

ANTH 1020

Anthropology: The Study of Culture

Spring 2021

Mixed Mode Lecture: Tuesdays, 1:30 - 3:15
 In person: Cheng Yu Tung Building, 209 A-B
 Zoom Link: <https://cuhk.zoom.us/j/98923281368>

Tutorials:

T1: Tuesdays, 3:30 - 4:15; CYT 214 (Zoom link same as lecture)
 T2: Tuesdays, 4:30 – 5:15; NAH 401 (Zoom link TBA)
 T3: Tuesdays, 5:30 – 6:15; NAH 401 (Zoom link TBA)
 T4: TBA, depending on enrollment there are 3-4 tutorials for this course.

Instructor: Leilah VEVAINA, NAH 324, leilah.vevaina@cuhk.edu.hk , 3943 7116
 Office Hours: by appointment

Tutor: Brooke Lafferty, blafferty@link.cuhk.edu.hk

Course Description

This course introduces students to the basics of anthropology, its role within the humanities, and its relevance to modern-day society. It addresses the basic question of how our cultural and social shaping in large part makes us what we are as human beings. The course focuses on the similarities and differences in human societies and cultures, in order to promote a fuller and deeper understanding of the nature and meaning of being human in today's world. In this term, the course will focus on the theme of urbanization and modernity. We will explore issues such as gentrification, flows, religious life, globalization, and gender relations in urban spaces around the globe.

Learning Outcomes

1. Students will acquire a holistic understanding of different regions, cultures and societies across the globe;
2. Students will develop their own judgment and sense of values through the comparisons of different regions, cultures, and societies;
3. Students will acquire skills in analyzing contemporary social problems;
4. Students will come to understand how anthropology is linked to the humanities in its emphasis on the culturally sensitive understanding of common human concerns.

Assessment Summary

Grade Item	Percentage	Due Date
Attendance and Participation	20%	Throughout term
Group Fieldwork Proposal *	20%	February 5
Out of Class Assignments	20% (10 x 2)	March 5; April 16
Group Report & Presentation *	40%	May 7

* Depending on social restrictions based on the pandemic, these assignments might shift to a take-home Midterm and Final Exams based on course readings.

Assessment Details

- 1) **Tutorial Participation (20%):** Part of your responsibility is regular attendance and participation in tutorial discussion. The awarding of high participation points comes with good attendance and active, thoughtful, consistent class participation, the kind that reveals your thorough preparation and engagement with class materials. This means contributing your own ideas as well as providing constructive responses to other students' comments. Attendance will be taken for the tutorials.
- 2) **Group Fieldwork Site Proposal:** For this part of your Group Project, you have to pick a site in Hong Kong following the themes of the course and write about 1) Its location; 2) Its history; 3) Why you picked that site for your fieldwork. 4) Your plan of research. This proposal should be in English, 12-point font, Times New Roman, 800-1000 words. Due on February 5, upload to Blackboard with Veriguide certificate.
- 3) **Out-Of-Class Assignments (10% each):** To help you connect the topics and readings to contemporary problems and issues, you will have to finish **two** out-of-class assignment. For this assignment, you have to find non-academic sources that can be understood or investigated through the specific concepts, theories or problems discussed in the readings. You are free in your selection. Sources could be a newspaper article, 'you-tube' clip, blogpost, movie, advertisement, song, etc. The only restriction is that the source you chose has to be in English or be accompanied by a translation. (online link or PDF). As part of this assignment, you will have to write a commentary, in which you explain why the source you chose is related to one or more class readings, what anthropological questions or problems it raises, or answers it provides. This note should be about 200-300 words. Please post your assignment **on Blackboard**. The first note is **due before March 5 and the second before April 16**.
- 4) **Group Report and Presentations:** Your group should submit a Report of your fieldwork and ethnographic findings. The group will also make a short presentation in Lecture. This report should be in English, 12-point font, Times New Roman, between 1500-2000 words. Due on May 7, upload to Blackboard with Veriguide certificate.

Please turn in your work on time. Late assignments will be deducted one-third of a letter grade per day (A to A- for example). All written assignments must be submitted to VeriGuide. Assignments without a signed declaration from VeriGuide will not be graded.

Course outline and readings

Week 1 (January 12)

Introductions

No readings

Week 2 (January 19)

How to think like an Anthropologist

Engelke, Matthew. *How to Think Like an Anthropologist*. Princeton University Press, 2019. Introduction (Read 1-15, 23-24, skim 16-23).

Bohannon, Laura. "Shakespeare in the Bush." Chapter 5, in Spradley and McCurdy, *Conformity and Culture*, 2012.

Week 3 (January 26)

Rituals in Mexico and the Kalahari

Napolitano, Valentina. "Becoming a *mujercita*: rituals, fiestas and religious discourses." *Journal of the Royal Anthropological Institute* (1997): 279-296.

Lee, Richard B. "Eating Christmas in the Kalahari". Chapter 2, in Spradley and McCurdy, *Conformity and Culture*, 2012.

Week 4 (February 2)

Christian Voices in Seoul

Harkness, Nicholas. "Voicing Christian Aspiration: The Semiotic Anthropology of Voice in Seoul." *Ethnography* 16, no. 3 (September 1, 2015): 313–30.

Week 5 (February 9)

Unveiling Religion and Secular Practices in Iran

Hoodfar, Homa, "The Veil in Their Minds and On Our Heads", in Moro and James eds., *Magic Witchcraft and Religion 8th edition*, (2001) pp.412-427.

(February 16) Lunar New Year, No Class

Week 6 (February 23)

Hydraulic Ecologies in Mumbai

Anand, Nikhil. "Municipal disconnect: On abject water and its urban infrastructures." *Ethnography: infrastructures.* *Ethnography* 13, no. 4 (2012): 487-509.

Week 7 (March 2)

The Sacred Politics and Social Justice in Cairo

Mittermaier, Amira. "Bread, Freedom, Social Justice: The Egyptian Uprising and a Sufi Khidma." *Cultural Anthropology* 29, no. 1 (February 3, 2014): 54–79.

Week 8 (March 9)

Language

Modan, Gabriella. "The Semiotics of Urbanness: Lifestyle Centers and the Commodified City." In Setha Low (ed). *The Routledge Handbook of Anthropology and the City*, (2019) pp. 326-341.

Week 9 (March 16)

Gaming Girls in China

Chen, Xiaoxu and Chadwick Wang. "Migrant Gaming Girls in Beijing: Urban Solitude, Play, and Attempts to Integrate." *Ethnography* 0(0), (2019): 1-20.

Week 10 (March 23)

Flows and Stoppages in Bangkok

Sopranzetti, Claudio. "(Im)Mobilizing Bangkok: Towards and Ethnography of Urban Circulation." In Setha Low (ed). *The Routledge Handbook of Anthropology and the City*, (2019) pp. 113-125.

(March 30) Reading Week, No Class

(April 6) Easter Holiday, No Class

Week 11 (April 13)

The Transnational City

Fesenmyer, Leslie. "Bringing the Kingdom to the City: Mission as Placemaking Practice". *City & Society* 31, no. 1 (2019): 34–54.

or

Pellow, Deborah. "African Materiality and the House." In Setha Low (ed). *The Routledge Handbook of Anthropology and the City*, (2019) pp. 356-378.

Week 12 (April 20)

Globalization

Urdanivia, Claudia. "Andean Quinoa: Local Farmers in a Global Market", *Anthropology Now* Vol. 6, No. 2. Pp.35-43.

or

Gordon, Mathews. "Chungking Mansions: A Center of 'Low-End Globalization'" *Ethnology*, Vol. 46, No. 2, (Spring 2007) pp. 169-183.

Week 13 (April 27) (Make-up week)

Project Presentations

Groups will present their projects in Lecture

Project Report/Final Exam Due May 7

Grade descriptors for the assessment of this course:

Grade	Criteria for 1) the course and 2) for coursework
A	<ol style="list-style-type: none"> 1) Outstanding performance on all learning outcomes. 2) The work has creatively synthesized course materials and key ideas in an original way. The argument is logical and cohesive, the discussion is well-organized, and the writing is clear. The work goes beyond merely summarizing key ideas, using original texts in a strategic way. Concrete evidence corresponds to statements and claims. All sources are cited properly.
A-	<ol style="list-style-type: none"> 1) Generally outstanding performance on all (or almost all) learning outcomes. 2) The work synthesizes course materials and key ideas in an original way, but there are areas for improvement.
B-range	<ol style="list-style-type: none"> 1) Substantial performance on all learning outcomes, OR high performance on some learning outcomes which compensates for less satisfactory performance on others, resulting in overall substantial performance. 2) The work demonstrates a solid grasp of course materials and key ideas. There are areas for improvement with respect to building a cohesive argument, organizing the discussion, communicating clearly, and/or identifying relevant evidence.
C-range	<ol style="list-style-type: none"> 1) Satisfactory performance on the majority of learning outcomes, possibly with a few weaknesses. 2) The work shows some effort, but course materials have not been sufficiently engaged or the paper fails to directly address the prompt. The argument and the writing is not clear.
D-range	<ol style="list-style-type: none"> 1) Barely satisfactory performance on a number of learning outcomes. 2) The work shows little effort to engage course materials. There are major problems with clarity of argument and writing.
F	<ol style="list-style-type: none"> 1) Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements. 2) The work has failed respond to the assignment prompt.