

ANT 2410 Cultural Anthropology (online)

Spring 2023

Primary General Education Designation: Social and Behavioral Sciences (S) ([area objectives available here](#))

Secondary General Education Designation: Diversity (D) ([area objectives available here](#))

(Note: A minimum grade of C is required for general education. Courses intended to satisfy the general education requirement cannot be taken S-U)

Instructor:

Moodjalin “Mood” Sudcharoen (pronunciation: soot-jah-rern)

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

Teaching assistants:

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Course communications and office hours:

For all course-related questions, first review this syllabus to determine if the answer to your question is addressed. 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 and teaching assistants via email. *However, please check if your question has already been addressed on one of the course’s Canvas question board.*

Do not post any questions related to individual assignments and grades on the Q&A discussion board. Please submit those inquiries by email. In the content of the email, specifically state the particular assignment that is at issue. We will respond to emails as quickly as we can during virtual office hours unless we are with another student. In general, please allow 48 hours (excluding weekends and holidays) before following up.

We will also be available to meet via zoom by appointment. You can set up a virtual meeting with the instructor on [Calendly](#). Please e-mail the TAs for access to their zoom meeting rooms.

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 (S, D). The scope of cultural anthropology is thus broad. Studying culture is crucial to understanding our increasingly connected planet, human relationships, and actions (D). An anthropological perspective is also essential to efforts which aim to resolve the major crises that confront humanity today (S).

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 (S, D). In so doing, the course aims to enhance sensitivity to social differences while also underscoring the moral and ethical dimensions entailed by ethnographic research (D).

General Education Objectives and Learning Outcomes

This course is a **social and behavioral sciences (S) subject area course** in the UF General Education Program. Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe, and explain social institutions, structures, or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes, or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

This course is also a **diversity (D) subject area course** in the UF General Education Program. In Diversity courses, students examine the historical processes and contemporary experiences characterizing social and cultural differences within the United States. Students engage with diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and (dis)abilities. Students critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints across the US population. Students analyze and reflect on the ways in which cultures and beliefs mediate their own and other people's understandings of themselves and an increasingly diverse U.S. society.

This course meets the general education objectives in **social and behavioral sciences**. After successfully completing this course, students will be able to:

- identify, recognize, and recall influential anthropological concepts and concerns
- interpret and analyze ethnographic texts and films
- Express a basic understanding of anthropological modes of research and representation
- practice skills of data collection and analysis
- apply key anthropological concepts to everyday life experiences and real-world problems

This course meets the general education objectives in **diversity**. After successfully completing this course, students will be able to:

- demonstrate a comprehension and appreciation of human cultural diversity
- examine the social construction of difference and inequality through anthropological lenses
- describe how the contemporary world is interconnected and how it is being transformed through globalization, development, migration, and dynamics of power
- develop a sensitivity to the ethical implications of ethnographic fieldwork
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General Education Student Learning Outcomes

Content: Students demonstrate competence in the terminology, concepts, theories, and methodologies used within the discipline of cultural anthropology. Students will acquire a basic familiarity with topics of study in the discipline as well as ethnographic research. **These outcomes will be assessed through** weekly quizzes and exercises.

Communication: Students will frequently participate in discussions to further explore course content and to compare the breadth of human experience through anthropological lenses. Students communicate knowledge, ideas, and reasoning clearly and effectively in written and oral forms appropriate to the discipline of cultural anthropology. **These outcomes will be assessed through** written exercises, one final paper, and discussion posts: one substantive original comment to the discussion and two substantive responses to other individuals' comments. Grades will reflect how well a student communicates in these posts.

Critical Thinking: Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems. Through anthropological perspectives, students analyze transformations of cultures, variations of human experience, as well as the construction of social difference and inequality at local, national, and global scales. **These outcomes will be assessed through** participation in discussion posts, written exercises, and one final paper. Students will read papers in linguistic anthropology and watch videos with content relevant to the discipline. Students will summarize, evaluate, and critique these

materials, using the methods and terminology of cultural anthropology. Students will also apply anthropological knowledge in the analysis of everyday objects, real-life experiences, and pressing contemporary problems.

Course format

This is an online course that uses Canvas to distribute and submit all course materials. You will find the syllabus, modules, quizzes, discussion boards, videos, grades, and course updates and announcements on the course website. The student is responsible for checking Canvas regularly.

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.
- **All additional required and recommended readings** will be posted on the Canvas course page. Students are required to integrate textbook chapters with additional resources (articles, videos, pictures, etc.).
- **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 complete exercises and to write an original paper as your final project.

Quizzes	14 x 10 pts	140 points	~37%
Discussion Posts	7 x 10 pts	70 points	~18%
Exercises	6 x 20 pts	120 points	~32%
Final Paper	1 x 50 pts	50 points	~13%
Total		380 points	100%

*Note: these point totals are subject to change if assignments are omitted or changed throughout the semester.

Discussions

There will be seven discussion posts during the term. **Original** posts are due **by noon** EST on Thursday of each week. **Two responses** to your classmates' posts are due by Friday at 11:59 pm EST. Prompts and instructions can be found through the Discussions tab on Canvas.

*Please read the Netiquette Guidelines before posting. Students are expected to adhere to these guidelines for all communication in this class.

Quizzes

Each module (except for Module 1) includes a quiz, for a total of 14 quizzes during the term. Quizzes are due at 11:59 pm on Fridays. Each quiz includes a set of 10 multiple choice, fill-in-the-blank, and/or true/false questions. These are primarily based on the assigned textbook chapter, with one or two questions on supplementary readings. Quizzes have a 15-minute time limit. Additional instructions and information can be found on Canvas.

Exercises

You will be asked to complete methodological and analytical exercises for six modules. These are short activities that should take 1-2 hours to complete. They are meant to show your understanding of class concepts and push you to apply anthropological observations and methods to your everyday lives, which might include analyzing a video or reading, commenting on current events and relating them to the class or putting anthropological methods into practice! Complete details and instructions for each exercise can be found on Canvas under the Assignments tab.

Final project

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

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/>

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>

Late work policy

Given that this is an online class, students are responsible for making sure that they have a functioning internet connection and computer access. Assignments must be submitted on time to receive full credit. Late submissions will be accepted with a 10% penalty within 24 hours of the original due date. Written assignments submitted more than 24 hours after the due date will not be accepted, unless the student has a verifiable excuse that has been discussed with the instructor beforehand.

Assignments missed due to a documented illness or emergency may be rescheduled. However, the Instructor should be notified **48 hours prior**, or as soon as possible thereafter (within a reasonable period). It is the student's responsibility to contact the instructor, provide documentation, and arrange the make-up.

Documentation must be provided to both the Instructor and the Dean of Student Office at <https://care.dso.ufl.edu/instructor-notifications/> for verification. Technology issues while turning in assignments or completing quizzes are handled differently and are addressed below in the section "Getting help: technological difficulties."

Online Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at Gator Rater (<https://evaluations.ufl.edu>). Evaluations are typically open during the last two or three weeks of the semester, 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/>.

University of Florida Policies

University Policy on Accommodating Students with Disabilities Students requesting accommodation for disabilities must first register with the Disability Resource Center (352-392-8565, <http://www.dso.ufl.edu/drc/>). The DRC will provide an accommodation letter to the student who must be presented to the Instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking quizzes or exams. Accommodations are not retroactive; therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

University Policy on Academic Misconduct Academic honesty and integrity are fundamental values of the University community. 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 Student Honor Code. On all work submitted for credit by Students at the University of Florida, the following pledge is either required or implied: "Oh 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-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions.

Your Instructor and TAs 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. Plagiarism and/or cheating on any exam, assignment, or quiz will not be tolerated. Students found to be engaging in these behaviors will receive zero (0) points for that assignment and be reported to the Dean of Students Office. After receiving a warning, if cheating persists, the student 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 a student has been reported for cheating or plagiarism, they cannot drop the class. Plagiarism includes copying from websites or other students. Self-plagiarism 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 Instructor and TAs 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. *Remember that using and posting assignments on **Course Hero** or similar websites constitutes a violation of the UF Student Honor Code.*

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.purdue.edu/owl/teacher_and_tutor_resources/preventing_plagiarism/index.html)

Netiquette: Communication Courtesy

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions, and chats. Students should treat others with respect. It is helpful to use clear and concise language, full sentences, and correct spelling and grammar. Students should be careful when providing personal information and remember that using all CAPS can be interpreted as yelling. Additional information can be found at

<http://teach.ufl.edu/wpcontent/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>.

Getting Help

Technical Difficulties

For issues with technical difficulties for E-learning in Canvas, please contact the UF Computing Help Desk at:

- helpdesk@ufl.edu
- (352) 392-HELP - select option 1
- <http://helpdesk.ufl.edu/>

****** Any requests for make-ups due to technical issues **MUST** be accompanied by the ticket number received from ELS when the problem was reported to them. The ticket number will document the time and date of the problem. You **MUST** e-mail your Instructor within 24 hours of the technical difficulty if you wish to request a make-up.

UF Counseling Services

If you are experiencing personal problems that are interfering with your studies, you are encouraged to take advantage of the available university resources:

- U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352-392-1575 so that a team member can reach out to the student. Also see <http://www.umatter.ufl.edu/>
- UF Counseling and Wellness Center: <https://counseling.ufl.edu>, 352-3921575
- Sexual Assault Recovery Services: Student Health Care Center, 352-3921161
- University Police Department: 352-392-1111

Other resources are available at <http://distance.ufl.edu/getting-help/> for:

- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any complaints with your experience in this course, please visit <http://distance.ufl.edu/student-complaint-process/> to submit a complaint.

Course schedule

See below for an overview of the course schedule. Complete information on the requirements for each module and due dates can be found through the Home Page on Canvas or in the Modules tab. Supplemental readings subject to change.

*Note: AQ = the required textbook, *Asking question about cultural anthropology: a concise introduction* (Welsch & Vivanco 2021)

Dates	Module	Readings	Assignments
1/9-1/13	1: Introduction Students learn about course requirements, expectations, learning objectives, and other relevant policies.	Syllabus & Start Here pages	Discussion: Introduce Yourself
1/17-1/20	2: Anthropology Students learn about the scope of anthropology and its subfields. Students explore how anthropologists get at a comprehensive view of human cultures as well as ethical issues raised by anthropological research.	AQ Chapter 1 “Why Anthropology Matters” statement by EASA Abu-Lughod, “Do Muslim Women Really Need Saving?”	Discussion 1 Quiz 1
1/23-1/27	3: Culture This week’s materials identify the major features of culture and explore different theories that have sought to explain it. Students examine how anthropologists have used the culture concept to understand human diversity. Students also develop critical perspectives on the meaning and politics of cultural appropriation.	AQ Chapter 2 Williams, “Key Words” Rothman, “The Meaning of ‘Culture’”	Quiz 2 Exercise 1

1/30-2/3	<p>4: Ethnography</p> <p>The week's materials explain various fieldwork methods that anthropologists have used to study their own and other societies. Students learn what is meant by "the native's point of view" and "cultural tunnel vision." Students also practice skills of observation and fieldnotes through a small-scale ethnographic exercise. Students also discuss ethical challenges involved in ethnographic fieldwork as well as difficulties and opportunities involved in studying one's own society.</p>	<p>AQ Chapter 3</p> <p>Tsuda, "Is native anthropology really possible"</p> <p>Ethnographic Film "Sidewalk"</p>	<p>Quiz 3</p> <p>Exercise 2</p>
2/6-2/10	<p>5: Power</p> <p>Anthropologists have theorized how differences in economy, scale, and leadership relate to distinctive types of political systems. This week's materials describe the principle anthropological theories of power relations and explore how different societies organize themselves politically. Students also apply anthropological insights to explain political conflicts and violence in the contemporary world.</p>	<p>AQ Chapter 8</p> <p>Harcourt, "Making Docile Bodies"</p>	<p>Quiz 4</p> <p>Exercise 3</p>
2/13-2/17	<p>6: Globalization & Migration</p> <p>This week's materials discuss what transnational flows of people, finance, and information mean for understanding global cultural dynamics. Students are encouraged to critically assess the idea that people everywhere want to be "developed" and reflect on dilemmas facing anthropologists who want to ethnographically study</p>	<p>AQ Chapter 5</p> <p>Holmes, "Fresh Fruit, Broken Bodies"</p>	<p>Quiz 5</p> <p>Discussion 2</p>

	globalization and transnational mobilities.		
2/20-2/24	<p>7: Sustainability & Foodways</p> <p>Anthropologists have studied sustainable and non-sustainable relationships between humans and the natural world. This week's materials explain different modes of food production and describe how people create meaning and social relationships around food. Students discuss the social and ecological impacts of industrialized agriculture and economic globalization and demonstrate how environmental degradation reflects and reinforces patterns of social inequality.</p>	AQ Chapter 6 Bestor, "How Sushi Went Global"	Quiz 6 Discussion 3
2/27-3/3	<p>8: Economies</p> <p>This week's materials explain the major theories and debates regarding the relationship between culture, economies, and value. Topics of discussion include cultural meanings of money, basic principles involved in gift exchange, consumption of goods, and diverse forms of capitalist economy.</p>	<p>AQ Chapter 7</p> <p>Cronk, "Reciprocity and the Power of Giving"</p> <p>Newell, "Estranged Belongings"</p>	Quiz 7 Exercise 4
3/6-3/10	<p>9: Race & Racism</p> <p>This week's materials explore the relationship between racialization, social power, and bodies, with the focus on the rise and persistence of racial categories in North America. Students are encouraged to critically discuss prejudice, discrimination, and unearned</p>	<p>AQ Chapter 9</p> <p>AAA Statement on Race, 1998</p> <p>Coates, "Between the World and Me"</p> <p>Gravlee, "How Race Becomes Biology"</p>	Quiz 8 Exercise 5

	privileges that uphold an unequal social order.		
SPRING BREAK 3/7-3/11			
3/20-3/24	<p>10: Language & Culture</p> <p>Anthropologists have studied language and linguistic symbols as well as their relationship to culture. This week's materials focus on the way in which language habits of a community shape the way people perceive the world. Students also explore how language use reflects and reinforces patterns of power, social inequality, and domination.</p>	<p>AQ Chapter 4</p> <p>Baldwin, "If Black English Isn't a Language..."</p> <p>Shankar, "Speaking Like a Model Minority"</p>	<p>Quiz 9</p> <p>Discussion 4</p>
3/27-3/31	<p>11: Gender, Sex, & Sexuality</p> <p>Anthropologists have studied masculinity, femininity, and gender spectrums cross-culturally. Through the lenses of feminist and queer anthropology, students examine power relations based on gender and critically evaluate the limits of a sex/gender dichotomy and clarify the biocultural basis of basis of male.</p>	<p>AQ Chapter 10</p> <p>Allen, "Brides' without Husbands"</p>	<p>Quiz 10</p> <p>Discussion 5</p>
4/3-4/7	<p>12: Social Ties</p> <p>This week students learn about diverse forms marriage and family can take in different societies. Students also analyze how social forces and institutions beyond the individual family (e.g. religion, economics, transnational mobility) can influence kin relations.</p>	<p>AQ Chapter 11</p> <p>Scheper-Hughes, "No More Angel Babies on the Alto do Cruzeiro"</p>	<p>Quiz 11</p> <p>Exercise 6</p>

4/10-4/14	<p>13: Religion</p> <p>This week's materials explain how anthropologists have approached the study of religion and its role in human societies. Students learn about the diverse forms of religion takes and analyze how politics relates to religion.</p>	<p>AQ Chapter 12</p> <p>Gmelch, "Baseball Magic"</p> <p>"Chasing celebrity: Akan witchcraft and New York City"</p>	<p>Quiz 12</p> <p>Discussion 6</p>
4/17-4/21	<p>14: Medical Anthropology</p> <p>This week students learn how anthropologists have understood the relationship between culture, on the one hand, and the body, health, and illness, on the other. This week's discussions include the process of medicalization, non-Western healing practices, medical authority, and holistic analyses on global health problems.</p>	<p>AQ Chapter 13</p> <p>Singer et al., "Why Does Juan Garcia Have a Drinking Problem?"</p>	<p>Quiz 13</p> <p>Discussion 7</p>
4/24-4/26	<p>15: Things</p> <p>Anthropologists have studied how people use objects to channel desires, aspirations, and consumption patterns as well as to manipulate other people. In the final project, students analyze multiple social dimensions of human-made objects, using anthropological frameworks they have learned in this semester.</p>	<p>AQ Chapter 14</p> <p>Condry "Love Revolution"</p>	<p>Quiz 14</p> <p>Final project</p>