

## **Introduction to Cultural Anthropology (ANT 302) – Spring 2019**

Lecture — Monday & Wednesday 12:00 p.m. – 1:00 p.m., RLP 0.112.

Instructor: José G. Villagrán

Office: SAC 5.114

Email: josevillagran@mail.utexas.edu

Office Hours: Wednesdays 2-4 pm, or by appointment

Discussion — All discussion sections are held in SAC 4.118 and facilitated by Teaching Assistants

Wednesday: 9:00 a.m. – 10:00 a.m. (31460) - Samuel Law

Friday: 9:00 a.m. – 10:00 a.m. (31465) - Sabrina Lilleby

1:00 p.m. – 2:00 p.m. (31470) - Sabrina Lilleby

2:00 p.m. – 3:00 p.m. (31475) - Samuel Law

### **Teaching Assistants:**

#### Sam Law:

Email: sam.law@utexas.edu

Office Hours: Thursdays 10:00 a.m. – 12:00 p.m. in SAC 5.114, or by appointment

#### Sabrina Lilleby:

Email: sabrina.lilleby@utexas.edu

Office Hours: By appointment

## **University Course Description**

The concept of culture; social and political organization; language; the supernatural; elementary cultural theory. May be counted toward the cultural diversity flag requirement. Meets core curriculum requirement for Social & Behavioral Science (I).

## **Detailed Course Description**

As an academic discipline, Anthropology is divided into four sub-fields (1) cultural (2) physical (3) linguistic and (4) archeology. Together these four sub-fields combine to form a composite understanding of humans, or Anthropos, and are together what we consider anthropology. This course is concerned with the first of these four listed subfields, cultural anthropology, the inductive study of humans' societal arrangements. Through cultural anthropology we gain insight into the way culture interacts with a material world. This is done through rigorous examinations of particular human subjects within a historical and cultural context using methods particular to anthropology. These methods as well as other concepts and theories prominent within the field of cultural anthropology shape this course.

This course is run somewhat chronologically. We begin by looking at the origin of cultural anthropology which largely revolved around the issue of scientific racism and eugenics with anthropologists on either side of the debates of (white) racial superiority. From there we will examine texts foundational to American anthropology before delving into texts that detail the development of the discipline's primary method: ethnography. After looking at the development of ethnography we will spend the rest of the course looking at 20<sup>th</sup> century discourses that saw the field transition from a largely structural study of cultural patterns to a post-structuralist, reflexive study questioning any and all knowledge claims regarding culture. Throughout the class we will look at articles and media discussing anthropological theory as well as ethnographic accounts from cultural anthropologists and others that cumulatively paint the picture of what cultural anthropology is and does.

## **Course Objectives**

This course aims 1) to develop the students' ability to comprehend prevailing discourses in the field of cultural anthropology, including both methodological and theoretical contributions, and to 2) enhance their self-awareness as well as their ability to understand and empathize with those from various cultures.

## **Course schedule (subject to revision)**

All information regarding discussions are noted with a \*.

Readings that are to be read before lecture are listed below the date.

### 1. What is Anthropology? An Introduction

\*No Discussions on Jan 23 and Jan 25\*

Jan 23 – Anthropology: An Overview of the Discipline and its Four Sub-Fields

- No Reading

## 2. Anthropological Intervention in the Human Sciences

Jan 28 – Social Darwinism/Scientific Racism

- Jackson Jr. and Weidman (2005): The Origins of Scientific Racism (pp. 66-79)

\*Discussions on Jan 30 and Feb 1 will cover material from Jan 23 & 28\* (No Quiz)

Jan 30 – Formation of ‘Cultural Anthropology’: Confronting Scientific Racism

- Boas (1932): The Aims of Anthropological Research (pp. 605-613)

Feb 4 – Cultural Relativism vs. Biological Determinism

- Benedict (1934): Patterns of Culture (Chapter 1: pp. 1-10, Chapter 2)
- New York Times (2014): Why Teenagers Act Crazy

\*Discussions on Feb 6 and Feb 8 will cover material from Jan 30 and Feb 4\* (Quiz 1)

Feb 6 – Rights vs. Anthropological Understanding

- Delaney (1987): Seeds of Honor, Fields of Shame (start on p. 37 ‘The Locale’ and read the introduction last)
- New York Times (1998): Turks Clash Over Defense of Virginity Tests

## 3. The Ethnographic Method

Feb 11 – From Armchair Anthropology to Fieldwork

- Malinowski (1922): Introduction - The Subject, Method, and Scope of this Inquiry (pp. 4-25)
- Mead (1928): Coming of Age in Samoa – Foreword by Boas (pp. xiii-xv) & Ch. 1 & 2 (pp. 1-19)

\*Discussions on Feb 13 and Feb 15 will cover material from Feb 6 and Feb 11\* (Quiz 2)

Feb 13 – Critiques of Early 20<sup>th</sup> Century Cultural Anthropology

- Wax (1956): The Limitations of Boas’ Anthropology (pp. 63-74)
- Miner (1956): Body Ritual among the Nacirema (pp. 503-507)

## 4. Structuralism and the Search for Societal Patterns

Feb 18 – Applying Linguistic Structuralism to Anthropology

- Ghosh (2016): Ferdinand de Saussure and the Development of Structuralism (pp. 59-64)
- Levi-Strauss (1963): Structural Analysis in Linguistics and in Anthropology (pp. 31-54)

\*Discussions on Feb 20 and Feb 22 will cover material from Feb 13 and Feb 18\* (Quiz 3)

Feb 20 – Kinship, Marriage, and Descent

- Fox (1967): Kinship, Family and Descent (pp. 27-53)
- Oboler (1980): Is the Female Husband a Man? Woman/Woman Marriage among the Nandi of Kenya (pp. 69-88)

Feb 25 – Myth

- Levi-Strauss (1955): The Structural Study of Myth (pp. 428-444)

\*Class Discussions on Feb 27 and Mar 1 will cover material from Feb 20 and Feb 25\* (Quiz 4)

Feb 27 – Ritual

- Warner (1959): An American Sacred Ceremony

Mar 4 – Government/Social Order

- Locke (1689): The Second Treatise of Government (paragraphs 4-21, 87-131)
- Evans Pritchard (1940): The Nuer of Southern Sudan (pp. 73-87)

\*Discussions on Mar 6 and Mar 8 will cover material from Feb 27 and Mar 4\* (Quiz 5)

Mar 6 – Reciprocity and Exchange Value vs Money Value

- Mauss (1925): The Gift (pp. 3-14, 33-46, 71-78)
- Hutchinson (1992): The Cattle of Money and the Cattle of Girls among the Nuer, 1930-83 (pp. 294-316)

Mar 11 – Midterm Review

\*No Discussion Sections on Mar 13 and Mar 15\*

Mar 13 – Midterm

\*\* SPRING BREAK Mar 18 and Mar 20\*\*

## 5. Colonialism

Mar 25 – Colonialism: Development or Self-Serivce?

- Memmi (1967): The Colonizer & The Colonized (pp. 79-141)

\*Discussions on Mar 27 and Mar 29 will cover material from Mar 25\* (Quiz 6)

Mar 27 – Decolonization

- Film – Olson (2014): Concerning Violence – Watch from home

#### Apr 1 – Race and Ethnicity

- AAPA (1996): Statement on Biological Aspects of Race (pp. 569-570)
- Lipsitz (1995): The Possessive Investment in Whiteness (pp. 369-387)
- Antweiler (2015): Ethnicity from an Anthropological Perspective (pp. 25-38)

\*Discussions on Apr 3 and Apr 5 will cover material from Mar 27 and Apr 1\* (Quiz 7)

#### Apr 3 – Sex and Gender

- Rubin (1976): The Traffic in Women: Notes on the 'Political Economy' of Sex (pp. 157-210)

#### Apr 8 – Sexuality

- Sahlins: Supplement to the Voyage of Cook in *Islands of History* (1985) (pp. 1-27)

\*Discussions on Apr 10 and Apr 12 will cover material from Apr 3 and Apr 8\* (Quiz 8)

#### Apr 10 – Ethnographic Case Study

- Kulick (1998): Travesti: Sex, Gender and Culture among Brazilian Transgendered Prostitutes (Intro, Ch. 1, & Ch. 2, pp. 1-95)

#### Apr. 15 – Ethnographic Case Study

- Kulick (1998): Travesti: Sex, Gender and Culture among Brazilian Transgendered Prostitutes (Ch. 3, Ch. 4, & Ch. 5, pp. 96-238)

#### 7. Post-Colonialism and Post-Structuralism

\*Discussions on Apr 17 and Apr 19 will cover material from Apr 10 and Apr 15\* (Quiz 9)

#### Apr 17 – Development: World System Theory v Modernization

- Chirot & Hall (1982): World System Theory (pp. 81-106)
- (Kearney (1986): From the Invisible Hand to Visible Feet: Anthropological Studies of Migration and Development (pp. 331-361)

#### Apr 22 – Globalization and Migration

- De Leon (2015): The Land of Open Graves: Living and Dying on the Migrant Trail (Intro pp.1-19, Ch. 1 pp. 23-37, & Ch. 2 pp. 38-61)

\*Discussions on Apr 24 and Apr 26 will cover material from Apr. 17 and Apr 22\* (Quiz 10)

#### Apr 24 – Post-Colonial Critique of Structuralism

- Said (1977): Orientalism (pp.162-206)

Apr 29 – Post-Structuralist Writing

- Clifford (1986): Introduction: Partial Truths in 'Writing Culture' (pp.1-26)

\*Discussions on May 1 and May 3 will cover material from Apr 24 and Apr 29\* (Quiz 11)

May 1 – Performativity

- Butler (1988): Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory (pp. 519-531)

May 6 – Formation of Medical and Activist Anthropology

- Guarnaccia (2001): Introduction: The Contributions of Medical Anthropology to Anthropology and Beyond(pp.423-427)

- Scheper-Hughes (1995): The Primacy of the Ethical: Propositions for a Militant Anthropology (pp. 409-440)

\*Discussions on May 8 and May 10 will cover material from May 1 and May 6\* (Quiz 12)

May 8 – Final Review

TBA – Final Exam

### **Course requirements and general policies**

Required Materials — There is one book you will need to purchase at the bookstore (all other readings will be available on Canvas):

Kulick, Don. *Travesti: Sex, Gender, and Culture among Brazilian Transgendered Prostitutes*. Chicago: University of Chicago Press.

All other readings are available electronically through Canvas at: <https://utexas.instructure.com/>

An Advisory about the Readings — Several texts we will be reading this semester contain explicit accounts of sexual practices and violence. We will be approaching these materials—as with all of the materials discussed in this class—in an anthropological fashion. That means we work to empathize with the experiences of others and we discuss them in a respectful fashion. If you have concerns about the readings and the issues discussed in them, please speak with the instructor or a TA as soon as possible.

Preparation for Class — To assist your reading for each lecture, questions for each reading will be posted on the Canvas website. You should use these questions to guide your reading; they point out the particular issues and data that you need ultimately to take away from the reading. I recommend that you do your best to answer these questions as you do the reading before class. You are welcome to work with classmates to develop your answers to these questions. Then, bring your answers along with the reading to the lecture, where the reading will be discussed further. Following the lecture, you should be

comfortable answering the questions on the reading. Again, I encourage you to speak with your classmates about the answers to these questions before and after the lecture. If you are uncertain how to answer some of the questions, you will have the chance to ask questions during your discussion section. Section leaders are not there to provide answers to these questions, though they will facilitate discussion and ask questions that help you to answer the reading questions.

Most weeks at the end of your discussion section, you will have a quiz that consists of one of the questions on the previous week's readings. At this point, if you have done the reading, attended lecture, worked with classmates to develop answers to the questions, raised any residual questions during your discussion section...at this point, it should prove easy to answer any of the questions from the previous week's readings. Some of the reading questions will also appear on midterms and finals, so you are encouraged to retain your answers to these questions to review in preparation for these exams.

Grading — Your grade consists of four components:

One-question quizzes 35%

Midterm 25%

Final 30%

Attendance & Participation 10%

One-question quizzes: There will be 12 quizzes over the course of the semester and your lowest quiz grade will be dropped before calculating your final grade. Your 11 best quiz grades compose 35% of your final grade. These quizzes will consist of one reading question selected from the questions given out with the previous week's readings. Different sections will not necessarily have the same question. Quizzes are closed book. You are allowed—encouraged, in fact—to discuss the questions ahead of time with classmates. Quizzes will be graded with either a check plus, check, check minus, or zero.

A check plus (= 100) is reserved for responses that are particularly thoughtful and draw connections to other readings or larger themes discussed in the class.

A check (= 88) is given for responses that offer a satisfactory but not particularly developed response to the question.

A check minus (= 76) is given for answers that are not, for the most part, satisfactory but show some familiarity with the reading.

A zero (= 0) is given for missed quizzes and answers that show no familiarity with the reading.

Midterm & Final Exams: There will be midterm and final exams. The midterm will be given in class and the final will be given during the assigned final slot for our class. You should not book tickets or make travel plans before finding out when our final exam will be held (see <http://registrar.utexas.edu/students/exams>).

The midterm and final will consist of multiple choice, short answer, and analysis questions. The questions you are given with the reading for each class will form the basis of some exam questions as will the

material covered in lectures. We will have review classes for both exams that will go over material from lectures that you should be prepared to answer questions on. The best preparation for exams is to: 1) work through the reading questions in the way described above 2) attend lectures and take notes, paying attention not only to answering the reading questions, but to other materials introduced in lectures that are not in the readings; 3) review your lecture notes and discuss them with classmates; 4) raise any questions you have about lectures during discussion section; 5) if questions remain after discussion section, raise your questions in office hours with me or your TA; and 6) attend the review sessions for the exams held during the lecture period prior to the exam. The midterm comprises 25% and the final 30% of your final grade.

Attendance and Participation: Regular attendance and participation in discussion sections accounts for 10% of your grade. Grades are given as follows:

100 - 2 or fewer missed section meetings with regular participation

92 - 2 or fewer missed section meetings

85 - 3 missed section meetings

Etc. - An additional 5 points is taken off for every additional section meeting that is missed

The grade ranges are as follows:

94 to 100% = A, 90 to 93% = A-; 87 to 89 = B+, 84 to 86 = B, 80 to 83% = B-; 77 to 79% = C+, 74 to 76% = C, 70 to 73% = C-; 67 to 69% = D+, 64 to 66% = D, 60 to 63% = D-; 59% and below = F.

Excused Absences & Make-ups — The only absences that will be considered excused are for religious holidays and for extenuating circumstances due to an emergency (with a note from a doctor, nurse, or university official documenting the emergency). If you plan to miss class due to observance of a religious holiday, you must notify the instructor at least fourteen days prior to the date of observance of the religious holiday. You will be given an opportunity to complete missed work within a reasonable time after the absence. Otherwise, there will be no make-up quizzes or exams without a note from a doctor, nurse, or university official excusing your absence.

Inside & Outside the Classroom — Readings for the day's class should always be brought to class. I recommend that you print out readings available electronically on Canvas so that you are not dependent on electronic devices to do class readings. Computers, phones, and other electronic devices are allowed in class so long as they are not disruptive to others. If these devices become disruptive, I will ask that they not be brought into class. As long as these devices are not disruptive to others, you are solely responsible for how you use these devices in class. Your TA and I are not responsible for rehashing material that you miss because you are distracted by electronic devices or because you are absent (unless the absence is excused). If you miss a class, you should speak with your classmates to catch up on course announcements and notes. If you attend class and discussion section and still have questions about class materials, please see me or your TA during office hours. It is your responsibility to ensure that you are keeping up with all that is being done in class. Do not hesitate to ask questions in class or during office hours.



Academic Integrity — Each student in the course is expected to abide by the University of Texas Honor Code:

“As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity.”

This means that work you produce on assignments, quizzes and exams is all your own work, unless it is assigned as group work. You are welcome to work with classmates to prepare for quizzes and exams, but you may not help each other in any way while taking quizzes and exams. All quizzes and exams are closed book. Copying answers from any source during quiz or exam periods is a serious offense and you will be subject to academic disciplinary action, including failure of the course. You are responsible for understanding UT’s Academic Honesty Policy which can be found at the following web address: [http://deanofstudents.utexas.edu/sjs/acint\\_student.php](http://deanofstudents.utexas.edu/sjs/acint_student.php)

Students with Disabilities — Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259, <http://diversity.utexas.edu/disability/>

- Please request a meeting as soon as possible for us to discuss any accommodations
- Please notify me as soon as possible if the material being presented in class is not accessible
- Please notify me if any of the physical space is difficult for you

## **University Policies**

Religious Holy Days — By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence

Q Drop Policy — If you want to drop a class after the 12th class day, you’ll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six

Q drops while you are in college at any public Texas institution. For more information, see: <http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop>

University Resources for Students — The university has numerous resources for students to provide assistance and support for your learning. Use these to help you succeed in your classes.

The Sanger Learning Center: Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center’s classes and workshops, private learning specialist appointments,

peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit <http://www.utexas.edu/ugs/slc> or call 512-471-3614 (JES A332).

The University Writing Center offers free, individualized, expert help with writing for any UT student, by appointment or on a drop-in basis. Consultants help students develop strategies to improve their writing. The assistance we provide is intended to foster students' resourcefulness and self-reliance.  
<http://uwc.utexas.edu/>

The Counseling and Mental Health Center (CMHC) provides counseling, psychiatric, consultation, and prevention services that facilitate students' academic and life goals and enhance their personal growth and well-being. <http://cmhc.utexas.edu/>

Student Emergency Services: <http://deanofstudents.utexas.edu/emergency/>

ITS: Need help with technology? <http://www.utexas.edu/its/>

Libraries: Need help searching for information? <http://www.lib.utexas.edu/>

Canvas help is available 24/7 at <https://utexas.instructure.com/courses/633028/pages/student-tutorials>

**Recommendations Regarding Emergency Evacuation** — The following recommendations regarding emergency evacuation come from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>

- Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors.
- Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Behavior Concerns Advice Line (BCAL): 512-232-5050
- Link to information regarding emergency evacuation routes and emergency procedures can be found at: [utexas.edu/emergency](http://utexas.edu/emergency).