

# Introduction to Cultural Anthropology

## ANT 2410 – Summer B 2019

**Meeting Times:** MTWRF Period 3 (11:00-12:30)

**Venue:** CSE E121



**Instructor:** Nolan Ruark

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**office hours:** Mondays 1:00-3:00 & Thursdays 1-2:30

**Course description:** Anthropology is the academic discipline that studies humanity across space and time. Cultural anthropologists study the distinctive ways people create, negotiate and make sense of their own social worlds vis-à-vis the worlds of others. Through research in places both far away and near to home, anthropologists examine relations and events that influence and determine social belonging and exclusion, whether based in gender, kinship, religion, language, political economy or historical constructions of race, ethnicity and citizenship. The scope of cultural anthropology is thus broad. Studying culture is crucial to understanding our increasingly connected planet, human relationships, and actions. An anthropological perspective is also essential to efforts that aim to resolve the major crises confronting humanity today.

This class introduces the discipline through a consideration of topics and themes that are not only of vital relevance today, but hold an enduring place in the intellectual tradition of anthropology. The purpose of

this class is to increase your familiarity and comfort with concepts of cultural analysis, and to show how these notions can increase awareness and understanding of others', as well as your own life experiences. In so doing, the course aims to enhance sensitivity to social differences, while also underscoring the moral and ethical dimensions entailed by ethnographic research.

### **Student learning outcomes**

- Identify, recognize and recall influential concepts and concerns of cultural anthropology
- Demonstrate a comprehension and appreciation of the diversity of cultural phenomena
- Describe the interconnectedness of the contemporary world and how it is being transformed through globalization, development, migration, and dynamics of power
- Practice skills of textual interpretation
- Express a basic understanding of anthropological modes of research and representation
- Develop sensitivity to the ethical implications of ethnographic fieldwork
- Apply key anthropological concepts to everyday life experiences
- Learn to formulate anthropological questions
- Write an original paper based on concepts learned in class

### **COURSE MATERIALS**

#### **Required textbook**

Robert Welsh & Luis Vivanco, *Asking questions about cultural anthropology: A concise introduction*, Oxford University Press, 2015. ISBN: 9780199926909

#### **Additional readings**

All additional required and recommended readings will be posted on Canvas. Additional readings will highlight key themes and concepts discussed in the textbook. These are intended to enrich understanding of core concepts in anthropology and to help students begin to apply these concepts.

*\*Please note that quizzes will test your comprehension of all the materials provided, and not just the textbook.*

#### **Additional resources**

American Anthropological Association (<http://www.americananthro.org/>)

The Society for Cultural Anthropology (<https://culanth.org/>)

The Society for Applied Anthropology (<https://www.sfaa.net/>)

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

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

### **COURSE FORMAT & EXPECTATIONS**

This course consists of 15 modules, each based on crucial concepts and approaches to the study of Cultural Anthropology. The course adopts a Team-Based Learning method to stimulate discussion and facilitate close reading of course materials. Students will be divided into groups, and will remain in the same groups throughout the semester. Students will take weekly quizzes, complete in-class assignments, and discuss course material in teams. Fridays will generally be reserved for discussion.

#### **Expectations**

- I expect you to attend class, unless you have a compelling and verifiable excuse for your absence.

- I expect you to complete assigned readings *before* lecture. Reading ahead of time facilitates assimilation of course material and allows me to address your questions as they arise. *Students who do not do the reading should not expect a good grade in the course.*
- I expect you to participate fully in class discussion. (This also requires that you have done the reading.) Discussions are intended to help students assimilate course material, apply anthropological concepts, and to learn to develop arguments using evidence from texts and lecture.
- I expect you to complete all assignments (quizzes, discussion summaries, critical essays, and peer evaluations) on time. Assignments submitted after the deadline will be docked one letter grade per week that they are overdue.
- I expect you to communicate respectfully with your instructor, and classmates. This includes listening intently and offering thoughtful, facilitative responses to your classmates' comments.
- I expect you to complete course evaluations at the end of the semester to help improve the course for future students and provide valuable feedback to your instructor.

## **COURSE REQUIREMENTS**

### **Weekly Individual Quizzes (12 @ 10 pts = 120 pts)**

The course consists of 15 modules covered in six weeks, each based on crucial concepts and approaches to the study of Cultural Anthropology. Weekly individual quizzes will be administered on Canvas to maintain accountability and test initial understanding of that week's readings.

Week 1: Tuesday and Thursday

Week 2: Monday and Thursday

Week 3: Monday, Wednesday and Friday

Week 4: Monday and Wednesday

Week 5: Monday and Wednesday

Week 6: Monday and Wednesday

### **Weekly Team Quizzes (5 @ 15 pts = 75 pts)**

Weekly team quizzes will be taken in class every Wednesday.\* Students will be given one scratch card per team to complete the quiz and must discuss the questions as a team to arrive at the correct answer. These quizzes will combine questions from the two previous online quizzes and are intended to allow teammates to discuss wrong answers and clarify misunderstandings. They will also serve as a refresher on course material covered in the previous week to prepare for fruitful discussion.

\*Except week 1, NO TEAM QUIZ; Week 2 on Tuesday.

### **Discussion Summaries (3 @ 25 pts = 75 pts)**

Each team will complete 3 discussion summaries during the semester, to be assigned at random. These will be brief write-ups outlining the key points of your group's discussion for the day. Each team will submit ONE summary *at the end of class on the day they are assigned.* (Be sure to list the names of all team members who are present for discussion that day.) These are a way to track attendance and each team's progress in assimilating and engaging course material. A summary form will be provided, and should be filled out in complete sentences. These will be graded on *content* and *completion*.

### **Critical Reflection Essays (2 @ 30 pts = 60 pts)**

Students are expected to complete 2 short (300 - 500 words each) critical reflection essays during the semester. Each Monday (weeks 2-5), the instructor will post a prompt to the 'Announcements' on Canvas that will ask you to critically interpret key themes from the week's readings. Submit your essays as uploads

under the Assignments Critical Essay 1 & 2. See rubrics for scoring. Essays must be submitted on Canvas by 11:59 pm on the Friday of the week they are assigned. These will be processed through anti-plagiarism software. If you attempt to upload your assignment in an incorrect format, Canvas will not accept the file. I encourage you to get these done early!! Remember, that you will have a final paper due by NOON on Thursday of the last week of class. The assignment will not be graded until it is uploaded in the correct format and may be considered late. *Format: MS word (.doc or .docx), Times New Roman, 12-point font, double-spaced.*

1. Social World Observation
2. Power, Violence and the Body
3. Race & Racism
4. Globalization & Migration
5. Medical Anthropology

### **Final essay (70 pts)**

As your final project, you will write a short paper (500-750 words) demonstrating your familiarity with key anthropological concepts and your ability to connect those to everyday things and experiences. Detailed instructions and a rubric will be posted on Canvas. If you would like assistance on your final paper, attend office hours; feedback on rough drafts will **not** be provided via email. These will be due in **hard copy** and Canvas on Thursday, August 8th by 11:59 pm. If I do not receive a hard copy I will reduce your score by one letter grade. *Note: There is no final exam for this course.*  
*Format: MS word (.doc or .docx), Times New Roman, 12-point font, double-spaced.*

### **Peer evaluations (Midterm 20 pts + Final 80 pts = 100 pts)**

Students will complete two peer evaluations for each of their teammates. The first will be assigned midterm to allow students to get feedback from their teams and assess their standing. The midterm peer evaluation will be graded for *completion only* (20 pts), and the rankings will not affect your grade. The final peer evaluation will be submitted on Tuesday, 8/6 by 11:59pm and will be graded both for completion (20 points) and based on teammate feedback (60 points). This is to hold students accountable to their teams, to ensure that the workload is distributed evenly, and that all students are participating fully and effectively.

### **Attendance**

Note that no points are designated for attendance. This does NOT imply, however, that attendance is optional. 50% of your grade is based on participation in group activities. Failure to attend class will therefore significantly hinder your success in the course and result in a grade reduction.

### **Points Breakdown**

<i>Individual work</i>		<i>Team work</i>	
Weekly Canvas Quizzes	120 points (12 @ 10)	Weekly team quizzes	75 points (5 @ 15)
Critical reflection essays	60 points (2 @ 30)	Discussion summaries	75 points (3 @ 25)
Final essay	70 points	<i>Peer evaluations</i>	
		Midterm	20 points
		Final	80 points
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<i>Individual Total</i>	<i>250 points</i>	<i>Team total</i>	<i>250 points</i>

**TOTAL POINTS POSSIBLE FOR THE COURSE: 500**

### **Grading scale**

Grades for this course will be calculated on a point system (see above), which will make it easy for you to track your grade throughout the semester. The grading scale is as follows:

A = 94% - 100%	B- = 80% - 82%	D+ = 67% - 69%
A- = 90% - 93%	C+ = 77% - 79%	D = 63% - 66%
B+ = 87% - 89%	C = 73% - 76%	D- = 60% - 62%
B = 83% - 86%	C- = 70% - 72%	E = Below 60%

See <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html> for calculating grade point averages. Also note that a grade of C- does not count for credit in major, minor, Gen Ed, Gordon Rule, or college basic distribution credit (for information regarding minus grades go to: <http://www.isis.ufl.edu/minusgrades.html>)

### **Make-up policy**

No make-up work will be offered except for approved excused absences. Documentation must be procured through Dean of Students Office: <https://www.dso.ufl.edu/care/courtesy-letters> Requirements for make-up exams, assignments and other work in this course are consistent with university policies that can be found in the online catalog:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

If you have an event scheduled on the day coursework is due, plan to do the work early. All coursework is available 24/7 on Canvas. Students unable to complete assignments due to documented, excused absences must provide documentation to both the instructor and the Dean of Students Office no less than 48 hours before the absence. Verification for excused absences due to illness must be received one week after the coursework due date. All documentation can be submitted electronically to [DSOCares@dso.ufl.edu](mailto:DSOCares@dso.ufl.edu), or hand delivered to 202 Peabody Hall. Confirmation can be verbally verified by phone by calling 352-294-2273. Technology issues while turning in assignments/completing quizzes are handled differently and are addressed in the following section.

### **Course technology**

If you have technical difficulties with the course, you must contact the UF Computing Help Desk either by filling out an online request form or calling (352) 392-4357. The Help Desk is an excellent resource and they are very quick to resolve issues. Once you contact them, they will issue a ticket number detailing the problem and its resolution.

Technological problems (hardware, software, Canvas, etc.) are not sufficient excuses for missed or late assignments without a Help Desk ticket number.

The Help Desk is located on the ground floor of the Hub on the UF campus. If technical difficulties that are beyond your control cause you to miss a due date, you MUST report the problem to the Help Desk and then email your instructor and the DSO. Include the ticket number that you are given from the Help Desk in an e-mail to the instructor to explain the late assignment/quiz/test.

Proof of technological fault must be provided by the student, which will then need to be verified through appropriate channels:

- <http://helpdesk.ufl.edu> • (352) 392-HELP

**Online Course Evaluation** Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semesters, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

### **UF Policies**

**University Policy on Accommodating Students with Disabilities** Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc](http://www.dso.ufl.edu/drc)) by providing appropriate documentation. Once registered, students will receive an accommodation letter that must be emailed to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

**University Policy on Academic Conduct** UF students are bound by The Honor Pledge, which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code." On all work submitted for credit by students at the University of Florida, the following pledge is implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, your instructors are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TA in this class.

This course will be using systems that check for plagiarism from websites and fellow students. Your instructors can Google too! If there is an infraction, you will receive a warning as well as a zero (0) for the assignment and be reported to the Dean of Students Office. After receiving a warning, if cheating persists, you will receive a zero (0) for the subsequent assignment, be reported to the Dean of Students Office again, and incur any further penalties that are administered by the Dean of Students Office.

Once you have been reported for cheating or plagiarism you cannot drop the class. Plagiarism includes copying from websites or other students or previous work that you have submitted. Self-plagiarism is real and will not be tolerated: you cannot duplicate your work from other courses. Any direct quotes should be properly cited with author, date and page number(s). If you have questions about this, please use the Course Questions discussion board or email your instructors directly. You are strongly discouraged from sharing your notes for this class on any online website. You are not permitted to distribute screen shots of any course content.

Basic guidelines for not plagiarizing:

- Do not copy and paste from any website
- Write your own words
- Do not collaborate with fellow students on any assignment unless otherwise noted
- Use in-text citations when using direct quotes, when paraphrasing, or when citing original research (<https://owl.english.purdue.edu/owl/resource/747/2/>)

### **Class demeanor**

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. Please use proper greetings and salutations when writing to your instructors and be clear, kind, and respectful. Friendliness goes a long way and will help you succeed in this course and in life.

It is strongly recommended when taking an online exam or quiz that you use a wired connection not a Wi-Fi signal. It is also strongly advised you do not wait until the last few hours to complete any assignment so you can deal with a computer or internet failure. In addition, you should be using the most up to date version of Google Chrome or Mozilla Firefox when using UF's e-Learning interface. If you have any issue with UF e-Learning, you must contact the UF Computing Help Desk immediately at 352-392-4357 to create a ticket that you will then send to your instructor or so that they may follow-up with the issue. The instructor will on a case-by-case basis if the issue warrants further action.

Be advised that waiting until the last few hours limits your options to solve a computer or internet failure. A computer crash or your Wi-Fi dropping out at your location is not an appropriate excuse to retake a quiz or submit a late assignment. An e-learning system-wide failure that can be confirmed by campus IT as the responsibility of the University is an appropriate excuse to retake a quiz or submit a late assignment. In such a circumstance, an announcement will be made to all students.

### **Getting help**

U Matter, We Care serves as the umbrella program for UF's caring culture and provides students in distress with support and coordination of a wide variety of appropriate resources. Contact [umatter@ufl.edu](mailto:umatter@ufl.edu) seven days a week for assistance if you are in distress. Call 352-392- 1575 for a crisis counselor in the nighttime and weekends.

Resources are available at <http://www.distance.ufl.edu/getting-help> for:

- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

### Course schedule

NOTE: This schedule is reflected in weekly Canvas modules, which direct you to all required materials for the week, including readings, quizzes, and writing assignments. Please refer to these modules for the most up-to-date information on weekly requirements and deadlines, should any of these change during the semester. You will be notified of any revisions to this schedule via email and e-Learning.

WEEK	TO READ	TO DO
<b>Week 1 (7/1-7/5)</b>	1. Course syllabus	1. Canvas Quiz 1 **Due Tuesday 7/2**
Anthropology: Asking questions about humanity	1. textbook, ch. 1 2. Czech Academy of Sciences. 2016. "Why Anthropology Matters." <i>European Association of Social Anthropologists</i> .	2. Canvas Quiz 2 **Due Friday 7/5**
Culture: Giving meaning to human lives	1. textbook, ch. 2 2. Williams, Raymond. 1976. "Culture." In <i>Keywords: A vocabulary of culture and society</i> , 76-82. New York: Oxford University Press.  <i>Recommended:</i> Rothman, Joshua. 2014. "The Meaning of "Culture."” <i>The New Yorker</i> .  <b>**HOLIDAY THURSDAY 7/4**</b>	
Ethnography: Studying Culture	1. Textbook, ch. 4 2. Raffles, Hugh. 2014. "Chernobyl." In <i>Insectopedia</i> . 3. Hurston, Zora. 1938. "Curry Goat." In <i>Tell My Horses</i> .  <i>Recommended:</i> Goffman, Erving. 1989. "On fieldwork." <i>Journal of Contemporary Ethnography</i> 18(2): 123-132. van Tilburg, Mariette. 1998. "Interviews of the Unspoken: Incompatible Initiations in Senegal Fieldwork." <i>Anthropology and Humanism</i> 23(2): 177-189.	

	Lyon, Danny. 2014. <i>Conversations with the Dead: Photos, of Prison Life, with the Letters and Drawings of Billy McCune</i> (excerpts). New York: Holt, Rinehart.	
<b>Week 2 (7/8-7/12) Power</b>	1. textbook, ch. 8 2. Harcourt, B. E. (2011). Making willing bodies: The University of Chicago human experiments at Stateville Penitentiary. <i>Social Research</i> 78(2): 443-478.	1. Canvas quiz 3 **Due Monday 7/8** 2. Team quiz 1 Due Tuesday 7/9 3. Canvas quiz 4 Due Thursday 7/11
Social ties	1. textbook, ch. 10 2. Ansari, Aziz. 2015. "Modern Romance." <i>Time Magazine</i> . <a href="http://time.com/aziz-ansari-modern-romance/">http://time.com/aziz-ansari-modern-romance/</a>	
<b>WEEK 3 (7/15-7/19) Gender, Sex, and Sexuality</b>	1. textbook, ch. 9 2. Allen, Andrea Stevenson. 2012. "'Brides' without Husbands: Lesbians in the Afro-Brazilian Religion Candomblé." <i>Transforming Anthropology</i> , 20(1), 17-31.  <i>Recommended:</i> Van Allen, Judith. 1972. "Sitting on a man": colonialism and the lost political institutions of Igbo women. <i>Canadian Journal of African Studies</i> 6(2): 165-181.	1. Canvas 5 quiz due Monday (gender/sex) 2. Canvas Quiz 6 Pt 1 due Wednesday (race & racism) 3. Canvas quiz 6 Pt. 2 due Friday (language and culture) 4. Team quiz 2 due Wednesday (in-class)
Race and Racism	1. textbook, Ch. 8, pp. 153-156 ONLY 2. Coates, Ta-Nehisi. 2015. <i>Between the world and me</i> (excerpt). Spiegel & Grau. 3. Gravlee, Clarence C. 2009. "How race becomes biology: embodiment of social inequality." <i>American journal of physical anthropology</i> 139(1): 47-57.	5. **midterm peer evaluations DUE 7/19 11:59pm**

Language and Culture	<p>1. (focus on this for the quiz PDFpgs 9-23) Ahearn, Laura M. 2016. <i>Living language: An introduction to linguistic anthropology</i> (excerpts). Malden, MA: Wiley-Blackwell.</p> <p>2. Baldwin, James. 1997. "If Black English isn't a language, then tell me, what is?" <i>The Black Scholar</i> 27(1): 5-6</p> <p><i>Recommended:</i>  Cameron, Deborah. 2007. "What Language Barrier?" <i>The Guardian</i>.</p> <p>Baron, D. 2000. "Ebonics and the politics of English." <i>World Englishes</i> 19(1): 5-19.</p> <p>Hurston, Zora Neale. 1991. "Florida's Migrant Farm Labor." <i>Frontiers: A Journal of Women's Studies</i> 12(1): 199-203.</p> <p>Cavanaugh, J. R. 2006. "Little women and vital champions: Gendered language shift in a northern Italian town." <i>Journal of Linguistic Anthropology</i> 16(2): 194-210.</p>	
<b>WEEK 4</b> <b>(7/22-7/26)</b> Economies (of working, sharing, and buying)	<p>1. textbook, ch. 7</p> <p>2. Newell, Sasha. 2006. "Estranged belongings: A moral economy of theft in Abidjan, Côte d'Ivoire." <i>Anthropological Theory</i> 6(2): 179-203.</p>	<p>1. Canvas quiz 7 &amp; 8 (M &amp; W)</p> <p>2. Team quiz 3 (W)</p> <p>3. final essay assigned</p>
Globalization and migration	<p>1. textbook, ch. 5</p> <p>2. Tsing, Anna. 2015. <i>Mushroom at the End of the World: The possibility of life in capitalist ruins</i> (excerpts). Princeton: Princeton University Press.</p> <p><i>Recommended:</i> Howell, S., &amp; Shryock, A. (2003). "Cracking Down on Diaspora: Arab Detroit and America's 'War on Terror.'" <i>Anthropological Quarterly</i> 76(3): 443-462.</p>	
<b>WEEK 5</b> <b>(7/29-8/2)</b> Biocultural Perspectives	<p>1. Textbook, ch. 12</p> <p>2. Heller, Alison &amp; Anita Hannig. 2017. "Unsettling the fistula narrative." <i>Anthropology &amp; Medicine</i> 24(1): 81-95.</p> <p><i>Recommended:</i>  Singer, Merrill. 1992. Why does Juan Garcia have a drinking problem? The perspective of critical medical anthropology. <i>MDANS</i> 14(1): 77-108.</p>	<p>1. Canvas quiz 9 &amp; 10 (M &amp; W)</p> <p>2. Team quiz 4 (W)</p>

Sustainability and Foodways	<p>1. textbook, Ch. 6</p> <p>2. Gewertz, Deborah &amp; Frederick Errington. 2010. <i>Cheap Meat: Flap Food Nations in the Pacific Islands</i>. University of California Press (excerpt)</p> <p>3. Reiley, Laura. 2018. "Shell Game." <i>Floridian</i>. <a href="http://www.tampabay.com/projects/2018/special-report/shell-game/panhandle-apalachicola-wild-oysters-aquaculture/">http://www.tampabay.com/projects/2018/special-report/shell-game/panhandle-apalachicola-wild-oysters-aquaculture/</a></p> <p><i>Recommended:</i></p> <p>Holmes, Seth. 2013. <i>Fresh fruit, broken bodies: Migrant farmworkers in the United States</i>, 1-27. Berkeley: University of California Press.</p>	
<b>Week 6 (8/5-8/9)</b> Things, human and non-human	<p>1. textbook, ch. 13</p> <p>2. Condry, Ian. 2013. "Love Revolution." In <i>The soul of anime: Collaborative creativity and Japan's media success story</i>, 185-203. Durham: Duke University Press</p> <p><i>Recommended:</i></p> <p>Graham, David A. 2016. "The stubborn persistence of confederate monuments." <i>The Atlantic</i>. (<a href="https://www.theatlantic.com/politics/archive/2016/04/the-stubborn-persistence-of-confederate-monuments/479751/">https://www.theatlantic.com/politics/archive/2016/04/the-stubborn-persistence-of-confederate-monuments/479751/</a>)</p>	<p>1. Canvas quiz 11 &amp; 12 (M &amp; W)</p> <p>2. Team quiz 5 (W)</p> <p>3. FINAL **Peer evaluations DUE 8/6**</p>
Religion and belief	<p>1. textbook, Ch. 11</p> <p>2. Abu-Lughod, Lila. 2002. "Do Muslim women really need saving? Anthropological reflections on cultural relativism and its others." <i>American anthropologist</i> 104(3): 783-790.</p>	
<b>***THURSDAY 8/8 NOON: FINAL ESSAY DUE***</b>		