

## **ANTH 2: Introduction to Cultural Anthropology**

Summer A 2015

Tuesdays and Thursdays 1-4:30pm

Social Sciences I, room 110

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### Course Overview:

Cultural Anthropology is a discipline that explores human cultural diversity. Until the 1970s, cultural anthropologists primarily studied and wrote about “primitive” or “pre-modern” peoples and places that seemed increasingly to be on the brink of extinction. These days, most cultural anthropologists now study and write more about “emerging worlds” rather than the “vanishing cultures” of “pre-modern” people.

Today, cultural anthropology encompasses many widely different units of study (community, tribe, nation, network, performance, food practice, memory, commodity chain, artistic genre, sexuality, race, diaspora, scientific lab, NGO, mind, sleep, religious idiom or practice, social movement or encounter), across a variety of scales (global, regional, or local; everyday life, or historical). The discipline occupies the zone of overlap between the social sciences and the humanities, and as a result, we will explore a range of methodological approaches and writing styles.

In this course, students will read and discuss a variety of contemporary work in cultural anthropology, as well as selections of classic anthropological texts. In the process, students will be introduced to elementary concepts of cultural analysis, the basics of anthropological method (fieldwork) and genre (ethnography), cultural variation and a diversity of perspectives from near and far, and some of the anthropologists who have studied them.

### Required Texts:

This course has a reader, available for purchase at the Bay Tree Bookstore. It will also be on reserve in McHenry Library. There is also a required book: *Traveling Light*, by Kath Weston, which may be purchased through the Bay Tree Bookstore or your preferred bookseller. The book is also available in the McHenry Library Reserves and as an e-book through McHenry Library.

### Grading and Assignments:

Participation and Attendance (20%) – Attendance is crucial. Students are expected to attend all classes and to regularly participate. Due to the summer schedule, each and every class meeting is crucial. Students are expected to come to class having done a close reading of the assigned texts and are expected to actively listen to lecture and be prepared to participate in discussions.

Group Work (10%) – Students will be asked to work together in groups on active learning exercises so as to prepare for class discussions. Group work assignments cannot be made up.

Reading Responses (30%) – A brief reading response is due on days that do not have other deadlines. Responses are to be typed and two pages double-spaced or one page single-spaced. In the response, students are expected to explain the main argument of the reading and to provide analytic reflections on the reading. The lowest grade reading response will be dropped at the end of the term.

Short Ethnography (40% total) – The final paper for the course will take the form of a short piece of ethnographic writing. The paper will draw on theoretical ideas covered in class discussions and readings as well as the student's own ethnographic research in the community. The final papers have multiple components:

- 1-page proposal (5%)
- 1-page abstract (10%)
- 7-10 page mini-ethnography (25%)

### Policies:

**No late work will be accepted for credit.**

**There is no extra credit available.**

**A curve will be applied to the final grades in the course based upon the highest attained grade.**

Workload – The expectation within the University of California system during the standard academic year is that for each credit hour of a course, students spend 3 hours in preparation during the week (e.g. 15 hours for a 5 credit course). For the summer session, expect this to be doubled, because the course is half the duration. For a 5 credit summer course, such as this one, the expectation is that students should be spending about 30 hours per week preparing for class.

Attendance – Students who miss any class during the first week of class will be administratively dropped from the course.

Academic Integrity – Although students are encouraged to work together to discuss the readings and your final projects, plagiarism of any sort is unacceptable and will not be tolerated. Evidence of plagiarism will result in an immediate failing grade in the course and actions as dictated by university policy regarding academic integrity on undergraduate students. The UCSC Academic Integrity Policy for undergraduates is online at

[http://www.ucsc.edu/academics/academic\\_integrity/undergraduate\\_students/](http://www.ucsc.edu/academics/academic_integrity/undergraduate_students/).

Contacting Me – I highly encourage students to meet with me during my scheduled office hours to address questions about the class or to discuss anything in more detail. I respond to emails within 24 hours, except for emails received on Fridays (which I may respond to by the following Monday).

**Please include “ANTH 2” in the subject line of any email to the instructor or TAs.**

If you qualify for classroom accommodations because of a disability, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to me as soon as possible, preferably within the first week of the Summer Session. Contact DRC by phone at [831-459-2089](tel:831-459-2089) or by email at [drc@ucsc.edu](mailto:drc@ucsc.edu) for more information.

Class Schedule:

**June 23 - What is Cultural Anthropology?**

In-class clips from: “Coming of Age: Margaret Mead,” MIT’s “Doing Ethnography”  
Discussion of course expectations and assignments.

**June 25 – Ethnography**

Bohannon, Laura “Shakespeare in the Bush”  
Geertz, Clifford “Deep Play: Notes on the Balinese Cockfight”  
Miner, Horace “The Body Ritual of the Nacirema”  
(film clip) Babakueria  
(film) Margaret Mead’s Four Families

**Due: reading response #1**

**June 30 – Colonialism, Indigeneity & Otherness pt. 1**

Sharp, Lauriston “Steel Axes for Stone-Age Australians”  
Rosaldo, Renato “Imperialist Nostalgia”  
Abu-Lughod, Lila “Do Muslim Women Really Need Saving?”  
(film) “Bronislaw Malinowski: Off the Veranda”

**Due: reading response #2**

**July 2 – Colonialism, Indigeneity & Otherness pt. 2**

Eriksen, Thomas “Introduction” *Globalization*  
Turner, Terence “Representing, resistance, rethinking: historical transformation of Kayapo culture and anthropological consciousness” in George Stocking, *Colonial Situations*  
Anderson, Mark “Bad Boys and Peaceful Garifuna”  
(film) “The Kayapo: Out of the Forest”

**Due: final project proposals**

**July 7 – Capital and Power**

Marx, Karl *Capital* (excerpts)  
Ho, Karen *Liquidated: An Ethnography of Wall Street*, pgs. 1-38  
Weston, Kath, *Traveling Light* (pp. ix-87)  
(film) *Life in Debt*

**Due: reading response #3**

**July 9 – Class and Habitus pt. 1**

Desmond, Matthew “Becoming a Firefighter”

Weston, Kath Travelling Light (pp. 87 - 146)

(film) Barbara Myerhoff Number Our Days

**Due: reading response #4**

**July 14 – Kinship and Relations**

Delaney, Carol “Relatives and Relations”

Weston, Kath Traveling Light (pp.147-243)

**Due: final project abstracts**

**July 16 – Knowledge and Belief**

Harding, Susan “Speaking is Believing”

Crosson, Brent “We are all Scientists”

Paxson, Heather “The ‘art’ and ‘science’ of handcrafting cheese in the United States”

**Due: reading response #5**

**July 21 – Ethnography and Ecology**

Raffles, Hugh “The Dreamlife of Ecology” *In Amazonia*

Ogden, Laura “Landscape Ethnography and the Politics of Nature” *Swamp Life*

Pulido, Laura “Rethinking environmental racism: white privilege and urban development in southern California”

(film) Anthropology 101: the ultimate lecture

**Due: reading response #6**

**July 23 – Local Ethnographies**

**Presentation of ethnographic projects**

**Due: mini-ethnographies**

## **Reading Response Paper Instructions**

You will have to write a total of 6 reading responses for this class. There will be one due every class meeting that does not otherwise have an assignment due (see syllabus).

The purpose of the reading response paper is to learn how to make a synopsis, or summary, of the main argument of a reading assignment and to think analytically about that thesis. Reading response papers also encourage you to take the time to review the reading assignment, to think about what you read before you come to section, and therefore to enter into class discussion having already outlined several main issues. A reading response paper should address all of the reading for that day's assignment.

A reading response paper should be no more than one page, single spaced, OR, two pages double-spaced. They should be typed in a 12-point standard font with 1" margins.

The response paper should consist of two paragraphs. The first paragraph should be a brief summary of the main argument of the reading. It should answer such questions as: What is the author's argument? How does the author argue about the role of culture? How does the author argue about change (or no change)? Whom is the author arguing against and why? Which individuals or groups does the author focus on? How does she/he conceive of the process of creating cultural meaning about beliefs and social relationships? Where do power and inequality lie in these cultural processes? (You do not need to answer all of these questions, but you should use them as guidelines.)

The second paragraph should be your reflections upon the reading. What did you think was particularly striking or important in the reading? Does this author's argument reflect a vanishing cultures approach or an emerging cultures approach? Does the author portray the culture as homogeneous or heterogeneous? How does this author's approach to culture compare with other authors' approaches we have read in the course?

One important rule: do not use any direct quotations from the text. This should all be in your own words. Also, we care a great deal about proper grammar and spelling.

These reading response papers are due at the beginning of class. Late responses will not be accepted; they defeat the purpose of the assignment.

## Final Paper Instructions

The final paper for this course takes the form of a short piece of ethnographic writing. The paper will draw on theoretical ideas covered in class and readings as well as your own ethnographic research. Rather than simply read about anthropology and read the final products of fieldwork, this project will allow you to develop your own fieldwork and analysis skills. I encourage you to explore your own interests with this project and to incorporate them into your research question.

Early in the class, you will identify potential fieldsites and anthropological questions that are of interest to you. The TAs and I are happy to assist you in choosing an appropriate fieldsite and in narrowing down your research question. Throughout the course of the term, you are expected to spend time in your fieldsite and to become familiar with your interlocutors. You may employ any of the methods we discuss in class (e.g. participant observation, ethnological comparison, structured and semi-structured interviews), however you will be asked to justify your choice of method(s) in each component of the project.

Data collected during fieldwork is an important component of anthropological research, but it is not the only one. Anthropologists relate to and interpret their findings through other anthropological and social theory texts. In your final paper, you should discuss your findings in relation to no fewer than 5 scholarly resources, including a minimum of 2 films (or film clips) from this class and a minimum of 2 texts from this class.

Some questions to ask yourself when considering project ideas:

What anthropological topics are you interested in? Why?

What kinds of places would be interesting sites for anthropological research? Why? Do you have access to them?

Are you comfortable talking to these people?

Will you have access to their time and key activities?

Is this a testable hypothesis or an open-ended question?

What makes this anthropological research rather than sociological or psychological?

*Most importantly*, does this meet IRB exemption criteria?

A project meets this criteria if disclosure of the human subject's responses outside the research could not reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation, AND the information obtained is recorded in such a manner that human subjects cannot be identified, AND the project does not involve vulnerable populations. Vulnerable populations are defined as minors, prison populations, pregnant women, persons with particular cognitive disabilities, undocumented persons, and/or persons involved in criminal activities.

**NOTE: There are 3 components of this assignment with 3 different deadlines.**

- 1-page proposal due July 2<sup>nd</sup>
- 1-paragraph abstract due July 14<sup>th</sup>
- 7-10 page mini-ethnography due July 23<sup>rd</sup>

**Proposal – due July 2<sup>nd</sup>**

The proposal should be no more than 1 page double-spaced, with 1” margins and a standard 12-pt font. It should include:

- a brief description of the fieldsite and study population, including a statement about why this project meets the requirements for IRB exemption.
- a concise and manageable research question
- a description of your methodology
- an explanation of why this project is anthropologically interesting (link to class materials)

Your writing must be concise in order to fit the necessary information onto one page. Note that concise does not mean that poor grammar or shorthand writing is acceptable.

In addition to the written proposal, you *must* meet with either the instructor or one of the TAs during office hours by July 2<sup>nd</sup> to discuss your project.

The project proposal is worth 5% of your total grade in this class.

### Grading Rubric for Project Proposals:

	A	B	C	D	F
<b>Description of fieldsite (5 points)</b>	Clear description of fieldsite.	Description of fieldsite could use clarification.	Fieldsite is poorly defined.	Multiple potential fieldsites offered. No clear plan.	No attempt to explain fieldsite.
<b>Explanation of study population and IRB exemption (5 points)</b>	Clear description of population and their exempt status.	Population may be loosely defined and/or exemption needs clarification.	Population and/or exemption status is unclear.	Population and/or exemption status is not sufficiently described.	No attempt to describe population or exemption status.
<b>Research question and methodology (5 points)</b>	Research question is clearly and concisely stated.	Research question is present but could use further development.	Research question is unclear, or an excessive number of questions.	Research question is not formulated or general ideas are offered.	No attempt to include a research question.
<b>Relevance for anthropology (5 points)</b>	Relevance is clear and is supported using key words or concepts from course materials.	Relevance may be somewhat vague or not fully supported by keywords or concepts.	Relevance is unclear and/or unsupported by keywords or concepts.	Relevance is unclear and unsupported.	No effort to indicate anthropological relevance.
<b>Spelling, grammar, format (5 points)</b>	Well-constructed. Meets content, format, and length requirements.	Well-constructed with minor errors in content. Minor formatting issues. Minor deviation from length requirement.	Significant errors in content and/or spelling and grammar. Fails to meet or greatly exceeds length requirement.	Rushed, superficial, or sloppy. Fails to meet or greatly exceeds length requirement.	Sections missing or extremely poor quality.



### **Abstract – due July 14<sup>th</sup>**

The abstract should explain the study population/fieldsite, research question and methods used in no more than 250 words. Things to include in the abstract:

- a brief description of your proposed ethnography and research question
- a brief description of the location (fieldsite) and the study population (demographics)
- a brief description of the methods you are using, and why
- relate the project to classic questions and themes in anthropology
- a concise summary statement

In addition to the 250-word abstract, include:

- A one-paragraph discussion of your fieldwork. Have you established rapport with interlocutors? Does your research question still make sense? Will you be able to answer it with your research? Make sure to include some initial analytical thoughts.
- An annotated bibliography of the sources you will be using in your final paper: Write 2-3 sentences explaining the argument of each source and why it is relevant to your project. Remember, at least 2 sources must be assigned texts and at least 2 sources must be films/film clips that were screened in class. Note: you do not have to use the same 5 sources in your paper, but it will only help you to do so.

This document should be double-spaced, 12 pt. standard font, 1” margins. Citations should be done according to the AAA style guide (available on e-commons).

The project abstract is worth 10% of your final grade in this class.

## Grading Rubric for Abstracts

	A	B	C	D	F
<b>Description of project (fieldsite, population, methods) (15 points)</b>	Clearly describes the project.	Project description could use clarification.	An element of the project description is missing or underdeveloped	Project is tentative or more than one element of the description is missing.	No attempt to explain the project.
<b>Explanation of research question and relevance for anthropology (10 points)</b>	Clear description of the research question and anthropological relevance.	Description of the research question OR relevance needs clarification.	Description of the research question AND relevance need clarification.	Abstract lacks either a research question or fails to explain relevance.	Abstract lacks both a research question and fails to explain relevance.
<b>Fieldwork update (10 points)</b>	Succinct and descriptive update on field research. Includes course materials in analytic commentary.	Update on field research. Some analytic commentary.	Update on field research. Lacks analytical commentary.	Fieldwork update is rushed and/or superficial.	No attempt to include an update on fieldwork.
<b>Annotated bibliography (10 points)</b>	Sources have clear relevance for project and the annotations are specific to the project.	Sources may not have obvious relevance or annotations are general.	Sources are not relevant and annotations are general.	Sources are not relevant. May lack sufficient annotation.	No effort to select and annotate appropriate sources.
<b>Spelling, grammar, format (5 points)</b>	Well-constructed. Meets content, format, and length requirements. Citations meet AAA guidelines.	Minor errors in content. Minor formatting or citation issues. Minor deviation from length requirement.	Significant errors in content, spelling, grammar or formatting. Deviates from length requirement.	Rushed or sloppy. Serious content, spelling, grammar or formatting issues.	Sections missing or extremely poor quality.

### **Paper – due July 23<sup>rd</sup>**

As you will see in this class, ethnographies are different compared to standard research papers. They tend to be more reflexive – they include the ethnographer’s experiences, biases, and interests – and they often have a narrative structure. They incorporate anecdotes and tell stories, and interpret them with support from anthropological and social theory. The arguments presented in ethnographies are supported by evidence from the author’s fieldwork experience and/or from scholarly literature. Unsubstantiated opinions should not be included.

While you should feel free to creatively explore the ethnographic genre, you should include the following in the paper:

- An explanation of the fieldsite,
- An explanation of the study population
- An explanation of the original research question. If the research question changed during the course of the study (it happens!) explain how it changed, why, and what the final research question was.
- An explanation of the methods used and a justification for each of them.
- Connect the field research with the theories and concepts covered in class. Explain how your research relates to anthropological works on the topic.
- There must be a minimum of 5 scholarly citations, of which no fewer than 2 should be assigned texts, and at least 2 must be films (or clips) screened in class.
- Discuss the findings of your anthropological fieldwork.

The final paper should be 7-10 pages, double-spaced, 1” margins, 12 pt. standard font. Citations should be done according to the AAA style guide.

In addition to the final paper, you will present your research findings to your classmates on the last day of class. This is a short “lightning talk” style presentation, no more than 4 minutes long. The presentation is an opportunity to practice and demonstrate your verbal skills, so no powerpoint or visual aids are allowed.

Your presentation should include the following:

- a brief description of the location (fieldsite) and the study population (demographics)
- a brief description of the research question, including whether or not it changed during the course of your research
- a brief description of the methods you used and why you chose them
- an explanation of how your project relates to other anthropological research on the topic
- a discussion of your research findings

The mini-ethnography is worth 25% of your final grade in this class.

## Grading Rubric for Mini Ethnography

	A	B	C	D	F
<b>Description of project (fieldsite, population, methods) (30 points)</b>	Clearly describes all elements of the the project	Project description could use clarification, but all elements are included.	An element of the project description is missing or underdeveloped	Project description is vague or underdeveloped May be lacking multiple elements of the project.	No attempt to explain the project.
<b>Explanation of research question and relevance for anthropology (30 points)</b>	Clear description of the research question and anthropological relevance of the project. Includes the 5 required citations.	Description of the research question OR relevance needs clarification. Includes the 5 required citations.	Description of the research question AND relevance need clarification. May be missing one of the 5 required citations.	Project lacks either a research question or fails to explain relevance. Lacks multiple required citations.	Project lacks both a research question and fails to explain relevance.
<b>Description of fieldwork and use of ethnographic evidence (30 points)</b>	The paper describes fieldwork and the argument is supported using ethnographic evidence.	The paper describes fieldwork and there is an attempt to use ethnographic evidence.	The paper may include a description of fieldwork or may attempt to incorporate ethnographic evidence.	Information collected during fieldwork is only a minor component of the paper.	No attempt to include evidence gathered from fieldwork.
<b>Spelling, grammar, format (10 points)</b>	Well-constructed. Meets content, format, and length requirements. Citations meet AAA guidelines.	Minor errors in content. Minor formatting or citation issues.	Significant errors in content, spelling, grammar or formatting. May deviate from length requirement.	Rushed or sloppy. Serious content, spelling, grammar or formatting issues.	Sections missing or extremely poor quality.
<b>Presentation (25 points)</b>	Presentation clearly and succinctly explains the project and findings. Fills the allotted time.	Presentation explains the project & findings. May be rushed or short.	Presentation attempts to explain project and findings. May be rushed or short.	Presentation is rushed and/or sloppy. Does not explain project or findings. Does not meet time guidelines.	No attempt to present findings.