

# **INTRODUCTION TO CULTURAL ANTHROPOLOGY**

**Summer Session II 2022**

**Tues Thurs 1pm-4.30pm**

**Engineering 2 Room 194**

Instructor: Darcey Evans

Email: [danevans@ucsc.edu](mailto:danevans@ucsc.edu)

Office Hours (Zoom Link on Canvas): Monday 4.30-6.30pm or by appointment

Teaching Assistant: Zahirah Suhaimi

Email: [zsuhaimi@ucsc.edu](mailto:zsuhaimi@ucsc.edu)

Office Hours (Zoom link on Canvas): Wednesdays 1-3pm

## **Course Description:**

Cultural Anthropology is a discipline that is concerned with the exploration of human diversity. Working within the overlap between the humanities and the social sciences, this course will introduce both contemporary work and classic anthropology. In the process, you will be introduced to elementary concepts of cultural analysis, the basics of anthropological method (fieldwork) and genre (ethnography), various places near and far, and some of the anthropologists who have studied them.

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.

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 how anthropological modes of inquiry

can aid our understanding of multiple contemporary worlds. Topics include migration and borders, international development, consumerism, food, and environments and nonhumans.

### **Learning Outcomes**

- Students will develop an understanding of key themes in the social sciences and particularly develop knowledge of anthropological questions, methods, and modes of inquiry.
- Students will understand key changes throughout the history of the discipline and will learn how to connect anthropological approaches, theories, and methods to social situations.
- Students will practice critical thinking and analysis skills through readings, writing assignments, class discussions.

### **Required Texts**

All texts will be available on Canvas, however we will be reading several chapters from the following books which are therefore recommended for purchase if possible:

- Lisa Ann Richey and Stefano Ponte (2011) *Brand Aid: Shopping Well to Save the World*.
- Jason de Leon (2015) *The Land of Open Graves: Living and Dying on the Migrant Trail*.

### **Policies:**

Attendance: As a summer course, we will move quickly through the material. Attendance is mandatory although I understand that we are still in a pandemic and extenuating circumstances may arise. Excused absences are allowed on a case-by-case basis. 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.

Late Work: No late work will be accepted without prior consent. Late work causes increased logistical issues and labor concerns. We will be moving quickly through the material and assignments. If a serious situation or emergency arises that causes you to be unable to turn in work on time, please contact me before the assignment is due. Papers should be submitted electronically by the due date and time. Remember: a good paper is a done paper.

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 and participating in class.

**Participation:** Students are expected to come to class having read the materials and be ready to discuss them. We will be discussing the readings in class. The first half of class will be dedicated to interactive lectures and the second half of class will be centered on discussions and small group activities. Occasionally you will be asked to submit 3-5 sentence reflections while in class. These “participation points” will be graded for completion and will also go towards your attendance and participation grade.

**Contacting Me:** I highly encourage students to meet with me during my scheduled office hours or reach out via email to address questions about the class or to discuss anything in more detail. I will try to answer emails within 24-48 hours although I cannot guarantee that I will answer emails on weekends.

**On Classroom Culture:** We 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.

**Add/Drop/Withdraw Deadlines:**

- **Add** - Thursday, July 28
- **Drop** - Monday, August 1 (tuition reversed)
- **Request "W" Grade** - Sunday, August 14 (no tuition reversal)
- **Change Grade Option** - Sunday, August 21

**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 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](mailto: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.

The Disability Resources Center reduces barriers to inclusion and full participation for students with disabilities by providing support to individually determine reasonable academic accommodations. Operations continue via remote appointments. If you have questions or concerns about exam accommodations or any other disability-related matter, email the DRC Schedulers at [drc@ucsc.edu](mailto:drc@ucsc.edu) for an appointment.

**Academic Dishonesty:**

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](http://titleix.ucsc.edu).

The Title IX Office is actively responding to reports and requests for consultation. If you are not currently working with someone in the office and want to make a report/request a consult, you can expect the fastest response by using our [online reporting link](#).

For more information please visit the [Title IX Operations under Covid-19](#) page.

## Assignments and Grading

Attendance and participation	20%
2 personal reflection papers (2 pages)	20%
Discussion board post	10%
Reading response (3-4 pages)	25%
Final paper (3-5 pages)	25%

### Attendance and Participation

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### Reading Response Paper

The reading response paper will ask you to put at least two of the course readings into conversation with each other. You can summarize their main arguments, approaches, and methods, but the primary aim is to explore how the pieces either build upon or depart from each other. What can thinking about them together reveal? Are they arguing different things?

### Personal Reflection Papers

These short papers will ask you to apply or think through course themes in relation to your own life experiences.

### Discussion Board Post

This is a place to think through your idea(s) for your final project. In a short paragraph, summarize where you want to do some ethnographic observations and/or conversations. Include: place of research, what you plan to do there, who you hope to speak with, what you hope to learn, and what key concepts or themes are you hoping to explore.

### Final Paper: Ethnographic Writing Practice

This is a short paper that summarizes your experience conducting a small ethnographic project.

## WEEKLY SCHEDULE

### **Tues Week 1 Session 1: Class Introduction**

- In class: Watch “The Anthropologist”

### **Thurs Week 1 Session 2: Culture and Ethnography**

- Laura Bohannon (1966) Shakespeare in the Bush. *Natural History Magazine*.
- Richard Lee (1969) Eating Christmas in the Kalahari. *Natural History Magazine*.
- In class: “Art of Noticing” Exercise

End of Week 1: Personal Reflection #1 Due: Describing Culture

### **Tues Week 2 Session 1: Classic Anthropology: Other Peoples, Other Places**

- Marjorie Shostak (1990) “Introduction” in *Nisa: The Life and Words of a Kung! Woman*. Harvard University Press.
- Bronislaw Malinowski (1922) “Introduction” in *Argonauts of the Western Pacific*. Waveland Press.
- Raymond Firth (1936) Ch 1 in *We, the Tikopia*- first 11 pages only
- In class: Watch “Malinowski: Off the Verandah”

### **Thurs Week 2 Session 2: Migration and Borders**

- Jason De Leon (2015) Introduction, Ch 1 “Prevention through Deterrence”, and Ch 2 “Dangerous Ground” in *In the Land of Open Graves: Living and Dying on the Migrant Trail*. University of California Press.
- In Class: Watch “Jason de Leon on National Geographic”  
Design a Study of Migration

### **Tues Week 3 Session 1: Tradition, Authenticity, and Difference**

- Michel-Rolph Trouillot (2003) Anthropology and the Savage Slot: The Poetics and Politics of Otherness. In *Trouillot Remixed*, Duke University Press.
- Akhil Gupta and James Ferguson (1992) Beyond Culture: Space, Identity and the Politics of Difference. *Cultural Anthropology*, 7(1).
- In Class: Watch “Barbekuria”  
Reading Response Paper Workshop

### **Thurs Week 3 Session 2: International Aid and Development**

- Lisa Ann Richey and Stefano Ponte (2011) Introduction, Ch 2 “The Rock Man’s Burden”, and Ch 3 “Saving Africa” in *Brand Aid: Shopping Well to Save the World*. University of Minnesota Press.
- In class: Watch clips from “Poverty, Inc.”  
Final Paper/Discussion Board Post Brainstorm

End of Week 3: Reading Response and Discussion Board Post Due

### **Tues Week 4 Session 1: Bodily Ways of Knowing**

- Andrew Sparkes (2009) Ethnography and the senses: challenges and possibilities. *Qualitative Research in Sport and Exercise*, 1:1, 21-35.
- Paul Stoller (1984) Sounds in Songhay Cultural Experience. *American Ethnologist*, 11 (3).
- Patricia Alvarez Astacio (2021) Tactile Analytics: Touching as Collective Act. In *Experimenting with Ethnography*.
- In class: Describing “touch” and “sound” exercise  
Creating a “tactile essay” of the UCSC campus

### **Thurs Week 4 Session 2: Food**

- William Roseberry (1996) The Rise of Yuppie Coffees and the Reimagination of Class in the United States. *American Anthropologist*, 98 (4), 762-775.
- Lisa Heldke (2001) Let’s Cook Thai: Recipes for Colonialism. In *Food and Culture: A Reader, Third Edition*.
- Andrea D’Sylva and Brenda Beagan (2011) ‘Food is culture, but it’s also power’: the role of food in ethnic and gender identity construction among Goan Canadian women. *Journal of Gender Studies*, 20 (3), 279-289.
- In Class: Watch “Gather”

End of Week 4: Personal Reflection #2 Due: Culture through Food

**Tues Week 5 Session 1: Environments and Non-Humans**

- Anna Tsing (2014) More-Than-Human Sociality: A Call for Critical Description. In *Anthropology and Nature, Routledge Studies in Anthropology*.
- In class: Final Paper Workshop

**Thurs Week 5 Session 2**

- Final paper workshop

**Final Papers Due: Midnight Friday August 26<sup>th</sup>**