

UNIVERSITY OF CALIFORNIA, MERCED
ANTH 1 Introduction to Socio-cultural Anthropology (Summer 2015)
Classroom and Office Building (COB) 110
Monday – Wednesday – Friday
10:00am – 12:20pm

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Office Hours: by appointment

I. Course Description:

Anthropology at UC Merced emphasizes three sub-fields: archaeological, biological, and socio-cultural anthropology. Socio-cultural anthropology involves the study of contemporary human experiences around the globe and the ways in which people adapt to, make sense of, and transform their worlds. It merges American cultural anthropology, which historically emphasized the study of belief and value systems, language, and other practices and expressions of meaning; with British social anthropology, which historically emphasized social structures and institutions including kinship, economic, and political systems in both small and large-scale societies. Socio-cultural anthropology strives to understand the complexities of societies by comparing differences, similarities, and the dynamics that link people across time and space.

This course is an introduction to socio-cultural anthropology. We will learn the key concepts and frameworks that guide anthropological inquiry. In addition, we will read a book about doing ethnography: a classic reflection on the interpersonal dimensions of conducting fieldwork (in Morocco) and two ethnographies (anthropological case studies). You will select the first ethnography from the list at the end of this syllabus and we will all read one about globalization as seen through the circulation of *Hello Kitty*. These and other readings will illustrate the diversity of themes explored through contemporary socio-cultural anthropology. We will also highlight links to the subfields of archaeological and biological anthropology as taught at UC Merced.

II. Course Goals and Outcomes:

Course Goals:

- Trace the key individuals who contributed to the historical foundations of socio-cultural anthropology.
- Learn key concepts and major topics through which anthropologists study and compare similarities and differences in human societies.
- Understand the fundamentals of the ethnographic method of conducting fieldwork, ethnography as a scholarly product of anthropological fieldwork, and the code of ethics that guides the profession.
- Understand the perspective that socio-cultural anthropology provides on the human experience and how this can connect with the goals and methods of other sub-fields of anthropology.
- Be able to communicate knowledge gained about socio-cultural anthropology.

Learning Outcomes:

By the end of this course through in-class discussions, interactions, and written papers, and exams students will demonstrate:

1. Possession of and ability to apply fundamental knowledge about socio-cultural anthropology including historical foundations, terminology, key concepts, fieldwork methods, and topics of study.
2. Knowledge of topics in socio-cultural anthropology that are shared by the sub-fields of anthropology and that enable the comparison of similarities and differences among human societies across time and/or space.
3. Why and how ethics applies to the practice of socio-cultural anthropology and to our role as citizens.
4. Ability to analyze ethnographies (anthropological case studies) and to make connections between the socio-cultural worlds of others and their own world.
5. Knowledge of the ways that qualitative and quantitative research methods are applied in specific socio-cultural anthropology case studies.
6. Possession of effective communication skills, including writing, oral presentation in various formats.

III. Format and Procedures:

This course is structured as follows: two interactive lecture sessions (Monday and Wednesday) and one weekly discussion section (Friday). There will be times when lecture will continue into Friday, however, almost all discussions will take place on the assigned readings during the Friday session

IV. Course Requirements and Grading Procedures:

Required texts:

- *Social and Cultural Anthropology: A Very Short Introduction*, Peter Just (2000)
- *Reflections on Fieldwork in Morocco*, Paul Rabinow (1977 or 2007 editions)
- *Pink Globalization: Hello Kitty's Trek Across the Pacific*, Christine R. Yano (2013)
- Additional ethnography (your choice – list at end of syllabus)
- **Plus readings posted to UCMCROPS**

Citations required on ALL written assignments

You will be required to cite all sources (quoted, paraphrased, referenced, or used) throughout all written assignments. You will ONLY use the in-line citation format specified by the American Anthropological Association (AAA) and you will include a Works Cited page (not a Reference or Bibliography page) at the end of each paper – again, using the AAA bibliographical format. Any paper that does not include in-line citations will receive a zero (0) for that assignment. Any paper that does not include a proper Works Cited page will receive a zero (0) for that assignment.

Required attendance and participation in lectures.

[Graded: 50 points]

- Come to class prepared to participate.
- Complete all assigned readings before class.

- **Bring all assigned reading material to class.**
- Engage in classroom discussions.
- Participate in classroom activities.
- Turn in completed assignments on time.
- **Visit professor during office hours.**
- For writing assignments share a draft with writing tutors on campus

(1) **Kinship Exercise:** [50 points]

(2) **Book Reviews:** See guidelines in this syllabus. [50 points each] (AAA citation format)

(3) **AQCI Essay:** See guidelines at the end of syllabus. The AQCI is due on the day that the reading is discussed in class. [100 points] (AAA citation format)

(4) **Midterm Exam:** [100 points]

(5) **Final Exam** [100 points]

TOTAL POSSIBLE POINTS: 500

Grading Scale:

490-500 = A+	440-449 = B+	390-399 = C+	340-349 = D+
465-489 = A	415-439 = B	365-389 = C	315-339 = D
450-464 = A-	400-414 = B-	350-364 = C-	300-314 = D-

More than 2 unexcused absences from lectures will result in 1/3 drop in your final grade.

Late assignments will not be accepted (except in extreme circumstances).

V. Academic Integrity:

- Each student in this course is expected to abide by the University of California, Merced's Academic Honesty Policy. Any work submitted by a student in this course for academic credit will be the student's own work. For this course, collaboration is allowed when explicitly connected with interactive or teamwork exercises.
- You are encouraged to study together and to discuss information and concepts covered in lecture with other students. You can give "consulting" help to or receive "consulting" help from such students. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of an e mail, an e mail attachment file, or a hard copy. Should copying occur, both the student who copied work from another student and the student who gave material to be copied will both automatically receive a zero for the assignment. Penalty for violation of this Policy can also be extended to include failure of the course and University disciplinary action.
- During examinations, you must do your own work. Talking or discussion is not permitted during the examinations, nor may you compare papers, copy from others, or collaborate

in any way. Any collaborative behavior during the examinations will result in failure of the exam, and may lead to failure of the course and University disciplinary action.

VII. Accommodations for Students with Disabilities:

The University of California Merced is committed to ensuring equal academic opportunities and inclusion for students with disabilities based on the principles of independent living, accessible universal design and diversity. I am available to discuss appropriate academic accommodations that may be required for student with disabilities. Requests for academic accommodations are to be made during the first three weeks of the semester, except for unusual circumstances. Students are encouraged to register with Disability Services Center to verify their eligibility for appropriate accommodations.

Course Schedule: The following grid outlines the bulk of the course. It is YOUR responsibility to know when things are due. All readings should be completed by the dates indicated to facilitate class discussion. Changes to this schedule are at the discretion of the instructor.

Mon 6/22	Introduction & What is Anthropology	Miner: Body Ritual Among the Nacirema
Wed 6/24	Ethnocentrism. Emic/Etic Perspectives. Colonial foundations of modern Anthropology	Just: <i>A Very Short Introduction & Bee Larvae and Onion Soup (1-12 & 34-52)</i>
Fri 6/26	Anthropological Perspectives. The Concept of Culture	Boas: <i>Aims of Anthropological Research</i> Kroeber: <i>The Nature of Culture</i>
Mon 6/29	Ethnographic Fieldwork. Comparative Method	Begin reading Rabinow: <i>Reflections of Fieldwork in Morocco</i>
Wed 7/1	Doing Fieldwork. Ethics & Human Subjects Protection	AAA <i>Statement on Ethics</i> Just: <i>A dispute in Donggo: Fieldwork and Ethnography (13-33)</i>
Fri 7/3	NO CLASS	
Mon 7/6	Race	
Wed 7/8	Ethnicity & Nationalism	Just: <i>A Brief Encounter: Society (53-74)</i>
Fri 7/10	Gender, Sexuality, Age, and Social Status	Williams: <i>The Berdache Tradition</i> Begin reading your selected ethnography Book Review Due (Rabinow)
Mon 7/13	Kinship, Family, & Marriage	Midterm Exam Study Guide Just: <i>Fernando Seeks a Wife: Sex and Blood (75-88)</i>
Wed 7/15	Symbolism	Just: <i>A Feast in Nuyoo: People and Their Things (107-119)</i>
Fri 7/17	MIDTERM EXAM -- BRING BLUE BOOK	
Mon 7/20	Learning Language, Learning Culture	Kinship Assignment Due
Wed 7/22		
Fri 7/24	Film: An Idiot Abroad (Peru)	Begin reading <i>Pink Globalization</i> Book Review Due (selected)
Mon 7/27	Cosmologies (Religion and Belief)	Just: <i>A Drought in Bima: People and Their Gods (120-130)</i>

Wed 7/29	Class & Inequality	Just: <i>La Bose Becomes Bakar: Caste, Class, Tribe, Nation</i>
Fri 7/31	Economies & Social Organization	
Mon 8/3	Political Systems	Kottak: <i>The Modern World</i>
Wed 8/5	Nations and Globalization	
Fri 8/7	Globalization, Localization, and Transnationalism	Yunxiang Yan: <i>McDonalds in Beijing</i> Pink Globalization Essay Due Final Exam Study Guide
Mon 8/10	Health & Illness	
Wed 8/12	Artistic Dimension	Just: <i>Afterword: Some Things... (147-152)</i>
Fri 8/14		FINAL EXAM -- BRING BLUE BOOK

Kinship Assignment:

Instructions: Draw part of your own kindred from either your mother's or your father's ancestral line. At least three generations must be included on the diagram and there should be at least 10 individuals to make it worthwhile. You should include *affines* (relatives by marriage) and *consanguines* (biologically related), cousins, siblings.

Each individual should be listed by first and last name. Birth, death, marriage, and divorce dates must be included.

The kinship diagram needs to be clean and neat. Members of the same generation must be on the same longitude (cousins, siblings etc, should not be stacked unevenly on the page). If anything is unusual, such as twins or adoptions, mention it in accompanying notes.

Treat yourself as Ego. Use the symbols from the hard copy given in class.

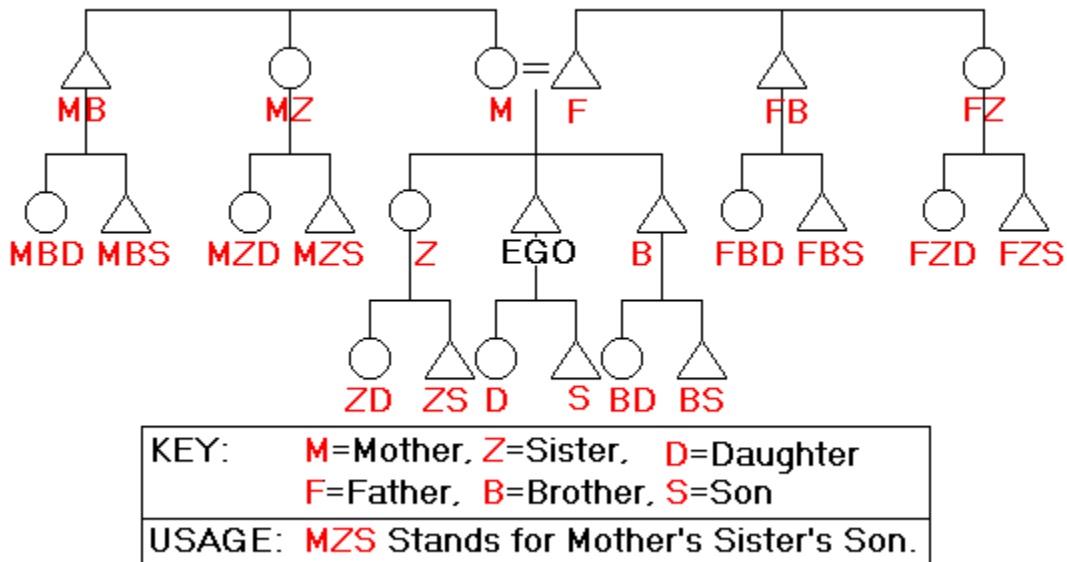
Additional symbols to indicate death, divorce, an extramarital union or remarriage. Dead people can be represented with a line through the person and divorced persons can be represented by a line through an equal sign. If you come up with other variations that are not represented feel free to innovate and create a symbol to represent the particular situation. The important thing is to make sure that you clearly indicate what each character represents in the key to your diagram.

Your assignment also includes the following questions:

- (1) If you only did one side of your ancestral tree, why did you choose your mother's or your father's side of the family for this exercise?
- (2) Identify your cross and parallel cousins found on the diagram.
- (3) Explain your family's formal and/or informal rules of *endogamy* (marrying within a group) and *exogamy* (marrying outside a group) as illustrated on the diagram.
- (4) How did you gather the necessary information on your family? Were there any surprises?

Grading decisions are based on accuracy and presentation. Can an outsider (me) read this diagram and understand the important facts of your family? Is everything and everyone accounted for? How well presented is the diagram? Was there obvious care taken in the layout and design? Are the questions answered fully? Correctly?

Use the following diagram as an example. Of course, if you have no offspring, you will need to go back one additional generation (if your family is large, focus on just one side).



Book Review Assignment:

Review reference material on how to structure a book review.

http://www.indiana.edu/~wts/pamphlets/book_reviews.shtml

Write a professional-type book review of Rabinow's *Reflections of Fieldwork in Morocco* and on a classic ethnography (see the list at the end of this syllabus). If you want to see examples go to one or more of the following journals: *Current Anthropology*, *American Ethnologist*, or *Anthropological Quarterly* and look at their published book reviews.

Your first book review will be based on the Rabinow book, and you will select the text for your second book review from the list of ethnographies at the end of this syllabus.

Your book review should not just summarize, it should include analysis and your point of view; earn points for incorporating concepts and information learned in class.

The book reviews is due in lecture on the date that the ethnography is to be discussed (see syllabus for dates). Proofread and spell-check your book review for accuracy before turning it in.

Citations required on ALL written assignments

You will be required to cite all sources (quoted, paraphrased, referenced, or used) throughout all written assignments. You will ONLY use the in-line citation format specified by the American Anthropological Association (AAA) and you will include a Works Cited page (not a Reference or Bibliography page) at the end of each paper – again, using the AAA bibliographical format. Any paper that does not include in-line citations will receive a zero (0) for that assignment. Any paper that does not include a proper Works Cited page will receive a zero (0) for that assignment.

Length: 2-3 pages maximum (double-spaced; 12 point font)

Essay Assignment:

Pink Globalization: Hello Kitty's Trek Across the Pacific

Argument, Question, Connections, Implications (AQCI)

Structure your essay as follows:

1. Argument. State the author's explicit or implicit argument in the assigned ethnography, as you understand it. Include **both** what the author is arguing for and what s/he is arguing against. In order to interpret the author's argument, do the following:

Central Quotations. Select, quote, and analyze passages from the assigned reading that you think are central to the author's argument. Remember, this may be an explicitly stated argument, or it may be implicit in the general emphasis of the text, and the author's analytical style, etc. Always cite the author's name, publication year, and page number after the quote, in the following form (Green 2002:25) [This is known as Chicago Style and is the format preferred by the American Anthropological Association.]

2. Question. Raise a question that you think is not fully, or satisfactorily, answered by the text. This should be a question of interpretation or of inquiry, not simply one of fact.
3. Connection.
 - a. Textual connection. Connect the argument of this text to an argument or point you find in another reading assignment from this class. Present a quote from other texts (citing them properly), and explain how the present text's argument contrasts with, confirms, clarifies, or elaborates the other text's argument or point.
 - b. Experiential connection. Connect the argument of this text to a direct experience from the world around you.
4. Implications. Lay out what this argument (#1 above) implies for understanding some aspects of a culture, society, group, or nation you are interested in or know something about, either from direct experience or from readings.

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or Bibliography page) at the end of each paper – again, using the AAA bibliographical format. Any paper that does not include in-line citations will receive a zero (0) for that assignment. Any paper that does not include a proper Works Cited page will receive a zero (0) for that assignment.

NOTE: AQC I should not exceed four double-spaced typed pages or 1,500 words (12 point font).
Essays to be proofread and spell-checked for accuracy before turning it in.

List of Ethnographies for the Second Book Review:

From the following list of well-known ethnographies, select one book for your second book review. I strongly suggest you begin choosing your book as early in the term as possible, as time (especially in the summer) is short. Our library has some of these on the shelves, but you may need to get your book through Interlibrary Loan (ILL), so be sure to allow yourself ample time to get (and read) the book before the assignment is due. This list is diverse and provides examples of ethnographies focusing on a wide array of communities. I would strongly suggest you select a work that closely matches your own personal or research interests.

Agar, Mike. 1973. *Ripping and Running: A Formal Ethnography of Urban Heroin Addicts*.

Allison, Anne. 1994. *Nightwork: Sexuality, Pleasure, and Corporate Masculinity in a Tokyo Hostess Club*. University of Chicago: Illinois.

Anderson, Elijah. 1990. *Streetwise: Race, Class and Change in an Urban Community*. Chicago: University of Chicago Press.

Applebaum, Herbert P. 1981 *Royal Blue: The Culture of Construction Workers*. Fort Worth: Holt, Rinehart and Winston.

Arensberg, Conrad M. 1988. *The Irish Countryman: An Anthropological Study*. Waveland Press: Prospect Heights, Illinois.

Aretxaga, Begona. 1997. *Shattering Silence: Women, Nationalism, and Political Subjectivity in Northern Ireland*. Princeton University Press: Princeton New Jersey.

Bourgois, Philippe 1995. *In Search of Respect: Selling Crack in El Barrio*. New York: Cambridge

Bowen, Elenore Smith. 1964. *Return to Laughter: An Anthropological Novel*. Anchor Books, Double Day: New York.

Cassell, Joan 1991 *Expected Miracles: Surgeons at Work*. Philadelphia: Temple University Press.

Chambliss, Dan. 1996. *Beyond Caring*. Chicago: University of Chicago Press.

Cornelisen, Ann. 1977. *Women of the Shadows: A Study of the Wives and Mothers of Southern Italy* NY: Random House/Vintage.

Davis, Susan G. 1997 *Spectacular Nature: Corporate Culture and the Sea World Experience*. U. of California Press.

Deren, Maya. 1953. *Divine Horsemen: The Living Gods of Haiti*. Documentext, McPherson & Company.

Fadiman, Anne. 1997. *The Spirit Catches You and You Fall Down*. New York: Farrar, Straus and Giroux.

Farmer, Paul. 1992. *AIDS and Accusation: Haiti and the Geography of Blame*. University of California Press.

Fitchen, Janet M. 1995 *Poverty in Rural America. A Case Study*. Prospect Heights, IL: Waveland. (reissue with changes of 1981 work on rural non-farm poverty in New York State)

- Finkler, Kaja. 1985. *Spiritualist Healer's in Mexico*. Bergin and Garvey: South Hadley: Boston.
- Finkler, Kaja. 1994. *Women in Pain: Gender and Morbidity in Mexico*. University of Pennsylvania Press: Penn.
- Fleischer, Mark. 1989. *Warehousing Violence*. Sage.
- Fleischer, Mark. 1995. *Beggars and Thieves*. U Wisconsin
- Fleischer, Mark. 1998. *Dead End Kids*. U Wisconsin.
- Gagne, Marie-Anik. 1994. *A Nation Within A Nation: Dependency and the Cree*. Montreal: Black Rose Books.
- Gordon, Milton R. 1964. *Assimilation in American Life: The Role of Race, Religion, and National Origins*. University of Oxford Press: New York.
- Gregory, Stephen. 1998. *Black Corona: Race and the Politics of Place in an Urban Community*. Princeton: Princeton University Press.
- Handler, Richard and Gable, Eric. 1997. *The New History in an Old Museum: Creating the Past at Colonial Williamsburg*. Duke University Press: North Carolina.
- Halperin, Rhoda H. 1990 *The Livelihood of Kin. Making Ends Meet "The Kentucky Way."* Austin: University of Texas Press.
- Hamabata, Matthews. 1991. *Crested Kimono*, Cornell U.P. -- American anthropologist looking at marriage and family in upper class Japanese life
- Holland, Dorothy C. and Margaret A. Eisenhart 1990 *Educated in Romance: Women, Achievement, and College Culture*. Chicago: University of Chicago Press.
- Hull, Glynda. 1992. "Their Chances? Slim and None": An Ethnographic Account of the Experiences of Low-Income People of Color in a Vocational Program and at Work. Berkeley: National Center for Research in Vocational Education.
- Hutnyk, John. 1996 *The Rumour of Calcutta: Tourism, Charity and the Poverty of Representation*. Zed Books.
- Johnson, Hayes and Broder, David S. 1997. *The System: The American Way of Politics at the Breaking Point*. Back Bay Books, a Little, Brown and Company: New York.
- Kendall, Laurel. 1988. *Life and Hard Times of a Korean Shaman*, Univ. of Hawaii Press.
- Kingfisher, Catherine. 1996. *Women in the American Welfare Trap*. Philadelphia: University of Pennsylvania Press.
- Lamphere, Louise. 1987. *From Working Daughters to Working Mothers: Immigrant Women in a New England Industrial Community*. Ithaca: Cornell University Press.
- Leacock, Eleanor. 1969. *Teaching and Learning in City Schools*. New York: Basic Books.
- Liebow, Elliot. 1993. *Tell Them Who I Am: The Lives of Homeless Women*. Free Press: New York.
- Liebow, Elliot. 1999. (Reprint edition). *Tally's Corner: A Study of Negro Streetcorner Men*. New York: Little Brown.
- Lowenhaupt Tsing, Anna. 1993 *In the Realm of the Diamond Queen*. Princeton U. Press.
- Lutz, Catherine A. and Collins, Jane L. 1993. *Reading National Geographic*. The University of Chicago Press: Chicago.

- Macleod's, Jay. 1995. *Ain't No Makin' It: Aspirations and Attainment in a Low-income Neighborhood*. Boulder: Westview Press.
- Martin, Emily 1994. *Flexible Bodies: The Role of the Immunity in American Culture from the Days of Polio to the Age of AIDS*. Beacon Press: Boston.
- Maybury-Lewis, David. 1965,1988. *The Savage and the Innocent*. Beacon Press: Boston, Mass.
- McCarthy Brown, Karen -- *Mama Lola: A Voodoo Priestess in Brooklyn* (1991) University of California Press
- Merlan, Francesca. 1998. *Caging the Rainbow: Places, Politics and Aborigines in a North Australian Town*. Honolulu: U of Hawaii Press.
- Meyerhoff, Barbara 1978 *Number Our Days*. New York: Simon and Schuster.
- Moffatt, Michael.1989 *Coming of Age in New Jersey: College and American Culture*. New Brunswick: Rutgers University Press.
- Newman, Katherine 1989.*Falling from Grace: The Experience of Downward Mobility in the American Middle Class*. New York: Vintage Books.
- Newman, Katherine 1999. *No Shame in My Game: The Working Poor in the Inner City*. New York: Alfred A Knopf and Russell Sage Foundation.
- Okely, Judith. 1983. *The Traveller-Gypsies*. Cambridge: Cambridge University Press.
- Passaro, Joanne. 1996. *The Unequal Homeless: Men On The Streets, Women In Their Place*. New York: Routledge.
- Portes, Alejandro and Alex Stepick. 1993.*City on the Edge: The Transformation of Miami*. Berkeley: University of California Press.
- Schneider, David M. 1968,1980. *American Kinship: A Cultural Account*. University of Chicago Press: Chicago.
- Sharff, Jagna Wojcicka 1998.*King Kong on 4th Street: Families and the violence of poverty on the Lower East Side*. Westview.
- Spradley, James P., *You Owe Yourself a Drunk: An Ethnography of Urban Nomads*, 1970 (reissued 2000 with new introduction by Merrill Singer), Prospect Heights, IL: Waveland Press, Inc.
- Stack, Carol 1974. *All Our Kin: Strategies for Survival in a Black Community*. New York: Harper and Row.
- Stack, Carol 1996. *Call to Home: African Americans Reclaim the Rural South*. New York: Basic Books.
- Stepick, Alex. 1997. *Pride Against Prejudice, Haitians in the United States*. Allyn & Bacon.
- Stewart, Kathleen. 1996. *A Space on the Side of the Road: Cultural Poetics in an "Other" America*. Princeton University Press
- Taylor, Lawrence J. 1995. *Occasions of Faith: An Anthropology of Irish Catholics*. Philadelphia: University of Pennsylvania Press.
- Velez-Ibanez, Carlos C. 1997. *Border Visions: Mexican Cultures of the Southwest United States*. University of Arizona Press: Tucson.
- Watson, James (ed.) 1997. *Golden Arches East, Stanford U.P.*.
- Williams, Brett. 1988. *Upscaling Downtown: Stalled Gentrification in Washington, DC*. Ithaca and London: Cornell University Press.