

ANTH 1020
Anthropology: The Study of Cultures
Fall 2020

Lecture: Wednesday 9:30 AM – 11:15 AM
Tutorials: Wednesday 12:30 PM – 1:15 PM
Wednesday 1:30 PM – 3:15 PM
Wednesday 2:30 AM – 4:15 PM
Wednesday 4:30 PM – 5:15 PM

Instructor: Teresa KUAN, NAH 325, tkuan@cuhk.edu.hk, 3-7728
Office Hours: Friday 11:00 AM – 1:00 PM, and by appointment
Tutors: Darren Tsz Hin FUNG, 1155084467@link.cuhk.edu.hk



(Artist: Tetsuya Ishida)

This course introduces students to the basics of anthropology, its relevance to modern-day society, and its role within the humanities. It addresses the basic question of “why people do what they do” by situating human beings in their cultural and social contexts. The course focuses on the similarities and differences between 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 the Fall 2020 semester, ANTH 1020 will be organized around the theme “Modernity and Its Discontents.” We will explore the diversity of culture by looking at the impact of modernity in different parts of the world.

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.

Required Texts

All readings will be posted on Blackboard.

Evaluation

<i>Grade Item</i>	<i>Percentage</i>	<i>Due Date</i>
Midterm Paper	35%	October 30
Final Paper	45%	December 14
Participation and attendance	20%	--

All assignments must be submitted to VeriGuide. Assignments without a signed declaration from VeriGuide will not be graded. Please visit:

https://academic.veriguide.org/academic/login_CUHK.jspx

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Week 1 (September 9): Course Introduction

☞ No readings.

Week 2 (September 16): What is anthropology? What is culture?

📖 Tim Ingold, "On Taking Others Seriously" in *Anthropology: Why It Matters*

📖 (Optional) Renato ROSALDO, "The Erosion of Classic Norms," in *Culture and Truth: The Remaking of Social Analysis*

Week 3 (September 23): What is modernity, and does it look the same everywhere?

📖 George RITZER, "An Introduction to McDonaldization," in *The McDonaldization of Society*.

📖 (Optional) Karl MARX and Friedrich ENGELS, "Bourgeois and Proletarians," in *Readings for a History of Anthropological Theory*

Week 4 (September 30): The Rationalization of Childhood in the United States

📖 Tamar KREMER-SADLIK and Kris GUTIÉRREZ, "Homework and Recreation," in *Fast-Forward Family: Home, Work, and Relationships in Middle-Class America*

📖 Annette LAREAU, a short excerpt from "The Power and Limits of Social Class," in *Unequal Childhoods: Class, Race, and Family Life*

Week 5 (October 7): The Promise of Science in Britain

📖 Sarah FRANKLIN, “The ‘obstacle course’: the reproductive work of IVF,” in *Embodied Progress: A Cultural Account of Assisted Conception*

Week 6 (October 14): Call Centers in India and the Promise of “New Opportunities”

📖 Reena PATEL, “Off-Shoring Customer Service: A New Global Order,” in *Working the Night Shift: Women in India’s Call Centers Industry*

📖 Meher VARMA, “India wiring out: ethnographic reflections from two transnational call centres in India,” in *Anthropology Matters*

Week 7 (October 21): Reconstructing the Body in Brazil

📖 Alvaro JARRÍN, “The Politics of Beauty,” in *ReVista*

📖 Cesar SABINO, “Building Muscles in Rio’s Fitness Clubs: The Ritual Use of Anabolic Steroids,” in *ReVista*

MIDTERM PAPER DUE: October 30 (Friday)

📖 The prompt for this assignment will be posted October 22 by 5:00 p.m. Paper is due on October 30, by 5:00 p.m. Please follow instructions for submission in the prompt.

Week 8 (October 28): Migrant Laborers and the Culture of Inequality in China

📖 Wanning SUN, “Worker-Poets, Political Intervention, and Cultural Brokering,” in *Subaltern China: Rural Migrants, Media, and Cultural Practices*

📖 Evan OSNOS, “A Billion Stories,” in *The New Yorker*

Week 9 (November 4): Sex Work in Southeast Asia

📖 Ara WILSON, “The Economies of Intimacy in the Go-Go Bar,” in *The Intimate Economies of Bangkok: Tomboys, Tycoons, and Avon Ladies in the Global City*

Week 10 (November 11): Virtual Relationships in Japan

📖 Anne ALLISON, “Tamagotchi: The Prosthetics of Presence,” in *Millennial Monsters: Japanese Toys and the Global Imagination*

Week 11 (November 18): Conspicuous Consumption in Africa

📖 Ch. Didier GONDOLA, “Dream and Drama: The Search for Elegance among Congolese Youth,” in *African Studies Review*

Week 12 (November 25): Disaster Recovery in Nepal

📖 Aidan SEALE-FELDMAN, “The Work of Disaster: Building Back Otherwise in Post-Earthquake Nepal,” in *Cultural Anthropology*

Week 13 (December 2): What does it mean to be human?

📖 Arthur KLEINMAN, “The Search for Wisdom: Why William James Still Matters,” in *The Ground Between: Anthropologists Engage Philosophy*

FINAL PAPER DUE: December 14 (Monday)

🖨️ The prompt for this assignment will be posted December 3 by 5:00 p.m. Paper is due on December 14, by 10:00 a.m. Please follow instructions for submission in the prompt.

GRADE DESCRIPTORS

<i>Grade</i>	<i>Criteria for 1) the course and 2) for coursework</i>
A	<p>1) Outstanding performance on all learning outcomes.</p> <p>2) The work has creatively synthesized course materials and key ideas in an original way. The argument is based on concrete evidence. The discussion is well-organized, logical and cohesive. The writing is clear.</p>
A-	<p>1) Generally outstanding performance on all (or almost all) learning outcomes.</p> <p>2) The work synthesizes course materials and key ideas in an original way, but there are areas for improvement.</p>
B-range	<p>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.</p> <p>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.</p>
C-range	<p>1) Satisfactory performance on the majority of learning outcomes, possibly with a few weaknesses.</p> <p>2) The work shows some effort, but course materials have not been sufficiently engaged. The argument and the writing is not clear, and/or there is no evidence for statements and claims made.</p>
D-range	<p>1) Barely satisfactory performance on a number of learning outcomes.</p> <p>2) The work shows little effort to engage course materials. There are major problems with clarity of argument and writing.</p>
F	<p>1) Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements.</p> <p>2) The work has failed respond to the assignment prompt.</p>

TIPS & POLICIES

Opinions vs. Arguments

There is a difference between opinion and argument. Your personal viewpoints are welcome during class discussion, but your papers will be evaluated based upon your ability to formulate an argument rather than your ability to express an opinion. An argument is analytical. Arguments propose relationships between variables, and they support assertions with empirical evidence.

There is also a difference between opinion and perspective. An opinion usually contains some kind of judgment about how the world should or should not operate. A perspective, on the other hand, is a way of looking at the world. In other words, having perspective involves the ability to see patterns and themes, or differences and divergences, which may not be obvious at first glance. Having an opinion is easy. Having the insight that comes with perspective is much harder.

Late Submissions

Papers submitted after the due date will suffer a fraction of a grade deduction for every day it is late. For example, an A- will become a B+, a B will become a B-, et cetera.

Academic Honesty

The Chinese University of Hong Kong places very high importance on academic honesty, and adopts a policy of *zero tolerance* on academic dishonesty. Any such offence will lead to disciplinary action including possibly termination of studies at the University. Students should know how to properly use source material and how to avoid plagiarism. Detailed guidelines and examples for the acknowledgement of sources can be found on the University's website at <http://www.cuhk.edu.hk/policy/academichonesty/>. All papers must be submitted through VeriGuide.