

ANTH 110J: Encounter Studies
Summer Session 2: July 31- August 30, 2018
Tuesday, Thursday 1:00pm- 4:30pm
Social Sciences 2, rm 363

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Office Hours: Wednesdays 12:30- 2:30pm

Course Overview

Early anthropologists are infamous for employing taxonomic categories in their attempts to understand and catalog the cultures they studied. However, much recent anthropological scholarship has sought to unsettle and interrogate the very categories that structure notions of culture. This involves using a critical lens to bring into relief the framing assumptions used to interpret and represent a given culture or object of study. Further, it involves recognizing articulations of culture as complex entanglements forged through relations between multiple, mobile actors. Through engagement with ethnographic scholarship, literature, and film, this course will examine how cultures and societies are shaped through encounters: everyday social interactions across difference. We will discuss colonial encounters, intimacies and capitalist relations, and place-making projects in order to analyze the ways in which cultural meaning and categories such as gender, race, nation, and class are produced and enacted in everyday life.

Learning Outcomes:

- Students will demonstrate the capacity to make anthropological analyses through written assignments that draw upon examples from course readings as well as everyday life.
- Students will be able to employ a relational approach to formulate analyses of culture and power
- Students will generate creative representations of cultural and social phenomena by composing multimedia responses to course readings.

Policies

- If you treat other students, instructors, and yourself with dignity and respect, it benefits us all. Please be aware of the way you *show up* in class.
- If you email the instructor please put “ANTH 110J” in the subject line.
- Late assignments will be accepted with instructor permission. 10% of grade points will be deducted for each day past the due date.

Course Requirements:

Attendance and Participation 15%

Complete readings before the day on which they are listed. Active participation is expected. Students are permitted one excused absence.

Discussion Leadership 10%

Discussion leadership is coordinated with reading responses. *On the day that you sign up for a “group” reading response, you will have an expert role in class and should be prepared to lead an in-class activity (45 minutes). Prepare for discussion and activity leadership in advance by coordinating with other students in your group. You will facilitate and be evaluated collectively.

Reading Responses 30%

Students will submit 6 reading responses throughout the quarter. 5 out of 6 of these responses are required for all students. *1 out of 6 of these responses is a “group” reading response—sign ups are on the first day of class.

A reading response is a 300-500 word written engagement with class material. When prompts are not provided, responses should include a 2-4 sentence explanation of the main arguments and a discussion of the material with that session’s guiding question in mind (see the last page of the syllabus, which is a course calendar).

Reading responses must be submitted via canvas by 8pm the day before class. Copy and paste your responses into the text box—do not upload word docs or PDFs. They will be graded out of 10 points.

Quizzes 10%

Quizzes will be given through the duration of the course. They will be graded out of 5 points. You may miss one without penalty.

Final Paper 30%

Students will write 1,000-1,250 word final papers. Final paper prompts will be distributed during Week 3. Peer reviews will take place during week 4.

The Final Paper is due on Friday, August 31, 2018 at 6pm. Submit via canvas.

Readings:

PDFs of all readings will be available on our Canvas site except for Pramoedya and Anzaldua. These books are on reserve at McHenry Library or can be purchased relatively inexpensively.

The themes this course addresses are:

- I: Anthropological Encounters
- II. Intimacies and Capitalist Relations
- III: Place-making Projects

Course expectations and resources:

Enrollment Deadlines

Drop: Monday, August 6

Withdraw: Friday, August 17

Workload

The expectation within the University of California system 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). This includes completing the readings and writing assignments. Summer session operates on an intense timeline, with a substantial amount of material condensed into just five weeks. Plan accordingly and set aside adequate time to complete assignments.

DRC Accommodations

If you qualify for classroom accommodations because of a disability, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to me during the first week of class.

The Disability Resources Center reduces barriers to inclusion and full participation for students with disabilities by providing support to individually determine reasonable academic accommodations. If you have questions or concerns about exam accommodations, or any other disability-related matter, please contact the DRC office, located in Hahn 125 or at 831-459-2089 or drc@ucsc.edu.

Academic Integrity

Academic integrity is the cornerstone of a university education. Academic dishonesty diminishes the university as an institution and all members of the university community. It tarnishes the value of a UCSC degree. All members of the UCSC community have an explicit responsibility to foster an environment of trust, honesty, fairness, respect, and responsibility. All members of the university community are expected to present as their original work only that which is truly their own. All members of the community are expected to report observed instances of cheating, plagiarism, and other forms of academic dishonesty in order to ensure that the integrity of scholarship is valued and preserved at UCSC.

In the event a student is found in violation of the UCSC Academic Integrity policy, he or she may face both academic sanctions imposed by the instructor of record and disciplinary sanctions imposed either by the provost of his or her college or the Academic Tribunal convened to hear the case. Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student's transcript. For the full policy and disciplinary procedures on academic dishonesty, students and instructors should refer to the [Academic Integrity page](#) at the [Division of Undergraduate Education](#).

Title IX

The university cherishes the free and open exchange of ideas and enlargement of

knowledge. To maintain this freedom and openness requires objectivity, mutual trust, and confidence; it requires the absence of coercion, intimidation, or exploitation. The principal responsibility for maintaining these conditions must rest upon those members of the university community who exercise most authority and leadership: faculty, managers, and supervisors.

The university has therefore instituted a number of measures designed to protect its community from sex discrimination, sexual harassment, sexual violence, and other related prohibited conduct. [Information about the Title IX Office](#), the [online reporting link](#), applicable campus [resources](#), reporting responsibilities, the [UC Policy on Sexual Violence and Sexual Harassment](#) and the UC Santa Cruz Procedures for Reporting and Responding to Reports of Sexual Violence and Sexual Harassment can be found at titleix.ucsc.edu.

The Title IX/Sexual Harassment Office is located at 105 Kerr Hall. In addition to the [online reporting option](#), you can contact the Title IX Office by calling 831-459-2462.

Immigration Status

I am committed to supporting all students, regardless of immigration status.

Undocumented Students Services offers free and confidential support. Visit their website for more information: http://eop.ucsc.edu/undocumented_student_services/index.html

Resources if you experience discrimination or violence

If you are impacted by violence or experience discrimination I encourage you to seek support at the CARE office. For more information see their website at:

<http://care.ucsc.edu/index.html>

Resource Centers

The Ethnic Resource Centers, Women's Center, and Lionel Cantu Queer Center offer resources, information about opportunities, and a place to build community with others. Worth checking out if you haven't yet: <https://resourcecenters.ucsc.edu/>

Course Schedule

I: Anthropological Encounters

Tuesday, July 31

Fernando, Mayanthi L. "Ethnography and the politics of silence." *Cultural Dynamics* 26, no. 2 (2014): 235-244.

Faier, Lieba and Rofel, Lisa. 2014. Ethnographies of Encounter. *Annual Review of Anthropology* 43:363-377.

recommended:

Trouillot, Michel-Rolph. "Anthropology and the Savage Slot" in *Recapturing Anthropology: Working in the Present*, Richard G. Fox, ed. (Santa Fe: School for American Research Press, 1991), pp. 17-44.

II. Intimacies and Capitalist Relations

Thursday, August 2

"The intimacies of four continents" by Lisa Lowe in Joseph, Gilbert M., Damon Salesa, and Emily S. Rosenberg. *Haunted by empire: Geographies of intimacy in North American history*. Duke University Press, 2006.

Tuesday, August 7

Stoler, Ann Laura. 1989. "making empire respectable: the politics of race and sexual morality in the 20th century colonial cultures." *American Ethnologist* 16: 634-660.

Toer, Pramodya Ananta. *This Earth of Mankind*. Vol. 1. Penguin, 1980/1996. [SEP]

Assignment: "Tense and Tender Ties"

Choose one specific moment of encounter to analyze from TEOM. Explain who the actors are, the interaction taking place and the context within which it is occurring. Analyze how power is asserted, negotiated, challenged in this moment. Use one concept/block quote from the Stoler article to support your analysis.

Thursday, August 9

Tadiar, Neferti Xina M. "Domestic bodies of the Philippines." *Sojourn: journal of social issues in Southeast Asia* (1997): 153-191

Or

Faier, Lieba. "Filipina migrants in rural Japan and their professions of love." *American Ethnologist* 34, no. 1 (2007): 148-162.

Assignment: "Pitch it"

Prepare a standard reading response that you will use as a reference for an in-class exercise.

Tuesday, August 14

Tsing, Anna Lowenhaupt. "Inside the Economy of Appearances." *Public Culture*, vol. 12 no. 1, 2000, pp. 115-144. *Project MUSE*, muse.jhu.edu/article/26191.

Film Screening: Gold, location TBD

Assignment: "Fool's Gold"

Select one scene in the movie and analyze it using one of the major concepts outlined in Tsing's article ie: spectacular accumulation, scale-making, frontier culture, franchise cronyism. You should describe the scene (including the minutes it runs in the film), define and explain Tsing's concept, analyze the scene using the concept.

III: Place-making projects

Thursday, August 16

Li, Tania Murray. "What is land? Assembling a resource for global investment." *Transactions of the Institute of British Geographers* 39, no. 4 (2014): 589-602.

Websites about the East Meadow at UCSC

Assignment: "Stakeholder Debate"

Prepare written comments to engage in a debate about whether or not the East Meadow should be developed for housing. You will be assigned a role in advance.

*Field trip: meet at East Remote Parking lot. Please wear walking shoes and be prepared to pick grass seeds out of your socks and shoes.

***Final Paper Prompts Distributed**

Tuesday, August 21

Anderson, Benedict. *Imagined communities: Reflections on the origin and spread of nationalism*. Verso Books, 1983/2006.

Chapter 10 "Census, map, museum"

"The Fourth of July" in Lorde, Audre. *Zami: A new spelling of my name*. Crossing Press Feminist (Paper, 1982).

Thursday, August 23

Gilmore, Ruth Wilson. "Globalisation and US prison growth: From military Keynesianism to post-Keynesian militarism." *Race & Class* 40, no. 2-3 (1999): 171-188.

Peer review of polished paper drafts in class

Tuesday August 28

Anzaldúa, Gloria. 1999. *Borderlands: la frontera*. San Francisco: Aunt Lute Press.

Chapter 1: The Homeland: Aztlan pp.23-35,

Chapter 2: “*Movimientos de rebeldia y las culturas que tracionian*” pp37-45,

Chapter 7 “*La conciencia de la mestizo: Towards a New Consciousness*” pp.99-113

Assignment: “Everyday Borders”

Use an image to depict a border that you have encountered in everyday life. This does not need to be a literal or physical border, but something that symbolizes a border, or even a process of traversal for you. Compose a written description of this border, what it symbolizes, why it is important. These will be shared in class.

Thursday August 30

Simpson, Audra. *Mohawk interruptus: Political life across the borders of settler states*.

Duke University Press, 2014.

Chapter 4 “Ethnographic Refusal: Anthropological Need”

***Final papers due via Canvas by Friday, August 31st at 6pm**