

ANTHROPOLOGY 2
INTRODUCTION TO CULTURAL ANTHROPOLOGY
SUMMER 2019

Monday and Wednesday 1:00pm-4:30pm
Social Sciences 2 room 179

Instructor: Jessica Madison Piskatá (she/her/hers)

Office: 410 Social Sciences 1

Office Hours: Mondays 5pm-7pm or by appointment

Email: jessica.madison@ucsc.edu

Teaching Assistant: KJ Hernández (they/them/theirs)

Office: Remote—Contact by email

Office Hours: By remote appointment

Email: kjh@ucsc.edu

Course Description:

Cultural Anthropology is a discipline that is concerned with the exploration of human diversity. Since cultural anthropologists do their research within the overlap between the humanities and the social sciences, they must work with both methods of data collection (quantitative and qualitative) and genres of stylistic expression (in writing, film, visual art, and so on)—two modes that we will explore throughout this course.

Prior to the 1970's, anthropology was mostly focused on the preservation of people and cultures perceived as being “other” to the modern, mostly Euro-American institutions in which many anthropologists worked—people often cast as “primitive,” or “pre-modern” with “disappearing” cultures. Nowadays, anthropologists tend to focus on “emerging worlds” rather than “vanishing cultures,” and do their research on a variety of scales and settings. Current anthropological research spans a wide variety of topics: global commodity chains, indigenous political movements, scientific knowledge production, biomedicine, transnational migration, musical performance and art worlds, social media, food practices, relations between humans and animals, and so on. In addition, many contemporary anthropologists are doing work intended to critique and dismantle the colonial history of the discipline—turning the gaze of anthropology back on itself.

In this course, students will engage with contemporary ethnographic work as well as the classical anthropology that started the discipline. In the process, they will be introduced to elementary concepts of cultural analysis, the basics of the anthropological method (fieldwork) and genre (ethnography), a diversity of perspectives and cultural variations, and the work of anthropological scholars who have shaped, and continue to shape, the discipline.

The major themes of the course address how anthropology can be used as a tool for thinking about our contemporary moment and its conditions of possibility. The first part of the course looks at the classic study of culture, the effort of anthropologists to make people “culture conscious,” the methodological and generic building blocks of the discipline, and how anthropologists utilize the methods of anthropology to critique its colonial history and the

“culture concept” in general. Later sections will focus on: Power and Resistance; Gender, Sexuality and Reproduction; Modernity and the Market; Religion, Knowledge, and Belief; and Nonhumans, Ecology and Nature.

Learning Outcomes:

The course is organized around social scientific keywords. Students will complete the course with a deeper understanding of key ideas in the social sciences, and how anthropologists define and critique these ideas. Students will also come to understand the methods that produce anthropological knowledge and the foundational concerns of the discipline. Finally, students will learn how to read anthropological writing, identify theses and main arguments, connect evidence to theory, and break down structures of argumentation.

Required Texts:

I will post pdfs of all the required articles on Canvas so they can be accessed at no additional cost.

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 critical. 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. Occasionally, students will be asked to submit a 1-2 sentence reflection on the material covered in class—these will be graded for completion and will inform your final participation and attendance grade.

Discussion Groups (20%): Once a quarter, students will be asked to give an informal 5 minute presentation followed by a class discussion about how the material learned from the readings inform a phenomenon they’ve observed in their daily life (ex: How does Exchange Theory help us think about the role of reciprocity in college roommate relationships? What does Said tell us about Santa Cruz yoga classes?). Sign-up will take place on Canvas during the first week of class.

Mini Ethnography (60%): 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 (10% of total grade)
- 1-page abstract (10% of total grade)
- 5-7 page mini-ethnography (40% of total grade)

Extra Credit: Throughout the quarter, you will be offered some opportunities to get extra credit by attending class field trips or attending relevant events. These opportunities will be announced in lecture as they come up. Graded for completion.

Policies:

“A good paper is a done paper!” No late work will be accepted for credit. As summer quarter is very short and you will only be turning in three written assignments, all work must be submitted on time, without exception. Beyond the increased logistical issues and labor concerns that come with accepting and grading late work, I have found that granting extensions encourages a habit of problematic perfectionism and overthinking. This policy will help you build time-management skills and train you to communicate your ideas with straightforward clarity. Papers should be submitted electronically before the end of class on the day they are due.

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. I realize that this is a high demand for those of you who have jobs, are caretakers, or are taking other courses. Thus, I have attempted to mitigate potential burnout by assigning a relatively light reading and workload. This is a quality over quantity approach: by not overwhelming you with busywork, I hope you will have the opportunity to put your full concentration, intellect, and creativity into the coursework assigned.

Attendance—Students who miss any class during the first week of instruction (without prior notice) will be administratively dropped from the course. An absence from class means that you will miss discussion, handouts, notes, and possibly other work that counts towards your grade. You may take **one unexcused absence in a quarter**, but after that, each unexcused absence will reduce your participation grade by 5 percentage points. You do not need to offer an explanation for your unexcused absence – things happen and this is your safety net. Excused absences will not affect your grade. To ask for an excused absence (i.e. illness, family emergency), please inform me by email before the start of class. Due to privacy concerns, you will not be required to provide a doctor’s note.

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/. 3

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 my emails Monday-Friday between 8am and 6pm. You will receive a reply within 24 hours, except for emails received after 6pm on Friday (which I may respond to by the following Monday). **Please include “ANTH 2” in the subject line of any email to the instructor or TA.**

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 as soon as possible, preferably within the first week of the Summer Session. Contact DRC by phone at 831-459-2089 or by email at drc@ucsc.edu for more information. If you require accommodations that may not be covered by the DRC (i.e. disability not yet diagnosed, mental

health concerns, illness) please let me know as soon as possible. I am happy to problem solve with you in a way that makes you feel supported.

Policy on Children in Class—Currently, the university does not have a formal policy on children in the classroom. The policy described here is thus, a reflection of my own commitments to student, staff and faculty parents.

- All exclusively breastfeeding babies are welcome in class as often as is necessary.
- For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class or caring for your child. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.
- In all cases where babies and children come to class, I ask that parenting students sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met.

Writing Assistants—There is no such thing as a “bad” writer. Good writing is a skill that can be learned through practice, trial and error. Everyone can improve their writing, and great writers are always trying to find ways to write better. If you receive a grade on an assignment that is equivalent to a “D” or lower (<70%), you will be allowed to re-write it if you meet with Jessica and/or KJ in office hours outside of class.

On Classroom Culture¹—Students and instructor will work together to forge a classroom setting that is generative, engaged, generous, and kind. This is both intended to benefit our collective learning experience and to allow the classroom to serve as a space to practice the social and intellectual practices required for building a just world. Please do your best to engage with your peers with respect and empathy, whether this means considering how stereotypes, structural inequality, and historical violence inform how we approach the material and each other, or acting with decency in properly gendering your fellow students. In the end, I hope this and all experiences you have at the university will push you to reflect on the complex social and historical conditions through which we become human in relation to others.

This is a lecture course in which student learning is driven by class discussions. We are discussing the sensitive topics of race, class, sexuality, gender, and sexual orientation, and some of the materials we will use may contain graphic depictions and/or profanity. As we are learning about a discipline with a colonial history, you may find some materials painful, upsetting, or uncomfortable. In order to create a supportive, intellectually enriching learning community in the classroom, I propose the following collective course agreements:

1. Though we have a large class, try to learn each other’s names and pronouns as soon as possible.
2. Listen actively to both your classmates and the instructor.
3. Notice how much space you are taking up in the conversation, and step up/step back to promote equity.
4. Share the knowledge and respect personal stories.
5. Be aware of your privileges and (in)sensitivities.

¹ Adapted from the syllabus for ANTH 130F, created by Professor Savannah Shange, UCSC Anthropology

6. Do not make generalizations.

7. Only use technology (phone, tablet, laptop, etc.) as part of our collective work (exceptions for those with accommodations)

(Additional Guidelines to be developed in class)

COURSE SCHEDULE

Week 1 Session 1 (Mon 7/29): What is Cultural Anthropology?

Keywords: Object of Observation/Object of Study, Emic, Etic, Ethnography, Fieldwork, The Four Fields, Global Anthropologies

In-Class discussion of course expectations and assignments

Lecture on basic anthropological terms and the different methodologies, forms and traditions that lead up to contemporary anthropology.

-Watch in Class: The Anthropologist

Week 1 Session 2 (Wed 7/31): Ethnography

Keywords: Thick Description, Strange Familiar/Familiar Strange, Defamiliarization, Empiricism, Quantitative vs. Qualitative Data, Subjective vs. Objective, Methods and Methodology, IRB and research ethics

Read in class: Miner, Horace: *Body Ritual Among the Nacirema* followed by lecture and class discussion.

Q&A with KJ Hernández on Ethnographic Methodologies

Group activity: Building your Researcher's Code of Ethics

Reading:

Geertz, Clifford: *Notes on a Balinese Cockfight*

Hurston, Zora Neale: "Hoodoo Chapter 7" *Mules and Men*

Week 2 Session 1 (Mon 8/5): Colonialism and its Legacies

Key Words: Colonialism, Post-Colonialism, Imperialism, Settler Colonialism, Subaltern Studies, Globalization, Orientalism, The Savage Slot

Watch in Class: *Ishi the Last Yahi*

Readings:

Said, Edward: Introduction to *Orientalism*

Rosaldo, Renato: *Imperialist Nostalgia*

Week 2 Session 2 (Wed 8/7): Tradition, Authenticity, Difference

Key Words: Culture, Tradition, Salvage Anthropology, Authenticity, Alterity, Identity, Indigeneity

Listen:

"Thanksgiving" podcast

Readings:

Cattellino, Jessica: *The Double-Bind of American Indian Need-Based Sovereignty*

Week 2 Extra Credit Field Trip—Amah Mutsun land use practice tour at UCSC Campus Natural Reserve. Sign up on Canvas.

Due: Mini-Ethnography Project Proposals

Week 3 Session 1 (Mon 8/12): Politics, Kinship and Social Structure

Key Words: Kinship, Relations, Matrilineal/Patrilineal, Matrilocal/Patrilocal, Endogamous/Exogamous, Moeity, Public vs. Private Spheres, Citizenship, Governance, Sovereignty, Hierarchy

In-Class Activity: Kinship Charts

Readings:

Yanagisako, Sylvia: *Variance in American Kinship*

Delaney, Carol: *Relatives and Relations*

Week 3 Session 2 (Wed 8/14): Gender, Sex, Sexuality

Keywords: Gender/Sex/Sexuality, Reproduction (Social and Biological), Performance and Performativity, Feminism, Queer Theory, Normativity, Hegemony

Watch in Class: *Paris is Burning*

Readings:

Stryker, Susan: *My Words to Victor Frankenstein*

Rubin, Gayle: Excerpts from *The Traffic in Women* (157-160; 166-183; 204-210)

Due: Mini-Ethnography Project Abstracts

Week 4 Session 1 (Mon 8/19): Political Economy and Capital

Keywords: Value (Use vs. Exchange vs. Symbolic), Money, Currency, Alienation, Neoliberalism, Regulation, Reciprocity, Consumption, Commodity, Fetish, Debt, Political Economy

Watch in Class: Contrapoints—what’s wrong with Capitalism Parts 1 and 2

Watch: *The Queen of Versailles*

Readings:

Mauss, Marcel: Introduction and Chapter 1 of *The Gift* pgs. 17-39

Marx, Karl: “Bourgeois and Proletarians” *The Communist Manifesto* pgs. 1-14

Optional—Ho, Karen: Liquidated: An Ethnography of Wall Street, pgs. 1-38

Mary Douglas: *Forward to The Gift—No Free Gifts*

Week 4 Session 2 (Wed 8/21): Power, Resistance, Modernity

Key Words: Agency vs. Structure, Governance, Classical and Modern forms of Power, Development, the State, Carceral and Disciplinary Power, Biopolitics and Biopower, Panopticism and Surveillance, Subjectivity

In-Class Activity: Mapping the Institution

Readings:

Abu Lughod, Lila: *The Romance of Resistance*

Week 5 Session 1 (Mon 8/26): Knowledge and Belief

Keywords: Semiotics (Signs and Signifiers), Rhetoric, Discourse, Magic, Science, Religion, Superstition, Rationality, Secularism, Ideology

Watch in Class: *Jesus Camp*

Readings:

Harding, Susan: *Convicted by the Holy Spirit*

Chau, Adam: Modalities of Doing Religion in China

Optional—Masuzawa, Tomoko: Introduction to The Invention of World Religions

Week 5 Session 2 (Wed 8/28): Post-Human Anthropology

Key Words: Nature vs. Culture, Non-Humans, Ecology, Landscape, Anthropocene, Post-Humanism, Critical Description, The Art of Noticing, Object Oriented Ontology

In Class: Activity NatureCultures of UCSC

Watch: *Jaglavak Prince of Insects*

Readings:

One of the following texts (TBD):

Cronon, William: *The Trouble with Wilderness*

Raffles, Hugh: *The Dreamlife of Ecology*

Ogden, Laura: *Landscape Ethnography and the Politics of Nature*

Pulido, Laura: *Rethinking Environmental Racism*

Optional—Mitchell, Timothy: Can the Mosquito Speak?

Due: Final Paper (Mini-Ethnographies)