

ANT 2410 Cultural Anthropology

University of Florida
Fall 2020



<https://www.nathanwpyle.art/#/strangeplanet/>

Instructor, TAs, and Academic Intern

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Role:	Instructor	TA	TA	Undergraduate Academic Intern

Teaching Times:	Lectures: T 10:40-11:30 R 10:40-12:35	Sections: T 11:45-12:35 T 12:50-1:40 R 1:55-2:45	Sections: W 11:45-12:35 W 12:50-1:40 R 12:50-1:40	N/A
Virtual Classroom:	https://ufl.zoom.us/j/91610984541	https://ufl.zoom.us/j/93260827354	https://ufl.zoom.us/j/92837577628	
Office Hours:	T 5-6 pm W 1-2 pm R 5-6 pm	M 2-4 pm T 2-3 pm	W 2-5 pm	F 2-3 pm
Office Hour Appointments:	www.calendly.com/saulschwartz	https://calendly.com/s-sil	https://calendly.com/sarah-meyers/ant-2410-cultural-anthro-office-hours?back=1&month=2020-09	
Virtual Office:	https://ufl.zoom.us/j/91723191438	https://ufl.zoom.us/j/8241409665	https://ufl.zoom.us/j/93325273151	

Course Description

Anthropology is the academic discipline that studies humanity across all space and time. Cultural anthropologists study the distinctive ways people create, negotiate, and make sense of their own social worlds in relation to the worlds of others. Through research in places both far away and near to home, anthropologists examine relations and events that influence and determine social belonging and exclusion, whether based on gender, kinship, religion, language, political economy, or historical constructions of race, ethnicity and citizenship. The scope of cultural anthropology is thus broad.

Studying culture is crucial to understanding our increasingly connected planet, human relationships, and actions. An anthropological perspective is also essential to efforts which aim to resolve the major crises that confront humanity today.

This class provides an introduction to the discipline through a consideration of topics and themes that are not only of vital relevance today but also hold an enduring place in the intellectual tradition of anthropology. The purpose of this class is to increase your familiarity and comfort with concepts of cultural analysis and to show how these notions can increase awareness and understanding of your own and others' life experiences. In so doing, the course aims to enhance sensitivity to social differences while also underscoring the moral and ethical dimensions entailed by ethnographic research.

Course Objectives and Learning Outcomes

After successfully completing this course, students will be able to:

- identify, recognize and recall influential anthropological concepts and concerns
- demonstrate a comprehension and appreciation of human cultural diversity
- describe how the contemporary world is interconnected and how it is being transformed through globalization, development, migration, and dynamics of power
- interpret and analyze ethnographic texts and films
- express a basic understanding of anthropological research and representation
- discuss ethical issues in ethnographic fieldwork
- apply key anthropological concepts to everyday life experiences

Expectations

-Do attend and participate in class. Class time will consist of a combination of lecture, discussion, activities, and other educational shenanigans.

-Do engage with course materials. When reading, watching a film, or listening to a podcast, focus on the main points and don't get bogged down in anxiety about minute details. The point is to understand the main ideas and the types of evidence that are used to support them. This can be hard to get used to. If you would like help with this, please see your instructor. Some course materials are more challenging than others.

-Do seek clarification when confused. Please do not hesitate to ask questions about any areas that are unclear, either in class, during office hours, by e-mail, or on Canvas. For office hours, (virtual) walk-ins are always welcome, but students with appointments have priority. Click [here](#) to make an appointment for office hours with the instructor.

-Do request appropriate academic accommodations. Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester.

-Do utilize university resources. The University of Florida offers a number of valuable resources to support student learning and wellness:

- For help with general study skills and tutoring, check out the [Teaching Center](#).
- For help brainstorming, formatting, and writing papers, contact the [Writing Studio](#).
- For e-learning technical support, call (352) 392-4357 or email helpdesk@ufl.edu.
- For help using the libraries or finding resources, [Ask a Librarian](#).
- For career assistance and counseling services, visit the [Career Connections Center](#).

- For mental health support, contact the [Counseling and Wellness Center](#) at (352) 392-1575.
- If you or someone you know is in distress, contact [U Matter, We Care](#) at (352) 392-1575 or umatter@ufl.edu.

Required Verbiage

Requirements for class **attendance and make-up** exams, assignments, and other work in this course are consistent with [university policies](#).

Audiovisual **recordings** of the instructor's lectures may be provided to students in the class with an accommodation letter from the [Disability Resource Center](#) that includes "audio recorded lectures" among the recommended academic accommodations. Students who participate in lectures with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image during lectures. Likewise, students who un-mute during lectures and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during lectures, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. Discussion sections will not be recorded or shared, nor will class time be recorded or shared when the instructor is not lecturing (e.g., during discussion, in-class activities, student presentations, etc.). As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Requirements for **grades** in this course are consistent with [university policies](#). (You may notice that this information classifies W, H, I, N, and U as "non-punitive grades," which implies that other kinds of grades may in fact be punitive. Please note that the instructor unequivocally rejects the idea of any grades as punitive. A grade is simply an instructor's assessment of a student's learning outcomes in a given course—no more, no less. The idea that grades are punitive is pedagogically unjustifiable, counterproductive to effective teaching and learning, and has no place whatsoever in the instructor's philosophy or practice of teaching.)

Students are expected to provide professional and respectful **feedback on the quality of instruction** in this course by completing course evaluations online via [GatorEvals](#). Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Shockingly, summaries of course evaluation results are [publicly available](#). (Your instructor also welcomes your feedback at any point during the semester. If there is something that can be done to help you and your peers learn more effectively, please do not wait until the end of the semester to say so. I would encourage you to attend office hours or make an appointment to share your suggestions.)

Evaluation

Students will be expected to complete **ten** activities and **five** assignments over the course of the semester. The activities and assignments are the sole basis for assessment in this course. They are in place of quizzes, tests, exams, reading checks, attendance, participation, and the like—though some of them, of course, do require you to attend class, participate, demonstrate familiarity with course materials, etc. You are expected to submit activity and assignment deliverables by the day and time they are due. Late submissions not covered by [university attendance and make-up policies](#) will be penalized.

You are expected to complete ten out of twelve possible **activities** over the course of the semester. Each activity is worth 5% of your grade. Activities will primarily be evaluated as completion grades: either the deliverable is complete and receives full credit or is incomplete/missing and receives no credit. Partial credit for activities is rare. Taken together, activities total 50% of your final grade. Due dates for activity deliverables are as follows:

Activity	Title	Week	Date Due	Time Due
1	Culture in Ordinary Language	1 DS	9/1-3	In DS
2	Analyzing Definitions of Culture	1	9/3	Before class
3	Ethical Controversies in Anthropology	2 DS	9/8-10	In DS
4	Corporate Culture in the News	3 DS	9/15-17	Before DS
5	Kinship Problem Set	4	9/24	Before class
6	Kinship, Society, and Worldview	6 DS	10/6-8	Before DS
7	Kinship, Custom, and Inheritance Law	6	10/8	In class
8	The Original Affluent Society	7	10/15	In class
9	Introduction to Big Man Simulation	8 DS	10/20-22	In DS
10	Big Man Simulation Reflection	9 DS	10/27-29	In DS
11	Religion and Ritual	11 DS	11/10-12	Before DS
12	The Nacerima	14 DS	12/1-3	In DS

You are also expected to complete five **assignments** over the course of the semester. Each assignment is worth 10% of your grade and will be assessed using the rubric included in the assignment instructions. Assignments are intended to give you an opportunity to demonstrate your comprehension and analysis of course materials as well as your ability to apply course concepts to new contexts. Taken together, assignments total 50% of your final grade. Due dates for assignments are as follows:

Assignment	Title	Week	Date Due	Time Due
1	Culture Concepts	4	9/22	10:40 am
2	Kinship and Family	7	10/13	10:40 am
3	PNG in the <i>NYT</i>	10	11/3	10:40 am
4	Theories of Religion	13	11/24	10:40 am
5	Ethnographic Remix	Finals	12/18	10 am

UF students are bound by the **Honor Pledge** which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.” On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The [Honor Code](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Course Materials

There are no required or recommended textbooks for this course. All course materials are available on Canvas, through the University of Florida library, or online. Please note that ethnographic films to be watched outside of class are available to you at no cost either online or through [Ethnographic Video Online](#), an online database provided by the library.

Course Schedule

Unit 1: What is Culture?

Week 1: Anthropology and the Culture Concept

T, 9/1

- Listen: King, Charles. 2019. “How One Anthropologist Reshaped How Social Scientists Think About Race.” Interview by Michael Martin. *All Things Considered*, NPR, August 3. Audio, 9:59.
<https://www.npr.org/2019/08/03/747909534/how-one-anthropologist-reshaped-how-social-scientists-think-about-race>.

Discussion Sections

- Read: Rothman, Joshua. 2014. “The Meaning of Culture.” *The New Yorker*, December 26. <https://www.newyorker.com/books/joshua-rothman/meaning-culture>.

- **In class: Activity 1 - Culture in Ordinary Language.**

R, 9/3

- Skim: Kroeber, A. L., and Clyde Kluckhohn. 1963[1952]. “Part II: Definitions.” In *Culture: A Critical Review of Concepts and Definitions*, 81-140. New York: Vintage Books.

- **Before class: Activity 2 - Analyzing Definitions of Culture.**

- Read: Shweder, Richard A., and Les Beldo. 2015. "Culture: Contemporary Views." In *International Encyclopedia of the Social and Behavioral Sciences*, vol. 5, 582-589. 2nd ed. Amsterdam: Elsevier.

Week 2: Culture and Counterinsurgency

T, 9/8

- Watch: Der Derian, James, David Udris, and Michael Udris, dirs. 2010. *Human Terrain*. Video, 57:30. Providence, RI: Udris Film.
https://tubity.com/movies/478118/human_terrain.
- Read: Rohde, David. 2007. "Army Enlists Anthropology in War Zones." *The New York Times*, October 5.
<https://www.nytimes.com/2007/10/05/world/asia/05afghan.html>.
- Listen: Conan, Neal. 2007. "'Academic Embeds': Scholars Advise Troops Abroad." *Talk of the Nation*, NPR, October 9. Audio, 16:58.
<https://www.npr.org/transcripts/15124054>.

Discussion Section

- Read: American Anthropological Association Executive Board. 2007. Statement on the Human Terrain System Project.
- Read: American Anthropological Association. 2012. "Principles of Professional Responsibility." *AAA Ethics Forum*.
<http://ethics.americananthro.org/category/statement/>.
- **In class: Activity 3 - Ethical Controversies in Anthropology.**

R, 9/10

- Read: Headquarters, Department of the Army. 2006. "Culture." In *The U.S. Army Marine Corps Counterinsurgency Field Manual*, 89-93. U.S. Army Field Manual No. 3-24. Marine Corps Warfighting Publication No. 3-33.5. Chicago: The University of Chicago Press.
- Read: Price, David. 2007. "Pilfered Scholarship Devastates General Petraeus's Counterinsurgency Manual." *CounterPunch*, October 30.
<https://www.counterpunch.org/2007/10/30/pilfered-scholarship-devastates-general-petraeuss-counterinsurgency-manual-core-chapter-a-morass-of->

[borrowed-quotes-university-of-chicago-press-badly-compromised-counterinsurgency/](#).

- Read: Nagle, John. 2007. “Desperate People With Limited Skills.” *Small Wars Journal*, November 1. <https://smallwarsjournal.com/index.php/comment/12052>.

Week 3: Corporate Culture

T, 9/15

- Read: Selection from Jacques, Elliott. 1951. “Definitions: Some Terms Necessary for the Analysis.” In *The Changing Culture of a Factory*, 249-253. London: Tavistock Publications.
- Read: Schein, Edgar H. 2004[1986]. “The Concept of Organizational Culture: Why Bother?” In *Organizational Culture and Leadership*, 3-23. 3rd ed. San Francisco: Jossey-Bass.
- Read: Groysberg, Boris, Jeremiah Lee, Jesse Price, and J. Yo-Jud Cheng. 2018. “The Culture Factor.” *Harvard Business Review*, January-February. <https://hbr.org/2018/01/the-culture-factor>.
- Read: Bersin, Josh. 2015. “Culture: Why It’s the Hottest Topic in Business Today.” *Forbes*, March 13. <https://www.forbes.com/sites/joshbersin/2015/03/13/culture-why-its-the-hottest-topic-in-business-today/>.

Discussion Section

- **Before class: Activity 4 - Corporate Culture in the News.**

R, 9/17

- Listen: Ryssdal, Kai. 2010. “Zappos CEO on Corporate Culture and ‘Happiness.’” *Marketplace*, NPR, August 19. Audio, 19:58-26:40. <https://www.marketplace.org/2010/08/19/zappos-ceo-corporate-culture-and-happiness/>.
- Read: Hsieh, Tony. 2010. “Your Culture Is Your Brand.” *HuffPost*, November 15. https://www.huffpost.com/entry/zappos-founder-tony-hsieh_b_783333.
- Browse: Zappos. 2019. “The Zappos Culture Book.” <https://www.zapposinsights.com/culture-book>.
- Read: Netflix. 2020. “Netflix culture.” <http://jobs.netflix.com/culture>.

- Read: Hoffman, Reid, Ben Casnocha, and Chris Yeh. 2014. "Your Company is Not a Family." *Harvard Business Review*, June 17. <https://hbr.org/2014/06/your-company-is-not-a-family>.
- Listen: Henn, Steve. 2015. "How The Architect Of Netflix's Innovative Culture Lost Her Job To The System." *All Things Considered*, NPR, September 3. Audio, 5:15. <https://www.npr.org/2015/09/03/437291792/how-the-architect-of-netflixs-innovative-culture-lost-her-job-to-the-system>.

Unit 2: Kinship, Gender, and Sexuality

Week 4: Introduction to Kinship

T, 9/22

- **10:40 am: Assignment 1 - Culture Concepts due.**
- Listen: Wang, Lulu. 2016. "What You Don't Know." *This American Life*, April 22. Audio, 27:00. <https://www.thisamericanlife.org/585/in-defense-of-ignorance/act-one-6>.
- Watch: Zhou, Xiaoli, dir. 2006. *The Women's Kingdom*. Video, 21:58. Chicago: German Camera Productions. <https://www.youtube.com/watch?v=ublvgsLpe7A>.
- Read: Nordberg, Jenny. 2010. "Afghan Boys Are Prized, So Girls Live the Part." *The New York Times*, September 20. <https://www.nytimes.com/2010/09/21/world/asia/21gender.html>.
- Read: Radio Free Europe. 2013. "Albania's Sworn Virgins." *Radio Free Europe*, August 29. <https://www.rferl.org/a/25087412.html>.

No Discussion Sections 9/22-9/24.

R, 9/24

- **Before class: Activity 5 - Kinship Problem Set.**

Week 5: Kinship, Gender, and Sexuality

T, 9/29

- Read: Selections from Schneider, David M. 1980[1968]. "Relatives" and "The Family." In *American Kinship: A Cultural Account*, 21-29, 33-54. 2nd ed. Chicago: University of Chicago Press.

No Discussion Sections 9/29-10/1.

R, 10/1

- Read: Weston, Kath. 1991. "Exiles from Kinship" and "Preface to the Paperback Edition." In *Families We Choose*, 21-41, xi-xx. New York: Columbia University Press.
- Watch: Shiva, Alexandra, Sean MacDonald, and Michelle Gucovsky, dirs. 2001. *Bombay Eunuch*. Video, 1:10:34. New York: Gidalya Pictures. (Available on Canvas.)

Week 6: Kinship and Political Economy

T, 10/6

- Watch: Milne, Claudia, dir. 1982. *Asante Market Women*. Disappearing World 25. Video, 52:00. London: Granada Television International. (Available through Ethnographic Video Online: <https://uf.catalog.fcla.edu/permalink.jsp?20UF023291037&ISSN=2325-2987>.)
- Read: Awusabo-Asare, Kofi. 1990. "Matriliny and the New Intestate Succession Law of Ghana." *Canadian Journal of African Studies* 24, no. 1: 1-16.
- Read: Selection from Clark, Gracia C. 2010. "Maame Akumah." In *African Market Women: Seven Life Stories from Ghana*, 194-196. Bloomington: Indiana University Press.
- Read: Selection from Fenrich, Jeanmarie, and Tracy E. Higgins. 2001. "Promise Unfulfilled: Law, Culture, and Women's Inheritance Rights in Ghana." *Fordham International Law Journal* 25, no. 2: 259-261.

Discussion Section

- **Before class: Activity 6 - Kinship, Society, and Worldview.**
- Read: Bohannan, Laura. 2012[1966]. "Shakespeare in the Bush." In *Conformity and Conflict: Readings in Cultural Anthropology*, edited by James Spradley and David W. McCurdy, 41-48. 14th ed. Boston: Pearson.

R, 10/8

- Read: Kinship, Custom, and Inheritance Law Handout.
- **In class: Activity 7 - Kinship, Custom, and Inheritance Law.**

Unit 3: Political Economy

Week 7: Foragers

T, 10/13

- **10:40 am: Assignment 2 - Kinship and Family due.**
- Read: Lee, Richard Borshay. 2012[1994]. "The Hunters: Scarce Resources in the Kalahari." In *Conformity and Conflict: Readings in Cultural Anthropology*, edited by James Spradley and David W. McCurdy, 73-86. 14th ed. Boston: Pearson.
- Read: Shostak, Marjorie. 1981. "Life in the Bush." In *Nisa: The Life and Words of a !Kung Woman*, 73-92. Cambridge: Harvard University Press.
- Read: Lee, Richard Borshay. 2012[1969]. "Eating Christmas in the Kalahari." In *Conformity and Conflict: Readings in Cultural Anthropology*, edited by James Spradley and David W. McCurdy, 13-19. 14th ed. Boston: Pearson.

No Discussion Sections 10/13-10/15.

R, 10/15

- Read: The Original Affluent Society Handout.
- **In class: Activity 8 - The Original Affluent Society.**

Week 8: Gifts and Politics

T, 10/20

- Watch: Nairn, Charlie, dir. 1974. *Ongka's Big Moka: The Kawelka of Papua New Guinea*. Disappearing World 13. Video, 52:00. London: Granada Television International. (Available through Ethnographic Video Online: <https://uf.catalog.fcla.edu/permalink.jsp?20UF023291037&ISSN=2325-2987>.)

Discussion Section

- **In class: Activity 9 - Introduction to Big Man Simulation.**

R, 10/22

- Read: Cronk, Lee. 2012[1989]. "Reciprocity and the Power of Giving." In *Conformity and Conflict: Readings in Cultural Anthropology*, edited by James Spradley and David W. McCurdy, 119-124. 14th ed. Boston: Pearson.

- Read: Harris, Marvin. 2012[1989]. "Life Without Chiefs." In *Conformity and Conflict: Readings in Cultural Anthropology*, edited by James Spradley and David W. McCurdy, 238-245. 14th ed. Boston: Pearson.
- Read: Selection from Hyde, Lewis. 1983. "Introduction." In *The Gift: Imagination and the Erotic Life of Property*, xi-xvii. London: Vintage.

Week 9: Markets and Money

T 10/27: Revisiting Big Men

- Watch: Anderson, Robin, and Bob Connolly, dirs. 1992. *Black Harvest*. Video, 1:30:00. Glebe, New South Wales: Arundel Productions. (Available through Ethnographic Video Online: <https://uf.catalog.fcla.edu/permalink.jsp?20UF023291037&ISSN=2325-2987>.)
- Read: Holden, Stephen. 1992. "Doing Business in Papua New Guinea." *The New York Times*, April 4. <https://www.nytimes.com/1992/04/04/movies/review-film-festival-doing-business-in-papua-new-guinea.html>.

Discussion Section

- **In class: Activity 10 - Big Man Simulation Reflection.**

R 10/29: Revisiting Foragers

- Listen: Planet Money, prod. 2011. "The Invention of Money." *This American Life*, January 7. Audio, 58:00 <https://www.thisamericanlife.org/423/the-invention-of-money>.
- Listen: Beaubien, Jason, and Alex Chadwick. 2005. "Botswana to Relocate San Bushmen from Kalahari." *Day to Day*, NPR, October 21. Audio, 8:52. <https://www.npr.org/templates/story/story.php?storyId=4968597>.
- Read: Fihlani, Pumza. 2014. "Botswana Bushmen: Modern Life is Destroying Us." *BBC News*, January 7. <https://www.bbc.com/news/world-africa-24821867>.
- Read: Suzman, James. 2017. "When a 200,000-Year-Old Culture Encountered the Modern Economy." *The Atlantic*, July 24. <https://www.theatlantic.com/business/archive/2017/07/hunter-gatherers-modern-economy/534522/>.
- Watch: Koehler, Daniel, dir. 2016. *A House Without Snakes*. Video, 28:46. <https://vimeo.com/139981264>

Unit 4: Ritual and Religion

Week 10: Functionalism

T 11/3: Functionalist Theories of Magic and Witchcraft

- **10:40 am: Assignment 3 - PNG in the NYT due.**
- Read: Selection from Malinowski, Bronislaw. 1948[1925]. "Magic, Science and Religion." In *Magic, Science and Religion and Other Essays*, 26-32. Garden City, NY: Doubleday Anchor Books.
- Read: Selection from Evans-Pritchard, E. E. 1976[1936]. "The Notion of Witchcraft Explains Unfortunate Events." In *Witchcraft Oracles and Magic among the Azande*, 18-23. London: Oxford University Press.

No Discussion Sections 11/3-11/5.

R 11/5: Ritual in Sports, Hunting, and Healing

- Read: Gmelch, George. 2012[1992]. "Baseball Magic." In *Conformity and Conflict: Readings in Cultural Anthropology*, edited by James Spradley and David W. McCurdy, 266-274. 14th ed. Boston: Pearson.
- Watch: Ferrarini, Lorenzo, dir. 2014. *Kalanda: The Knowledge of the Bush*. Video: 1:02:00. Manchester, UK: University of Manchester, Granada Centre for Visual Anthropology. (Available through Alexander Street: <https://uf.catalog.fcla.edu/permalink.jsp?20UF037330937>.)
- Watch: Walker, Lucy, dir. 2016. *The Vodou Healer*. Video: 14:39. Brooklyn: Vice Media. <https://youtu.be/QPuAJzB425I>.

Week 11: Symbolism

T 11/10: Theories of Symbolism and Rites of Passage

- Read: Selections from Turner, Victor. 1967. *The Forest of Symbols: Aspects of Ndembu Ritual*, 19-25, 93-111. Ithaca: Cornell University Press.
- Watch: Flannery, Amy, dir. 2002. *Return to Belaye: A Rite of Passage*. Video: 1:20:00. Washington, DC: Yellow Cat Productions. (Available through Kanopy: <https://uf.catalog.fcla.edu/permalink.jsp?20UF037516230>.)

Discussion Section

- **Before class: Activity 11 - Religion and Ritual.**

R 11/12: Syncretism and Symbolism in Mami Wata Iconography

- Browse: Smithsonian National Museum of African Art. 2009. Mami Wata: Arts for Water Spirits in Africa and Its Diasporas.
<https://africa.si.edu/exhibits/mamiwata/intro.html>.
- Watch: Jell-Bahlsen, Sabine. 1989. *Mammy Water: In Search of the Water Spirits in Nigeria*. Video: 1:01:12. Berkeley, CA: University of California, Extension Media Center. (Available through Kanopy:
<https://uf.catalog.fcla.edu/permalink.jsp?20UF036952911>.)
- Read: Drewal, Henry John. "Mermaids, Mirrors, and Snake Charmers: Igbo Mami Wata Shrines." *African Arts* 21, no. 2 (1988): 38-45.
- Read: Hackett, Rosalind I. J. 2008. "Mermaids and End-Time Jezebels: New Tales from Old Calabar." In *Sacred Waters: Arts for Mami Wata and Other Divinities in Africa and the Diaspora*, edited by Henry John Drewal, 404-412. Bloomington: Indiana University Press.
- Read: Houlberg, Marilyn. 1996. "Sirens and Snakes: Water Spirits in the Arts of Haitian Vodou." *African Arts* 29, no. 2 (1996): 30-35, 101.
- Hoskins, Janet. 2015. "Symbolism in Anthropology." In *International Encyclopedia of the Social and Behavioral Sciences*, vol. 23, 860-865. 2nd ed. Amsterdam: Elsevier.

Week 12: Religion and Colonialism

11/17: Revitalization Movements

- Read: Gwassa, C. G. K. 1972. "Kinjikitile and the Ideology of Maji Maji." In *The Historical Study of African Religion*, edited by T. O. Ranger and I. N. Kimambo, 202-218. Berkeley: University of California Press.
- Read: Kehoe, Alice Beck. 1989. "The Ghost Dance Religion." In *The Ghost Dance: Ethnohistory and Revitalization*, 2-12. Fort Worth, TX: Holt, Rinehart and Winston.
- Listen: Robertson, Robbie, and the Red Road Ensemble. 1994. "Ghost Dance." On *Music for The Native Americans*. Los Angeles: Capitol Records.
<https://youtu.be/eA0zpemMUow>.
- Read: Selection from Lee, Kimberli. 2007. "Heartspeak from the Spirit: Songs of John Trudell, Keith Secola, and Robbie Robertson." *Studies in American Indian Literatures* 19, no. 3: 107-110.

No Discussion Sections 11/17-11/19.

11/19: Cargo Cults

- Watch: Sherry, Jessica. 2015. *Waiting for John*. Video, 1:10:20. Portland: Alita Films. (Available through Kanopy: <https://uf.catalog.fcla.edu/permalink.jsp?20UF037042588>.)
- Read: Lindstrom, Lamont. 2018. "Cargo Cults." In *The Cambridge Encyclopedia of Anthropology*, edited by Felix Stein et al. Cambridge: University of Cambridge. <https://www.anthroencyclopedia.com/entry/cargo-cults>.
- Read: Davis, Mike. 2017. "The Great God Trump and the White Working Class." *Jacobin*, February 7. <https://www.jacobinmag.com/2017/02/the-great-god-trump-and-the-white-working-class/>.

Unit 5: Examining Ethnographic Representation

Week 13: From Content to Form

T 11/24

- **10:40 am: Assignment 4 - Theories of Religion due.**
- Davis, Wade. 2020. "The Unraveling of America." *Rolling Stone*, August 6. <https://www.rollingstone.com/politics/political-commentary/covid-19-end-of-american-era-wade-davis-1038206/>.
- Kreisel, Deanna. 2020. "The Unraveling of 'The Unraveling of America.'" *Medium*, August 8. <https://medium.com/@deannakaykreisel/the-unraveling-of-the-unraveling-of-america-db63ed82fa25>.

No discussion sections 11/24-11/26.

No class R 11/26.

Week 14: Ethnographic Description, Conventional and Creative

T 12/1

- Read: Rosaldo, Renato. 1989. "After Objectivism." In *Culture and Truth: The Remaking of Social Analysis*, 46-67. Boston: Beacon Press.

Discussion Section

- Read: Miner, Horace. 2012[1956]. "Body Ritual among the Nacirema." In *Conformity and Conflict: Readings in Cultural Anthropology*, edited by James Spradley and David W. McCurdy, 287-291. 14th ed. Boston: Pearson.
- **In class: Activity 12 - The Nacerima.**

R 12/3

- Listen: Spiegel, Alix, and Hanna Rosin. 2017. "High Voltage (Emotions Part Two)." *Invisibilia*, NPR, June 1. Audio, 00:00-22:05.
<https://www.npr.org/2017/06/01/530936928/emotions-part-two>.
- Read: Rosaldo, Renato. 1989. "Grief and a Headhunter's Rage." In *Culture and Truth: The Remaking of Social Analysis*, 1-21. Boston: Beacon Press.
- Read: Rosaldo, Renato. 2013. "Lakay" and "Insan." In *The Day of Shelly's Death: The Poetry and Ethnography of Grief*, 22-25. Durham: Duke University Press.

Week 15: Rethinking Culture

T 12/8

- No assignment.

No discussion sections 12/8-12/10

Ethnographic Showcase

F, 12/18

- **10 am: Assignment 5 - Ethnographic Remix due.**
- 10 am - 12 pm: Ethnographic Showcase.