



**Anthropology 2: Introduction to Cultural Anthropology**  
**Summer Session II 2016**  
**6-9:30 PM Mon, Wed**  
**Lecture: 110 Social Sciences I**

**Instructor:** S. Chava Contreras

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**Office Hrs:** Mon, Wed 4:00-5:30 or by appt.

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**Course Description:**

This course provides an introduction to the central themes, theories, and practices of cultural anthropology. Students will gain new analytical and methodological tools for understanding cultural difference, social organization, and social change. Topics include: anthropological approaches to culture and society; ethnographic research methods and representation; symbols, rituals, and kinship; power and agency; race, gender, and class; and global connections and mobilities.

**Readings:**

All readings will be available on ecommons.

All assignments will be submitted online via ecommons

**Assignments:**

6 Reading Responses

4 Quizzes

2 Papers

1 Final Paper

- 1 page bi-weekly reading responses single-spaced (Due before each lecture: starting with the second lecture and exceptions on days when essays are due)
- Paper 1: Description: 2-3 page Ethnographic description of research site
- Paper 2: Analysis: 2-3 page Ethnographic analysis of topic
- Final Paper: 5-6 page Final edited Ethnographic paper with last section on interpretation added. Page count excludes works cited page.

**Attendance and active participation:** This means “active reading” of the assigned texts, completed by the date indicated, active listening to others and to lectures, and regular constructive participation. 10 pts

**Quizzes:** There will be 4 “pop” quizzes administered randomly at any session. Each will have 5 questions on the lectures and readings. 20 pts.

**Reading Responses:** Before class you are required to write a one-page reading response with at least one or two question(s) that come up as you read. First one is due before the second lecture and to be written on the reading for that lecture.

Choose one piece of reading for that day. Start your response by interpreting the author’s argument and then a critical summary of the main concepts that support the argument. You should be able to answer how the author arrived at the argument? If there is space you may then talk about how it is similar or different to the other reading for the week. Toward the end, write two questions that the article raises for you. Other ways to engage critically with the text could be to ask: what kind of evidence does the author provide? How did the author obtain the data? What kind of methodology did the author employ in conducting this study? What assumptions underlie the author’s work?

**Participant-observation project:** Over the course of the summer term, each student will work on a project of anthropological observation, participation, and analysis. Each student will be responsible for finding a research site and conducting short (approx. 30 minute) weekly fieldwork sessions in that location. This project will be carried out in stages and students will share their research experiences with one another as they progress.

The goal of this exercise is to carefully observe a particular site or event and to figure out the social meaning(s) of that space or the power relations embedded in the site, the people or the meanings associated with it. This will allow you to engage with and experiment with some of the methodological and ethical challenges articulated through many of the readings. The participant- observation exercise will be done in three phases leading up to the final paper for the course. You will write for each phase two to three pages that will focus on (1) description of your chosen field site (2) analysis of that site and finally (3) interpretation of some of the social meanings at work in that space. The second and third phases must include references, and include citations, to the assigned texts to support your interpretation. The final paper must have at least three supporting citations in order

to be considered complete. Make sure you interview people at the site/event to gain more information about their intentions, meanings and experiences. In writing up your observations you may use one of the following approaches.

- 1) Embodiment – try to capture an ethnographic experience using all your senses (not just visual). This approach requires that you take seriously the notion of “participation” so that you can better describe the sensual experience.
2. Proxemics – observe a particular place (café, bus, dinner table, classroom, community center, a place of worship etc) and describe the various ways people use the space. Do you notice any patterns based on age, gender, and ethnicity, or any other factor?
3. Event – attend a special event (game, concert, church service, wedding and describe what you observe. Why have people gathered? What is the significance of the event (socializing, rite of passage, entertainment,)?  
What kind of clothing / food, etc. did you notice?

**Grading:**

Attendance and Participation	10 points
Quizzes 4x5 pts	20 points
Response papers 6X5 pts.	30 points
Participant-Observation Project	
Phase 1: Description Research Site 2-3 pgs	10 points
Phase 2: Analysis 2-3 pgs.	10 points
Final Paper Phase 3: Interpretation	20 points
All three phases (description, analysis, and interpretation, works cited)	
Edited down to 5-7 pgs not including works cited page.	

**Papers:** All written assignments must be typed, doubled-spaced, Times or Times Roman size 12. Works cited page using AAA style guide. All papers must be submitted via ecommons. Please adhere to the deadline (submit on or before due date). No late papers will be accepted unless you have cleared it with the instructor ahead of time.

**Course Policies**

Students are required to attend all class sessions and to complete all reading assignments and written responses with questions. Missing more than one class session will result in a lowering of the final grade (students may miss only one class without consequences to their participation and attendance grade). Respect the instructor and your classmates by arriving on time and turning your cell phones off.

**Academic Integrity and Plagiarism:** As with every course, creating your own work and using proper citation on assignments will be crucial to your success. Plagiarism is not tolerated and will be treated in accordance with the UCSC policy on academic integrity ([http://www.ucsc.edu/academics/academic\\_integrity/index.html](http://www.ucsc.edu/academics/academic_integrity/index.html)). Cheating will not be tolerated in this course. Students found guilty of cheating on any assignment will receive a zero for that work and will be reported to the campus authorities in accordance to the university rules.

Assignments will not be accepted after the deadline unless cleared with the instructor. No incompletes will be given in class so please plan accordingly.

**Technology policy:** All readings and assignments will be done through ecommons. The policy is that iPhones, iPads, and computers can be used to access readings and your notes in lecture but it is your responsibility to maintain focus. Browsing distracts you and other people and instructors can usually tell the difference.

**DRC Accommodations:** If you qualify for classroom accommodations because of disability, please contact the Disability Resource Center (459-2089), or by email at [drc@ucsc.edu](mailto:drc@ucsc.edu).

If special circumstances arise for you during the quarter that interfere with your academic performance, please notify the instructor or teaching assistant immediately.

Take advantage of OHs to clear up any questions or concerns you may have anytime during the course.

## **Course Syllabus:**

### **Week I. What is Cultural Anthropology?**

Monday July 25: **Introduction**

Workings of the course

No response due

Wednesday July 27:

**\*\*1<sup>st</sup> Reading response due ecommons 1 pm\*\***

#### **Anthropology, Anthropologists and the Study of Culture:**

Q: What is culture? What is anthropology and who are anthropologists?

- Trouillot, Michel-Rolph. "Anthropology and the Savage Slot"
- Wolf, Eric. "American Anthropologists and American Society"

#### **Entering the Field: Anthropological Methods**

Q: How do anthropologists learn about other people's lives?

- Malinowski, Bronislaw. "Introduction: The Subject, Method, and Scope of this Inquiry." In *Argonauts of the Western Pacific*. Pp. 1-25
- Zheng, Tiantian. "Introduction" In *Red Lights: The Lives of Sex Workers in Postsocialist China*. Pp. 1-34.

In-class film clips from: "Bronislaw Malinowski: Off the Veranda"

## Week 2: The Interpretation of Cultures

Monday, August 1 Response #2

### Culture, Ethnography and Meaning

Q: How does culture shape the way we think about and act in the world?

- Geertz, Clifford. "Thick Description: Toward an Interpretive Theory of Culture." In *The Interpretation of Cultures*. Pp. 3-30.

\*\*\*In-class film clip from: "Babakiueria,"

### Symbols and Rituals

Q: What role do rituals play in organizing our lives?

- Douglas, Mary "Introduction" and Ch 2: "Secular Defilement" In *Purity and Danger: An Analysis of the Concept of Pollution and Taboo*.
- Turner, Victor. "Betwixt and Between: The Liminal Period."
- Horace Miner, "The Body Ritual of the Nacirema" *Am. Anthropologist*, 1956.
- Carol Delaney, "Disorientation and Orientation," *Investigating Culture*, 2004.

Wednesday, August 3 -- Meet at McHenry Library 6-8 pm

### \*\*Paper Due: 1 PM

Ethnographic Description 2-3 page Phase 1: Research Site\*\*  
via ecommons upload .doc or .pdf file only by  
Workshop the Paper in groups  
No response due today.

## Week 3: Race and Gender System

Monday August 8 Response #3

### Race and Racism

Q: Is "race" real? If so how does it function in society?

- **Required reading:** Lieberman and Reynolds, "Race and Anthropology: A Core Concept without Consensus"
- **Choose one below to write your response (skim the others):**
- **Ethnography:** Fukuoka, Yasunori. "Introduction." *Lives of Young Koreans in Japan*.
- **Ethnography:** Jewet, Sarah. "If You Don't Identify with Your Ancestry, You're Like a Race Without a Land.": Constructing Race at a Small Urban Middle School.

- **Ethnography:** Montoya Bioethnic Concriptions: Genes, Race, and Mexicana/o Ethnicity in Diabetes Research

Wednesday, Aug 10 Response #4

**Sex and Gender System**

Q: Do sex, gender and sexuality determine who we are?

- **Required Reading:** Martin, Emily. "The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles." *Signs* 16(2): 285-501.
- Abu-Lughod, Lila. "Do Muslim Women Really Need Saving?"
- Kulick, Don. "Soccer, Sex and Scandal in Brazil." *Anthropology Now* 1(3): 32-42.

**Week 4: Global Assemblages: Issues and Concerns**

Mon August 15

**\*\*Phase 2 Analysis paper due 2-3 pages. Ecommons 1 pm.**

Workshop the paper in groups Meet in Rm. 1350 McHenry, 1<sup>st</sup> Floor

Wed August 17: Response #5

**Global Connections**

- Nancy Scheper- Hughes. "The Global Traffic in Human Organs"
- Tsing, Anna. "Supply Chains"

**Week 5: What have we learned? What can we say?**

Mon August 22 : Response #6

**Structural Violence and the Body**

- Farmer, Paul. "On Suffering and Structural Violence: A View From Below." *Daedalus* 125 (1): Pp. 261-283.
- Das, Veena. "Language and Body: Transactions in the Construction of Pain." *Daedalus* 125(1): Pp. 67-91
- Das, Veena. "Violence, Gender, and Subjectivity"

Wed August 24

**\*\*Final Paper Due by 3 pm ecommons**

**Last interpretation section due with edited final paper 5-7 pages including description, analysis and works cited page.**

Class Presentations

## **Note Carefully:**

1. No late short papers or response papers accepted.
2. There will be no make-up quizzes.
3. Time & half will be given to all students for the quizzes so special time accommodations should not be required.
4. You are responsible for keeping track of how well you are doing in the course by checking on e-commons, where quiz and paper grades will be posted.
5. If you are having trouble understanding or keeping up with the coursework for any reason, contact your TA immediately.
6. Consult your TA or the writing tutor available for this course if you need help composing and writing the papers.
7. Lectures will begin and end on time, and you are expected to arrive on time and stay until the lecture session ends.
8. All cell phones must be turned off during class and computers may be used only for taking notes. Talking during class, reading newspapers and magazines, and other kinds of disruptions are not okay either. If you do not comply with these limits, we will dock your lecture participation grade and you may be asked to leave the room.
9. If you need to leave your cell phone on vibrate because you are expecting an emergency message, speak to one of the TAs before lecture starts and sit next to him or her.
10. Any evidence of plagiarism or cheating on the quizzes or papers will be reported to your Provost immediately. ("Plagiarism is presenting the words or ideas of someone else as your own without proper acknowledgment of the source." <http://library.ucsc.edu/help/research/what-is-plagiarism>).
11. If you have any suggestions about the course, please let me know by speaking to me after class or during my office hours or by asking your TA to give me your suggestion.
12. Undergraduate Research Opportunities: <https://ugr.ue.ucsc.edu/database>