



# Anthropology

Spring 2007  
Course Booklet

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**Cover Photo by Alonso Nichols © 2006**

"El Baile de los Negritos"- a religious dance from Yucuaiquin, El Salvador danced in honor of the city's patron saint, Saint Francis of Assisi. This photo was taken at the opening of the exhibition "From Yucuaiquin to Somerville: El Baile de los Negritos" at the Somerville Museum. The exhibition was organized by Sebastian Chaskel as an independent study based on research conducted through the anthropology class Urban Borderlands.

**Hello everyone!**

We hope you find our **new Anthropology website**, designed by Tina Ye, informative and attractive to use. Check it out at: <http://ase.tufts.edu/anthropology/>

This is going to be an exciting spring. On Friday, March 9 we are hosting the **4<sup>th</sup> Greater Boston Anthropology Consortium Student Conference** in the Tufts University Gallery. Anthropology students and faculty from Brandeis and Clark Universities and Wellesley, Wheaton, and Olin Colleges will join us. We invite you submit a paper you're proud of. Please come to a special student information session about the conference led by Dr. Jennifer Burtner on **Monday November 13, 11 am -1 pm**, place TBA. This information session will provide guidance for writing and submitting an abstract for the conference, and will impart useful professional development skills. Submissions are due by **Monday December 11**. For further information, please contact [Jennifer.burtner@tufts.edu](mailto:Jennifer.burtner@tufts.edu). Please avail yourselves of this opportunity! Tufts students have really shone at this conference from the beginning.

We are offering five **new courses** in Spring 07: a Freshman Seminar on "Latin/o Music, Race, and Place" (Anth 50) by Deborah Pacini Hernandez; my Sophomore Seminar on "Children and Youth in War Zones" (Anth 102); "Culture and Intimacy in South Asia" (Anth 120) by Sarah Pinto; "Involuntary Crossings: Disasters, Refugees, and Resettlement" (Anth 149-03) by Jennifer Burtner, and "Architecture of Utopia—Theatres of Community" (Anth 186) by David Guss and Cathy Stanton.

We have a **Public Anthropology** initiative, in which we collaborate with local communities. In Public Anthropology seminars (such as Professors Guss and Stanton's "Architecture of Utopia—Theatres of Community" this Spring) you will learn to carry out field research, oral history, and anthropological analysis in community partnership projects in the Greater Boston area.

Please consider joining the student **Anthropology Collective**. Its goals are to:

- Open doors to student-student and student-faculty communication
- Act as a forum for presentation of research/fieldwork experiences
- Act as a centralized resource for internship/job opportunities
- Initiate network building with Anthropology alumni
- Facilitate interactions between upperclassmen and prospective majors in order to inform their academic choices
- Host speakers/guest lecturers to address issues in Anthropological thought

Contact Jennifer Gerber ([Jennifer.gerber@tufts.edu](mailto:Jennifer.gerber@tufts.edu)) for information on how to join.

Rosalind Shaw, Associate Professor and Chair, Department of Anthropology

**Chair | Rosalind Shaw**

Associate Professor Ph.D., Social Anthropology  
University of London (SOAS)

Transitional justice; the anthropology of mass violence; local and transnational practices of redress and social repair; child and youth combatants; social memory; the Atlantic slave trade; ritual and religion; West Africa; Sierra Leone.

**Stephen Bailey**

Associate Professor Ph.D., Anthropology  
University of Michigan

Biological and nutritional anthropology; growth and body composition; methodology; Latin America, China, Southwest US

**David Guss**

Associate Professor Ph.D., Anthropology  
University of California at Los Angeles

Urban and aesthetic anthropology; theory; cultural performance; myth and ritual; popular culture; Latin America

**Deborah Pacini Hernandez**

Associate Professor Ph.D., Anthropology  
Cornell University

Comparative Latino Studies; racial and ethnic identity; popular music; globalization; transnationalism; Latino community studies

**Sarah Pinto**

Assistant Professor Ph.D., Anthropology  
Princeton University

Medical anthropology; gender; reproduction; social and feminist theory; caste; political subjectivity; India, US

**Jennifer Burtner Rangel**

Lecturer Ph.D., Anthropology  
University of Texas at Austin

Migration and resettlement, tourism and development, NGOs and the state, conflict and post-conflict, Brazil, Central America, and US Latino experiences

**Cathy Stanton**

Lecturer Ph.D., Anthropology / Heritage Studies

History and memory; cultural performance; heritage; tourism; myth and ritual

**Lauren Sullivan**

Lecturer Ph.D., Anthropology  
University of Texas at Austin

Mesoamerican Archaeology; Maya Archaeology; the rise & fall of complex societies; prehistory of the American Southwest; Paleoindians of North America; human evolution; Cultural Anthropology; ceramic analysis

# Anthropology Courses

## Spring 2007

020	Physical Anthropology	Bailey
050	Freshman Seminar: Latin/o Music, Race and Place	Pacini
102	Sophomore Seminar: Children and Youth in War Zones	Shaw
115	Native Peoples of South America	Guss
120	Culture and Intimacy in South Asia	Pinto
128	Mesoamerican Archaeology	Sullivan
135	Visual Anthropology	tba
149-01	Anthropology of Tourism	Stanton
149-02	Evolutionary Medicine	Bailey
149-03	Involuntary Crossings: Disasters, Refugees, and Resettlement	Burtner
185-01	Health, Power & Society in S. Asia	Pinto
186	Architecture of Utopia - Theatres of Community	Guss/Stanton
191	Directed Reading	
197	Directed Research	
198	Apprenticeship in Anthropological Research	
199	Senior Honor Thesis	

# Anthropology Courses

## Spring 2007

### **Anthropology 20: Physical Anthropology**

Stephen Bailey

Time Block: I+ Monday & Wednesday 3:00-4:15



Human biological diversity surrounds us: We vary in size, shape and color; in the ways that our bodies respond to heat, cold, food, and workload; and in our fundamental genetic makeup. Physical Anthropology introduces the student to these problems of biological diversity in living and prehistoric populations. Basic evolutionary principles are applied to explain the

origins, mechanisms and trends of this human diversity. Topics include the human and primate fossil record, the interplay of biology and culture, adaptation to environmental stress, the evolutionary significance of infectious disease, including AIDS, smallpox, cholera, and malaria; basic Mendelian and population, genetics, primate behavior, human growth, and the evolutionary meaning of complex behaviors.

Requirements: Three examinations and one fieldwork assignment.

Physical Anthropology fulfills one of the science distribution requirements.

**Prerequisites:** None

### **Anthropology 50: Freshman Seminar: Latin/o Music, Race and Place**

Deborah Pacini Hernandez

Time Block: 7 Wednesday 1:30-4:00

Why do the musical styles associated with US Latino communities in different regions of the US-salsa, merengue, bachata and reggaeton on the east coast, and norteño, corrido and banda in the Southwest-sound so different from each other? What do these differences tell us about the relationships between social context, geographical location and musical production? In this seminar, students will analyze the musical practices of Mexican Americans, Cubans and Puerto Ricans in four locations where these foundational Latino communities have historically been concentrated: Texas, Los Angeles, New York City and Florida. The major genres associated with these communities-e.g. mambo, boogaloo, salsa, conjunto/norteño, corrido, banda, reggaeton, rock en español-will be examined in light of the social and cultural forces that have shaped their development, such as migration, the impact of inter-racial relations, and changing patterns of gender roles.



## Anthropology 102 & 102WW: Sophomore Seminar: Children and Youth in War Zones

Rosalind Shaw

Time Block: 8 Thursday 1:30-4:00

Writing Workshop: tba

- *"I joined the guerillas to escape. I thought I'd get some money and could be independent."* (Girl soldier with FARC in Columbia)
- *"Other trainees, if they were caught trying to run away, their hands and feet were beaten with a bamboo stick."* (Boy abducted at age 13 by government forces in Myanmar [Burma])
- *"I joined the Mahdi army to fight the Americans."* (12-year-old boy in Najaf, Iraq)



*Drawing by child ex-combatant, northern Sierra Leone*

Children and youth are fighting in armed conflicts all over the world. Those who are not part of combatant groups are often displaced and/or separated from their families. In this discussion-based class exclusively for Sophomores, we will explore the lives of young people in war zones through the lens of Anthropology. What are some of their strategies when separated and displaced? Is the use of child and youth combatants today more widespread than in the past? Why are they valued as fighters? How are they recruited, trained, and retained? Why do some choose to join? What are young peoples' experiences as fighters or camp followers? What are the challenges of disarming and reintegrating them after conflict? How do the lives of young combatants differ from those of non-combatants, and how do the experiences and needs of girls differ from those of boys? How do social norms and cultural ideas about childhood and youth structure their lives in war zones, and shape our own international interventions? Students will select projects on topics of interest.

**Writing Workshop section:** In the Writing Workshop section for this class we will meet once a week for 50 mins., time/place TBA. This does not involve extra formal writing assignments. We will use informal writing exercises as a way of engaging more deeply with the readings for this class, and as an aid to discussion. We will discuss and try out writing tips. You will have the opportunity of writing a first draft of your writing assignments, getting feedback from me, and revising it for an improved second draft. You will have more personal attention from me. And the fact that you have taken a Writing Workshop class will be recorded on your transcript. Please join us!

## **Anthropology 115: Native Peoples of South America**

David Guss

Time Block: F+ Tuesday & Thursday 12:00-1:15

After presenting an overview of the indigenous populations of South America and the various theories concerning the continent's settlement, a series of case studies will be presented in order to introduce students to not only the various native peoples inhabiting South America but also the different



approaches that have been employed in their study.

Issues of cultural ecology, environmental determinism, warfare, state formation, gender, shamanism, mythology, and art will all be addressed in relation to hunters and gatherers such as the Yanomami, lowland horticulturalists such as the Yekuana and Tukano, and Andean herders and planters such as the Quechua. The concluding section of the course will deal with the current political and environmental crisis in the Amazon,

discussing different strategies for survival being employed both within and without. As part of this final discussion, issues of contact and native millennialism will also be addressed.

NOTE: Cross-listed as ENVST 115

**Prerequisites:** None

## **Anthropology 120: Culture and Intimacy in South Asia**

Sarah Pinto

Time Block: J+ Tuesday & Thursday 3:00-4:15

This course is an introduction to the anthropology of South Asia by way of inquiry into the structures of personhood and intimacy in household, religious, and political life. Beginning with the notion that, within a region marked by its rich diversity, anthropological approaches to South Asia have long been obsessed with kinship and caste, we will consider both the content and politics of these foci. We will look at



ethnographic studies for what they can tell us about cultures and structures of power in this region, for the material they offer for thinking about identity, gender, and personhood, and for what they reveal about the symbolic place of South Asia in the larger world. In asking what holds people together, how genders are defined, what shapes emotional life, and how legal and political structures delineate relationships within and across groups, genders, and generations, we will pay particular attention to the ways identity and difference are shaped and negotiated. Topics include marriage, dowry, kinship, inheritance, reproduction, sexuality, death, and the politics and symbolics of caste. With particular attention to the maintenance of and challenges to social and symbolic hierarchies, this course incorporates ethnographies, novels, and films about and from South Asia.

## **Anthropology 128: Mesoamerican Archeology**

Lauren Sullivan

Time Block: M+ Monday & Wednesday 6:00-7:15

An introduction to the archaeology of pre-Columbian Mesoamerican cultures of Belize, Guatemala, Honduras, and Mexico. The focus is on the origins of village life, the development of social complexity, and the emergence of states. Cultures to be studied include the Olmec, the Maya, the Zapotec, the Mixtec, and the Aztec. The rich cultural heritage left behind in the form of artifacts, architecture, murals, inscribed monuments, hieroglyphs, and codices will be used to examine Mesoamerican daily life, economy, social and political organization and world view that has survived in many areas to the present day.

NOTE: Cross-listed as Arch 128

**Prerequisite:** Anthropology 30 or consent.



## **Anthropology 135: Visual Anthropology**

TBA

Time Block: L+ Tuesday & Thursday 4:30-5:45



Development of visual anthropology from early travel documentary forms to more recent multivocal works on video. Relationship between written and visual documents. Viewing classic ethnographic films as well as contemporary films that challenge the classic genre of ethnographic films. Special attention to ethical issues in visual anthropology.

**Prerequisite:** One lower-level anthropology course or consent.

## **Anthropology 149-01: The Anthropology of Tourism**

Cathy Stanton

Time Block: N+ Tuesday & Thursday 6:00-7:15

Tourism, now the world's largest industry, can tell us a great deal about political, social, and economic change, relationships among different and often unequal groups of people, the creation of global, national, and local identities, and the shaping of contemporary public spaces. Far from a trivial topic, tourism may in fact be one of the very best ways to understand the kinds of encounters and tensions that characterize our modern world. This class will ask you to be a tourist at sites in and around Boston, and also to analyze your own and others' tourist experiences using a variety of theoretical approaches drawn from anthropology and related disciplines. We will consider tourism from various angles: as a ritual of modernity, an ideological battleground, a legacy of "primitivist" thinking, a strategy for rural and urban redevelopment, and an ever-expanding cultural and economic frontier that is now pushing into cyberspace, outer space, and other realms.

**Prerequisites:** None



## **Anthropology 149-02: Evolutionary Medicine**

Stephen Bailey

Time Block: E+ Monday & Wednesday 10:30-11:45am



Emerging biomedical, anthropological, and ecological perspectives on the "arms race" between humans and disease. Co evolutionary theory. Interplay of disease risk, natural selection, and human behavior. Basic genetic epidemiology and pathology. Health consequences of westernization, modernization, and ecological disruption. Relationships between disease risk and host factors such as sex, age, ethnicity, class, nationality, and occupation.

Comparisons between zoonotic infectious diseases such as SARS, Avian Flu, and Ebola; "traditional" infectious disease such as Malaria and TB; and noninfectious diseases of modernity, such as Coronary Heart Disease, Hypertension, Asthma, Bipolar Disorder, and Attention Deficit /Hyperactivity Disorder.

**Prerequisite:** Anth 20 or introductory Bio

## **Anthropology 149-03: Involuntary Crossings: Disasters, Refugees, and Resettlement**

Jennifer Burtner Rangel

Time Block: G+ Monday & Wednesday 1:30-2:45

Drawing on ethnographic, historical and public policy sources (i.e., government documents, international agency and bank reports), this class will introduce students over a 14 week period to one of the most pressing problems of our day: involuntary displacement and resettlement. Our approach for examining the problem is based on socio-cultural anthropological methods and theory. Using ethnographies and project/program assessments/evaluations written by



anthropologists working in the area of international development and aid, we will look at the push/pull factors and experiences of various groups that due to a combination of forces (i.e., economic crises, natural disasters, civil wars, genocide and induced development) find themselves displaced from their homes/communities and seeking refuge, becoming part of their home country's internally displaced populations or entering into the vast network of international migratory routes/destinations (be it temporarily or permanently). While this phenomenon occurs worldwide, we shall focus on those groups who find their temporary or permanent destination for resettlement the United State of America. We will

compare the histories, experiences and trajectories of communities of immigrants from Latin America, Asia, Africa and the Middle East who have immigrated and settled in the U.S. during the 20th and 21st Century. These narratives/histories will be placed within the context of earlier migrations (Continental Europe, China) and the settlement and migratory patterns of what are now considered more embedded U.S. populations (Native Americans, Mexican nationals and Spanish in the SW, Creoles, etc.). In addition to providing thematic background, the course will instruct students on basic techniques in ethnographic research and for evaluating risk and costs involved in voluntary and involuntary displacement and resettlement, the latter of which is based on some of the models currently used by large-scale international institutions (governmental and non-governmental) working in the area. This course will be particularly useful to those students interested in Latino and Latin American communities living in the U.S., anthropological field methods/analysis and inter-disciplinary team-based international humanitarian assistance.

### **Anthropology 185-01: Health, Power & Society in South Asia**

Sarah Pinto

Time Block: 3 Thursday 9:00-11:30

Globalization, outsourcing, industrialization, urban migration, rural development. National politics, caste and religious identities, women's movements, family dynamics. These are some of the elements affecting health and health care in South Asia today. This course will examine health conditions in South Asia, and the forces and factors that give shape to illness, disease, healing, reproduction, and access to care.

We will approach broad social, cultural and political themes by way contemporary issues impacting health and the politics of life in South Asia. In particular, this course will have a public anthropology research component in which we will pursue the case of Coca-Cola's actions in India and the activism that has sprung up in response to it. In approaching this issue and others pertinent to health in South Asia with an anthropological lens we will ask how the historical, political, social, and cultural contexts of both globalization and of South Asia are part of the picture of health and healing, living and dying.

**Prerequisite:** One Anthropology or Social Science course



### **Anthropology 186: The Architecture of Utopia - Theatres of Community**

David Guss / Cathy Stanton

Time Block: 6+ Tuesday 1:20-4:20

This project-oriented course will explore the American university as an experiment in utopian architecture where communities are regularly created and strangers forge life-long attachments to both their classmates and their adopted Alma Maters ("nourishing mothers"). Issues of placemaking along with the phenomenology of space and the semiotics of the built environment

will form a theoretical background to the class's exploration of the history of the university as a special environment for not only the production of



knowledge but also character. The course will take an ethnographic and comparative approach to investigating college campuses, including Tufts itself as well as a range of other schools in the college-rich Boston area: an elite university (Harvard), a commuter college (Bunker Hill), two evolving downtown campuses (Suffolk and Emerson), a woman's college (Simmons), a science university (MIT), and a two-year community college with a large minority student body (Roxbury Community

College). These diverse examples will enable us to look at a range of issues such as class, race, gender, town-gown relations, immigration, and urban renewal, all in the context of the planned university environment. Students will be given ethnographic training in order to conduct first-hand research at selected schools. The results of this research will contribute to an exhibition and website.

**NOTE:** Site specific tours will also be conducted on selected Fridays 12:00-2:30.

**Prerequisites:** Jr. standing & 1 sociocultural anthropology course

**Anth 191 Directed Reading**

**Anth 197 Directed Research**

**Anth 198 Apprenticeship in Anthropological Research**

**Anth 199 Senior Honor Thesis**

## **MAJOR IN ANTHROPOLOGY**

### **REQUIREMENTS**

Anthropology 010 (Introduction to Sociocultural Anthropology)

Anthropology 020 (Physical Anthropology)

Anthropology 030 (Prehistoric Archeology), *and*

Anthropology 130 (History of Anthropological Thought)

Five additional anthropology courses; one must be an area course (110-123); two must be seminars (160 or higher)

One course directly related to major from another field, (to be selected in consultation with advisor)

Anthropological Thought (130) should be taken by junior year.

Majors are encouraged to select a senior thesis, particularly if they hope to be eligible for magna or summa cum laude.

### **DECLARING A MAJOR**

Any full-time faculty member of the department can be your advisor. Try to meet with as many of the faculty members as possible to talk about your own goals and expectations. Select an advisor who seems most attuned to your interests. Fill out the blue "Declaration of Major" form; get it signed by your new advisor; initialed by the department staff assistant; and deliver the form to the dean of colleges office on the first floor of Ballou Hall. Make sure you get your folder from your previous advisor and deliver it to the department. You have now officially declared a major and henceforth relevant documents (transcripts, pre-registration packets, etc.) will come to your new advisor.

### **DOUBLE MAJORS**

The same blue form should be used to declare a second major. Your folder will have to go to your advisors in both departments so have the department make an additional copy for the second department.

## NOTES





Involuntary Resettlement Mural

Jennifer Burtner Rangel

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