnicity and what aspects to cultural identity?

Recommended Films

Children Left Behind: A Documentary on High Stakes Testing (2009; 46 mins)

<https://store.der.org/children-left-behind-p910.aspx>

A Girl Like Me (7 mins) <http://www.understandingrace.org/AGirlLikeMe>

Dollars and Dreams: West Africans in New York (2007; 56 mins) <https://store.der.org/dollars-and-dreams-p876.aspx>

Weblinks

Palomar College Anthropology Tutorials: Ethnicity and Race

<https://www2.palomar.edu/anthro/ethnicity/default.htm>

Understanding Race (American Anthropological Association) <http://www.understandingrace.org/>

Homework Assignments

1. Write a brief essay (1-2 pages) about your own racial and/or ethnic identity. How did it develop? Has it changed over time? If you do not think of yourself as having a strong ethnic identity, why do you think that is the case? What concepts from the chapter can you use to support your ideas?
2. Choose a well-known athlete in a sport that you enjoy. Research their background to find out their personal story, and fit it into the context of how their community, region, or nation supports that particular sport.

Chapter 10: Gender and Sexuality

Discussion Questions

1. What is "natural" about how you experience gender and human sexuality? What aspects are at least partially shaped by culture? How do other cultures' beliefs and practices regarding gender and sexuality differ from those commonly found in the United States? Are there any parallels? Does it depend on which U.S. community we are talking about? What about your own beliefs and practices?
2. Reflect on the various ways you have "learned" about gender and sexuality throughout your life. Which influences do you think had the biggest impact?
3. How important is your gender to how you think about yourself, to your "identity" or self definition, to your everyday life? Reflect on what it would be like to be a different gender.

4. How important is your “sexuality” and “sexual orientation” to how you think about yourself, to your identity or self-definition? Reflect on what it would be like if you altered your sexual identity or practices.
5. In what ways have your school settings been shaped by and around gender norms?
6. How are anthropologists influenced by gender norms? How has this affected the discipline of anthropology?

Activities

These activities were developed by the chapter authors. They are included at the end of the chapter, along with additional activities.

1. Discuss How Does Gender Shape Your Life? Think about everything, and we do mean **everything**, you did since waking up this morning. Include micro-behaviors, tiny behavioral acts that take minutes, or even seconds, as well as objects, substances, and language, spoken and written. Think about all the “cultural” (i.e. not found “in nature”) artifacts associated with these behaviors. For example, while urinating is natural, your toilet is a cultural invention. Now, which activities and behaviors were in some way gendered? That is, which had an element associated with “female” or “male” in some way?

As you think about how gender has shaped your life today, consider:

- What did you sleep in (clothing)?
- How did you handle bodily functions?
- How did you clean yourself?
- How did you modify your body? (e.g. “shaving,” “makeup,” “deodorant”)
- What do the names for products like deodorants, perfumes, or aftershave, convey?

List all these gendered (and gender-neutral) aspects of your day thus far. Also consider: how typical is today? Would a weekend involve more or less gendered dimensions?

2. Discuss Understanding Gender from a Martian Perspective. If you were a Martian, what would you have to know or learn in order to follow gender rules on a college campus? As you consider your response, think about the following questions.
 - In what ways are we a gender binary culture? An “opposite sex” culture? An “androgynous” culture?
 - Are areas of U.S. life (or the country in which you live) informally sexually segregated? Are there informally “male” and “female” spheres? Are there male spheres where women are not supposed to go? Or spheres in which if they go, they incur certain risks? Are there any parallels for men who enter female spheres?
 - Are there any elements of an honor and shame culture in the U.S. (or in your country) that a Martian should be aware of? What about in your own social circle?

Recommended Films

A Calling to Care (2001; 25 mins) <https://store.der.org/a-calling-to-care-p898.aspx>

Deep Hearts (1981; 58 mins) <https://store.der.org/deep-hearts-p864.aspx>

Love, Iranian-American Style (2006; 63 mins) <https://store.der.org/love-iranian-american-style-p676.aspx>

India's Third Gender Movement (2016; 14 mins) <https://youtu.be/PmWICmK37b4>

Weblinks

American Men's Studies Association <https://mensstudies.org/>

Association for Feminist Anthropology <http://afa.americananthro.org/>

Association for Queer Anthropology <http://queeranthro.org/>

National Women's Studies Association <https://www.nwsa.org/>

Homework Assignments

1. Ethnographic Interview: How Has Gender Changed Over Time? Interview someone at least over age 65 (if you are close to 65, find someone a generation older or younger than you.) Ask that person what kinds of changes in gender roles, gender relations, gender restrictions, or privileges have occurred within your lifetime? After you conclude your interview, compare notes with others to find common threads. Then ask someone closer to your age what changes they anticipate may happen in their lifetime? (Note: This assignment was developed by the chapter authors. It is included at the end of the chapter, along with additional activities.)
2. Analyzing Gendered Stereotypes and Masculinity in Music Videos. Popular culture plays an enormous role in shaping our ideas about gender, femininity and masculinity, and sexuality. Watch several current music videos of your choice, paying careful attention to how these concepts are visible in current music videos. Do they draw on gendered stereotypes or push boundaries of expected gendered norms? (Note: This assignment was developed by the chapter authors and adapted for the instructor manual. The assignment in its entirety is included at the end of the chapter, along with additional activities.)
3. View the film *Dreamworlds 3* (<https://www.mediaed.org/>) which analyzes the stories told in popular culture about gender and sexuality. How well does this analysis apply to contemporary videos. (Note: This assignment was developed by the chapter authors and adapted for the instructor manual. The assignment in its entirety is included at the end of the chapter, along with additional activities.)

Chapter 11: Religion

Discussion Questions

1. This chapter describes theories about religion developed by Durkheim, Marx, and Freud. What are the strengths and weaknesses of each theory? Which theory would be the most useful if you were attempting to learn about the religious beliefs of another culture?
2. Rites of passage and rites of intensification are an important part of many religious traditions, but these same rituals also exist in secular (non-religious) contexts. What are some examples of these rituals in your own community? What role do these rituals play in bringing people together?
3. Durkheim argued that a distinction between the sacred and the profane was a key characteristic of religion. Thinking about your own culture, what are some examples of ideas

or objects that are considered “sacred”? What are the rules concerning how these objects or ideas should be treated? What are the penalties for people who do not follow these rules?

Activities

1. Ask the class to share some of their non-scientific beliefs, or what they might call “superstitions.” Do they carry good luck charms, or do certain movements for protection while driving? Discuss why we use the term “superstition” and not “belief” in these cases. What does it mean when we call something a “superstition?”
2. Discuss rites of passage as a group, providing an example that the class can relate to, such as marriage. Break down the event into the three stages of a rite of passage. Then ask students to get into pairs or small groups to discuss their own rites of passage, separating the event into the three stages.
3. Show a short video clip from a Star Wars film that demonstrates the power of “the Force.” Talk about this as an example of an animatistic belief. What are others?

Recommended Films

The Snake Charmer (2004; 15 mins) <https://store.der.org/the-snake-charmer-p454.aspx>

A Shamanic Medium of Tsugaru (1992; 93 mins) <https://store.der.org/a-shamanic-medium-of-tsugaru-p410.aspx>

Candles for New Years (1998; 30 mins) <https://store.der.org/candles-for-new-years-p903.aspx>

El Sebou’- Egyptian Birth Ritual (1986; 27 mins) <https://store.der.org/el-sebou-p887.aspx>

Weblinks

Society for the Anthropology of Religion <http://sar.americananthro.org/>

Palomar College Anthropology Tutorials: Anthropology of Religion

<https://www2.palomar.edu/anthro/religion/default.htm>

Homework Assignments

1. Research and write a brief summary of a religious cosmology with which you were not familiar before. Provide details about the origin story of the people or the Earth that this particular cosmology reflects.
2. Interview someone from another religious tradition to find out about how their upbringing was influenced by religion or secular (non-religious) values.
3. Interview an elderly member of your family (or another elderly person you know) to find out about the stories told to them in their childhood about legends of spirits, ghosts, or other supernatural beings.

Chapter 12: Globalization

Discussion Questions

1. In his research, Kelsey Timmerman discovered that the average American is wearing clothes made in many different countries. This demonstrates how everyday items can involve all five of Arjun Appadurai’s scapes. Choose another product that is part of your everyday life. How many scapes can you connect it to?

2. Globalization makes new forms of consumption possible, but the effects of globalization on an individual's lifestyle vary based on many factors including socioeconomic status. In what ways is globalization experienced differently by people from wealthy countries compared to people in developing countries? How are producers of commodities like clothing or food affected differently by globalization than consumers?
3. In Latin America, globalization and neoliberalism have led to the development of policies, such as the privatization of the water supply, that reduce local control over important resources. In what ways is globalization a "double-edged" sword that brings both benefits and problems to developing countries?
4. Globalization presents the possibility of engaging in activity-based anthropology, where it is the activity itself that is the "site" studied, or digital anthropology, where the field site exists online. What kinds of activities or digital environments do you think would be interesting to study using this approach?

Activities

1. Have students take out their phones, and get into groups based on the kind of phones they have. Then, use the Internet on the phone in class to track the origin of their type of phone. What is it made of? Where do the materials for the phone come from? What kind of labor is used to produce it? Share with the class what your group has found.
2. Choose a product that might be found on the shelves in a popular store today. Use the 5 "scapes" to talk about the different realms of globalization of which this item may be part.
3. Discuss the term *habitus* and its definition. What types of activities do students do in which they feel physical ease or "normalcy?" Have they ever felt this physical ease go away while traveling? For instance, have they ever used a different type of toilet?

Recommended Films

The Story of Stuff Project – Movies <https://storyofstuff.org/movies/>

Cotton Road (2014; 72 mins) <https://store.der.org/cotton-road-p926.aspx>

El Field (2011; 84 mins) - <https://store.der.org/el-field-p885.aspx>

B.A.T.A.M. (2005; 33 mins) <https://store.der.org/batam-p181.aspx>

Weblinks

SUNTA – The Society for Urban, National, and Transnational/Global Anthropology <http://sunta.org/>

Homework Assignments

1. Do some Internet research to learn about the IMF, WTO, and the World Bank. What do these organizations do? How are they similar or different from the United Nations? Write a brief comparative paper or chart, explaining the similarities and differences.
2. Choose a piece of clothing in your closet that comes from a store and has a label. Do some Internet research to try to track the origin of it. Where did it come from? Who likely made it, based on what you learn about factories in that country. What are the laws like that govern factory workers in that country? How did it likely get to the store where you bought it?

Chapter 13: The History of Anthropological Ideas

Discussion Questions

1. Laura Nader explains that examining cultural assumptions is the main motivation for anthropologists. Why is this kind of examination important? What does she mean when she says that anthropologists should study “up, down, and sideways”?
2. This chapter describes several specializations, or areas of expertise, that have developed in anthropology, including investigations of both science and law. In what ways can science and law be analyzed as products of culture?
3. In the conclusion, Laura Nader writes that anthropology “values both detachment and engagement.” Why is this particularly challenging in a profession that relies on participant observation research?

Activities

1. Brainstorm an issue that affects the students in your class. Discuss ways in which the problem might be studied “up, down, and sideways.”
2. Discuss the idea of science as a cultural product: what it means to say that science is cultural and how anthropologists study science. Show an excerpt of the short video *Doing Anthropology* (8 mins) from the anthro department at MIT, and discuss the concepts in the video. (One of the four anthropologists profiled in the video studies scientists.)
<https://youtu.be/BhCruPBvSiQ>.

Recommended Films

Little Injustices: Laura Nader Looks at the Law (1981; 59 mins) <https://store.der.org/little-injustices-p671.aspx>
Abloni (2005; 52 mins) <https://store.der.org/abloni-p124.aspx>
Death Row (1979; 59 mins) <https://store.der.org/death-row-p862.aspx>

Weblinks

The Association for the Anthropology of Policy <https://www.anthofpolicy.org/>
The Association for the Anthropology of Policy Teaching Resources
<https://www.anthofpolicy.org/get-involved>
“Up the Anthropologist: Perspectives Gained from Studying Up” by Laura Nader
<https://files.eric.ed.gov/fulltext/ED065375.pdf>

Homework Assignments

1. Look up “cultural training” or “cultural competency training” on the Internet. What kinds of training are offered by people who are not anthropologists? What might be the pitfalls of learning about culture from someone who hasn’t been trained in cultural relativism and ethnocentrism? Write a brief summary of what you found, and the answer to this question.

Chapter 14: Culture and Sustainability: Environmental Anthropology in the Anthropocene

Discussion Questions

1. In what ways have anthropologists examined human interactions with the environment over time?
2. What is the myth of the ecologically noble savage? What are some recent examples of this myth? What is the impact of this idea on indigenous people?
3. How has research in political ecology challenged traditional conservation efforts? What are some of the problems with promoting parks or ecological reserves as solutions to environmental problems?
4. What is the Anthropocene? How has research in anthropology contributed to an improved understanding of how humans interact with the “natural” world?
5. What insights from anthropology do you think would be most useful to the public, environmental activists, and government officials when considering policies related to current environmental challenges?

Activities

1. Show excerpts from Disney’s *Pocahontas* or James Cameron’s *Avatar* to introduce a discussion of modern representations of the “ecologically noble savage.” Discuss the pitfalls of this kind of symbolic purity for the real needs of modern Indigenous people.
2. Make a list as a group on the board of words that evoke nature, such as “wilderness,” “nature preserve,” etc. Then discuss the symbolic meanings of these words: what is meant by them? Is there a place for people within these terms? What words do we use to describe places where people live in nature? What are the inherent issues with removing people from natural places?
3. Show students the graphs of The Great Acceleration on the Welcome to the Anthropocene website <http://www.anthropocene.info/great-acceleration.php> and discuss the drastic changes that humans have caused as a result of our activities on the planet.

Recommended Films

TED talk: “What the People of the Amazon Know that You Don’t” by Ethnobotanist Mark Plotkin
https://www.ted.com/talks/mark_plotkin_what_the_people_of_the_amazon_know_that_you_don_t?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare
Tashi’s Turbine (2015; 56 mins) <https://store.der.org/tashis-turbine-p1007.aspx>
The Kayapo: Out of the Forest (1989; RAI) <https://raifilm.org.uk/films/the-kayapo-out-of-the-forest/>
Sharing Paradise (2008; 59 mins) <https://store.der.org/sharing-paradise-p412.aspx>
The Anthropologist (2016; 78 mins) <https://www.youtube.com/watch?v=GovwpEPbCu4>

Weblinks

Welcome to the Anthropocene <http://www.anthropocene.info>
Anthropology and Environment Society <http://ae.americananthro.org/>

Homework Assignments

1. Interview family members or friends about the ethnobotanical remedies that they have used when family members or friends are ill. What plants do they come from? How did they learn these home remedies? How well do they work?
2. Listen to the National Public Radio Planet Money episode at <https://www.npr.org/sections/money/2014/08/15/340669390/episode-561-how-the-future-looked-50-years-ago> (22 mins). According to chapter author, Christian Palmer, it “captures the enthusiasm for technological progress at the 1964 World’s Fair, when little was known about the environmental damage such technologies would cause. How did people see the future in 1964? How is their idea of the future different from ours today?”(5)

Chapter 15: Performance

Discussion Questions

1. What is the difference between studying something that is performance and studying something as a performance? Why is this distinction important?
2. What is the role of performance in reflecting social order and values on the one hand and challenging these and leading to social change on the other? Provide examples of each.
3. Explain the relationship between performance and cultural constructions of gender.
4. How are descriptive and performative utterances different from each other, and what role to each play in verbal performance?
5. What roles do performances play in everyday life, especially as these relate to hegemonic discourses?

Activities

1. As a group, create a list of linguistic framing devices from the different categories listed in the text (for instance, “Once upon a time,” political speech devices, appeals to tradition, or “The End”). What do each of these framing devices signal?
2. Make a list of the characteristics associated with masculinity and femininity, or males and females, as a way to discuss gender performativity. Introduce the ideas of drag queens or kings, people who identify as non-binary or gender fluid, or other gender roles and discuss how they fit into gender stereotypes or create new and unique ways to perform gender.
3. Engage in a class activity in which “performing ethnography” provides students with a deeper embodied experience of a cultural ritual that you are studying in class. Assign students roles, and discuss readings/watch videos that will give them a richer understanding of the performance and its meanings. After the activity, discuss the students’ experiences, insights gained, and how this activity is different from reading about ritual through text.

Recommended Films

What Would Jesus Buy? (2007; 91 mins) <https://www.youtube.com/watch?v=mAxuNdtZt7c>
Holy Ghost People (1967; 53 mins) [https://en.wikipedia.org/wiki/Holy_Ghost_People_\(1967_film\)](https://en.wikipedia.org/wiki/Holy_Ghost_People_(1967_film))
Play, Jankunú Play: The Garifuna Wanaragua Ritual in Belize (2006; 45 mins)
<https://store.der.org/play-jankun-play-p517.aspx>

Weblinks

Hemispheric Institute of Performance and Politics <http://archive.hemisphericinstitute.org/hemi/>

The Drama Review (TDR) <https://www.mitpressjournals.org/loi/dram>

Performance Studies Bibliography <https://www.oxfordbibliographies.com/view/document/obo-9780199766567/obo-9780199766567-0119.xml>

Anthropology of the Performing Arts | Discover Anthropology UK

<https://www.discoveranthropology.org.uk/about-anthropology/specialist-areas/anthropology-of-the-performing-arts.html>

NYU Performance Studies <https://tisch.nyu.edu/performance-studies>

Cultural Consumption and Performance in Asia | Society for East Asian Anthropology

<http://www.anthropology-news.org/index.php/tag/cultural-consumption-and-performance-in-asia/>

Homework Assignments

1. Write a short essay about a cultural performance in which you played a role. Describe the rehearsal or training period, and what you had to learn that was conservative (adhering to tradition) or progressive (moving away from tradition). What did you learn about the “folk geography” of the performance tradition both locally and globally? How much does this have to do with the level of proficiency of the performance? How much with the expectations and objectives of the performance?
2. Sit in a café or other public location for an hour and record the performance of culture that you witness. What are the visual or linguistic frames that create congruence between the setting and personal front of the actors involved? Is there anything that makes you question that an actor is sincere, or do you interpret their behavior as cynical (and why)? What kind of embodied movements or patterns of behavior do you see at work?
3. Watch a performance-based television show, such as *Dancing With the Stars*, *The Biggest Loser*, *American Ninja*, or *Fear Factor*. Use vocabulary from the chapter to analyze the performance of culture, such as personal front, setting, front and back spaces, linguistic and visual framing devices, congruence, and intertextuality.

Chapter 16: Media Anthropology: Meaning, Embodiment, Infrastructure, and Activism

Discussion Questions

1. What is the difference between interpreting and producing media? How have anthropologists studied these processes differently?
2. How do anthropologists study media consumption, media production, and infrastructure? What different types of approaches did the anthropologists in this chapter use? What sets media anthropologists apart from other types of media scholars?
3. Where do media anthropologists work? What types of topics do they focus on?

Activities

1. Watch a short video of a cultural event or ritual from a background not represented by your students – something new they have not seen before. (This exercise will be more successful if the practice is something that they will judge in a way that was unintended by the producers.) Have the students write down ideas about what the producers of the video intended. Is that

different from how students interpreted the video, as viewers from a different cultural background? Discuss this gap and how it is impossible to control.

2. Talk about the “old days” of television media, when access was limited and a very few percentage of people were seen through the medium of TV. Discuss the way that You Tube (or another major media source that is relatively recent) has changed the way that people produce and consume media. What are some of the advantages and disadvantages of direct media such as this? How has it changed (and is it changing) our culture?

Recommended Films

Video in the Villages: Indigenous Video Makers Series – a series of films made by young Indigenous filmmakers (includes Dancing With A Dog - 2001; 44 mins) <https://store.der.org/video-in-the-villages-indigenous-video-makers-series-p947.aspx>

Black Rock (2019; 27 mins) <https://www.youtube.com/watch?v=iOq9fEHKRMs&feature=youtu.be>

Exposing Homelessness (2006; 20 mins) <https://store.der.org/exposing-homelessness-p893.aspx>

Weblinks

“The Anthropology of Social Media”(2018) on the Scientific American blog by Daniel Miller

<https://blogs.scientificamerican.com/observations/the-anthropology-of-social-media/>

“Must See Indigenous Movies and TV Shows That Are Streaming Now” (2019; flare.com)

<https://www.flare.com/tv-movies/indigenous-movies-tv-shows-indigenous-peoples-day/>

List – “Top Ten Indigenous Films of All Time” (CBC News) <https://www.cbc.ca/news/indigenous/top-10-indigenous-films-of-all-time-1.2807553>

Homework Assignments

1. If you got a grant to study a virtual community, which one would you choose and why? Write about the community itself, what your research question would be, and what drew you to this particular online community?
2. Make a 1-2 minute video of something that is important to you. Write a journal during the process of coming up with the idea, making the video, and how you hope viewers will receive it. Share it in class or in small groups (so it is less nerve-wracking for producers).

Chapter 17: Health and Medicine

Discussion Questions

1. This chapter describes several examples of diseases that result from interactions between biology and culture such as obesity. Why is it important to consider cultural factors that contribute to illness rather than placing blame on individuals? What are some other examples of illnesses that have cultural as well as biological causes?
2. Many cultures have ethno-etiological explanations for illness that are not based in science. From a biomedical perspective, the non-scientific medical treatments provided in these cultures have a low likelihood of success. Despite this, people tend to believe that the treatments are working. Why do you think people tend to be satisfied with the effectiveness of the treatments they receive?

3. How does poverty influence the health of populations around the world? Do you see this in your own community? Who should be responsible for addressing health care needs in impoverished communities?

Activities

1. Ask the students “What does it mean to be healthy?” Record their answers on the board, and discuss ways to think about health. Which ones line up best with the Western biomedical model? Which ones extend further from the biomedical model?
2. Discuss the connection between health and access, especially in terms of the differences between low and higher income people’s ability to access health care. Also discuss assumptions about exercise and relaxation, and how these are linked to lifestyles in which people have leisure time.
3. Ask students in pairs or small groups to discuss their own (or a family member/close friend’s) experience with non-Western healing treatments. What kind of illness did they seek treatment for? What was the non-Western treatment, and how was this experience different from a Western biomedical treatment? Did it work? That is, did their illness subside?

Recommended Films

The Spirit Possession of Alejandro Mamani. (1973; 27 mins) <https://youtu.be/3hGy8muVDKs>

Latah: A Culture-Specific Elaboration of the Startle Reflex. (1983; 39 mins)

Thin (2006; 102 mins) <https://www.youtube.com/watch?v=8MU43f8ELG4>

Afflictions: Culture and Mental Illness in Indonesia. Series of 6 Short Films.

<https://www.elementalproductions.org/afflictions-series> (Available on amazon and Vimeo.)

At Highest Risk (2006; 42 mins) <https://store.der.org/at-highest-risk-p162.aspx>

Weblinks

The Society for Medical Anthropology (SMA) <http://www.medanthro.net/>

Medical Anthropology – Oxford Bibliographies

<https://www.oxfordbibliographies.com/view/document/obo-9780199766567/obo-9780199766567-0099.xml>

Partners In Health <https://www.pih.org/>

Homework Assignments

1. Write about a time when you or a family member was ill. Identify the diagnosable disease, and then elaborate on the illness itself. How did the illness affect you (or the patient’s ability) to do the things you would normally do? How did your community react to your illness? Did you have an illness narrative that provided an explanation of how you became ill?
2. Choose a zoonotic disease (zoonosis) that has had an outbreak in the world in the last ten years, such as H1N1 (“Swine Flu”), rabies, anthrax, or West Nile Virus. Trace the origin of the disease, when it began infecting humans, and the effects of the disease on individuals and populations. Write about your findings. (Healthline.com <https://www.healthline.com/health/zoonosis#list-of-diseases>, has a list from which you can start your research; the CDC focuses on zoonoses within the U.S. <https://www.cdc.gov/nceid/stories-features/browse/subjects/zoonotic-diseases.html>.)
3. Learn about a culture-bound syndrome, such as *susto* (people of Spanish-speaking countries, especially in the Americas), *piblokto* (Inuit), *Koro* (China and Malaysia) or *Taijin kyofusho*

(Japan). Write about the syndrome, using vocabulary from the chapter to describe the illness and therapeutic processes. Here are some websites from which to begin your inquiry:

- <https://www.sciencedirect.com/topics/neuroscience/culture-bound-syndromes>
- <https://www.psychiatrytimes.com/cultural-psychiatry/introduction-culture-bound-syndromes>

Chapter 18: Seeing Like an Anthropologist: Anthropology in Practice

Discussion Questions

1. The international development professionals described in this chapter were determined to eliminate the food taboos associated with the “law of Gumzanjela,” but Cochrane points out that these rules were part of a larger belief system. Are there situations in which it is acceptable to try to alter a group’s cultural values in order to promote changes in health, nutrition, or women’s rights? Or, do you think it is inappropriate for outsiders to demand change? Do you think it is possible to achieve goals, such as improved nutrition, without pressuring groups to change their values and beliefs?
2. Cochrane provides several examples of situations in which anthropological perspectives and methods led to the discovery of important information about local communities that development professionals did not have. However, the lack of knowledge about local cultures that characterizes many development projects is not caused simply by a lack of anthropological expertise. What other factors mentioned in this chapter contribute to a mismatch between the needs of local people and the goals of international development projects?

Activities

1. Watch a short video of a cultural practice without any explanation or context (YouTube is full of these kinds of videos). Have students contribute to a list on the board of ways to describe the practice with subjective terms and a second list of objective terms. Conclude the discussion with a list of questions from an anthropological perspective: How might we come to understand this practice while seeing like an anthropologist?
2. Brainstorm how an anthropologist might contribute to a development organization’s goal to build wells in a drought-stricken area in a low-income country. How would the anthropologist go about understanding the context and respecting the community’s beliefs? How might this be different from the development organization’s objective?
3. Discuss how asking a believer in “the law of Gumzanjela” to abandon their food taboo is comparable to asking a Muslim or Jew to eat pork, or a Hindu to eat beef. Talk about the fact that practices do not come out of nowhere – this is the importance of a holistic anthropological perspective.

Recommended Films

The Disappearing of Tuvalu: Trouble in Paradise (2004; 75 mins) <https://store.der.org/the-disappearing-of-tuvalu-p895.aspx>

To Hold Our Ground: A Field Report (1991; 33 mins) <https://store.der.org/to-hold-our-ground-p336.aspx>

Paths of Hope: Livelihoods in Three Caribbean Communities (2010; 39 mins)

<https://store.der.org/paths-of-hope-p504.aspx>

Weblinks

National Association of Practicing Anthropologists <https://www.practicinganthropology.org/>

Society For Applied Anthropology <https://www.appliedanthro.org/>

Homework Assignments

1. Create a fieldwork project in which you spend time with a group of people with different cultural values than your own. Your research question can focus on any aspect of culture, ideally something that is new to you. Conduct a series of interviews in order to learn about the answer to your research question. In addition, write an informal journal as you move through the project, especially after each interview, identifying your own biases and ethical questions.
2. Search the Internet for jobs related to consulting for international development organizations (try these search terms: international development consultant jobs). What kinds of positions are available for a cultural anthropologist who is interested in working in developing nations? Write down three of the positions that you see along with some of the details of the position. What do you suppose you would be doing as a cultural consultant if you got this job?

Chapter 19: Public Anthropology

Discussion Questions

1. If you were to speak out as a public anthropologist—speak truth to power—what type of exposé would you try to make? How would you go about doing it? What do you think the personal cost, if any, might be?
2. What does one do with a popular ethnography such as Chagnon's? While it offers a detailed description of an Amazonian group, it also goes against an anthropological tenet of describing people studied in fairly favorable terms. What would you do in terms of supporting it or not?
3. You have read many books. Some have excited you; others have not. If you were to write a popular anthropology book that involved a sense of professional scholarship, what topic would you select if you wanted to sell a hundred thousand copies (and gain 10 percent of the selling price)? How would you write to capture students' attention without moving too far into fiction or demeaning those with whom you worked?
4. In the chapter, Borofsky has highlighted the Center for a Public Anthropology's work with Altmetric. Please look over the website (<http://metrics.publicanthropology.org/>) and explore the data it presents. Do you think it will prove effective in broadening the standards for promotion by highlighting faculty publications in the world's media? If so, why? If not, why not?
5. Look over the "Center for a Public Anthropology Project: How the Blood came Back to the Yanomami" for an example of how introductory students like yourself, working with the Center for a Public Anthropology in coordination with key Brazilian groups facilitated the return of blood samples taken from the Yanomami in the late 1960s. What strategies highlighted in this chapter do you think proved effective in this effort? (Borofsky relates that

he counts four.) How many do you find in this account? How would you draw media outlets to this story so it will reach the broader public?

Activities

1. Students and instructors are welcome to participate in the Center for a Public Anthropology project: How The Blood Came Back to the Yanomami. For more information about this and other Community Action projects, visit <http://www.publicanthropology.org/community-action-project/>.
2. Watch one or more of Robert Borofsky's videos in class (from the Perspectives website) and discuss the concepts presented.
3. Ask students to read one or more of the interviews/essays provided by Borofsky as supplements on the Perspectives website, under the heading Teaching Resources. Then have a discussion in class about the concepts presented. These include the following supplements:
 - a. [Anthropology in Our Moment in History: Interview with Philippe Bourgois](#)
 - b. [Can Anthropology Save the World?: Remarks by Nancy Scheper-Hughes](#)
 - c. [Envisioning a More Public Anthropology: Interview with Fredrik Barth](#)
 - d. [Interview with Carolyn Nordstrom: Reflections on Anthropology](#)

Recommended Films

Video Presentations on the Perspectives website

Dr. Robert Borofsky's 10-15 minute videos on key topics in Anthropology for introductory students. All 28 videos are freely available on the Perspectives website at

<http://perspectives.americananthro.org/teaching/Videos.pdf>

Films about the Yanomami

Secrets of the Tribe: Tribal Warfare in the Academic Jungle (2010; 1 hr. 38 mins)

https://www.amazon.com/gp/video/detail/B073VYKJK9/ref=atv_dl_rdr

Our Land Is Our Heritage (2:14) and other short films

<https://www.survivalinternational.org/films/yanomami>

A Man Called "Bee" (1974; 40 mins) <https://store.der.org/a-man-called-bee-p595.aspx>

Weblinks

Center for a Public Anthropology <https://www.publicanthropology.org/>

"New Film Focuses on Controversial Research About Yanomamo Indians" (UC Santa Barbara 2010)

<https://www.news.ucsb.edu/2010/012750/new-film-focuses-controversial-research-about-yanomam%C3%B6-indians>

Homework Assignments

1. Read one of the interviews/essays provided by Borofsky as supplements on the Perspectives website, under the heading Teaching Resources. Write a response to the piece including a summary of the concepts and something new that you learned about anthropology while reading it. These include the following supplements:
 - a. [Anthropology in Our Moment in History: Interview with Philippe Bourgois](#)
 - b. [Can Anthropology Save the World?: Remarks by Nancy Scheper-Hughes](#)
 - c. [Envisioning a More Public Anthropology: Interview with Fredrik Barth](#)
 - d. [Interview with Carolyn Nordstrom: Reflections on Anthropology](#)

2. Read an excerpt from Anne Fadiman's *The Spirit Catches You and You Fall Down* (1997). Compare the writing style, intended audience, and ease of readability with this academic journal article about a similar issue: "Hmong Children and Their Families: Consideration of Cultural Influences in Assessment" (1992) in *The Journal of Occupational Therapy* (open-access pdf) <https://www.semanticscholar.org/paper/Hmong-children-and-their-families%3A-consideration-of-Meyers/1db8e2aa4b80e9b0b3fbcc34612264f437c66b19>. How do the differences in the writing styles affect who reads the piece? What difference does this make in terms of disseminating scientific and evidence-based knowledge to the larger public?