

## ANT 2410: Introduction to Cultural Anthropology

University of Florida  
Spring 2021



Bearden (1964), *Young students*

### Instructor and TA's

**Instructor:** Hannah Toombs ([toombshannah@ufl.edu](mailto:toombshannah@ufl.edu))

**Office Hours (virtual, by appointment):** Monday 1-2pm; Wednesday 2-4pm

**TA:** Meagan Silva ([meagan.silva@ufl.edu](mailto:meagan.silva@ufl.edu))

**Course Canvas Page:** <https://ufl.instructure.com/courses/416635>

### Course Materials

**Required Text:** Robert Welsh & Luis Vivanco, *Asking questions about cultural anthropology: A concise introduction*, Oxford University Press, 2018. ISBN: 978-0190878078

All additional required readings and films will be made available on our Canvas site.

## **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 an 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.

### **Through this course, students will aim to meet the following goals:**

- Identify, recognize and recall key concepts, concerns, and methods in cultural anthropology
- Demonstrate comprehension and appreciation of human cultural diversity
- Describe how the contemporary world is interconnected, and how human culture is continuously shaped and transformed by forces of globalization, development, migration, and power
- Interpret and analyze ethnographic texts and films
- Understand and discuss questions of ethics in ethnographic fieldwork
- Apply anthropological concepts to everyday life experiences

## **Course Format and Expectations**

In light of ongoing concerns due to COVID-19, this course will be taught through a “HyFlex” or Hybrid Flexible format, meaning that several of you will be part of an in-person class, and the rest will attend in real time via Zoom. For those of you attending the in-person class, masks are required at all times, and social distancing and CDC guidelines will be strictly followed to the best of our ability. Tentatively, I am planning to split our two class periods into one day of lecture, and one day of discussion. For the discussion days, I ask all in person students to bring their laptops and a set of headphones in order for them to be able to participate in class discussion with their classmates attending via Zoom.

This new format will be an adventure for all of us, so we ask that you are patient with myself and the TAs as we do our best to offer both in-person and remote students the best learning experience possible! In the case of technical challenges, assignments may be adjusted or offered in different formats to accommodate all students in this course.

The class time is split into lectures, group activities, and primarily discussion among students which draws on class and reading and other media content from the course. **In order to receive full participation and attendance credit in class, students should:**

**-Attend and participate in class discussions.** We value your perspective and opinions and want to hear how you connect with cultural anthropology concepts. You should actively take part in class discussion and activities.

**-Engage the course materials** and draw these into our discussions and assignments throughout the semester to show you understand the content covered. It is very important that you complete the class readings and videos and come to class prepared on discussion days.

**-Ask questions** whenever they feel unsure of something. Cultural anthropology requires us to ask questions about the world around us, so please don't hesitate to think deeply about the topics we cover in the course. Additionally, you are encouraged to reach out whenever you have questions or concerns about this class via email or during our office hours. Email the instructor or TA's to make an appointment.

-Additional learning support can be found through the following university resources:

- For help with general study skills and tutoring, check out the Teaching Center in Broward Hall. You can call them at (352) 392-2010 or (352) 392-6420. More info at <http://teachingcenter.ufl.edu/>.
- For help brainstorming, formatting, and writing papers, visit the Writing Studio in 302 Tigert Hall. Their phone number is (352) 846-1138, and their website is <http://writing.ufl.edu/writing-studio/>.
- For e-learning technical support, call (352) 392-4357 and select option 2. You can also e-mail them at [learningsupport@ufl.edu](mailto:learningsupport@ufl.edu) or browse their website at <https://lss.at.ufl.edu/help.shtml>.
- For help using the libraries or finding resources, see <http://cms.uflib.ufl.edu/ask>.
- For career and counseling services, visit the Career Connections Center in Reitz Union. Their phone number is (352) 392-1601 and their website is <https://career.ufl.edu/>.
- For mental health support, see the UF Counseling and Wellness Center at 3190 Radio Road. Their phone number is (352) 392-1575 and their website is <https://counseling.ufl.edu/>.

### **Course Content and Evaluation**

This course will feature **bi-weekly quizzes**, as well as **six class exercise options**, **four assignment options**, and **one final project**. You are required to complete **five** out of the six exercises, and **three** out of the four assignments.

**Quizzes** review the week's class and reading content. Each quiz is 10 points and can be taken once. All quizzes are open book/note. There are 7 quizzes throughout the semester.

**Exercises** are short activities that should take no more than 1 hour to complete. Exercises are meant to show your understanding of class concepts and push you to apply anthropological

observations and methods to your everyday lives. Exercises might include taking ethnographic field notes in a certain setting, reacting to a video or reading, commenting on current events and relating them to the class, etc.! **There are 6 exercise options, and you must complete at least 5 this semester.** If you are unhappy with a grade you receive, you are welcome to complete the 6<sup>th</sup> for a chance at a higher grade. Each exercise is worth 50 points (5% of your grade). Consult Canvas and the course syllabus for specific exercise due dates and instructions.

**Assignments** are writing projects or more involved analyses of course content, typically 2-3 page essays, analyses or creative work which give you a chance to show you understand the course content and apply concepts to your own lives and interests. **There are four assignment options throughout the semester, and you must complete at least three to receive full credit.** If you are unhappy with your grade on an assignment, you can complete the fourth option. Each assignment is worth 130 points. Consult Canvas and the course syllabus for specific assignment due dates and instructions.

**The final project** is a research paper in which you choose an object or thing that you define as carrying some social significance. In your research, you will go beyond the surface meaning of the object to explore its broader meanings and the social, economic, political, environmental, or other worlds in which it is embedded. You will then write a descriptive, analytical essay interpreting the object's meaning using a cultural anthropological perspective. Specific guidelines and instructions can be found on our Canvas site. The final project is worth 200 points.

<b>Quizzes</b>	70 points	7%
<b>Exercises</b>	250 points	25%
<b>Assignments</b>	390 points	39%
<b>Final Project</b>	200 points	20%
<b>Attendance/ Participation</b>	90 points	9%
<b>Total</b>	1000 points	100%

### University Policies

Requirements for class **attendance and make-up** exams, assignments, and other work in this course are consistent with university policies that can be found at:  
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

**Students with disabilities** requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Students are expected to provide professional and respectful **feedback on the quality of instruction** in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at

<https://gatorevals.aa.ufl.edu/students/>. 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/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>. Please note that your instructor and TAs also welcome your feedback at any point during the semester. If there is something that we can do to help you and your peers learn better (or if we are doing something that you find especially helpful), you don't have to wait until the end of the semester to say so. We encourage you to attend our office hours or make an appointment with one of us to discuss your suggestions.

University policy requires that you be provided with the following link to information on current **UF grading policies** for assigning grade points: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-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.

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 (<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, 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 Schedule

### Week 1: Introduction to Cultural Anthropology (1/11-1/15)

**T: Read** (1) Course syllabus (2) “Why Anthropology Matters” (Statement by the Executive Committee of the European Association of Social Anthropologists)

**R: Read** (1) Kroeber, A., L., and Clyde Kluckhohn. 1952. “Part II: Definitions.” In *Culture: A Critical Review of Concepts and Definitions*, 41-71. Papers of the Peabody Museum of American Archaeology and Ethnology, Harvard University, 47, no. 1. Cambridge: Peabody Museum.

**Listen** (1) 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.

**To Do:**

- Review Lecture slides
- Review Exercise 1: Defining Culture (due Sun., January 24<sup>th</sup> by 11:59pm)
- Review Assignment 1: Ethnographic Field Notebook (Due at the end of the semester)

## **Week 2: Asking Questions about Humanity (1/18-1/22)**

**T: Read** (1) Book, Ch. 1

**R: Read** (1) Augé, M. & Colleyn, J.P. 2006. *The World of the Anthropologist*. (excerpt). Berg Publishers.

### **To Do:**

- Quiz 1 (due Fri., Jan. 22<sup>nd</sup> by 11:59pm)
- Review lecture slides
- Submit Exercise 1: Defining Culture (due Sunday, Jan. 24<sup>th</sup> by 11:59 pm)

## **Week 3: Giving Meaning to Human Lives (1/25-1/29)**

**T: Read** (1) Book Ch. 2

**R: Read** (1) Williams, R. 1976. *Keywords: A Vocabulary of Culture and Society* (excerpt). Oxford University Press. (2) Rothman, J. 2014. The meaning of “culture”

### **To Do:**

- Review lecture slides
- Review Assignment 2: Doing Participant Observation (due Sunday Feb. 7<sup>th</sup> by 11:59pm)

## **Week 4: Ethnography-Studying Culture (2/1-2/5)**

**T: 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.

**R: Watch** (1) *Framing the Other* (UF Kanopy) <https://ufl.kanopy.com/video/framing-other> ~24. minutes; **Skim** (1) Ottenberg, S. (1990). “Thirty years of fieldnotes: Changing relationships to the text.” *Fieldnotes: The Makings of Anthropology*. 139-160.

### **To Do:**

- Quiz 2
- Review lecture slides
- Submit Assignment 2: Doing Participant Observation (due Sunday Feb. 7<sup>th</sup> by 11:59 pm)
- Review Exercise 2: *Framing the Other* Video Analysis (due Sunday Feb. 14<sup>th</sup> by 11:59 pm)

## **Week 5: Race & Racism (2/8-2/12)**

**T: Watch** (1) *Race-The Power of an Illusion* (Kanopy); **Read** (1) AAA Statement on race (2) Book Ch. 9

**R: Watch** (1) “A Conversation with Native Americans on Race” (NYT, 2018); **Read** (1) Coates, T.N. (2015). *Between the world and me*. (excerpts) Spiegel & Grau. (2) Gravlee, C.C. (2009). How race becomes biology (3) Tuhiwai Smith, L. 1999. *Decolonizing Methodologies: Research and Indigenous Peoples* (excerpts).

**To Do:**

- Submit Exercise 2: *Framing the Other* Video Analysis (Due Sunday Feb. 14<sup>th</sup> by 11:59pm)
- Review lecture slides
- Review Exercise 3: Reading Comparison, Race and *The Body* (due Sunday Feb. 21<sup>st</sup> by 11:59pm)

**Week 6: Power-Politics and Social Control (2/15-2/19)**

**T: Read** (1) Book Ch. 8

**R: Read** (1) Harcourt, B.E. (2011). “Making willing bodies: The University of Chicago human experiments at Stateville Penitentiary.” *Social Research*. 78(2): 443-478.

**To Do:**

- Quiz 3
- Submit Exercise 3: Reading Comparison, Race and *The Body* (due Sunday Feb. 21<sup>st</sup> by 11:59pm)
- Review lecture slides
- Review Exercise 4: Power in Politics Ethnographic Analysis (due Sunday Feb. 28<sup>th</sup> by 11:59pm)

**Week 7: Gender, Sex, and Sexuality (2/22-2/26)**

**T: Watch** (1) “The Candomblé”; **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

**R: Read** (1) “Waging a lyrical war against FGM” by Renate van der Zee (2) Collings, P. “Men, masculinity, and Inuit”

**To Do:**

- Submit Exercise 4: Power in Politics Ethnographic Analysis (due Sunday Feb. 28<sup>th</sup> by 11:59pm)
- Review lecture slides

**Week 8: Social Ties (3/1-3/5)**



**T: Watch** (1) Stephanie Coontz: On Marriage; **Read** (1) Book Ch. 11

**R: Watch** (1) Social Ties by Chris McCarty

**To Do:**

- Quiz 4
- Review lecture slides
- Review Assignment 3: Kinship Chart vs. Social Network Map (due Sunday March 14<sup>th</sup> by 11:59pm)

**Week 9: Language and Culture (3/8-3/12)**

**T: Read** (1) Book Ch. 4 (2) Baldwin, J. 1979. "If Black English isn't a language, then tell me what is?"

**R: Watch** (1) "3 Ways to Speak English" by Jamila Lyiscott; **Read** (1) Eligon, J. 2019. "Speaking Black Dialect in Courtrooms Can Have Striking Consequences." *New York Times*.

**To Do:**

- Submit Assignment 3: Kinship Chart vs. Social Network Map (due Sunday March 14<sup>th</sup> by 11:59 pm)
- Review lecture slides
- Review Assignment 4: Language and Culture Short Essay (due Sunday, March 21<sup>st</sup> by 11:59pm)

**Week 10: Economies of Working, Sharing and Buying (3/15-3/19)**

**T: Read** (1) Book Ch. 7 (2) Newell, S. 2006. "A moral economy of theft in Abidjan, Cote d'Ivoire. *University of Illinois*.

**R: Watch** (1): "The Life Cycle of a T-Shirt (TedX) (2) PEOPLE: Planet Money Makes a T-Shirt, Part III (NPR); **Read** (1) Paulson, S. 2017. "Degrowth: Power, Culture and Change." *Journal of Political Ecology*. (15 pages)

**To Do:**

- Quiz 5
- Submit Assignment 4: Language and Culture Short Essay (due Sunday March 21<sup>st</sup> by 11:59pm)
- Review lecture slides
- Review Exercise 5: Commodity Life Cycle (due Sunday March 28<sup>th</sup> by 11:59pm)

**Week 11: Globalization and Migration (3/22-3/26)**

**T: Read** (1) Book Ch. 5 (2) Holmes, S. 2013. *Fresh fruit, broken bodies: Migrant farmworkers in the United States* (excerpts). University of California Press.



**R: Watch** (1) “Meet the undocumented Coachella farmworkers feeding America” (2) \*start watching\* *First Contact* (Alexander Street streaming service)

**To Do:**

- Submit Exercise 5: Commodity Life Cycle (due Sunday March 28<sup>th</sup> by 11:59pm)
- Review Assignment 1: Ethnographic Field Notebook (due April 23<sup>rd</sup> by 11:59pm)
- Review lecture slides
- Review Exercise 6: *First Contact* film analysis (due Sunday April 4<sup>th</sup> by 11:59pm)

**Week 12: Sustainability and Foodways (3/29-4/2)**

**T: Read** (1) Book Ch. 6 (2) The Sriracha Argument for Immigration by D. Sax; **Watch** (1) “A guerilla gardener in South Central LA” (TEDX) (2) “Feeding the Beast: Women rush food to migrants crossing Mexico (MSNBC)

**R:** None!

**To Do:**

- Quiz 6
- Submit Exercise 6: *First Contact* film analysis (due Sunday April 4<sup>th</sup> by 11:59pm)
- Review lecture slides
- Review Final Project instructions (due April 25<sup>th</sup> by 11:59pm)

**Week 13: Medical Anthropology: Biocultural Perspectives on Health & Illness (4/5-4/9)**

**T: Read** (1) Book Ch. 13 (2) Singer, M., Valentin, F., Baer, H., and Jia, Z. “Why does Juan Garcia have a drinking problem? The perspective of critical medical anthropology.” *Medical Anthropology*, 14(1): 77-108.

**R: Watch** (1) The Silent HIV Crisis Sweeping the American South

**To Do:**

- Review lecture slides
- Continue working on Final Project

**Week 14: Ritual and Belief (4/12-4/16)**

**T: Read** (1) Book Ch. 12 (2) Abu-Lughod, L. 2002. “Do Muslim women really need saving? Anthropological reflections on cultural relativism and its others.” *American Anthropologist*. 104(3): 783-790.; **Watch** (1) Alaa Murabit: What my religion really says about women (TEDX)

**R: Read** (1) Hurston, Z.N. (1938). *Tell my horse, Voodoo and Life in Haiti and Jamaica*. (excerpts) (2) 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.

**To Do:**

- Quiz 7
- Review lecture slides
- Continue working on Final Project (due April 25<sup>th</sup> by 11:59pm)

**Week 15: Objects, Human and Non-Human (4/19-4/21)**

**T: Read** (1) Book Ch. 14 (2) Condry, I. *The soul of anime: Collaborative creativity and Japan's media success story*. (excerpt) *Duke University Press*.

**Watch** (1) *The stubborn persistence of confederate monuments* (TEDX)

**To Do:**

- Submit Final Project! (due April 25<sup>th</sup> by 11:59pm)
- Submit Assignment 1: Ethnographic Field Notebook (due April 23<sup>rd</sup> at 11:59pm)