

ANT 2410 Cultural Anthropology

Fall 2022

Instructor:

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Office hours: Tuesday 1:30-3 and Thursday 1:30-3 (**Set up a meeting time in advance on Calendly; details to be announced on Canvas**)

Teaching assistants:

Francis E. Semwaza

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Ana M. Garrido

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Office hours: Monday 2-4

Lectures:

T 10:40-11:30 (LIT 0109)

R 10:40-12:35 (LIT 0109)

Discussion sections:

T 11:45-12:35 (TUR B310)

T 12:50-1:40 (TUR 2336)

W 11:45-12:35 (TUR 2342)

W 12:50-1:40 (TUR 2336)

R 12:50-1:40 (TUR B310)

R 1:55-2:45 (TUR B310)

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, teaching assistants, and fellow students).

Class meetings consist of weekly lectures and weekly discussion sections. On Tuesdays and Thursdays, the entire class will meet in LIT 0109. 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. In addition to lecture sessions, you will attend the discussion section for which you registered. Discussion sections are led by Francis and Ana, our brilliant and extremely knowledgeable graduate teaching assistants.

Course requirements include group work 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. Throughout the semester, you will work collaboratively with other members of the group to complete small in-class activities and conduct an ethnographic study. You will also be asked to perform peer evaluations for your group members twice during the semester. Towards the end of the course, each group will briefly present their ethnographic project to the whole class.

Individual assignments will consist of eight discussion posts, three short written assignments, and one final project. Participation in discussion sections will also be counted towards your final grade. There will be no exams in our course.

Course activities, assignments, and evaluation

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

Lecture sessions in LIT0109 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. Each individual will receive 20 points for completing peer evaluations for their team members. (Your points will not be deducted 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?). This round of evaluation is worth 30 points.

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.

Ethnographic group project: 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 third week (the "anthropology as ethnographic practice" week).

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 present the project both orally (20 points) and in writing (20 points). Group presentations will take place towards the end of the semester (week 15-16). Each presentation will last about 8 minutes. A written report (5-7 pages in length, single-spaced) will be submitted in class on the day of the presentation. This report is a description of your project and a summary of your group discussions.

By Thursday of Week 8, 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.

Discussion section (50 points)

You are required to attend and participate in the discussion section for which you registered. This is an opportunity for you to have an in-depth discussion of readings and films, course concepts and projects. You may be asked to take turn leading class discussions or brainstorm strategies to improve your written assignments. More details will be announced by the teaching assistant who manages your section.

Discussion sections are collaborative, discussed-based. You are expected to attend class regularly and actively engage in discussions. Fifty percent of the grade is attendance. Only university-approved absences with appropriate documentation or proper notification will be excused. You will be counted absent from discussion section if you arrive more than 10 minutes late. If you struggle with public speaking, please come to talk with the teaching assistant or the instructor. We will come up with strategies to improve your participation in class.

Discussion posts or replies (40 points)

The main objective of this assignment is to encourage you to do active reading and increase your participation in class. Discussion posts will be graded for completion. Each post is worth 5 points. Either the deliverable is complete and receives full credit or is incomplete/missing and receives no credit. Partial credit for posts is rare.

You are required to submit comments and questions based on the day's readings, or responses to your classmates' posts, **8 times** throughout the semester. *Each post should be about 150-250 words.* If it is an original post, submit it by 10 pm the day before lecture sessions. Replies to other students are due by 9 am the morning after. **Only one post per week will count towards this portion of your grade. Late discussion posts will not be accepted.**

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

- Focus on the key arguments of the reading. If there are several readings, how do they contrast or complement one another?
- Focus on the points that are interesting and compelling, or difficult and puzzling.
- Ask yourself: In what ways do you find the theory/framework proposed by the authors of the week 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?

Short written assignments: real world connections (60 points)

You are required to submit **three** short written assignments throughout the semester. These are brief essays in which you reflect on class conversations in relation to some contemporary issues that you learn from current news items, online debates, books, or popular media. You may examine your personal environment, the campus and surrounding Gainesville landscape for inspiration for this assignment. I want you to consider how the materials we read are related to everyday life and how anthropological concepts can offer you a new language to speak of our sociocultural surrounding.

Instructions for submissions:

- Your essay should be 450-600 words in length.
- You need to fully describe and give an adequate background of your chosen contemporary artifact or personal experience. Do not assume that the reader has prior knowledge of what you talk about. If appropriate, provide a link to whatever you are discussing.
- You must clearly connect this to our course materials/questions/topics.

Submission deadlines are September 23, October 21, and November 18.

Please submit your project under “Assignments” on Canvas.

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, YouTubing, 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 December 12. Please submit your project under “Assignments” on Canvas. Detailed guidelines for this assignment will be announced by Week 13.

Grading

Group work

Peer evaluations (2 rounds)	50 points (~17%)
Ethnographic group project (quick check-in, 1 oral presentation, 1 written report)	50 points (~17%)

Individual responsibilities

Participation in discussion sections (weekly)	50 points (~17%)
Discussion posts (8 posts)	40 points (~13.33%)

Short written assignments (3 essays)	60 points (20%)
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

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 absence. 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 penalized a full letter grade within 24 hours of the original due. After 24 hours, they will not be accepted.

Please note that **late discussion posts will not be accepted under any circumstances.**

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 who manages your discussion section 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 assistants' 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 (more details to be announced on Canvas).

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, ability, 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 assistants*** 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.
- **All readings are required.** You are expected to read the assigned materials prior to the class date designated on the syllabus. Please remember that discussion posts are due before the class for which the readings are assigned. Studying materials beforehand will also 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, 8/25 No discussion sections	<ul style="list-style-type: none"> - Introduction to course expectations and requirements - Welsch & Vivanco, chapter 1 - 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 - "Why Anthropology Matters," Statement by European Association of Social Anthropologists (EASA). https://www.easaonline.org/publications/policy/why_en 	
Week 2	Anthropology and the concept of "culture"	
Tue, 8/30	<ul style="list-style-type: none"> - Welsch & Vivanco, chapter 2 	
Thu, 9/1	<ul style="list-style-type: none"> - Williams, Raymond. 1976. "Culture." In <i>Keywords: a vocabulary of culture and society</i>, pp.76-82. New York: Oxford University Press. 	

	<ul style="list-style-type: none"> - Rothman, Joshua. 2014. "The meaning of 'culture.'" <i>The New Yorker</i>. 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 3	Anthropology as ethnographic practice	
Tue, 9/6	<ul style="list-style-type: none"> - Welsch & Vivanco, chapter 3 	
Thu, 9/8	<ul style="list-style-type: none"> - 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. - Library instruction session (GiNESSA J. Mahar, Anthropology Librarian) 	Ethnographic group project assigned
Week 4	Colonial legacies and the "other"	
Tue, 9/13	<ul style="list-style-type: none"> - Said, Edward. 1979. "Introduction." In <i>Orientalism</i>, pp. 1-28. Vintage Books. 	
Thu, 9/15	<ul style="list-style-type: none"> - Nordling, Linda. 2020. "Who Gets to Study Whom?." <i>Sapiens</i>. https://www.sapiens.org/culture/anthropology-colonial-history/ - Wainaina, Binyavanga. 2019. "How to write about Africa." <i>Granta</i>. https://granta.com/how-to-write-about-africa/ - Film: Ilja Kok, Willem Timmers. 2012. <i>Framing the other</i>. (25 mins.) (trailer: https://www.willemtimmers.com/framing-the-other) 	
Week 5	Language, reality, and power	
Tue, 9/20	<ul style="list-style-type: none"> - Welsch & Vivanco, chapter 4 - Kovecses, Zoltan. 2002. "Chapter 1: What is Metaphor?." In <i>Metaphor: A Practical Introduction</i>. New York: Oxford University Press. 	
Thu, 9/22	<ul style="list-style-type: none"> - Rosa, Jonathan Daniel. 2016. "Standardization, Racialization, Languagelessness: Raciolinguistic Ideologies across Communicative Contexts." <i>Journal of Linguistic Anthropology</i> 26 (2): 162-183. 	First short written assignment due 9/23
Week 6	Religion, ritual, and social organization	
Tue, 9/27	<ul style="list-style-type: none"> - Welsch & Vivanco, chapter 12 - Serazio, Michael. 2013. "Just How Much Is Sports Fandom Like Religion?" <i>The Atlantic</i>. 	

	<p>https://www.theatlantic.com/entertainment/archive/2013/01/just-how-much-is-sports-fandom-like-religion/272631/</p> <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 	
Thu, 9/29	<ul style="list-style-type: none"> - Film: Sherry, Jessica. 2015. <i>Waiting for John</i>. (1:10:20). Portland: Alita Films. 	
Week 7	Kinship and family	
Tue, 10/4	<ul style="list-style-type: none"> - Welsch & Vivanco, chapter 11 - "A new theory of Western civilization." Judith 2020 Chulevitz https://www.theatlantic.com/magazine/archive/2020/10/joseph-henrich-weird-people/615496/ 	
Thu, 10/6	<ul style="list-style-type: none"> - 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/ - Film: Dolgin, Gali and Vicente Granco. 2002. <i>Daughter from Danang</i>. (1:23) 	First peer evaluation begins
Week 8	Childhood, age, and generation	
Tue, 10/11	<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/ 	
Thu, 10/13	<ul style="list-style-type: none"> - Durham, Deborah. 2004. "Disappearing Youth: Youth as a Social Shifter in Botswana." <i>American Ethnologist</i> 31(4): 589–605 	Ethnographic project progress report
Week 9	Gender and sexuality	
Tue, 10/18	<ul style="list-style-type: none"> - Welsch & Vivanco, chapter 10 	
Thu, 10/20	<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. - BBC News. 2018 (2011). "The Islamic veil across Europe." https://www.bbc.com/news/world-europe-13038095.amp - Film: Hamid, Ruhr. 2004. "Women and Islam: Islam Unveiled Part I."(51 mins). 	Second short written assignment due 10/21
Week 10	Economics and politics of gift-giving	

Tue, 10/25	- Welsch & Vivanco, chapter 7	
Thu, 10/27	- Bowie, Katherine. 1998. "The Alchemy of Charity of Class and Buddhism in Northern Thailand." <i>American Anthropologist</i> 100(2): 469–481.	
Week 11	Globalization and its effects on culture	
Tue, 11/1	- 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	
Thu, 11/3	- 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.	
Week 12	Social stratification, identity, and migration	
Tue, 11/8	- Welsch & Vivanco, chapter 9 - "Race – Are We So Different?" Explore AAA project website (https://understandingrace.org) and video https://www.youtube.com/watch?v=8aaTAUAEyho	
Thu, 11/10	- Ong, Aihwa. 1996. "Cultural citizenship as subject-making: immigrants negotiate racial and cultural boundaries in the United States (and Comments and Reply)." <i>Current Anthropology</i> 37 (5): read only 737–751. - Film: Wickwire, Maren. 2018. <i>Together apart</i> . (57 mins)	Final prompt assigned
Week 13	Food and environment	
Tue, 11/15	- Welsch & Vivanco, chapter 6.	
Thu, 11/17	- Mintz, Sidney. 2008. "Food and Diaspora." <i>Food, Culture and Society</i> 11 (4): 511-23. - 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)	Third short written assignment due 11/18
Week 14	Health and illness	
Tue, 11/22 No discussion sections	- Welsch & Vivanco, chapter 13 - 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. *No class Thu, 11/24 Happy Thanksgiving!	
Week 15	Social life of things/Student presentations	

Tue, 11/29	<ul style="list-style-type: none"> - Welsch & Vivanco, chapter 14 - Condry, Ian. 2013. "Love Revolution." In <i>Recreating Japanese men</i>, edited by Sabine Fruhstuck and Anne Walthall, 262-283. Berkeley; Los Angeles; London: University of California Press. 	Second peer evaluation begins
Thu, 12/1	Student presentations	Group report due
Week 16	Looking back, looking forward/Student presentations (cont.)	
Tue, 12/6 No discussion sections	<ul style="list-style-type: none"> - Welsch & Vivanco, Epilogue - Levine, Nathalie. 2018. "Ten Ways to Think Like an Anthropologist." <i>Princeton University Press</i>. https://press.princeton.edu/ideas/ten-ways-to-think-like-an-anthropologist - Explore the webpage "Careers in Anthropology." <i>American Anthropological Association</i>. - Video: "The Captivating and Curious Careers of Anthropology" https://www.youtube.com/watch?v=U1Cm3MgpQ14 <p style="text-align: center;">*No class 12/8 Reading period</p>	
	Final paper due Monday, December 12th	