

DEPARTMENT OF  
**ANTHROPOLOGY**



~ FALL 2007 ~  
**COURSE BOOKLET**

## Hello everyone!

We are co-listing three **new courses** in Fall 2007: Peter Probst's "The Decorated Body in Africa" (Anth 149-11), Maria Elena Garcia's "Indigenous Representations: Culture, Politics, Ethnography" (Anth 149-13), and her "Struggle, Voice, Justice: The Cultural Politics of Violence in Contemporary Latin America" (Anth 149-12).

NB: Both Maria Elena Garcia's "Indigenous Representations" and Jennifer Burtner's "Growing Up Latino" (Anth 149-06) will count as area courses.

This Fall, Jennifer Burtner's "**Urban Borderlands**" class (Anth 183) will conduct oral histories and photojournalism projects (in collaboration with the Institute for Social Leadership's EXPOSURE program) on old and new immigrants in Somerville. These projects will be used in an exhibit titled "**Immigrant City: Then and Now**" in the Somerville Museum in Fall 2007. This class—and the museum exhibit itself—will provide the materials to promote a public dialogue across generations and across various racial-ethnic groups in Somerville about similarities and differences in how these immigrants have experienced citizenship and social justice. While the student projects will be relatively open-ended, topics of particular interest are school, work, and community involvement as aspects of citizenship and justice. How, for example, were people free to pursue the education they hoped for and jobs they aspired to? What opportunities did Somerville offer for them to come together to create a just community where they could achieve their dreams for themselves and their families? What obstacles did they face and overcome, and what could have made it easier to experience citizenship and justice?

"Urban Borderlands" is part of our **Public Anthropology** initiative, in which we collaborate with local and global communities. My "After Violence: Truth, Justice, and Social Repair" (Anth 140) is also a public anthropology class, in which we will collaborate with Liberia's Truth and Reconciliation Commission, the International Criminal Court, and NGOs involved in transitional justice.

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
- Host speakers/guest lecturers to address issues in Anthropological thought

Contact Jennifer Gerber ([jennifer.gerber@tufts.edu](mailto:jennifer.gerber@tufts.edu)) or Caitlin Felsman ([caitlin.felsman@tufts.edu](mailto:caitlin.felsman@tufts.edu)) for information on how to join.

Rosalind Shaw, Associate Professor and Chair, Department of Anthropology

---

Photograph of Bombay Market, Union Square, Somerville by Deborah Pacini Hernandez

Painting on back cover by James Canales. He is a sophomore in the Museum of Fine Arts Art School/Tufts University BFA program. His work therein integrates the work that he is doing at these two institutions, bringing together contemporary debates, theories and methods in Anthropology, Latino Studies and studio art and composition.

# ANTHROPOLOGY ~ FALL 2007

Anth 010	Introduction to Sociocultural Anthropology	Stanton
Anth 030	Prehistoric Archaeology	Sullivan
Anth 126	Food, Nutrition, and Culture	Bailey
Anth 130	History of Anthropological Thought	Stanton
Anth 132	Myth, Ritual, Symbol	Guss
Anth 140	After Violence: Truth, Justice & Social Repair	Shaw
Anth 148	Medical Anthropology	TBA
Anth 149-06	Growing Up Latino	Burtner
Anth 149-11	The Decorated Body in Africa	Probst
Anth 148-12	Struggle, Voice, Justice: The Cultural Politics of Violence in Contemporary Latin America	Garcia
Anth 149-13	Indigenous Representations: Culture, Politics, Ethnography	Garcia
Anth 162	Art & Aesthetics	Guss
Anth 182	Human Physique	Bailey
Anth 183	Urban Borderlands	Burtner
Anth 191	Directed Reading in Anthropology	
Anth 197	Directed Research in Anthropology	
Anth 198	Apprenticeship in Anthropological Research	
Anth 199	Senior Honors Thesis	

# ANTHROPOLOGY ~ FALL 2007

## **Anth 10: Introduction to Sociocultural Anthropology**

**Cathy Stanton**

**Time Block: G Monday & Wednesday 1:30 – 2:20**



This class introduces you to some of the ways that anthropologists think about human culture and society, and shows you how these concepts can be applied in a range of fields from human rights and education to economics and psychology. As well as examining core anthropological ideas about power, identity, religion, language, gender, race, ethnicity, and other topics, this course will offer a variety of opportunities for investigating processes of cultural

conflict and change, and for thinking about how local lives and global forces encounter each other in an ever more interconnected world.

**Prerequisites:** none

**Note:** Students must also register for recitation.

## **Anth 30: Prehistoric Archaeology**

**Lauren Sullivan**

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

Survey of human culture from the earliest Paleolithic hunters and gatherers to the formation of states and the beginning of recorded history. Course provides an introduction to archaeological methods, a worldwide overview of prehistoric life ways, and a more detailed analysis of cultural development in the New World.



**Note:** Cross-listed as ARCH 30

## **Anth. 126: Food, Nutrition, and Culture**

**Stephen Bailey**

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



Interplay of the act of eating with its biological and cultural correlates. Topics include subsistence strategies, sex differentials in food intake, and the nutritional impact of modernization; hunger and malnutrition in the developing world; historical and symbolic attributes of food, including taboo, valences, and national cuisine; and the relation of normal and abnormal eating behavior to gender and cultural norms of attractiveness.

**Note:** Students must also register for the WW section

**Prerequisites:** one lower-level anthropology course or consent.

### **Anth. 130: The History of Anthropological Thought**

**Cathy Stanton**

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

An exploration of some of the enduring questions and changing theoretical approaches of the anthropological discipline, from its roots in 19th century European social sciences to its present attempts to capture increasingly volatile and multi-layered cultural realities. Students will apply theoretical concepts to their own observations of social settings at Tufts, and assignments will be structured as a set of "dialogues" about these observations with thinkers representing different strands of thought, including historical particularism, functionalism, structuralism, materialism, symbolic anthropology, and others.

**Prerequisites:** Anth 10 or consent



### **Anth 132: Myth, Ritual, and Symbol**

**David Guss**

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

This course will consider the various ways in which anthropologists have analyzed the subject of myth, ritual, and symbol from the earliest days of the discipline to the present. In addition to discussing such approaches as the historic-geographic, functionalist, and structuralist, we will also consider the important contributions of psychologists such as Jung, Freud, and Roheim. As such, the focus will be on the manner in which myth, ritual, and symbol serve to not only organize society, but also to integrate the individual. After discussing such themes as myth and landscape, dreams, shamanism, fairy tales, and initiation, the course will focus on current approaches to this subject as found in the work of such symbolic and interpretive anthropologists as Clifford Geertz, Victor Turner, and Arjun Appadurai. Final sessions will focus on such questions as authenticity, ethnographic representation, hybridity, cultural performance, and the symbolic construction of the body.

**Prerequisites:** Sophomore standing, or consent

### **Anth 140: After Violence: Truth, Justice, and Social Repair**

**Rosalind Shaw**

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

In this course, students explore local practices of redress and reconciliation after mass violence and examine a range of international and national transitional justice approaches (truth commissions, tribunals, reparations, and alternative forms such as gacaca in Rwanda) focusing on ways in which “global” transitional justice mechanisms work in “local” encounters, how such concepts as “truth” and “justice” are modified in these encounters, and on local-level critiques. Students not only learn about these issues; they become practically engaged in them. We work with international partners, such as Liberia’s Truth and Reconciliation Commission, the International Criminal Court, and NGOs involved in transitional justice. Through extensive discussions with these institutions, we identify topics for group research papers that are relevant to their work in transitional justice. Students write individual research papers, then work together in small teams, synthesizing and editing their research to create group research papers that are sent to these institutions. Two stipends may be available for student summer internships for those who do especially well in this class.

**Prerequisite:** 1 sociocultural anth course or consent





## **Anth 148: Medical Anthropology**

**tbd**

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

This course introduces students to the cultural basis of illness and curing. The course is concerned both with how non-Western societies perceive and treat illness, and with how knowledge of non-Western practices can be used to critique and inform the management of our own health problems. The course addresses the meanings of sickness, the nature of relationships between patients and healers, and the effects of culture on health. Ethnographic examples will be drawn from a variety of societies and cultures.

**Prerequisite:** Sophomore standing or consent

## **Anth 149-06: Growing Up Latino**

**Jennifer Burtner**

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

What is it like to grow up Latino/a in the United States around the turn of the millennium, a time when Latino/as are the nation's largest and fastest growing 'minority'? What are the consequences of speaking two languages and of living at the intersection between multiple cultures and their institutions? How have U.S. concepts of race, class, and gender influenced the formation of Latino/a identities and life trajectories? What does it mean to be Latino/a in a 'multi-cultural', 'globalizing', 'English-only', 'first-world' country anyway? Drawing on contemporary ethnographic, popular culture (films, art & music), demographic and public policy texts, we begin this course by exploring contemporary theories of Latino/a diversity and family studies, trends in transnational migration, and the macro and microeconomic factors which are influencing community resource bases and social networks, linking families here with those abroad. We then look at the experiences of young girls and boys as they acquire multiple languages and cultural repertoires, and of young women and men as they enter adolescence and begin to develop separate youth cultures and a distinct sense of their own sexuality. These deeply personal experiences merge with competing societal norms and the often startling reality of daily survival/economics, setting the stage for the drama of family life which includes issues related to motherhood, fatherhood, intergenerational differences, the household economy, domestic cohesion and division, building families and identities through multigenerational kin networks and multilingual & interracial households. The icons and representations that emerge from these daily dramas are rapidly changing as individuals, families and communities confront, adapt and resist the pressures of an ever-shifting landscape of formal and informal institutions. The course concludes with six session overview of how Latinos/as are interfacing with U.S. institutions, inserting themselves into the labor market, labor organizations, religious institutions, politics and political parties, the educational system, immigration, health, welfare, the military and correctional institutions, community organizations, sports and gangs – all an effort to gain 'rights' and find the right balance between 'rebellion' and 're-integration'.





### **Anth 149-11 The Decorated Body in Africa**

**Peter Probst**

**Time Block: K+ plus M+ Wednesday 4:30—7:15pm**

Examination of the wide range of symbolic meanings and practices of body adornment in Africa. Focus on the correlation between the actual practice of body adornment and its visual representation in different art forms. Topics range from tattooing and scarification to clothing and

photography. Offered in alternate years

**Note:** Cross-listed with FAH 77

### **Anth 149-12 Struggle, Voice, Justice: The Cultural Politics of Violence in Latin America**

**María Elena García**

**Time Block 11: Tuesday 6:30-9:00pm**

**Film Screening Session: Block 10 Monday 6:30-9:00 pm**

In Latin America, “September 11” has long invoked images of terror, political violence, and the restriction of civil liberties. On September 11, 1973 a bloody, U.S.-supported, coup in Chile toppled a democratically elected president. The



coup led to the kidnapping, torture, and execution of thousands of Chilean “subversives.” This course examines how notions of “otherness” and the power to label are central to the cultural politics of violence. Examining the forces and discourses of state authoritarianism, the gendered strategies of torture and resistance, and the role of race and ethnicity in political violence, this course engages debates over the construction of political order, human rights, and social struggle. In addition to ethnography and anthropological analysis, we will rely on films, documentaries, historical fiction, plays, and testimonials to interrogate the complexities of human rights and violence in Latin America. Specific topics will include the political deployment of motherhood in Argentina and Chile, ethnic and racial conflict in Guatemala and Nicaragua, the violence of extractive industry in Ecuador, sexual politics in Cuba, popular protest in Bolivia and Venezuela, the role of paramilitary and militia forces in Colombia and Peru, and the role of United States foreign policy in the region. This seminar is open to all interested students.

**Note:** Cross-listed with SPN 91A

### **Anth 149-13 Indigenous Representations: Culture, Politics, Ethnography**

**María Elena García**

**Time Block: 12 Wednesday 6:30-9:00 pm**

**Film Screening Session: Block 11 Tuesday 6:30 – 9:00pm**



The images of, ideologies about and insecurities over “Indians” have had a powerful impact all over the globe. In particular, since the first encounters between European and native peoples in the territory now known as America (North, Central and South), the “imagined” Indian has played a critical role in shaping ideas of civilization, nationhood, and progress. This course explores these early discourses as well as more recent

ones regarding the return of indigenous people to public life. Moreover, this seminar interrogates important debates about the relationship between social science and

indigenous struggles by exploring representations of indigenous peoples in film, literature, the media, and academic writings. We will delve into ethnographic explorations of indigenous struggles, and interrogate the implications of indigenous resistance that has included the “post-modern” rebellion of the Zapatistas in Chiapas, the emergence of transnational indigenous intellectuals in universities and cyberspace, and the controversial tactics of gaming among Native Americans in the U.S. While our focus will be on the Americas, we will also consider the politics and poetics of indigenous representations in other parts of the world. Finally, in this course we will critically examine central concepts like “culture” and “race” that are part of the discourses of authenticity and survival that shape the ways in which scholars, state officials, and indigenous leaders engage each other. This advanced seminar is open to juniors and seniors. Some familiarity with indigenous politics and/or cultural studies is highly recommended.

**Note:** Cross-listed with Spanish 91B



### **Anthropology 162: Art and Aesthetics**

**David Guss**

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

Aesthetic systems in cross-cultural perspective of art in societies often having no categories for differentiating such work. Issues of specialization, gender, embeddedness, symbolism, craft versus fine art, and representation (the invention of the “primitive”) via examples from the Amazon, the American Northwest, Aboriginal Australia, and the twentieth-century avant-garde. The final section of the course is devoted to a discussion of art in the public sphere.

Wolff, Janet *The Social Production of Art*

Berger, John *Ways of Seeing*

Errington, Shelly *The Death of Authentic Primitive Art*

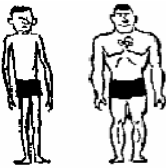
Course Packet

**Prerequisite:** Junior standing or consent.

### **Anth. 182: Human Physique**

**Stephen Bailey**

**Time Block: Monday 3:00-5:45**



Our bodies are adaptive landscapes formed by genes, environment, and culture. Physique is studied in the context of biological growth from conception to adulthood with an emphasis on childhood and adolescence. Topics include prenatal determinants of shape and size; impact of malnutrition and disease on children’s growth; sex differences in body composition and shape; the interplay between cultural and biological constructions of physique; and selective models of attractiveness.

Anth. 182WW: Optional writing workshop

Time Block: tba

Prerequisite: Anthropology 020, consent or graduate standing.

## **Anth. 183: Urban Borderlands**

**Jennifer Burtner**

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



This course integrates academic learning and experiential learning in a community-based research project documenting the history of Somerville and Cambridge's immigrant communities. Because there are few if any written sources on the history of these communities, students' research entails conducting in-depth interviews with community leaders and residents, active within local formal and informal institutions. In this way, students will familiarize themselves in a personal, experiential way with the individuals and institutions, which are gradually reconfiguring the urban landscapes of Greater Boston. The voices that emerge from these populations and the goals and structures of their organizations & networks will offer students entirely new data sources and points of reference as they, over the course of the semester, become active participants in some of the most heated debates of our decade: international migration, globalization, and the maintenance of a democratic multicultural society. This involves deconstructing competing narratives/rhetoric regarding immigration, nativism, the 'impact' of immigration on U.S. cities, and experiences of immigrants as they 'adapt' to life in urban areas.

In this seminar, students will learn methodological techniques for documenting and interpreting community history – how to prepare for, conduct and transcribe in-depth interviews, and how to analyze, interpret and contextualize these materials. They will also explore complementary research strategies such as using photographs and archival materials to enhance materials collected in the in-depth interviews, and how to prepare the materials (tapes, transcripts, photographs and other materials) for deposit in Tufts' Archives. Their final reports, based on the memories and employing the voices of those whose life stories actually constitute the history of immigrants in Cambridge, are presented to the community at the end of the semester and distributed to relevant organizations and individuals. These reports make a valuable contribution to Cambridge's immigrant communities, because a marginalized community that knows its history can better develop a strong sense of place; and a sense of belonging and contributing to that place empowers a community to secure its rights in the present as well as to meet future challenges.

**Prerequisites and requirements:** This course is designed primarily for juniors and seniors; preference will be given to Anthropology and American Studies majors. Students must contact Professor Jennifer Burtner Rangel for permission to take the course ([Jennifer.Burtner@tufts.edu](mailto:Jennifer.Burtner@tufts.edu)). Students must be willing to travel regularly to field sites in Somerville and/or Cambridge to conduct research. While proficiency in the community/target language is preferred, it is not required.

## **Anth. 191: Directed Reading in Anthropology**

**Department Members**

**Prerequisite:** Consent. Credit to be arranged.

## **Anth. 197: Directed Research in Anthropology**

**Department Members**

Areas for directed research may include physical anthropology, social anthropology, and archaeology. Credit to be arranged.

**Prerequisite:** Consent

### **Anth. 198: Apprenticeship in Anthropological Research**

#### **Department Members**

An intensive application of research techniques to projects currently underway with direct supervision. Credit to be arranged.

**Prerequisite:** Consent

### **Anth. 199: Senior Honors Thesis**

#### **Department Members**

If you are an anthropology major who has been on the dean's list you may be eligible to do an honors thesis in anthropology. Please discuss this with your advisor, after you have read the section on "Thesis Honors" in the Tufts Bulletin.

**Prerequisite:** Consent

---

## **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.

## **ANTHROPOLOGY FACULTY**

### **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



Angelita's Husband  
By James Canales

Tufts University  
Department of Anthropology  
115 Eaton Hall  
5 The Green  
Medford, MA 02155

617-627-3561 tel  
617-627-3032 fax

<http://ase.tufts.edu/anthropology/>