

Introduction to Cultural Anthropology  
ANT 2410 — Spring 2014  
Sections 3121, 4098, 4099, 4108, 4114, 4123



*D'où venons-nous? Que sommes-nous? Où allons-nous? (Where Do We Come From? What Are We? Where Are We Going?; Paul Gauguin, 1897)*

**Lectures:** Tuesdays 8-9 (3pm-4:55pm) TUR L007  
Thursdays 8 (3pm-3:55pm) WEIM 1064

**Discussion Sections:** Thursdays

3121 – R 3 (9:35-10:25am) WEIM 1070 (TA - Deborah)  
4098 – R 4 (10:40am-11:30am) TUR 2342 (TA - Deborah)  
4099 – R 5 (11:45am-12:35pm) TUR 2342 (TA - Deborah)  
4108 – R 6 (12:50pm-1:40pm) TUR 2342 (TA - Rachel)  
4114 – R 7 (1:55pm-2:45pm) TUR 2336 (TA - Rachel)  
4123 – R 9 (4:05pm-4:55pm) TUR 2342 (TA - Rachel)

**Instructor: Alan Schultz**

Email: [alan.schultz@ufl.edu](mailto:alan.schultz@ufl.edu)  
Office: Turlington Hall, B346  
Office Hours: Wednesdays 2-5pm  
or by appointment

**Teaching Assistants:**

Deborah J. Andrews  
Email: [djandrews@ufl.edu](mailto:djandrews@ufl.edu)  
Office hrs: Wed 2-4pm (TUR B346)

Rachel Wayne  
Email: [rwayne86@ufl.edu](mailto:rwayne86@ufl.edu)  
Office hrs: Tue 12:30-2:30 (TUR B346)

**Course Description**

Cultural anthropology is the comparative study of humanity across the globe. It is informed by the past but bound to the present by its basic approach to research: qualitative and quantitative analysis of living populations. Cultural anthropologists use theory to frame collection and analysis of their own and other's data. This data can come from text (electronic and analog; e.g. books, websites or government policies), art (e.g. music, dance, graffiti), direct behavioral observations (e.g. social actions and organization), experiential participation, health measures and various other modalities.

**Course Objectives**

The breadth of cultural anthropology is so vast that no one introductory course could cover its entirety. Instead, this course aims to give students an understanding of the *concept* of culture and how it is contested; introduce foundational anthropological theory and methods; teach key debates; and explore the usefulness of cultural anthropology. Students will also gain valuable experience in writing, debate, and critical thinking.

### Course Texts

Miller, Barbara. 2013. Cultural Anthropology. 7th Edition. Pearson.

Biehl, João. 2005, Vita. University California Press.

**\*All other class readings can be downloaded from the Sakai course page.**

### Course Format

This course is lecture-based with weekly discussion sections and the occasional film. Students are encouraged to actively participate with relevant questions. Lectures will include information from the textbook and readings, as well as outside sources. All readings and assignments are required and are to be completed before class to allow for meaningful participation and increased comprehension. On Thursdays, in addition to lecture, the class will split up into section groups for in-depth discussion of readings and films, course concepts and papers. Our hard-working Teaching Assistants Deborah Andrews and Rachel Wayne lead discussion sections.

### Attendance

Students are required to attend class. Attendance will not be taken but 10 pop-quizzes and three debates (see below) can only be completed in-class and cannot be made up except in exceptional circumstances. Additionally, all material from lectures, readings, assignments, class discussions, films and other classroom activities may potentially appear on tests and quizzes. The lecture slides do **not** contain all pertinent material. This means you **must take good notes** during lecture to succeed in the class. Therefore, students are strongly advised to come to every class.

## Course Requirements and Grades

All assignments are announced well in advance, and cannot be made up for any reason unless in the most exceptional circumstances, such as illness or a family emergency. If you know you will not be present during the due date then the assignment must be turned in early. Students who have an emergency must provide a doctor's note or note from the proper University authorities, and alert the instructor **prior** to missing an assignment's due date. Additionally, University policy states that individual students may not be offered extra credit opportunities that are not offered to all students, so please do not ask for individual bonus credit.

### 10 In-class Quizzes (unannounced, 10 points each)

We will have 10 unannounced pop-quizzes throughout the semester to assess students' comprehension of class materials and discussions. These quizzes will also serve as proof of attendance. Sometimes they will be at the beginning of class and sometimes at the end. Students will not be allowed to make-up missed quizzes or exams without a doctor's note and must notify the instructor before the missed class. There will be 3-5 short-answer questions on each quiz. You must turn in the quiz on paper, in your handwriting, and in-person. \*Please note that you will start the semester **with 20 free points** equal to two 100% quizzes. This means, for example, that you can choose to drop the two lowest grades on your quizzes or, if you do well on the first eight quizzes, skip the last two.

### Discussion section (50 points)

You are required to attend and participate in the discussion section for which you registered. You must attend discussion sections even if an exam is scheduled for the same day. Only university-approved absences with appropriate documentation will be excused. You will be counted absent from discussion section if you arrive more than 10 minutes late. Fifty percent of the grade is attendance and 50 percent effort.

### Reaction Papers

Reaction papers should be double-spaced, with Times New Roman 12-point font and one-inch margins. Students should use the American Anthropological Association citation style:

[http://www.aaanet.org/publications/style\\_guide.pdf](http://www.aaanet.org/publications/style_guide.pdf). Plagiarism of any sort will not be tolerated. Please refer to the University Academic Policy section of the syllabus for further details. Papers must be uploaded to Sakai in .doc or .docx format, with no spaces in the file name, before class on the due date and submitted in hard copy to Alan or a TA in class on the same day. Requirements will also be reviewed in class in advance of paper submission.

Reaction Paper #1 (50 points): This paper is a reaction to reading Miner's (1956) article 'Body Ritual Among the Nacirema.' It should be two pages in length, and make use of the cultural anthropological terms, themes and theories introduced in the course, particularly the Miller text (e.g. cultural relativism, ethnocentrism, etic/emic, etc.).

Reaction Paper #2 (100 points): This second paper is a response and reaction to reading Biehl's ethnography, Vita (2005). As with the previous paper, make use of the terms, themes, theories and lessons learned so far from the course. It should be five pages in length. You must include at least five citations from the other readings in your paper (all resources are cited at the end of the syllabus).

### Exams

All exams will be administered on **E-Learning**. On the scheduled day, exams will be available on E-Learning between 8:30 a.m. and 4:30 p.m., and you will have **60** minutes to complete the exam. There will be no lecture on the day of the midterm exam (see schedule), but students are required to attend discussion sections February 27. Exams must be taken at the scheduled time (you will have an 8 hour window in which to complete your 60 min exam); there will be **no makeup exams**. Exceptions will be made only in the case of incapacitating illness or other university-approved absence such as documented family emergency. In such cases, you must contact Alan Schultz with written documentation from an appropriate authority at least 24 hours before the exam.

### Midterm (THURSDAY FEBRUARY 27, 100 points)

The midterm will cover material from the first half of the course. It will include information from all lectures, class discussions, readings, videos and online materials.

### Final (WEDNESDAY APRIL 30, 100 points)

The final will cover material from the second half of the course **only**. It will include information from all lectures, class discussions, readings, videos and online materials covered during that time.

### Grading:

Requirements	Date	Points	% of Total
10 quizzes	Unannounced	100	20
Discussion section	Thursdays	50	10
Reaction paper #1	January 28	50	10
Reaction paper #2	March 27	100	20
Midterm exam	February 27	100	20
Final exam	April 30	100	20
		500	

No grades will be discussed via email. If the student has a problem with or question concerning the grade, please make an appointment to come speak with the instructor or stop by during office hours. Letter grades will be assigned based on the total percent of points according to the following scale:

A = 93% or above A- = 90-92.99% B+ = 86-89.99% B = 83-85.99% B- = 80-82.99% C+ = 76-79.99%  
C = 73-75.99% C- = 70-72.99% D+ = 67-69.99% D = 63-66.99% D- = 60-62.99% E = 59.99% or below

Please note that the university uses minus grades and a grade of **C-** will not qualify for major, minor, Gen Ed, or College Basic Distribution credit. Please see the following for more information:

<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

## COURSE GUIDELINES

### E-Learning

Sakai will be used for posting announcements, readings and links to websites, as well as for conducting exams, uploading assignments, and updating grades. All students are required to familiarize themselves with Sakai and check Sakai weekly for class-related announcements. Online tutorials are available for students at <https://lss.at.ufl.edu/sakai-training/index.shtml> and are recommended.

### Class Announcements

Important information and announcements will be made in class and distributed to students through their UF email. All students are expected to read and be aware of all emails and class announcements as they are given out. There are no allowances made for students who fail to stay abreast of class announcements for any reason, including absences, full email in-boxes or forgetfulness.

### Teaching Assistants

Teaching Assistants (TAs) are responsible for discussion sections. They are available to answer questions and to assist with the required writing assignments during their office hours. They grade all course requirements. You must know your TA's correct first name and your section number and print them on the top of all papers or writing assignments you submit. If you have a question about grading, first talk with your TA. TAs' names, office hours, and discussion sections are listed above. TAs may not give permission for make-up exams or late papers.

### Use of Electronics

Please silence your phones prior to class. During lectures, discussion sections and midterm/final exams talking/texting, listening to anything through your headphones or use of other disruptive technology is not permitted. A student caught talking on their phone, texting or listening to something on their headphones will be asked to leave class. Laptops and tablets—in addition to pen and paper—are permitted for note taking and active participation in class (this means you **should** actively take notes or lookup and share information when appropriate, but you **should not** spend time on social networks as this is a waste of your tuition dollars and detracts from classroom engagement, focus and cooperative learning).

### University Academic Honesty Policy

In meeting one of the major objectives of higher education, which is to develop self-reliance, it is expected that students will be responsible for the completion of their own academic work. A fundamental principle is that the whole process of learning and the pursuit of knowledge are damaged by cheating, plagiarism, and other acts of academic dishonesty such as misrepresentation, collusion with outside persons, bribery and fabrication. The use of any and all literature, notes, aids, or assistance from other sources should be clearly identified within any and all course assignments and assessments. If you have any questions about how to properly cite the use of a source in your assignments, please see the how-to video from UF's writing center at: <http://bit.ly/19VFlhb> and other resources at: [writing.ufl.edu/writing-center/](http://writing.ufl.edu/writing-center/). **I take academic honesty very seriously and will immediately fail any student caught engaging in dishonest acts. Furthermore, the University will take severe action against any students acting dishonestly, including possible expulsion.** The University Honor Code can be accessed here: [catalog.ufl.edu/ugrad/current/advising/info/student-honor-code.aspx](http://catalog.ufl.edu/ugrad/current/advising/info/student-honor-code.aspx)

**Accommodations for Disabilities:** Students requesting classroom accommodation must first register with the Dean of Students Office. The Disability Resource Center will then provide documentation to the student, who is expected to meet with the instructor during office hours or by appointment, at which point the student will provide the documentation and discuss the required accommodations. Students who wish to find out if they are eligible for services can contact the Disability Resource Center at [www.dso.ufl.edu/drc](http://www.dso.ufl.edu/drc). Students must notify the instructor of a disability by the second week of class if semester-long accommodation is needed.

### University Counseling Services

Please be aware that the Counseling Center at the University of Florida has a variety of services that may be of use to students during the semester. This includes individual, group and couples counseling, as well as workshops for stress management and time management. For more information, students may visit 301 Peabody Hall or <http://www.counseling.ufl.edu>.

### Useful Phone Numbers:

1. University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, personal and career counseling
2. Student Mental Health, Student Health Care Center, 392-1171, personal counseling
3. Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, sexual assault counseling
4. Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling

## COURSE SCHEDULE

All readings are required, and students are expected to read the assigned material **prior** to the class date designated on the syllabus.

Themes	Dates	Readings	In-Class Activities
<b>Week 1</b>  The Culture Concept and Key Themes	January 7-9	Tue: No reading  Thur: <b>Miller</b> Ch. 1 & 2 (54pp of reading)	Tue: Review of Syllabus; Expectations for the semester and Introduction to Cultural Anthropology, Cultural Diversity, Relativism and Ethnocentrism  Thur: Evolution of humanity and culture
<b>Week 2</b>  Foundations of Cultural Anthropology	January 14-16	Tue: <b>Miller</b> Ch. 3 & 4 (48pp of reading)  Thur: <b>Lewis</b> , The Passion of Franz Boas (15pp of reading)	Tue: History of Cultural Anthropology Anthropological Methods, Contributions of Anthropology <b>FILM</b> Excerpt: <i>First Contact</i> ( <a href="#">Alexander Street Press</a> or <a href="#">Vimeo</a> )  Thur: American Cultural Anthropology <b>FILM</b> Excerpt: <a href="#">Franz Boas (Documentary Educational Resources)</a>
<b>Week 3</b>  Cultural Constructions and the 'Other'	January 21-23	Tue: No reading <b>Listen to:</b> <a href="http://bryancallen.com/2013/12/23/ep87-daniel-coyle/">http://bryancallen.com/2013/12/23/ep87-daniel-coyle/</a> ~1hr  Thur: <b>Lévi-Strauss</b> , 'Primitive' thinking and the 'Civilized' Mind' (9pp of reading)	Tue: Cultural meaning <b>Miner</b> , Body Ritual among the Nacirema  <b>Small group activities</b>  Thur: Cultural constructions
<b>Week 4</b>  Kinship, Social Structure and Gender	January 28-30	Tue: <b>Miller</b> Ch. 8 (25pp of reading)  Thur: <b>Nolan &amp; Ryan</b> , Fear and loathing at the Cineplex (~11pp of reading)	Tue: Kinship, Sex, Gender and Culture <b>FILM:</b> <i>Daddy and Papa</i> , 1st half  <b>REACTION PAPER #1 DUE</b>  Thur: <b>FILM:</b> <i>Daddy and Papa</i> , 2nd half
<b>Week 5</b>  Religion and Worldview	February 4-6	Tue: <b>Miller</b> Ch. 12; <b>Abu-Lughod</b> , Do Muslim Women Really Need Saving? (34pp of reading)  Thur: <b>Harris</b> , Why We Became Religious and The Evolution of the Spirit World (4pp of reading)	Tue: Religion and Worldview <b>FILM:</b> <i>Divorce, Iranian Style</i> , 1st half  Thur: <b>FILM:</b> <i>Divorce, Iranian Style</i> , 2nd half

<p><b>Week 6</b></p> <p>Development</p>	<p>February 11-13</p> <p>Tue: <b>Miller</b> Ch. 15; <b>Miller</b> "Eye on the Environment" (p.167); <b>Evans-Pritchard</b>, The Notion of Witchcraft Explains Unfortunate Events (39pp of reading)</p> <p>Thur: <b>Scheper-Hughes</b>, Culture, Scarcity and Maternal Thinking: Mother Love and Child Death in Northeast Brazil (20pp of reading)</p>	<p>Tue: Development and the Tsimane'</p> <p>Thur: Contemporary issues</p>
<p><b>Week 7</b></p> <p>Economic Anthropology and Social Stratification</p>	<p>February 18-20</p> <p>Tue: <b>Miller</b> Ch. 5 &amp; 9 (50pp of reading)</p> <p>Thur: <b>Singer</b>, Why Does Juan Garcia Have a Drinking Problem? (24pp of reading)</p>	<p>Tue: Introduction</p> <p>Thur: Class, Ethnicity and Racism</p>
<p><b>Week 8</b></p> <p>Political Anthropology</p>	<p>February 25-27</p> <p>Tue: <b>Miller</b> Ch. 10; <b>Lutz</b>, Making War at Home in the United States: Militarization and the Current Crisis. (35pp of reading)</p> <p>Thur: Study</p>	<p>Tue: Militarization</p> <p>Small group activities</p> <p>Thur: <b>MIDTERM EXAM ONLINE</b></p>
<p><b>Week 9</b></p>	<p>March 4-6</p> <p>SPRING BREAK</p>	
<p><b>Week 10</b></p> <p>Ethnography</p>	<p>March 11-13</p> <p>Tue: <b>Biehl</b>, Part I, II (122pp of reading)</p> <p>Thur: <b>Biehl</b>, Part III (86pp of reading)</p>	<p>Tue: Introduction to Ethnography <b>FILM: Maquilapolis</b>, 1st Half</p> <p>Thur: <b>FILM: Maquilapolis</b>, 2nd Half</p>
<p><b>Week 11</b></p> <p>Ethnography</p>	<p>March 18-20</p> <p>Tue: <b>Biehl</b> Part IV, V, VI (152pp of reading)</p> <p>Thur: <b>No Class or discussion sections*</b></p> <p>*Instructors at SFAA Annual Meeting March 18-22</p>	<p>Tue: Discussion of Book</p>
<p><b>Week 12</b></p> <p>Globalization</p>	<p>March 25-27</p> <p>Tue: <b>Tsing</b>, The Global Situation (25pp of reading)</p> <p>Thur: <b>Collier and Ong</b>, Global Assemblages (17pp of reading)</p>	<p>Tue: Introduction to Globalization</p> <p><b>FILM: Inside Job</b></p> <p>Thur: <b>FILM: Inside Job</b> <b>REACTION PAPER #2 DUE</b></p>

<p><b>Week 13</b></p> <p>Globalization</p>	<p>April 1-3</p>	<p>Tue: <b>Drager and Fidler</b>, At the Cutting Edge of Global Health Diplomacy; <b>Farmer</b> et al., Reimagining Global Health (Introduction) (15pp of reading)</p> <p>Thur: Review Miller Ch. 15 (no new reading)</p> <p>Tue: Globalization and Health Inequity</p> <p>Thur: Development</p>
<p><b>Week 14</b></p> <p>Human Rights and Applied Anthropology</p>	<p>April 8-10</p>	<p>Tue: <b>UN</b> Universal Declaration of Human Rights (online); <b>AAA</b> forum on Human Rights (online)</p> <p>Thur: <b>Oliver-Smith</b>, Disaster Risk Reduction and Climate Change Adaptation (6pp of reading)</p> <p>Tue: What is a Human Right?</p> <p>Thur: Small group activities</p>
<p><b>Week 15</b></p> <p>Medical Anthropology</p>	<p>April 15-17</p>	<p>Tue: <b>Farmer</b>, Biological Expressions of Social Inequalities; <b>Lock &amp; Nguyen</b>, The Normal Body (39pp of reading)</p> <p>Thur: <b>Kleinman</b> et al., Unpacking Global Health in Farmer et. al. Reimagining Global Health (16pp of reading)</p> <p>Tue: Introduction to Medical Anthropology Anthropological Theory in Global Health</p> <p>Thur: Small group activities</p>
<p><b>Week 16</b></p> <p>Careers in Anthropology</p>	<p>April 22-24</p>	<p>Tue: <b>Wood</b>, Anthropology, Inc. <b>Omohundro</b>, Career Advice for Anthropology Undergraduates (21pp of reading)</p> <p>Thur: Study</p> <p>Tue: <b>FILM: FLOW, For Love of Water</b></p> <p>Thur: <b>FILM: FLOW, For Love of Water</b></p>
<p><b>Week 17</b></p>	<p>April 30</p>	<p><b>FINAL EXAM</b> <b>WEDNESDAY APRIL 30 - ONLINE</b></p>

**Readings** (All readings and websites—except Miller and Biehl—are available on Sakai unless noted otherwise.)

Abu-Lughod, Lila

2002 Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others. *American Anthropologist* 104(3):783-790.

Collier, Stephen J, and Aihwa Ong

2007 Global Assemblages, Anthropological Problems. In *Global Assemblages*. Aihwa Ong and Stephen J Collier, eds. Pp. 1-21. Oxford, UK: Blackwell Publishing Ltd.

Drager, N. and D. Fidler

2007 Foreign policy, trade and health: at the cutting edge of global health diplomacy. *Bulletin of the World Health Organization*, 85(3):162.

Evans-Pritchard, E. E.

1976 The Notion of Witchcraft Explains Unfortunate Events. In *Witchcraft, Oracles and Magic Among the Azande*. Pp. 18-32. Oxford: Clarendon Press.

Farmer, Paul

1999 The Persistent Plagues: Biological Expressions of Social Inequalities. In *Infections and Inequalities*, paperback. Pp. 262-272. Berkeley: University of California Press.

2013 Introduction: A biosocial approach to global health. In *Reimagining Global Health*. Paul Farmer, Jim Yong Kim, Arthur Kleinman and Matthew Basilio, eds. Pp. 1-14. Berkeley: University of California Press.

Harris, Marvin

2009 Why We Became Religious and The Evolution of the Spirit World. In *Magic, Witchcraft, and Religion*, Pamela A. Moro, ed. Pp. 20-23. New York: McGraw Hill.

Lévi-Strauss, Claude

1979 Primitive thinking and the 'civilized' mind. In *Myth and Meaning*. Pp. 15-24. New York: Schocken Books.

Lewis, Herbert

2001 The Passion of Franz Boas. *American Anthropologist* 103(2):447-467.

Lock, Margaret and Vinh-Kim Nguyen

2010 *The Normal Body*. In *The Anthropology of Biomedicine*. New York: Wiley-Blackwell.

Lutz, Catherine

2002 Making War at Home in the United States: Militarization and the Current Crisis. *American Anthropologist* 104(3):723-735.

Miner, Horace

1956 Body Ritual Among the Nacirema. *American Anthropologist* 58(3):503-507.

Nolan, JM, and GW Ryan

2000 Fear and Loathing at the Cineplex: Gender Differences in Descriptions and Perceptions of Slasher Films. *Sex Roles* 42(1): 39-56.

Oliver-Smith, A

2013 Disaster Risk Reduction and Climate Change Adaptation: the View From Applied Anthropology. *Human Organization* 72(4):275-282.

Omohundro, John T

1998 Career Advice for Undergraduates. *General Anthropology Bulletin*. 4(2):1-6.

Robbins, Richard H

2005 Constructing the Consumer. In *Global Problems and the Culture of Capitalism*. Pp 13-38. 3rd edition. Boston, MA: Allyn and Bacon.

Scheper-Hughes, Nancy



1987 Culture, Scarcity, and Maternal Thinking: Mother love and child death in northeast Brazil. In *Child Survival: Anthropological Perspectives on the Treatment and Maltreatment of Children*. Pp. 187-208. Norwell, MA: Kluwer Academic Publishers.

Singer, Merrill, Freddie Valentin, Hans Baer, and Zhongke Jia  
2004 Why Does Juan Garcia Have a Drinking Problem? the Perspective of Critical Medical Anthropology. *Medical Anthropology* 14(1): 77-108.

Tsing, Anna  
2000 The Global Situation. *Cultural Anthropology* 15(3):327-360.

Wood, Graeme  
2013 Anthropology, Inc. *The Atlantic Monthly*, March, 2013. Accessed online at  
[http://www.theatlantic.com/magazine/archive/2013/03/anthropology-inc/309218/?single\\_page=true](http://www.theatlantic.com/magazine/archive/2013/03/anthropology-inc/309218/?single_page=true)

**Websites:**

World Health Organization, Social Determinants of Health:

[http://www.who.int/social\\_determinants/en/](http://www.who.int/social_determinants/en/)

American Anthropological Association, Human Rights Forum:

[http://www.aaanet.org/press/an/1006/human\\_rights\\_oct.html](http://www.aaanet.org/press/an/1006/human_rights_oct.html)

Universal Declaration of Human Rights: <http://www.un.org/en/documents/udhr/>