

Lecture: Monday 13:30 – 15:15

Tutorials: 1) Monday 15:30-16:15
2) TBA

Lecturer: Wai-man TANG NAH302, wymantang@cuhk.edu.hk

(Office hours: Monday 16:30 – 17:15 or by appointment)

TA: Gabriella Angelini NAH406, g.angelini@link.cuhk.edu.hk

Course Description

This team-taught class will teach you what it means to practice anthropology. After an initial class on how to think anthropologically, the course will turn to examine different topics in anthropology, as practiced by department's different teachers. Each week, a different teacher will discuss her or his own research and teaching, in the context of one of the anthropological fields, which enable you to better understand different ways in which anthropology is learned, practiced, and pursued.

What you will learn:

Students taking this course will:

- learn about how anthropology is practiced in different areas and fields;
- acquire the basics of how to write paper and how to pursue their studies as anthropology students in the university;
- come to know department's different teachers and different ways in which they envision anthropology; and
- gain basic knowledge of how to formulate their own research projects.

Course Requirements:

Response Papers: 75% (3 x 25%)

Short Essay: 25%

1) Response Papers (75%)

Write three 3-4 page papers on the topic "How and why anthropologists study ____". Response papers should address the question with reference to the assigned readings. Instead of merely summarizing the readings, you should raise critical points of views. This course will be divided into three sections: I) Weeks 2 – 5, II) Weeks 6 – 9, and III) Weeks 10 – 13. Students should choose one of the topics given in one section and submit their paper before the start of next section.

2) Short Essay (25%):

Write an essay on the topic "What is Anthropology?". How is anthropology different from other disciplines? Is anthropology relevant today? Based on what we have learned in this course and other references, write a 3-4 page paper to answer these questions. If you use other people's ideas or words in the paper, you should cite the sources and list the sources under "References" in the end. Otherwise, you are committing plagiarism. Information about the CUHK academic honesty policy is available at <http://www.cuhk.edu.hk/policy/academichonesty/>. Submit your paper on or before **13 December**.

After finishing your written assignments, please submit soft copies to both VeriGuide and to the course website. Hard copies are not required.

The paper should be written in the following format: Double line spacing, Times New Roman, and font 12.

Please submit your assignment on time. Marks will be deducted (i.e. one point per day) for late submission.

Course Schedule:

- 1) Introduction: What is Anthropology? (7 Sep.) – **Wai-man Tang**
Gmelch, George. 2012. “Nice Girls Don’t Talk to Rastas.” In James Spradley and David W. McCurdy, eds., *Conformity and Conflict: Readings in Cultural Anthropology*, pp.31-36. Boston: Pearson/Allyn and Bacon (14th edition).

Section I

- 2) How and Why Anthropologists Study Beauty Pageants (14 Sep.) – **Ju-chen Chen**
Chen, Ju-chen. 2015 “Sunday Catwalks: Self-Making of Filipino Migrant Women in Hong Kong.” In Yuk Wah Chan and Heidi Fong, eds., *The Age of Asian Migration Vol. II*, p.44-66. Newcastle: Cambridge Scholars Publishing.
陳如珍. 2019. 田野中的圓滿：你那個研究還沒做完嗎？。載趙恩潔，蔡晏霖主編《之反田野：人類學異托邦故事集》，頁 237-69。新北市：左岸文化。
- 3) How and Why Anthropologists Study Youth (21 Sep.) – **Minhua Ling**
Yan, Yunxiang. 2006. “Little Emperors or Frail Pragmatists? China's '80ers Generation.” *Current History* 105(692):255-262.
Ling, Minhua. 2015. “‘Bad Students Go to Vocational Schools!’: Education, Social Reproduction and Migrant Youth in Urban China.” *The China Journal* 73:108-131.
- 4) How and Why Anthropologists Study Families (28 Sep.) – **Lynne Nakano**
Nakano, Lynne. 2011. “Working and Waiting for an Appropriate Person: How Single Women Support and Resist Family in Japan.” In Allison Alexy and Richard Ronald, eds., *Home and Family in Japan: Continuity and Transformation*, pp.131-51. London and New York: Routledge.
Roberts, Glenda S. 2014. “Work and Life in Challenging Times: A Kansai Family Across the Generations.” In Satsuki Kawano, Glenda S. Roberts and Susan Orpett Long, eds., *Capturing Contemporary Japan: Differentiation and Uncertainty*, pp.27-59. Honolulu: University of Hawaii Press.
- 5) How to Write an Academic Paper (5 Oct.) – **Laura Man** (ELT)
Strunk, William. 1920 (2009). *The Elements of Style*. New York: Pearson Longman. (Optional)

Section II

- 6) How and Why Anthropologists Study Economy (12 Oct.) – **Leilah Vevaina**
Mauss, Marcel. 2012. “Excerpts from the Gift.” In Jon McGee and Richard Warms, eds., *Anthropological Theory: An Introductory History*, pp.85-97. New York: McGraw Hill (5th edition).
Vevaina, Leilah. 2018. “She’s Come Undone: Parsi Women’s Property and Propriety under the Law.” *PoLAR: Political and Legal Anthropology Review* 41(1):44-59.
- 7) How and Why Anthropologists Study Ethics (19 Oct.) – **Teresa Kuan**
Shepard, Jim. 2009. “Your Fate Hurtles Down at You.” *Electric Literature* 1:11-35.
Kuan, Teresa. 2017. “The Problem of Moral Luck, Anthropologically Speaking.” *Anthropological Theory* 17(1):30-59. (Optional)
- 8) Holiday (26 Oct.)
- 9) How and Why Anthropologists Study the Illicit (2 Nov.) – **Gordon Mathews**
Mathews, Gordon. 2012. “I Don’t Fit Anywhere, but then, Anthropologists Shouldn’t Fit Anywhere.” Paper delivered at the East Asian Anthropological Association Meeting, Hong Kong, July 6-8, 2012, pp. 1-6.
Mathews, Gordon. 2011. “Laws.” In *Ghetto at the Center of the World: Chungking Mansions, Hong Kong*, pp. 151-194. Chicago: University of Chicago Press.

Section III

- 10) How and Why Anthropologists Study Death (9 Nov.) – **Andrew Kipnis**
 Kipnis, Andrew. In press. “Chapter One: The Funeral of Mr Wang” & “Chapter Two: Of Transitions and Transformations”.
- 11) How and Why Anthropologists Study the Past (16 Nov.) – **Wengcheong Lam**
 Johnson, Matthew. 1999. “Common Sense is not Enough.” In *Archaeological Theory: An Introduction*, pp.1-12. Oxford: Blackwell Publishers.
 Renfrew, Colin, and Paul Bahn. 2011. *Archaeology Essentials: Theories, Methods, and Practice*, pp. 8-11. London: Thames & Hudson.
 Flannery, Kent. 1982. “The Golden Marshalltown: A Parable for the Archaeology of the 1980s.” *American Anthropologist* 84(2):265-278.
- 12) How and Why Anthropologists Study Drugs (23 Nov.) – **Wai-man Tang**
 Tang, Wai-man. 2015. “Effects of Transnational Migration on Drug Use: An Ethnographic Study of Nepali Female Heroin Users in Hong Kong.” *International Journal of Drug Policy* 26(1):8-14.
 Tang, Wai-man. 2020. “You are (Hong Kong) Chinese! You should Understand our Culture!’: Reflections of a Chinese Male Ethnographer on Researching Nepali Drug Users in Hong Kong.” In Shirlena Huang and Kanchana N. Ruwanpura, eds., *Handbook on Gender in Asia*, pp.28-44. Cheltenham: Edward Elgar.
- 13) Conclusion: Why does Anthropology Matter? (30 Nov.) – **v-artist**
 Appadurai, Arjun. 2006. “The Right to Research.” *Globalisation, Societies and Education* 4(2):167-177.
 Graeber, David, and Gustaaf Houtman. 2012. “The Occupy Movement and Debt: An Interview with David Graeber.” *Anthropology Today* 28(5):17-18.
 Martin, Keir, and Alex Flynn. 2015. “Anthropological Theory and Engagement: A Zero-Sum Game?” *Anthropology Today* 31(1):12-14.

Grade descriptors are as follows for the assessment of this course:

Grade	Overall course
A	Outstanding performance on all learning outcomes.
A-	Generally outstanding performance on all (or almost all) learning outcomes.
B	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.
C	Satisfactory performance on the majority of learning outcomes, possibly with a few weaknesses.
D	Barely satisfactory performance on a number of learning outcomes
F	Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements.