

ANT 101: Introduction to Sociocultural Anthropology
Fall 2005, M,W,F 9:30 — 10:20, Chambers 1027

Prof. Eriberto P. Lozada Jr.
Office: Chambers B12
Telephone: 704-894-2035

Office Hours: M, W, F 10:30 – 11:30 am
T, Th 10:00 – 11:15 am or by appointment
Email: erlozada@davidson.edu
Web: <http://www.davidson.edu/personal/erlozada>

Planning for the Final Examination

The final examination is a **closed-book, take-home examination**, with questions chosen from the following list. Notes, books, or other supporting materials may not be used during the exam. All students registered for this course must take this closed-book essay exam in the allotted time of **three hours** and submit the essay to me by email or in person by **12:15 pm on Thursday, 15 December**. The essays can be submitted to me as an email attachment (preferred), in the class Blackboard electronic dropbox, or in person to my office.

The final examination will consist of **three** questions chosen from the following list. I will make the *choice* of which questions will be on the exam. You will receive two emails on Friday, 9 December; one will have a subject line of “instructions for the final examination,” and the second will say “final examination – do not open until ready to take the exam.” Do not open the second email until you have put away your notes and other material, and are ready to take the exam.

A good answer will be more argumentative and less descriptive. Make sure you understand the question thoroughly and have a clear line of argument, one that is supported by specific evidence from the readings, films, and lectures. Avoid duplicating ethnographic examples in your three answers; whenever possible use different examples to support your arguments.

Note: Your arguments must be supported by evidence drawn from lectures, films and (especially) course readings. Be specific and cite authors when relevant.

Possible Exam Questions

1. “The increasing interconnectedness of local cultures through transnational flows of ideas, people, commodities, and practices is creating a homogenous global culture.” Discuss this statement using specific examples of these transnational flows that we have examined in class. How exactly does globalization affect local societies in different parts of the world? Do you think globalization improves the relationships between different societies? Be specific in your use of supporting examples.
2. What is reciprocity? Discuss the anthropological literature on gift exchange, specifically addressing different interpretations of the *hau* as discussed by Mauss and Sahlins. What are the wider political, economic and social implications of gift exchange? How does this ethnographic example relate to our understanding of the connection between contemporary political and economic processes?
3. How do anthropologists examine religion? How does the study of *ritual* and *symbol* relate to how anthropologists observe religious beliefs? What do you think is the relationship between religion and culture? In your answer, make sure that you clearly discuss how Myerhoff approaches and analyzes the connection between religion and identity.
4. “The naturalization of social institutions and cultural practices is how culture subjects people to a particular regime of power.” Discuss this statement in light of the different approaches to culture that we have studied in this class. How do society and culture shape individuals’ interpretation of the world around themselves? How exactly does culture subject individuals to a particular configuration of power in society?
5. “Societies are not the organic wholes with structures and laws that we thought them to be until recently but fluid entities stretched on all sides by migrations, border-crossing and economic forces.” Evaluate this statement, examining how this condition shapes the structure and function of communities today. In your discussion of this statement, make sure you contrast the different theoretical approaches to globalization that we have discussed; also use specific examples of globalization from the Tongan, Samoan, Chinese/Hong Kong, Trobriand or other case studies that we have examined in class.