Introduction to Cultural Anthropology
ANT 2410 – Fall 2020

Bearden (1964), *Young students*

Instructor
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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 vis-à-vis 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 in 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 and introduction to the discipline through a consideration of topics and themes that are not only of vital relevance today, but 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 others', as well as your own 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.

Student learning outcomes
- Identify, recognize, and recall influential concepts and concerns of cultural anthropology
- Demonstrate a comprehension and appreciation of the diversity of cultural phenomena
- Describe the interconnectedness of the contemporary world and how it is being transformed through globalization, development, migration, and dynamics of power
- Practice skills of textual interpretation
- Express a basic understanding of anthropological modes of research and representation
- Develop a sensitivity to the ethical implications of ethnographic fieldwork
- Apply key anthropological concepts to everyday life experiences
- Develop research questions

Course format
This is an **on-line** course that uses **Canvas** to distribute and submit all course materials. You will find the course syllabus, modules, reading assignments, quizzes, discussion boards, videos, grades, and course updates and announcements on the course website. In addition to course management and the posting of readings and assignments, Canvas will be used as a contact interface between students, the instructor, and the TAs. Questions can be sent to the instructor through Canvas messaging. The student is responsible for checking Canvas regularly.

Course communications
We have several avenues for communication in this course. First, there is a general Course Questions Discussion Board where you are encouraged to ask general questions about the course contents and assignments. Private questions should be emailed directly to the instructor or TA. You can expect a prompt email reply during posted office hours, except during holiday. The instructor will be exceptionally available to meet in person upon request, or to use Skype during office hours.

Required textbook
Robert Welsh & Luis Vivanco, *Asking questions about cultural anthropology: A concise introduction*, Oxford University Press, 2018. ISBN: 978-0190878078
All additional required and recommended readings will be posted on the Canvas course page

Additional readings

Additional readings will be posted on Canvas. The students are required to integrate the book chapters with additional resources (articles, videos, pictures, etc.). These resources will be available on Canvas and will cover, together with the textbook, the different topics/concepts discussed each week.

Please note that weekly quizzes will test your comprehension of all the materials provided, and not just the textbook.

Additional resources

American Anthropological Association (http://www.americananthro.org/)
The Society for Cultural Anthropology (https://culanth.org/)
The Society for Applied Anthropology (https://www.sfaa.net/)
The Society for Medical Anthropology (http://www.medanthro.net/)
The Society for the Anthropology of Food and Nutrition (https://foodanthro.com/)

Course requirements

This course consists of 15 modules. Each week we will cover crucial concepts and ideas in Cultural Anthropology. You will be asked to actively participate to the discussion boards and complete the quiz assigned for every week. You are also required to submit 2 writing assignments during the semester, and to write an original paper as your final project.

Discussion boards	240 points	24%
Quizzes	300 points	30%
Assignments	260 points	26%
Final project	200 points	20%
Total	1000 points	100%

Discussion Boards (24%)

Discussion Board participation consists of 24% of your final grade. You will be broken up into discussion groups to facilitate the participation, thus the discussion will not be course wide. You are required to write a discussion board post based on the instructions for that week's discussion. All posts must be original material, plagiarism will not be tolerated.

Discussion posts are due by 11.59 pm ET on Fridays each week. There will be a total of 13 graded discussion boards. Your posts must be between 150-300 words in length. Please be succinct and always respectful. You will receive 0 points if any content from another student or the internet is copied. You will receive 0 points in case of late submission without an anticipated and approved valid excuse. You will receive 0 points if your posts are disrespectful, offensive, or contains racial/ethnic slurs.

*Please read the Netiquette Guidelines before posting. These guidelines must be adhered to for all communication in this class.

You are encouraged to engage with your peers' posts. If you agree or disagree with your peers' ideas, explain why, in a respectful way, and provide evidence (along with citations) to support your position. You are expected to take your posts seriously and review and edit them before posting. Always provide a proper reference when using or quoting another source.

Quizzes (30%)

Quizzes comprise 30% of your final grade. There will be a total of 10 graded quizzes. Students will be expected to complete all quizzes by the due date provided in the course schedule by 11:59pm ET. Normally, quizzes will be due on Fridays, except when a given Friday is a University holiday in which case the assignment will be due the following day, a Saturday. If an approved, excused absence is not provided, students should expect to receive a zero (0) for the quiz. If you have a question about a quiz prior to the due date, please use the Course Questions discussion board, or communicate with the instructor or TA no less than 48 hours before the deadline. When quizzes are made available, you may begin them at any time, but each quiz will have a ten (10) minute time limit. Please allow enough time to take the quiz in one sitting, as you will not be able to stop and come back to it.

Assignments (20%)
There will also be 2 written assignments (.docx file, double spaced, 500-750 words) over the course of the semester. The assignments are submitted in essay form and are related to the course themes. You will be graded based on the quality of the content, following the rubric provided, and by demonstrating that you are familiar with the material that we have covered over recent weeks. Specific instructions for each assignment are described in Canvas. Assignments must be submitted via Canvas by 11:59 p.m. ET on the due date. Normally, assignments will be due on Mondays, except when a given Monday is a University holiday in which case the assignment will be due the following day, a Tuesday. All assignments must be uploaded in Microsoft Word format (.doc or .docx) and will be processed through anti-plagiarism software. If you attempt to upload your assignment in an incorrect format, Canvas will not accept the file. The assignment will not be graded until it is uploaded in the correct format and may be considered late.

Final project (20%)
As their final project students will write a short paper (750-1000 words) in which they demonstrate their familiarity with key anthropological concepts as well as their ability to connect those to everyday life experiences. Detailed instructions will be posted on Canvas.

Grading scale
See http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html for calculating grade point averages. Also note that a grade of C- does not count for credit in major, minor, Gen Ed, Gordon Rule, or college basic distribution credit (for information regarding minus grades go to: http://www.isis.ufl.edu/minusgrades.html

The grading scale for this course is as follows: 93% - 100% = A; 90% - 92% = A-; 87% - 89% = B+; 83% - 86% = B; 80% - 82% = B-; 77% - 79% = C+; 73% - 76% = C; 70% - 72% = C-; 67% - 69% = D+; 63% - 66% = D; 60% - 62% = D; Below 60% = E

Late policy
Late quizzes and discussion posts will **not** be accepted. Writing assignments submitted late will be penalized 10 points if turned in within 24 hours of the original due date, 20 points after 24 hours, and an additional 10 points after each subsequent 24-hour period. A paper submitted 48-72 hours late, for example, would receive an automatic 30-point deduction.

Make-up policy

No make-up work will be offered except for approved excused absences. Requirements for make-up exams, assignments and other work in this course are consistent with university policies that can be found in the online catalog: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

If you have an event scheduled on the day coursework is due, plan to do the work early. All coursework is available 24/7 on Canvas. Students unable to complete assignments due to documented, excused absences must provide documentation to the instructor no less than 48 hours before the absence. Verification for excused absences due to illness must be received one week after the coursework due date. Technology issues while turning in assignments/completing quizzes are handled differently and are addressed in the following section.

Extra Credit
There is only one approved extra credit assignment offered for this course **due 11/24**. Detailed information and instructions are found on Canvas.

Course technology
If you have technical difficulties with the course, you must contact the UF Computing Help Desk either by filling out an online request form or calling (352) 392-4357. The Help Desk is an excellent resource and they are very quick to resolve issues. Once you contact them, they will issue a ticket number detailing the problem and its resolution. Technological problems (hardware, software, Canvas, etc.) are not sufficient excuses for missed or late assignments without a Help Desk ticket number. The Help Desk is located on the ground floor of the Hub on the UF campus. If technical difficulties that are beyond your control cause you to miss a due date, you MUST report the problem to the Help Desk and then email your instructor and the DSO. Include the ticket number that you are given from the Help Desk in an e-mail to the instructor to explain the late assignment/quiz/test. Proof of technological fault must be provided by the student, which will then need to be verified through appropriate channels:
• **http://helpdesk.ufl.edu • (352) 392-HELP**

Online Course Evaluation: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semesters, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results.

UF Policies
University Policy on Accommodating Students with Disabilities Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc) by providing appropriate documentation. Once registered, students will receive an accommodation letter that must be emailed to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

University Policy on Academic Conduct 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 honesty 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 implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors

that are in violation of this code and the possible sanctions. Furthermore, your instructors and TA 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 TA in this class.

This course will be using systems that check for plagiarism from websites and fellow students. Your instructors can Google too! If there is an infraction, you will receive a warning as well as a zero (0) for the assignment and be reported to the Dean of Students Office. After receiving a warning, if cheating persists, you will receive a zero (0) for the subsequent assignment, be reported to the Dean of Students Office again, and incur any further penalties that are administered by the Dean of Students Office.

Once you have been reported for cheating or plagiarism you cannot drop the class. Plagiarism includes copying from websites or other students or previous work that you have submitted. Self-plagiarism is real and will not be tolerated: you cannot duplicate your work from other courses. Any direct quotes should be properly cited with author, date and page number(s). If you have questions about this, please use the Course Questions discussion board or email your instructors directly. You are strongly discouraged from sharing your notes for this class on any online website. You are not permitted to distribute screen shots of any course content.

Basic guidelines for not plagiarizing:
• Do not copy and paste from any website

• Write your own words

• Do not collaborate with fellow students on any assignment unless otherwise noted

• Use in-text citations when using direct quotes, when paraphrasing, or when citing original research (https://owl.english.purdue.edu/owl/resource/747/2/)

Class demeanor or Netiquette
All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. Please use proper greetings and salutations when writing to your instructors and be clear, kind, and respectful. Friendliness goes a long way and will help you succeed in this course and in life.

It is strongly recommended when taking an online exam or quiz that you use a wired connection not a Wi-Fi signal. It is also strongly advised you do not wait until the last few hours to complete any assignment so you can deal with a computer or internet failure. In addition, you should be using the most up to date version of Google Chrome or Mozilla Firefox when using UF's e-Learning interface. If you have any issue with UF e-Learning, you must contact the UF Computing Help Desk immediately at 352-392-4357 to create a ticket that you will then send to your professor so that they may follow up with the issue. The instructor will be the one who decides if the issue warrants further action.

Be advised that waiting until the last few hours limits your options to solve a computer or internet failure. A computer crash, or your Wi-Fi dropping out at your location is not an appropriate excuse to retake an assignment. An e-learning system-wide failure that can be confirmed by campus IT as the responsibility of the University is an appropriate excuse to retake an assignment. In such a circumstance, an announcement will be made to all students.

Getting help

U Matter, We Care serves as the umbrella program for UF's caring culture and provides students in distress with support and coordination of a wide variety of appropriate resources. Contact umatter@ufl.edu seven days a week for assistance if you are in distress. Call 352-392- 1575 for a crisis counselor in the nighttime and weekends.
Resources are available at http://www.distance.ufl.edu/getting-help for:
- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Course schedule
NOTE: Please refer to the schedule in e-Learning for all due dates, it will be the most up to date if any deadlines should change during the semester. You will be notified of any revisions to this schedule via email and e-Learning.

MODULE 1 (8/31-9/4)
Introduction to Cultural Anthropology
Read: (1) Course syllabus, (2) "Why anthropology matters" (Statement by Executive Committee of the European Association of Social Anthropologists).
Activity: Discussion board

MODULE 2 (9/7 [holiday]-9/11)
Anthropology: Asking questions about humanity
Read: (1) Book, Ch. 1, (2) Augé, M., & Colleyn, J. P. (2006). *The world of the anthropologist* (excerpt). Berg Publishers.
Additional reading (recommended): Brandt, A. M. (1978). Racism and research: the case of the Tuskegee Syphilis Study. *Hastings Center Report*, *8*(6), 21-29.
Study: Slides lecture Ch. 1 on Canvas
Activities: Quiz + Discussion Board

MODULE 3 (9/14-9/18)
Culture: Giving meaning to human lives
Read: (1) Book, Ch. 2, (2) Williams, R. (2014). *Keywords: A vocabulary of culture and society* (excerpt). Oxford University Press, (3) Rothman, J. (2014). The meaning of "culture" (https://www.newyorker.com/books/joshua-rothman/meaning-culture)
Study: Slides lecture Ch. 2 on Canvas
Activities: Quiz + Discussion Board

MODULE 4 (9/21-9/25)
Ethnography: Studying Culture
Read: (1) Book, Ch. 3, (2) van Tilburg, M. V. (1998). Interviews of the Unspoken: Incompatible Initiations in Senegal Fieldwork. *Anthropology and Humanism*, *23*(2), 177-189, (3) Striffler, S. (2007). Neither here nor there: Mexican immigrant workers and the search for home. *American Ethnologist*, *34*(4), 674-688.
Additional reading (recommended): (1) Lyon, D. (1971). Conversations with the Dead: Photos, of Prison Life, with the Letters and Drawings of Billy Mc-Cune (excerpts). *New York: Holt, Rinehart*, (2) Ottenberg, S. (1990). Thirty years of fieldnotes: changing relationships to the text. *Fieldnotes: The makings of anthropology*, 139-160. (3)

Study: Slides lecture Ch. 3 on Canvas
Activities: Writing assignment (#1)

MODULE 5 (9/28-10/2)
Power
Read: (1) Book, Ch. 8, (2) Harcourt, B. E. (2011). Making willing bodies: The University of Chicago human experiments at Stateville Penitentiary. *Social Research*, *78*(2), 443-478
Read and Watch: CNN Exclusive Report "People for sale. Where lives are auctioned for $400" (http://www.cnn.com/2017/11/14/africa/libya-migrant-auctions/index.html)
Study: Slides lecture Ch. 8 on Canvas
Activities: Quiz, Discussion board

MODULE 6 (10/5-10/9)
Gender, Sex, and Sexuality
Read: (1) Book, Ch. 10, (2) Allen, A. S. (2012). "Brides" without Husbands: Lesbians in the Afro-Brazilian Religion Candomblé. *Transforming Anthropology*, *20*(1), 17-31, (3) Van Allen, J. (1972). "Sitting on a man": colonialism and the lost political institutions of Igbo women. *Canadian Journal of African Studies/La Revue canadienne des études africaines*, *6*(2), 165-181.
Study: Slides lecture Ch. 10 on Canvas
Activities: Quiz, Discussion Board (due Saturday 10/3)

MODULE 7 (10/12-10/16)
Social Ties
Read: (1) Book, Ch. 11
Study: (1) Slides lecture Ch. 11 on Canvas
Watch: Stephanie Coontz: On Marriage
(https://www.youtube.com/watch?v=gwtb7jz8G4k&fbclid=IwAR1UQur5YNQlud4GQNUS5mk-m9_8VGgYDawbYo8TJw-KzP4STzdVVeXknnc)
Chris McCarty: Social Ties
(https://mediasite.video.ufl.edu/Mediasite/Play/3abb9e4bcc424726a2738cf9cfea0c181d)
Activities: Quiz, Discussion board

MODULE 8 (10/19-10/23)
Language and Culture
Read: (1) Book, Ch. 4, (2) Baldwin, J. (1997). If Black English isn't a language, then tell me, what is? *The Black Scholar*, *27*(1), 5-6.
Study: Slides lecture Ch. 4 on Canvas
Additional reading (recommended): (1) Baron, D. (2000). Ebonics and the politics of English. *World Englishes*, *19*(1), 5-19, (2) Cavanaugh, J. R. (2006). Little women and vital champions: Gendered language shift in a northern Italian town. *Journal of Linguistic Anthropology*, *16*(2), 194-210.
Watch: "3 ways to speak English" by Jamila Lyiscott
(https://www.ted.com/talks/jamila_lyiscott_3_ways_to_speak_english#t-145357)
Activities: Writing Assignment (#2)

MODULE 9 (10/26-10/30)
Race and Racism

Read: (1) Book, Ch. 9, (2) AAA Statement on race, (3) Coates, T. N. (2015). *Between the world and me*. Spiegel & Grau (excerpts), (4) Gravlee, C. C. (2009). How race becomes biology: embodiment of social inequality. *American journal of physical anthropology*, *139*(1), 47-57.
Study: (1) Slide lecture Ch. 9 on Canvas, (2) Study and explore the short lectures ("What is race", "Sorting people", "Race timeline", "Human diversity", "Me, my race, and I", "Where race lives) on the website of *Race – The power of an illusion* (http://www.pbs.org/race/001_WhatIsRace/001_00-home.htm).
Activities: Quiz & Discussion Board

MODULE 10 (11/2-11/6)
Economies (of working, sharing, and buying)
Read: (1) Book, Ch. 7, (2) Newell, S. (2006). Estranged belongings: A moral economy of theft in Abidjan, Côte d'Ivoire. *Anthropological Theory*, *6*(2), 179-203.
Study: Slides lecture Ch. 7 on Canvas
Activities: Quiz, Discussion Board

MODULE 11 (11/9-11/13 [11/11 holiday])
Globalization and Migration
Read: (1) Book, Ch. 5, (2) Holmes, S. (2013). *Fresh fruit, broken bodies: Migrant farmworkers in the United States* (excerpts). University of California Press.
Study: Slides lecture Ch. 5 on Canvas
Activities: Quiz, Discussion Board

MODULE 12 (11/16-11/20)
Sustainability and Foodways
Read: (1) Book, Ch. 6, (2) Poe, T. (1999). The origins of soul food in black urban identity. Chicago 1915-1947. *American Studies International, 37(1),* 4-33.
Study: Slides lecture Ch. 6 on Canvas
Watch: "A guerrilla gardener in South Central LA" by Ron Finley
(https://www.ted.com/talks/ron_finley_a_guerilla_gardener_in_south_central_la)
Activities: Quiz, Discussion Board

MODULE 13 (11/23 & 24)
Medical anthropology: Biocultural perspectives on health and illness
Read: (1) Book, Ch. 13, (2) Singer, M., Valentin, F., Baer, H., & Jia, Z. (1992). Why does Juan Garcia have a drinking problem? The perspective of critical medical anthropology. *Medical Anthropology*, *14*(1), 77-108.
Study: Slides lecture Ch. 13 on Canvas
Activities: Quiz, Discussion Board

THANKSGIVING BREAK - Mod 13 assignments due Saturday 11/28

MODULE 14 (11/30-12/4)
Religion: Ritual and Belief

Read: (1) Book, Ch. 12, (2) Hurston, Z. N. (1938). Tell my horse. *Voodoo and Life in Haiti and Jamaica* (excerpt), (3) Abu-Lughod, L. (2002). Do Muslim women really need saving? Anthropological reflections on cultural relativism and its others. *American anthropologist*, *104*(3), 783-790.
Study: Slides lecture Ch. 12 on Canvas
Activities: Quiz, Discussion Board

MODULE 15 (12/7-12/11 [12/10 & 11 reading days])
Objects, Human, and Non-Human
Read: (1) Book, Ch. 14, (2) Condry, I. (2013). *The soul of anime: Collaborative creativity and Japan's media success story* (excerpt). Duke University Press, (3) *The stubborn persistence of confederate monuments* by David A. Graham
(https://www.theatlantic.com/politics/archive/2016/04/the-stubborn-persistence-of-confederate-monuments/479751/)
Study: Slides lecture Ch. 14 on Canvas
Activities: Final project (due 12/14)