

Parkland College

Anthropology Courses

Social Sciences and Human Services Courses

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Anthropology 103 Introduction to Cultural Anthropology Syllabus Spring 2018

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Introduction to Cultural Anthropology ANT 103
Parkland College, Spring 2018
Tuesdays 11 am-12:50 pm and Thursdays 11-11:50 am, D142
<https://cobra.parkland.edu/>

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Office Phone: (217) 351-2527
Office Hours: Tuesdays, 10 am - 11 am, and by appointment

Course Description

This course will introduce the key concepts, methods, and theoretical debates of cultural anthropology. Cultural anthropologists listen to, record, and attempt to represent the voices and perspectives of the multiple communities that make up our world - whether cultural, social, religious, or national. Through the systematic and in-depth qualitative study of different societies, cultural anthropologists strive to see the world through the eyes of others and contribute to our understanding of what it means to be human. **A core tenant of cultural anthropology is respect for diversity.** When we understand cultural and social difference, we are better able to respect diversity and navigate our interconnected, multicultural world. For this reason, cultural anthropology also concerns itself with the dynamics of class, gender, sexuality, ethnicity, race, religion, and nationality. Throughout the semester, we will examine a series of case studies from a range of geographic and cultural areas throughout the world. We will also engage with the tools and methods used by cultural anthropologists, including application of the ethnographic method to a research project.

This course is part of a larger Ethnography of the University Initiative (EUI), based at the University of Illinois, which promotes student research on universities and colleges as complex institutions. This initiative involves faculty and students from various disciplinary backgrounds. In EUI-affiliated courses such as this, you will use a variety of ethnographic, archival, and related methods to look closely at Parkland College in the broader context of our social and political times. You will participate in the EUI Student Conference and, at the end of the semester, you will have the opportunity to contribute your work to the Illinois Digital Environment for Access to Learning and Scholarship (IDEALS), which is the repository for the EUI collection at the University of Illinois, and/or to SPARK (Scholarship at Parkland), an open-access digital repository for scholarly and creative work by Parkland students, faculty, administration, and staff.

Throughout the semester, you can reach me by email or phone (my information is at the top of this page) with any questions on the course requirements or readings. Feel free to drop by my office hours or make an appointment. In fact, I hope you will visit at least once in the term to discuss assignments, voice your opinion, and discuss any concepts with which you have difficulty.

Objectives

The goal of this course is to help you “think anthropologically” about social patterns and practices across cultures. Students who take this course will:

- Develop an informed appreciation of other cultures by gaining a better understanding of the range of human societies and the contemporary challenges they confront
- Become familiar with major concepts in cultural anthropology
- Understand the tools and methods used by cultural anthropologists, including learning how to apply the ethnographic method to research
- Develop a more knowledgeable concern about contemporary issues
- Become more critical consumers of information

Grade Components

Attendance and Class Participation: This course will combine lectures with class discussion and in-class activities. In general, Tuesday classes will be devoted to class exercises and to workshopping the components of your group project. Thursday classes will usually be lecture and discussion based on the assigned readings for the week. Given this format, I encourage you to attend all lectures/activities and *be on time for class*. **I will keep an attendance sheet.**

1. *Class Discussions:* You should come prepared to each class having read the assigned material *in advance* and be ready to discuss your thoughts on the topic at hand. **Participation in class discussions will count for 10% of your final grade.**

2. *In-Class Exercises and Workshops:* Throughout the semester you will participate in a variety of in-class exercises and workshops designed to reinforce the material we are covering in class. **Completion of the in-class exercises and participation in the workshops will count for 20% of your final grade (10 x 2% each).**

“Ethnographies of Parkland Student Life” Project: You will be required to familiarize yourself with the ethnographic method of inquiry by participating in a group project in which you will conduct an ethnography of the Parkland community. We will discuss the specific expectations and instructions, and will workshop the components of the project throughout the semester. This project has been very popular with students in the past and you should approach this as a fun exercise to familiarize yourself with the methods used by anthropologists to produce knowledge. This research project will culminate in the following graded assignments:

1. *Group podcast – 10% of final grade*
2. *Group presentation at UIUC Ethnography of the University Student Conference - 5% of final grade*
3. *Individual paper – 10% of final grade*
4. *IRB forms and compliance with protocol – 5% of final grade*

Exams: We will have 4 exams. Each exam will count for 10% of your final grade, for **a total of 40% of your final grade**

Grading Breakdown

Attendance and Participation in Class Discussions: 10%

In-Class Exercises and Workshops (10 x 2%): 20%

“Ethnographies of Parkland Student Life” Podcast Group Project: 10%

“Ethnographies of Parkland Student Life” EUI Student Conference Presentation: 5%
“Ethnographies of Parkland Student Life” Individual Paper: 10%
“Ethnographies of Parkland Student Life” IRB Forms and Compliance with Protocol: 5%
Exams (4 x 10%): 40%

Grading Scale

The following is the grading scale followed by Parkland and that I will apply to this course:

90-100 A
80-89 B
70-79 C
60-69 D
59 and below F

Policy on Late Work and Conflicts: Please note that conflicts with tests or with other scheduled assignment deadlines in the course should be discussed with the instructor **in advance**. Students who miss exams or deadlines due to medical reasons or other emergencies will be asked to document the reasons. Make-up tests, extensions, or alternative course work may be assigned at the discretion of the instructor.

If you cannot document your absence or why you missed a deadline, my policy on late work is as follows: up to 24 hours late: -10% of total possible grade; up to 48 hours late: -25%; up to 72 hours late: -50%. No late work accepted four days after the assignment is due.

Withdrawal information *Parkland requires instructors to withdraw students on the following dates:*

January 21: Last day to drop the course with no record and 100% refund

January 22: Census Day Roster – If you have not attended, you will be withdrawn with a "W"

March 9: Midterm – If you stop attending, you may be withdrawn by the instructor

May 4: Withdraw Deadline – Last day to **withdraw yourself** and get a "W". This must be done *in person* at the Admissions counter; it cannot be done online. If you stop attending class but do not officially withdraw by the deadline, you will receive an F for the course.

Syllabus Addendum, Academic Honesty, Disabilities, and Electronic Devices Policy: Academic Honesty and Syllabus Addendum

I expect academic honesty and civility, as defined by **Parkland’s syllabus addendum**, at all times and throughout the course.

Students with Disabilities

If you have not yet registered with the Office of Disability Services, but believe you have a disability for which you may need an academic accommodation (e.g. an alternate testing environment, use of assistive technology or other classroom assistance), please contact the office at 217-353-2338 or disabilityservices@parkland.edu.

If you are a student that is already registered with the Office of Disability Services and you have questions or concerns, please contact:

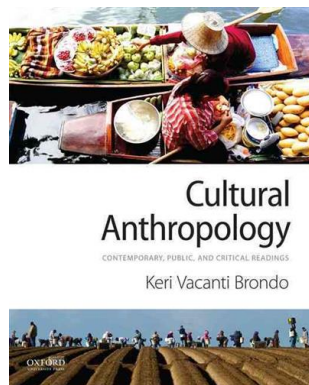
- Kristen Stephens, Disability Services Coordinator (U263) at 217-353-2337 or kstephens@parkland.edu
- Laura Wright, Disability Services Coordinator (U265) at 217-351-2588 or lwright@parkland.edu

Policy on Use of Electronic Devices in Class

My policy is that **electronic devices must be silenced and put away during class**. If you have a situation that may require you to accept a call or text during class, speak to me privately. In case of an emergency, people may contact Public Safety at (217) 351 2369 and the officer on call will find you and let you know of the nature of the emergency. Also, please note that **this class is a “laptop free” course**. In other words, you are expected to take notes by hand. If you have a special need that requires you to use your laptop for note taking please talk to me after class and we’ll make special arrangements.

Required Text

The following text is required, and is available for purchase at the college bookstore.
Brondo, Keri Vacanti. *Cultural Anthropology: Contemporary, Public, and Critical Readings*. New York: Oxford University Press, 2017.



I will post additional required readings for the course that are not included in the textbook on the course’s Cobra website: <https://cobra.parkland.edu/>, within weekly folders. I suggest you download and print each reading so that you can take notes on the main points of these articles during class lectures and discussion.

COURSE READING AND ACTIVITY SCHEDULE

IMPORTANT COURSE DATES:

- March 27:** Deadline for Student Applications for EUI Student Conference
April 2: Deadline for poster submission to UIUC printers
April 16: EUI Student Conference, 4 - 8 pm
May 10: Last Day of Instruction
May 17: Final Examination, 11 am – 1 pm

WEEK 1: Course Introduction; Thinking Anthropologically

January 16: Introduction to the course

January 18: Read “Practicing Anthropology Today” (pp. 1-8); “Thinking Anthropologically” (pp. 9-11); “A Dispute in Donggo” (pp. 12-18); and “Tricking and Tripping” (pp. 19-26) in Brondo, Keri Vacanti. *Cultural Anthropology: Contemporary, Public, and Critical Readings*. New York: Oxford University Press, 2017 (hereafter, *Brondo*)

WEEK 2: Introduction to Ethnography of the University Initiative; Cultural Relativism and Universal Human Rights

January 23: Read the main facts about the EUI that this course forms a part of, at: <http://www.eui.illinois.edu/about/facts/>; Read *Brondo*, “Cultural Relativism and Universal Human Rights” (pp. 27-31); “Maxwell’s Demons” (pp.32-42); and “Is Native Anthropology Really Possible?” (pp. 43-49)

January 25: *Ethics and IRB Procedures. Guest lecture by Dr. Karen Rodriguez’G, Associate Director of Office of Undergraduate Research, University of Illinois. Note: your attendance and participation counts as your in-class exercise/workshop #1.*

WEEK 3: The Ethics of Anthropology; Communicating Culture

January 30: Read *Brondo*, “Communicating Culture” (pp. 53-56); “Shakespeare in the Bush” (pp. 57-62); and “What are you Laughing At?” (pp. 63-71); Look at EUI website to see the types of projects done by previous Parkland and UIUC students; **In-Class Exercise/Workshop #2: work in class on group project proposals for Ethnography of the University (EUI) IRB.**

February 1: Read *Brondo*, “Sex, Lies, and Conversation” (pp. 72-75); “Speaking Like a Model Minority” (pp. 76-87); and “Anything Can Happen on YouTube (or Can It?)” (pp. 88-95)

WEEK 4: Ethnographic Methods: Field Notes; Belief Systems

February 6: Read “Sensory Ways of Knowing: When Research Tunes into Emotions” by Elizabeth P. Chalinor, in *PopAnth: Hot Buttered Humanity*, June 16, 2014, available at the following link: <http://popanth.com/article/sensory-ways-of-knowing-when-research-tunes-into-emotions>; Read the selections titled “Writing Ethnographic Fieldnotes” on the Cobra website under the Week 4 folder. Also read Wolfinger, Nicholas “Collecting Fieldnotes” *Qualitative Research* 2(1): 85–95, 2002

and “Discourse Analysis: How to approach it as the nitty-gritty level,” which can both be found on the Cobra website under Week 4; **In-Class Exercise/Workshop #3**

February 8: Read *Brondo*, “Introduction” (pp. 99-101); “Baseball Magic” (pp. 102-105); “No Peace in the House” (pp. 106-113); and “Choosing Both Faith and Fun” (pp. 123-130); **Project Proposals Due for IRB**

WEEK 5: Wrap-up Parts 1-3

February 13: Catch-up; Review for Exam

February 15: Exam 1 over Parts 1-3

WEEK 6: Ethnographic Methods: Interviewing; Marriage, Family, Gender, and Sexuality

February 20: Read materials on Interviewing under the Week 6 content tab on Cobra; Read *Brondo*, “When Brothers Take a Wife” (pp. 136-140) and “Death Without Weeping” (pp. 141-148); **In-Class Exercise/Workshop #4**

February 22: Read *Brondo*, “Hijra and Sādhin” (pp. 149-155); “Virginity Testing as a Local Public Health Initiative” (pp. 156-163); and “In the News: Same-Sex Marriage” (p. 164)

WEEK 7: Ethnographic Methods: Surveys; Race, Ethnicity, Class, and Inequality

February 27: Read materials on Surveys under the Week 6 content tab on Cobra; Read *Brondo*, pp. 169-172, “Can White Men Jump?” (pp. 173-177) and “Maintaining Whiteness” (pp. 178-186); **In-Class Exercise/Workshop #5**

March 1: Read *Brondo*, “Intimate Apartheid and Drug Consumption Among Racialized Bodies” (pp. 187-198) and “Birthdays, Basketball, and Breaking Bread” (pp. 199-208)

WEEK 8: Medical Anthropology

March 6: Read *Brondo*, pp. 213-215, “An Anthropology of Structural Violence” (pp. 216-223) and “Bad Biocitizens” (pp. 224-233); **In-Class Exercise/Workshop #6**

March 8: Read *Brondo*, “Democracy as Social Action” (pp. 234-246)

WEEK 9: Catch-up, Wrap-Up Parts 4-6

March 13: Catch-up; Review for Exam 2; **EUI Student Conference Applications**

March 15: Exam 2 over Parts 4-6

WEEK 10: SPRING BREAK – NO CLASS MARCH 20 AND 22

WEEK 11: Taste, Food, and Foodways

March 27: *Brondo*, pp. 253-255, “Eating Christmas in the Kalahari” (pp. 256-260); “Real Belizean Food” (pp. 261-268); and “Making the Market” (pp. 269-276); **In-Class Exercise/Workshop #7**

March 29: *Brondo*, “Migrant Farmworkers and the Pain of Picking” (pp. 277-286) and “American Meat” (pp. 287-293)

WEEK 12: Environmental Anthropology

April 3: Read *Brondo*, “Seeing Conservation Through a Global Lens” (pp. 301-311) and “Negotiating Land and Authority in Central Mozambique” (pp. 312-316); **In-Class Exercise/Workshop #8**

April 5: Read *Brondo*, “‘If We Didn’t Have Water’: Black Women’s Struggle for Urban Land Rights in Brazil” (pp. 317-322); “Gone the Bull of Winter?” (pp. 323-330); and “On the Mundane Significance of Bike Lanes” (pp. 331-337)

WEEK 13: EUI Prep

April 10: In-class workshop (EUI podcasts and presentations)

April 12: In-class presentation practice run

WEEK 14: Globalization, Development, and Culture

April 17: Read *Brondo*, pp. 345-348, “The Price of Progress” (pp. 349-355); “Being Indigenous in the 21st Century” (pp. 356-359); and “The Making of Disaster” (pp. 360-367)

April 19: Read *Brondo*, “Whose Development?” (pp. 368-373); “Housing Interests” (pp. 374-381); and “Re-Working the Institution of Waqf” (pp. 382-389)

WEEK 15: Violence, Conflict, and Mobility

April 24: Read "Who Has Time for Cejif? Postsocialist Migration and Slow Coffee in Neoliberal Chicago" posted on Cobra under the Week 15 Tab. Guided Response paper due. In-Class Exercise/Workshop: student-led discussion on Bosnian refugee materials (counts as Exam 3 grade).

April 26: Read *Brondo*, pp. 393-396; “Do Muslim Women Really Need Saving” (pp. 397-402); “The Non-National in Jordan” (pp. 411-418); and “Living and Working in a War Zone” (pp. 419-426)

WEEK 16: Visual and Media Anthropology

May 1: Read *Brondo*, pp. 431-434, “Everyday Second Life” (pp. 435-443) and “#Ferguson” (pp. 444-452); **In-Class Exercise/Workshop (#10); IRB and Permission Forms**

May 3: Read *Brondo*, “Policing Childhood” (pp. 453-461) and “Bootlegged” (pp. 462-469)

WEEK 17: Careers in Engaged and Applied Anthropology

May 8: Read *Brondo*, pp. 477-479, 506; "So You Want to Be an Anthropologist" (pp. 480-485); "Moving Past Public Anthropology" (pp. 486-491); "Expert Witness" (pp. 492-498); and "The Future of Practice" (pp. 499-502)

May 10: Finish *Careers in Engaged and Applied Anthropology*; Review for Final Exam; **Individual Papers due by 5 pm. You can turn them in during class or deposit them in the Dropbox folder on Cobra.**

May 17: Final Exam over Parts 10-12, 11 am – 1 pm

The course reading and activity schedule is subject to (and in fact quite likely to) change as the semester progresses. I will announce changes in class, email you, and/or put announcements on Cobra. **PLEASE CHECK YOUR EMAIL AND THE COURSE WEBSITE ON COBRA ON A REGULAR BASIS!**