

ANT 2410 Cultural Anthropology

Spring 2023

Instructor:

Moodjalin "Mood" Sudcharoen (pronunciation: *soot-jah-rern*)

Email: m.sudcharoen@ufl.edu

Office: Turlington B133

Office hours: Tuesday 1-2:30 and Thursday 1:30-3 ***Set up a meeting time in advance on Calendly: <https://calendly.com/m-sudcharoen/office-hours-spring2023>***

Teaching assistant:

Ana M. Garrido

Email: a.garrido@ufl.edu

Office hours: B331

Office: TBD

Lectures:

T 3:00-4:55 (Turlington L005)

R 4:05-4:55 (Turlington L005)

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
- practice skills of data collection and analysis
- discuss ethical issues in ethnographic fieldwork
- apply key anthropological concepts to everyday life experiences

Summary of course structure and requirements

This course is designed for you to learn from multiple sources (textbook, films, academic and opinion articles) and different people (instructor, guest speakers, teaching assistant, and fellow students).

On Tuesdays and Thursdays, the entire class will meet in TUR L005. Since the course encourages collaboration and active learning for individuals and groups, “lecture” sessions will not be entirely lectured-based. Class time will also be spent on film screenings, group discussions and presentations, and other forms of active learning activities.

Course requirements include group assignments and individual assignments. Each student will be assigned to a permanent group during the first week of the semester. More information about this will be given in class and posted on Canvas. In addition to small in-class activities, group members will also collaborate with each other on two projects (more below). You will also be asked to perform peer evaluations for your group members twice during the semester.

Individual assignments will consist of five short written assignments, two reading responses, one film response essay, and one final project. There will be no exams in our course.

Course activities, assignments, and evaluation

In-class group activities and peer evaluations (50 points)

Lecture sessions will include low-stakes group activities that allow you to actively engage with class materials and lectures and interact with your classmates. Most of the time, each group will be asked to discuss a specific question or problem and then report the group’s ideas to the whole class. *I typically do not grade in-class group activities. However, evaluation points will be based primarily on peer assessments.*

You will be given a chance to evaluate your group members twice during the semester. **The first evaluation** takes place at the mid-term point, and it will be informal and used as feedback for individual team members. At this time, your grade will not be impacted by your peers’ feedback, nor will they be affected if others do not submit their feedback on your in-class performances.

In **the final evaluation**, which occurs at the end of the semester, each of you will evaluate other members of the group on their participation in group activities. (Did they miss in-class activities regularly? Did they contribute productively to the group? Did they exchange ideas with others in a respectful manner?). **30 points from your team members will be counted towards your final grade.**

Each individual will receive an additional 20 points for completing the first and final peer evaluations for their team members.

One of the most significant concerns with working in a group and receiving team grades is that some members of the group may work harder than others or “free-ride” off those in the group willing to put in more effort. These evaluations are anonymous and give you a chance to reward or punish your teammates based upon their team efforts. I will provide more information about the evaluation processes in class.

Group project I: Museum visit – art and culture (40 points)

In this activity, each group will spend time at the Harn Museum of Art (3259 Hull Rd) exploring visual arts and other museum objects and collaboratively write a short reflection (one group/one reflection).

How does art inspire us to think about cultural changes through time, internal varieties within a culture, or cultural mixing across geographical borders? With this question in mind, you will:

- Visit the Harn Museum of Art with other members of your group
- Choose an art piece that is most interesting to you. Take a photo (if allowed) and jot down any information about the chosen artifact (its appearance, its function, its history, the artist(s) who made it, etc.)
- Analyze how the artifact you choose reflect the dynamics of culture and changes in social values
- Write a short reflection 450-600 words, double-spaced

The written reflection is to be submitted by March 31. The full description of the project will be announced during the second week.

I am planning to **cancel a regular class meeting on Tue, 2/28** to give ample time for the museum visit. On Tue, 2/28, from 3-5 pm, I will be at the museum to answer any questions that you may have. A brief orientation to the Harn Museum will be provided by Eric Segal, Director of Education and Curator of Academic Programs. Whether or not you choose to join me that day, each group may choose to visit the museum on your own time.

Group project II: Ethnographic study – observing and taking field notes (50 points)

You will collaborate with other members in your assigned group to conduct mini fieldwork. The detailed instruction and guidelines will be assigned during the fourth week (or when we discuss what “ethnography” is).

Broadly, the project consists of three main tasks. First, each group will go to a public place or public event with a question in mind that they might begin to answer, or at least address, by observation (no interviewing or other direct interaction with people). Spend from 15 to 25 minutes observing surrounding environments, movements, and behaviors at the site. Each individual member of the group jot down notes while doing observation. Second, all group members get together and discuss their experiences of practicing ethnography. Your discussion topics include methodological and ethical challenges related to this kind of observation and notetaking, any new things or phenomena you discover, and any further research questions that arise during fieldwork. Lastly, **each group will prepare a presentation and present the project to the class (40 points)**. Group presentations will take place during the last two weeks of the semester (week 14-15). Each presentation will last about 8 minutes.

By **March 24**, each group must send the instructor a 1-2 paragraph update on their progress as well as any questions you might have. If your group prefer to discuss these in-

person, please make an appointment with the instructor for office hours that week. **Each group will receive 10 points for reporting the progress.**

Short written assignments (50 points)

You will be expected to complete **five** out of eight possible assignments over the course of the semester. In these assignments, you will be asked to reflection on questions related the topic of the week, respond to a short video or a passage in the textbook, or perform an analysis of anthropological data. Most assignments are due one week after the date they were assigned, but please double check the deadlines for each assignment on Canvas and in the scheduled below. Due dates for assignments are as follows:

Assignment	Title	Week assigned	Due date
1	Anthropology and the concept of “culture”	2 (Tue 1/17)	Tue 1/24
2	Relationship between language and culture	5 (Tue 2/7)	Tue 2/14
3	Kinship and family	7 (Thu 2/23)	Thu 3/2
4	Social stratification and intersecting identities	9 (Thu 3/9)	Thu 3/23 [extended due date]
5	Economy, power, and politics	10 (Tue 3/21)	Tue 3/28
6	Globalization and its effects on culture	11 (Tue 3/28)	Tue 4/4
7	Health and Illness	12 (Thu 4/6)	Thu 4/13
8	Food and environment	13 (Tue 4/11)	Thu 4/20 [extended due date]

All assignments are submitted on Canvas under “Assignments.”

Response papers (40 points)

Students are required to submit responses to **two** of the following course readings:

Reading	Week assigned	Due date
Abu-Lughod, “Do Muslim women really need saving?: Anthropological reflections on cultural relativism and its others”	9	3/8
Bonilla and Rosa, “Ferguson, Digital Protest, Hashtag Ethnography, and the Racial Politics of Social Media in the United States.”	11	3/29
Singer et al., “Why Does Juan Garcia Have a Drinking Problem?”	12	4/5

Each response will have approximately 600-800 words. **Responses are due the day before the class we discuss the reading.** In your response, summarize and critically evaluate the author’s argument. Here are some guiding questions:

Here are some tips for writing a discussion post (and engaging with course materials in general).

- Focus on the key arguments of the reading. What is the author’s purpose in writing this text?

- Focus on quotes or aspects of the text that are interesting and compelling, or difficult and puzzling.
- Ask yourself: In what ways do you find the theory/framework proposed by the author(s) useful for understanding your own sociocultural settings?
- Develop critiques on the theoretical framing and methodological approaches of each scholarly writing. What ways could they be questioned, furthered, or extended?

Response to a film (20 points)

To supplement lectures and readings, we will watch several films throughout the semester (all movies are also available on Course Reserves in Canvas). You will write one short essay (250-450 words) in response to ONE of the following films that will be shown in class:

- Week 3: Framing the other
- Week 6: Waiting for John
- Week 7: Daughter from Danang
- Week 13: What's for dinner?

In your response, you may discuss what you find intriguing and inspiring, and/or make a connection between the film and other course materials. You choose the week on which you write this, but the last day to submit the response is April 21.

Final project: the social life of things (50 points)

For the final project, choose an object to explore anthropologically, revealing its social role, history, and the human relationships that lay beyond it or that are related to its very presence in the society. The thing you choose should be a specific, actual entity, and have a meaningful connection to your own life.

You may write a traditional essay (approximately 1000 words) or use any online platform for combining text and other media which you are comfortable (e.g., blogging, YouTube, podcasting). Regardless of your chosen medium, you need to cite at least three sources, including at least one from this class (It is also fine if they are all from class). These sources should be contributing insight to your analysis.

*Final projects are due **by May 1**.* Please submit your project under "Assignments" on Canvas. Detailed guidelines for this assignment will be announced by Week 12.

Grading

Group assignments

Museum visit & written reflection	40 points (~13%)
Ethnographic project (quick check-in, 1 oral presentation)	50 points (~17%)

Individual responsibilities

Peer evaluations (2 rounds)	50 points (~17%)
5 short written assignments	50 points (~17%)
2 Reading responses	40 points (~13%)
Film response	20 points (~7%)
Final project	50 points (~17%)

Total

300 points (100%)

The following scale will be used for grades on all assignments and exams: 94-100=A; 90-93=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 (failing).

Requirements for grading are consistent with the university policy:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Other course policies

Extra credit policy

I do not give Extra Credit on a personal-need basis, and I cannot ethically change the rules for you and not the other students. I am required by the university to adhere to the policies outlined in my syllabus. It would not be fair or ethical to give you an opportunity that is not provided to the rest of your classmates.

Attendance and late work

Attendance and full participation in the course are expected because we believe it will lead to your success in the class. Although attendance will not be taken in large group lectures, you are required to regularly participate in in-class activities and discussion sections. Absences from class, as well as late submissions, will negatively impact your grade, unless you have an excusable reason covered by university attendance and make-up policies:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Absences for reasons of religious holiday, illness, and official university business are excused; however, proper notification should still be provided.

Students unable to complete assignments due to documented, excused absences must provide documentation to the instructor no less than 48 hours before the due date. We must then agree on an alternative due date. **Verification for excused absences due to illness must be received within 24 hours after the coursework due date. Late submissions with inexcusable reasons and without notice will be accepted with 10 % penalty within 48 hours of the original due. After 48 hours, they will not be accepted.**

Communication

Please direct general questions about course requirements, assignments, activities, etc. to the student Q&A discussion board under "Discussion" on Canvas. You can also contact the instructor or the teaching assistant via email. *However, please check if your question has already been addressed on one of the course's Canvas question board.*

If contacted, the instructor will attempt to respond to messages within 48 hours of receiving them. The instructor does not normally check the inbox over the weekend. The instructor cannot address *same-day* requests for deadline extensions (with proper documentation), so please be in touch in as much advance as possible if you need an assignment extension.

Office hours

The instructor and the teaching assistant's office hours are listed on the first page of the course syllabus. If you cannot make the regular times, we will try our best to accommodate your

request. Please note that we cannot arrange meetings with you on the weekends or outside normal business hours.

Please make an appointment with the instructor before coming to office hours. Please choose a time and date in advance via Calendly.

Classroom etiquette

- Please raise your hand when you want to speak. Don't interrupt or talk over your fellow students.
- Keep the usage of electronic devices to a minimum. It is understandable that on some days you need to use laptops or tablets in order to access electronic copies of class readings. In this case, please turn WiFi off, unless we are doing specific activities that require it.
- Except for family emergencies, unusual circumstances, or specific class activities, cell phones should be silenced and put away.

Academic integrity

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 Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Click here to read the Conduct Code: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/> If you have any questions or concerns, please consult with the instructor or TAs in this class.

In-class recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. For more information, please see:

<https://sccr.dso.ufl.edu/policies/codechanges/>

Course evaluation

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/>.

The 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 attend office hours or make an appointment to share your suggestions.

Diversity and inclusivity

We strive to create an accessible classroom environment for all students, regardless of your lived experiences and identities (including race, gender, class, sexuality, religion, linguistic background, national origin, etc.) To help accomplish this:

- Please let us know if you have preferences for **a name and a set of pronouns** you want to use in class (that differ from those appearing in your official records). Feel free to correct us if we pronounce your name inaccurately.
- **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 which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester. Please also discuss with the instructor and TAs how we should plan classroom activities, the use of media, and other aspects of the course in order to accommodate you.
- ***Students with disabilities have an equal right to use and benefit from resources at the George A. Smathers Libraries***, including (but not limited to) Course Reserves materials. To ensure this right, students with disabilities:
 - o Have the responsibility to identify themselves as needing appropriate, reasonable accommodations for their disabilities
 - o Have the responsibility for making their needs known in a timely manner
 - o Have the same obligation as any library user to comply with library policies and procedures

The George A. Smathers Libraries Course Reserves Unit will work with patrons needing assistance or accommodations to access course reserves materials. Please contact the Course Reserves Unit at [352-273-2520](tel:352-273-2520), or email at eres@uflib.ufl.edu for information or assistance.

- **Please utilize university resources.** The University of Florida offers a number of valuable resources to support student learning and wellness:
 - o For help with general study skills and tutoring, check out the [Teaching Center](#).
 - o For help brainstorming, formatting, and writing papers, contact the [Writing Studio](#).
 - o For e-learning technical support, call (352) 392-4357 or email helpdesk@ufl.edu.
 - o For help using the libraries or finding resources, [Ask a Librarian](#).
 - o For career assistance and counseling services, visit the Career Connections Center (352-392-1601 | CareerCenterMarketing@ufsa.ufl.edu).
 - o For mental health support, contact the Counseling and Wellness Center at (352) 392-1575.
 - o If you or someone you know is in distress, contact U Matter, We Care at (352) 392-1575 or umatter@ufl.edu.

- Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint or belief.
- **Please do not hesitate to talk with the instructor or teaching assistant** about your discomfort and insecurity that stem from your specific experience in class. We will find ways to improve the classroom environment.

Inclusive of all above, **communication is key**. If for whatever reason attending classes or submitting assignments on time is not possible, please let us know and we will figure out how to make this work. Transparent communication between faculty and students is necessary to succeed in any college course. Communicate with us so that we can best support you.

Course materials

- There is one required **textbook**:
 - o Welsch, Robert L. and Luis A. Vivanco. 2021. *Asking question about cultural anthropology: a concise introduction*. Third edition. New York: Oxford University Press.
- **Other reading materials** are available on Canvas. Please look under “Modules” or “Course Reserves” for PDF files and links to additional sources. If you encounter **problems accessing course materials** through The University of Florida Library, please find more information at <https://accesssupport.uflib.ufl.edu/course-reserves/>.
- We will watch several **films and videos** during Tuesday and Thursday sessions. You do **not** need to watch them before class, but all films are also available on Course Reserves.
- **You are expected to read the assigned materials prior to the class** date designated on the syllabus. Studying materials beforehand will prepare you for discussion sections and daily group activities and allow you to follow lectures more easily.
- Some course materials might be more challenging than others, but **do not give up!** It is totally okay if you do not fully catch every single line of a text. The point is to understand the main ideas and the types of evidence that are used to support them. Take notes while reading, highlight important information and interesting quotes, and come to class with questions. If you need help with this, please come to see the instructor.

Course schedule

The instructor might make adjustments to readings, in-class activities, and deadlines for assignments as the course progresses. The instructor will communicate any changes to you with as much notice as possible

Module	Readings	Assignments
Week 1	Studying humanity	
Thu, 1/10	<ul style="list-style-type: none"> - Introduction to course expectations and requirements - Welsch & Vivanco, chapter 1 - "Why Anthropology Matters," Statement by European Association of Social Anthropologists (EASA). https://www.easaonline.org/publications/policy/why_en - <i>Recommended:</i> Fernandez, James W. 1977. "Anthropology, a discipline about man himself." The New York Times. https://www.nytimes.com/1977/07/17/archives/anthropology-a-discipline-about-man-himself.html 	
Thu, 1/12	<ul style="list-style-type: none"> - Rothman, Joshua. 2014. "The meaning of 'culture.'" The New Yorker. https://www.newyorker.com/books/joshua-rothman/meaning-culture - Bersin, Josh. 2015. "Culture: Why It's the Hottest Topic in Business Today." <i>Forbes</i>, March 13. https://www.forbes.com/sites/joshbersin/2015/03/13/culture-why-its-the-hottest-topic-in-business-today/ 	
Week 2	Anthropology and the concept of "culture"	
Tue, 1/17	<ul style="list-style-type: none"> - Welsch & Vivanco, chapter 2 - Williams, Raymond. 1976. "Culture." In <i>Keywords: a vocabulary of culture and society</i>, pp.76-82. New York: Oxford University Press. 	Assignment 1 (due 1/24) Groups created
Thu, 1/19	<ul style="list-style-type: none"> - Library instruction session (Guest speaker: GiNESSA J. Mahar, Anthropology Librarian) 	Museum visit instruction posted
Week 3	Colonial legacies and the "other"	
Tue, 1/24	<ul style="list-style-type: none"> - Wainaina, Binyavanga. 2019. "How to write about Africa." <i>Granta</i>. https://granta.com/how-to-write-about-africa/ - Film: Ilya Kok, Willem Timmers. 2012. <i>Framing the other</i>. (25 mins.) (trailer: https://www.willemtimmers.com/framing-the-other) 	Film response (option 1)
Thu, 1/26	<ul style="list-style-type: none"> - Said, Edward. 1979. "Introduction." In <i>Orientalism</i>, pp. 1-28. Vintage Books. 	
Week 4	Anthropology as ethnographic practice	
Tue, 1/31	<ul style="list-style-type: none"> - Welsch & Vivanco, chapter 3 - American Anthropological Association. 2012. "Principles of Professional Responsibility." <i>AAA Ethics Forum</i>. http://ethics.americananthro.org/category/statement/ - Bernard, H. Russell. 2006. "Field Notes: How to Take Them, Code Them, Manage Them (chapter 14)." In <i>Research methods in anthropology: qualitative and quantitative approaches</i>, only pp.387-398. Oxford: AltaMira Press. 4th edition. 	Ethnographic group project assigned

Thu, 2/2	<ul style="list-style-type: none"> - Tsuda, Takeyuki. 2015. "Is Native Anthropology Really Possible?" <i>Anthropology Today</i> 31 (3): 14-16. - Nordling, Linda. 2020. "Who Gets to Study Whom?." <i>Sapiens</i>. https://www.sapiens.org/culture/anthropology-colonial-history/ 	
Week 5	Relationship between language and culture	
Tue, 2/7	<ul style="list-style-type: none"> - Welsch & Vivanco, chapter 4 	Assignment 2 (due 2/14)
Thu, 2/9	<ul style="list-style-type: none"> - Lippi-Green, Rosina. 2012. "The Standard Language Myth." <i>English with an Accent: Language, Ideology, and Discrimination in the United States</i>. Pp. 55-65 (Chapter 4) - Lippi-Green, Rosina. 2012. "Teaching children how to discriminate (What we learn from the Big Bad Wolf)." <i>English with an Accent: Language, Ideology, and Discrimination in the United States</i>. Pgs. 101-129 (Chapter 7) 	
Week 6	Religion, ritual, and social organization	
Tue, 2/14	<ul style="list-style-type: none"> - Welsch & Vivanco, chapter 12 - Film: Sherry, Jessica. 2015. <i>Waiting for John</i>. (1:10:20). Portland: Alita Films. 	Film response (option 2)
Thu, 2/16	<ul style="list-style-type: none"> - Miner, Horace. 2012[1956]. "Body Ritual among the Nacirema." <i>In Conformity and Conflict: Readings in Cultural Anthropology</i>, edited by James Spradley and David W. McCurdy, 287-291. 14th ed. Boston: Pearson - Serazio, Michael. 2013. "Just How Much Is Sports Fandom Like Religion?" <i>The Atlantic</i>. https://www.theatlantic.com/entertainment/archive/2013/01/just-how-much-is-sports-fandom-like-religion/272631/ - <i>Recommended:</i> Gmelch, George. 1971. "Baseball Magic." <i>Trans-Action</i> 8: 39-41. 	
Week 7	Kinship and family	
Tue, 2/21	<ul style="list-style-type: none"> - Film: Dolgin, Gali and Vicente Granco. 2002. <i>Daughter from Danang</i>. (1:23) - McGranahan, Carole. 2015. "What is a family? Refugee DNA and the possible truths of kinship." <i>Somatosphere</i>. http://somatosphere.net/2015/what-is-a-family-refugee-dna-and-the-possible-truths-of-kinship.html/?format=pdf 	Film response (option 3)
Thu, 2/23	<ul style="list-style-type: none"> - Welsch & Vivanco, chapter 11 	Assignment 3 (due Thu 3/2)
Week 8	Childhood, age, and generation	
Tue, 2/28	<ul style="list-style-type: none"> - *Museum visit (3-5 pm) and guest speaker (Eric Segal, Director of Education and Curator of Academic Programs) - *No regular class meeting 	Meet at the Harn Museum of Art 3259 Hull Rd); Written reflection due Fri 3/31

Thu, 3/2	<ul style="list-style-type: none"> - Mead, Margaret. 1928. "Children in Samoa." <i>Natural History</i> 28(6): 625–636. - Berman, Elise. 2016. "Aged Culture." http://acyig.americananthro.org/2016/02/08/aged-culture/ - Pinsker, Joe. 2021. "Gen Z only exists in your head." <i>The Atlantic</i>. https://www.theatlantic.com/family/archive/2021/10/millennials-gen-z-boomers-generations-are-fake/620390/ 	<p>Ethnographic project progress report</p> <p>First peer evaluation begins</p>
Week 9	Social stratification and intersecting identities: gender, race, class	
Tue, 3/7	<ul style="list-style-type: none"> - Welsch & Vivanco, chapter 9 and chapter 10 - "Race – Are We So Different?" Explore AAA project website (https://understandingrace.org) and video https://www.youtube.com/watch?v=8aaTAUAEyho 	Reading response: Abu-Lughod (due 3/8)
Thu, 3/9	<ul style="list-style-type: none"> - Abu-Lughod, Lila. 2002. "Do Muslim women really need saving?: Anthropological reflections on cultural relativism and it's others." <i>American Anthropologist</i> 104(3): 783-790 	<p>Assignment 4 (due 3/23)</p> <p>First peer evaluation ends</p>
Spring Break 3/11-3/19		
Week 10	Economics, power, and politics	
Tue, 3/21	<ul style="list-style-type: none"> - Welsch & Vivanco, chapter 7 - Bowie, Katherine. 1998. "The Alchemy of Charity of Class and Buddhism in Northern Thailand." <i>American Anthropologist</i> 100(2): 469–481. 	Assignment 5 (due Tue 3/28)
Thu, 3/23	<ul style="list-style-type: none"> - Welsch & Vivanco, chapter 8 	Ethnographic project progress report (due Fri 3/24)
Week 11	Globalization and its effects on culture	
Tue, 3/28	<ul style="list-style-type: none"> - Welsch & Vivanco, chapter 5 - Pagel, Mark. 2014. "Does globalization mean we will become one culture?" <i>BBC</i>. https://www.bbc.com/future/article/20120522-one-world-order 	<p>Assignment 6 (due Tue 4/4)</p> <p>Reading response: Bonilla & Rosa (due 3/29)</p>
Thu, 3/30	<ul style="list-style-type: none"> - Bonilla, Yarimar and Jonathan Rosa. 2015. "Ferguson, Digital Protest, Hashtag Ethnography, and the Racial Politics of Social Media in the United States." <i>American Ethnologist</i> 42(1): 4-17. 	Reflection on museum visit – art and culture (due Fri 3/31)

Week 12	Health and illness	
Tue, 4/4	- Welsch & Vivanco, chapter 13	Reading response: Singer et. al. (due 4/5)
Thu, 4/6	- Singer, Merrill Charles, Hans A. Baer, Freddie Valentin, and Zhongke Jia. 1992. "Why Does Juan Garcia Have a Drinking Problem?" <i>Medical Anthropology</i> 14(1): 77-108.	Assignment 7 (due 4/13) Final prompt assigned
Week 13	Food and environment/Social life of things	
Tue, 4/11	<ul style="list-style-type: none"> - Welsch & Vivanco, chapter 6 - Bestor, Theodore C. 2009. "How sushi went global." <i>Foreign Policy</i>. (https://foreignpolicy.com/2009/11/19/how-sushi-went-global/) - Film: Yi, Jian. 2014. <i>What's for dinner?</i> (29 mins) - Guest speaker (TBD) 	Assignment 8 (due 4/20)
Thu, 4/13	- Welsch & Vivanco, chapter 14	
Week 14	Student presentations	
Tue, 4/18	- *No class - Instructor away for academic conference	No class
Thu, 4/20	- Ethnographic project presentations	Final peer evaluation begins Film response due Fri 4/21
Week 15	Student presentations/Looking back, looking forward	
Tue, 4/25	<ul style="list-style-type: none"> - Ethnographic project presentations - Wrap-up activities 	Final peer evaluation ends on Fri 4/28
Reading Days 4/27-4/28		
Final paper due Monday, May 1st		