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Spring 2020: Monday and Thursday 12:35-1:55 PM, ARH 200

Office Hours: Wed or Thurs afternoons, by appointment

TA will announce their office hours in recitation sections

01:070:101 – Culture and Social Life

“One of the things you learn to do, if you want to get people to question their own behavior, to get them to think differently about things, is understand how they got to where they are in the first place. You need to know why and how they believe what they believe. Before you start being judgmental, you want to see the world, as best you can, through their eyes. That is the quintessential ethnographic/anthropological impulse at its best.”

-John L. Jackson Jr., Anthropologist

Course Description and Goals

Anthropologists can be found working, researching, and building relationships within communities and organizations all over the globe, in settings as diverse as pharmaceutical companies in India, public schools in New Orleans, technology companies in Silicon Valley, or activist movements in South Africa. Using the characteristic method of ethnographic field research, they spend months and years developing intimate familiarity with their chosen sites. This course will provide students with an introduction to the field of Cultural Anthropology. Through readings, films, lectures, and discussions we will examine the foundational concepts of cultural analysis, the ethical implications and methodological challenges of ethnographic research, and the political and intellectual value of practicing anthropology within and beyond the academy.

Catalog Description

History of cultural anthropology; changing theoretical and methodological approaches; fieldwork, ethnographic writing, and the culture concept; cross-cultural analyses and comparisons; complex society; local, regional, and global perspectives.

Department Goals

This course contributes to each of the five learning goals for majors in the Anthropology department (found here: <https://anthro.rutgers.edu/academics/undergraduate/undergraduate-learning-goals>). In particular, students will become more familiar with fundamental dilemmas in the history of the discipline (goal #1).

Core Learning Goals

II: Areas of Inquiry - B: Social Science and History

m. Understand different theories about human culture, social identity, economic entities, political systems, and other forms of social organization.

n. Employ tools of social scientific reasoning to study particular questions or situations, using appropriate assumptions, methods, evidence, and arguments.

Course Website

A Canvas website (<https://tlt.rutgers.edu/canvas>) accompanies this course; there you will find announcements, chapter review materials, and discussion boards. If you have trouble accessing the site, please consult your TA.

All students are responsible for timely attention to email and Canvas postings for this course and therefore should check the Canvas site and their Rutgers email accounts regularly. Dates and assignments may change; all changes will be announced in class or posted on Canvas or both.

Reporting absences online

If you miss a lecture or recitation section, within 24 hours, you are required to submit a form noting the date of the absence and explaining the reason, using the University absence reporting website <https://sims.rutgers.edu/ssra/>. An email is automatically sent to the professor and TA.

[Please use the Rutgers absence report online system rather than emailing the professor or TAs directly about absences.]

****If** you miss more than two recitation sections, you are required to see a Dean of Students for assistance in verifying any special circumstances, and to submit documentation of those unusual circumstances to the professor and your TA. The only excused absences are for unusual circumstances—such as medical reasons or a death in the family—and these circumstances must be documented by a physician and/or academic Dean.

Religious holidays

Please notify the professor and your TA during the first two weeks of the semester if you will observe a religious holiday that will prevent you from attending a lecture or recitation section meeting. You may arrange to make up the work missed only if you notify the professor and your TA during the first two weeks of the semester about any expected absence due to a religious holiday.

Lateness

Please come to lectures and recitation sections on time; it is very distracting to your professor, TAs, and classmates when students arrive late to class. Students arriving late to lecture will have to wait in the hall until an instructor admits them to the classroom, usually about 15 minutes after the start of class.

Do not open the door if it is closed. Students who arrive more than 15 minutes late will not be admitted to the lecture or to recitation sections. Arriving more than 15 minutes late counts as an unexcused absence.

E-mail communication with TA and professor

In the subject line of your email message, begin with "101"—e.g., a subject line might read: "101/reading question" or "101/exam question." (Specifying "101" in your email subject line will help to ensure timely responses.)

Course Requirements and Grading

Attendance and Participation (15%): Fifteen percent of your grade will reflect overall class attendance and participation in lectures and recitations. These points will be based on attendance, involvement in class by raising questions and issues, listening and responding respectfully to others, and participating in group work. Excellent class attendance and participation means not missing class without notice, being on time and staying for the full time, and being actively engaged in the class. Laptops and tablets will be allowed in class for learning. However, if you are found to be using these devices for other purposes or if you use a phone in class, you may be asked to leave the class (which would also forfeit any points for pop quizzes at the end of a class session). **Audio and video recording of lectures or discussions are not allowed.**

To be prepared for the class you should do the assigned reading and assignments prior to the class, understand the major themes in the reading and/or ask questions related to your lack of understanding, as well as raise questions and issues for discussion.

Pop Quizzes (10%): 2 pop quizzes will be given at the end of lecture meetings throughout the semester. Quizzes will cover material from assigned readings, lectures, and films.

In-class Examinations (45%): There will be two in-class examinations, March 05 (20%) & May 04 (25%). The format will be multiple choice and true/false questions, and possibly occasional fill-in-the-blank questions and short open-ended responses.

Only TWO MAKE-UP TIMES will be scheduled for the two exams in weeks 7 and 15. To qualify to take a make-up exam during these times, you must contact your TA and Professor Tompkins by email within 24 hours of missing the exam, and then within 72 hours you must present a letter from your Dean as proof of an excused absence (those defined by University rules, such as a documented medical problem). If you miss one of the two exams with an approved excused absence, you must take the make-up during one of the two scheduled make-up times -- no exceptions will be made.

Travel plans are not an acceptable reason for missing an exam. Make your travel arrangements so that you will be in class when exams are given.

Field Journals (20%): There will be four short field journal assignments throughout the semester. These will be discussed in lectures and must be completed by the noted due date.

Annotated Questions (10%): Before each recitation section, students are responsible for posting one question about that week's lecture and/or readings. Questions can be about concepts

or vocabulary that you don't understand, or topics you would like to explore further in class discussion. By annotated, I mean that each question should refer to a specific passage or set of passages and that you should explain your interest in the question in two or more sentences.

These questions are due by midnight the evening before sections, to be posted on Canvas.

These questions will count for 10% of your grade. You will receive one point for each question per class, graded on a pass/fail basis.

Accessibility Services

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Course Materials

We will be using a core textbook, reader, and field journal for class. They will be available as a bundle at the campus bookstore.

Essentials of Cultural Anthropology: 2nd Edition. Kenneth J. Guest. 2018. W.W. Norton & Company.

Cultural Anthropology: A Reader for a Global Age. Kenneth J. Guest. 2018. W.W. Norton & Company.

Cultural Anthropology: Fieldwork Journal 2nd Edition. Kenneth J. Guest. 2018. W.W. Norton & Company.

Course Schedule

Week 1: Introduction to the Course

01/23 – In class activity

Week 2: Anthropology in a Global Age

01/27: *EoCA* Chapter 1

01/30: *Reader* - Jason De León, from *The Land of Open Graves*

Edith Turner, "There are No Peripheries to Humanity"

Nancy Scheper-Hughes, "Mind(ing) the Body: On the Trail of Organ-Stealing Rumors"

Week 3: Culture

02/03: *EoCA* Chapter 2

02/06: *Reader* Horace Miner, Body Ritual among the Nacirema

Lila Abu-Lughod, Do Muslim Women Really Need Saving?

Lucas Bessire, from *Behold the Black Caiman*

Field Journal #1 “Creating Culture: College Students and the Culture of Consumerism” due in class

Week 4: Fieldwork and Ethnography

02/10: *EoCA* Chapter 3

02/13: *Reader*, Barbara Myerhoff, from *Number Our Days*

Sienna Craig, Portrait of a Himalayan Healer

Week 5: Language

02/17: *EoCA* Chapter 4

02/20: *Reader*, Laura Bohannan, Shakespeare in the Bush

Laura Ahearn, Literacy, Power, and Agency: Love Letters and Development in Nepal

Field Journal #2 “Language and Gender in the Classroom” due at start of class for activity

Week 6: Race and Racism

02/24: *EoCA* Chapter 5

02/27: *Reader*, Karen Brodtkin Sacks, How Did Jews Become White Folks?

Keisha-Khan Perry, “If We Didn’t Have Water”: Black Women’s Struggle for Urban Land Rights in Brazil

Yarimar Bonilla and Jonathan Rosa, #Ferguson: Digital Protest, Hashtag Ethnography, and the Racial Politics of Social Media in the United States

Week 7: Ethnicity and Nationalism

03/02: *EoCA* Chapter 6

03/05: In-Class Midterm

Reader, Paul Farmer, “Landmine Boy” and Stupid Deaths

Audra Simpson, from *Mohawk Interruptus*

Week 8: Gender

03/09: *EoCA* Chapter 7

03/12: *Reader*, Evelyn Blackwood, Tombois in West Sumatra

Emily Martin, The Egg and the Sperm

Week 9: Sexuality

03/23: *EoCA* Chapter 8

03/26: *Reader*, Bobby Benedicto, from Under Bright Lights: Gay Manila and the Global Scene

Deborah Gould, Life During Wartime: Emotions and the Development of ACT UP

Week 10: Kinship, Family, and Marriage

03/30: *EoCA* Chapter 9

04/02: *Reader*, Melvyn Goldstein, When Brothers Share a Wife

Dana-Ain Davis, The Troubling Case of Nadya Suleman

Donna Haraway, from *Staying with the Trouble: Making Kin in the Chthulucene*

Week 11: Class and Inequality

04/06: *EoCA* Chapter 10

04/09: *Reader*, Philippe Bourgois, From *Jíbaro to Crack Dealer: Confronting the Restructuring of Capitalism in El Barrio*

Karen Hansen, Helping or Hindering? Controversies around the International Second-Hand Clothing Trade

Field Journal #3 “Ten Chairs of Inequality” due in class

Week 12: The Global Economy

04/13: *EoCA* Chapter 11

04/16: *Reader*, Elizabeth Dunn, from Privatizing Poland: Baby Food, Big Business, and the Remaking of Labor

Julie Y. Chu, The Attraction of Numbers: Accounting for Ritual Expenditures in Fuzhou, China

Gillian Tett, from *Fools Gold: The Inside Story of J.P. Morgan*

Week 13: Politics and Power

04/20: *EoCA* Chapter 12

04/23: *Reader*, Margaret Mead, Warfare is Only an Invention—Not a Biological Necessity

Carolyn Nordstrom, from *Shadows of War*

Melissa Checker, from *Polluted Promises*

Field Journal #4 “Exploring the Balance of Power in Human Relationships” due in class

Week 14: Art and Media

04/27: *EoCA* Chapter 15

04/30: *Reader*, Brent Luvaas, Designer Vandalism: Indonesian Indie Fashion and the Cultural Practice of Cut ‘n’ Paste

Aimee Cox, The BlackLight Project

Week 15: Conclusion

05/04: In-Class Final Examination