# ANG6930-19Spring 0001

Jump to Today Edit

# ANG 6930: Seminar in Cultural Anthropology

Department of Anthropology, College of Sciences

3 Credit Hours

## Instructor Information

- Instructor: Beatriz M. Reyes-Foster
- Office Location: HPH 409I
- Office Hours: Tuesdays 1:00 PM-3:00 PM
- Phone: (407)823-2206
- Digital Contact: Webcourses

## Course Information

- Term: Spring 2019
- Course Name: Seminar in Cultural Anthropology
- Credit Hours: 3
- Class Meeting Days: Thursdays
- Class Meeting Time: 6:00 pm-8:50 pm
- Class Location: HPH 409M

## Enrollment Requirements

Course Prerequisites (if applicable): Admission to the MA in Anthropology Program or Permission from Instructor

## Course Description

This course is a graduate-level introduction to cultural anthropology, a field whose primary focus is on understanding sociocultural forms of contemporary life. It will provide an overview of theories, concepts, and issues that have been central to cultural anthropology. This course takes an ethnographically grounded approach, using specific ethnographic texts as theoretical cornerstones to understand the application of various anthropological theories in contemporary ethnographic writing. Course materials include foundational texts as well as ethnographic examples that illustrate how cultural anthropologists utilize social theories and concepts to analyze a variety of phenomena. This course will be conducted as a seminar; it emphasizes preparation, active participation, and open engagement with the assigned readings. Therefore,

in addition to written assignments, we will collaboratively examine the complex yet fascinating intellectual history, research, and insights of cultural anthropology.

# Course Materials and Resources

## Required Materials/Resources

- DeLeón, Jason. *The Land of Open Graves: Living and Dying on the Migrant Trail*. Berkeley: University of California Press. ISBN 978-0-28275-9
- Bailey, Marlon. *Butch Queens Up in Pumps: Gender, Performance, and Ballroom Culture in Detroit.* Ann Arbor: University of Michigan Press. ISBN 978-0-472-05196-0
- Davis, Jenny. *Talking Indian:Identity and Language Revitalization in the Chickasaw Rennaissance.* Tucson: The University of Arizona Press. ISBN 978-0-8165-3768-6

# Student Learning Outcomes

- To expose you to major theories, concepts, and issues in cultural anthropology
- To provide you with opportunities to identify and communicate complex ideas
- To encourage the development and advancement of your own research projects and interests using cultural anthropological insights

# **Course Activities**

## Class Structure

The amount allotted for participation should make clear how seriously I take your attendance and participation in class every week. Undoubtedly there will be topics or authors that speak to you more or less than other. Regardless of your interest in or commitment to the literature in question, it is my expectation that you will come ready for a productive conversation about the readings.

You will sign up for a spot every week. There are three “categories” of participation in each class section, and a 50-minute segment of each class will be devoted to each category. You must sign up for each category four times. The first segment will be a “fishbowl” panel, the second will be a directed discussion, and the third will involve a conversation making connections between the reading and related works/application.

**Panelists:** Panelists will discuss the week’s readings among themselves, with the rest of the class as an audience. What argument did each author make? What evidence did they use to make their cases? Was the case convincing? If it’s older reading, how does it play out or serve our thinking on the topic today? If it’s more recent, does it capture historic understandings/debates on the topic? Panelists should NOT meet

ahead of time or otherwise coordinate their responses. We are looking for a fresh, honest conversation about the texts – no slideshows, videos, etc.

**Inquisitors:** Inquisitors work together ahead of time to develop discussion questions about the readings. What are some contradictions among the readings? What disciplines, theories, and methods are represented in these texts? What additional disciplinary perspectives might shed light on this topic? This is for a full-class discussion. Please make a slide for each question. You may also introduce each of the authors for context for the questions. Here are some guidelines for writing good discussion questions: **https://teachingcommons.stanford.edu/resources/teaching/student-teacher-communication/designing-effective-discussion-questions (https://teachingcommons.stanford.edu/resources/teaching/student-teacher-communication/designing-effective-discussion-questions)**

**Investigators:** Investigators will work together ahead of time and present examples of contemporary material related to historical phenomena or applications of theoretical concepts. Investigators will also generate and share a bibliography of sources they used in developing this discussion. Please send me the bibliography by 7:00 a.m. the day of class.

# Course Requirements

## Attendance/Participation

Attendance for this course is required and monitored. You are allowed one unexcused absence during the semester. You must let Dr. Reyes-Foster know in advance of any extenuating circumstance (serious illness, personal/family tragedy, etc.) that may cause you to miss more than one class. In these cases, you must provide Dr. Reyes-Foster with official documentation (doctor's note, copy of conference registration, etc.) explaining your absences. If you are absent for more than one class without an excuse, your attendance and participation grade (see below) will be negatively affected. If you will be attending or presenting at an academic conference which causes you to miss more than one class, please let Dr. Reyes-Foster know and we will discuss how you can make up the class.

### Annotated Bibliography

Over the semester, you will create an annotated bibliography. For each assigned reading, you will write a short annotation (150-200 words) to each assigned reading and upload it to Webcourses. An annotation briefly restates the main argument of a source. An annotation of an academic source, for example, typically identifies its argument (or thesis, research question, or hypothesis), how this argument is made, and its main conclusions. Keep in mind that identifying the argument of a source is a different task than describing or listing its contents. Rather than listing contents, an annotation should account for **why** the contents are there.

## Final Paper

You will write a final paper that incorporates your research interests with topics and readings discussed in this course. You should choose a topic that advances your thesis and allows you to draw connections between your thesis and cultural anthropology theory. This paper is an opportunity for you to go beyond course material to examine cultural anthropological literature not discussed in class. However, you will be required to incorporate some course material. Your paper must be 4000-5000 words (not including bibliography), double-spaced, 1” margins on all sides, Times New Roman 12-point font, and Chicago Style citations. You will be provided with more information on the specific requirements on this paper later in the semester.

## Activity Submissions

All class work must be submitted through Webcourses

## Make-up Exams and Assignments

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for authorized university-sponsored activities, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. In the case of an authorized university activity, it is your responsibility to show me a signed copy of the Program Verification Form for which you will be absent, prior to the class in which the absence occurs. In any of these cases, please contact me ahead of time to notify me of upcoming needs.

# Assessment and Grading Procedures

| Assignment | Percentage of Grade |
|---|---|
| Annotated Bibliography | 30% |
| Final Paper | 40% |
| Class Participation | 30% |
| Total | 100% |

| Letter Grade | Points |
|---|---|
| A | 93 – 100 points |

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|---|---|
| A- | 90 – 92 points |
| B+ | 87 – 89 points |
| B | 83 – 86 points |
| B- | 80 – 82 points |
| C+ | 77 – 79 points |
| C | 73 – 76 points |
| C- | 70 – 72 points |
| D+ | 67 – 69 points |
| D | 63 – 66 points |
| D- | 60 – 62 points |
| F | 59 and below |

Consult the latest Undergraduate or Graduate **catalog (http://catalog.ucf.edu/)** for regulations and procedures regarding grading such as Incomplete grades, grade changes, and grade forgiveness.

# Course Schedule

You may access the course schedule by **following this link**. Most of the readings are accessible online. However, you are responsible for obtaining them, including making use of the UCF library's document delivery service.YOU SHOULD NEVER PAY for access to the readings. Please see me if you need help locating and obtaining the readings for free.

# University Services and Resources

## Academic Services and Resources

A list of available academic support and learning services is available at **UCF Student Services (https://www.ucf.edu/services/)** . Click on "Academic Support and Learning Services" on the right-hand side to filter.

## Non-Academic Services and Resources

A list of non-academic support and services is also available at **UCF Student Services (https://www.ucf.edu/services/)**. Click on "Support" on the right-hand side to filter.

If you are a UCF Online student, please consult the **UCF Online Student Guidelines (https://www.ucf.edu/online/resources/guidelines/)** for more information about your access to non-academic services.

# Policy Statements

## Inclusive Classroom Statement

I am committed to fostering a climate of inclusion and acceptance in this course. It is my intent that students from all backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to foster a learning environment respectful of gender identity, sexuality, disability, age, socioeconomic status, immigration status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class activities conflict with your religious events, please let me know so that we can make arrangements for you. Please let me know if you would like me to use specific personal gender pronouns (PGPs) when communicating with you.

## Academic Integrity

Students should familiarize themselves with **UCF's Rules of Conduct (http://osc.sdes.ucf.edu/process/roc)**. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- *Communication to another through written, visual, electronic, or oral means*: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- *Commercial Use of Academic Material*: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- *Falsifying or misrepresenting* the student's own academic work.
- *Plagiarism*: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.

- *Multiple Submissions*: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- *Helping another violate* academic behavior standards.

For more information about Academic Integrity, students may consult **The Center for Academic Integrity (https://academicintegrity.org/)** .

For more information about plagiarism and misuse of sources, see "**Defining and Avoiding Plagiarism: The WPA Statement on Best Practices (http://wpacouncil.org/node/9)** ".

### Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, **The Golden Rule. (http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf)** UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see **http://goldenrule.sdes.ucf.edu/zgrade (http://goldenrule.sdes.ucf.edu/zgrade)** .

## Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with **Student Accessibility Services (http://sas.sdes.ucf.edu/)** (Ferrell Commons 185, **sas@ucf.edu (mailto:sas@ucf.edu)** , phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

## Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, everyone needs to work together. Students should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at **http://emergency.ucf.edu/emergency_guide.html (http://emergency.ucf.edu/emergency_guide.html)** .
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.

- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see **http://www.ehs.ucf.edu/workplacesafety.html (http://www.ehs.ucf.edu/Workplacesafety)** (click on link from menu on left).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to **my.ucf.edu (http://my.ucf.edu)** and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video. **You CAN Survive an Active Shooter (https://youtu.be/NlKYajEx4pk)**

## Deployed Active Duty Military Students

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

## Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

## Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

# Course Summary:

| Date | Details |
|---|---|

| Date | Details | |
|---|---|---|
| Fri Jan 11, 2019 | **Introduction Post** (https://webcourses.ucf.edu/courses/1314150/assignments/6005031) | due by 11:59pm |
| Wed Jan 16, 2019 | **Week 2 Annotations** (https://webcourses.ucf.edu/courses/1314150/assignments/6005137) | due by 11:59pm |
| Thu Jan 17, 2019 | **Week 2 Participation** (https://webcourses.ucf.edu/courses/1314150/assignments/6032265) | due by 11:59pm |
| Wed Jan 23, 2019 | **Week 3 Annotations** (https://webcourses.ucf.edu/courses/1314150/assignments/6005139) | due by 11:59pm |
| Thu Jan 24, 2019 | **Week 3 Participation** (https://webcourses.ucf.edu/courses/1314150/assignments/6032305) | due by 11:59pm |
| Wed Jan 30, 2019 | **Week 4 Annotations** (https://webcourses.ucf.edu/courses/1314150/assignments/6005141) | due by 11:59pm |
| Thu Jan 31, 2019 | **Week 4 Participation** (https://webcourses.ucf.edu/courses/1314150/assignments/6032307) | due by 11:59pm |
| Wed Feb 6, 2019 | **Week 5 Annotations** (https://webcourses.ucf.edu/courses/1314150/assignments/6005143) | due by 11:59pm |
| Thu Feb 7, 2019 | **Final Paper Proposal** (https://webcourses.ucf.edu/courses/1314150/assignments/6034111) | due by 11:59pm |
| | **Week 5 Participation** (https://webcourses.ucf.edu/courses/1314150/assignments/6032309) | due by 11:59pm |
| Wed Feb 13, 2019 | **Week 6 Annotations** (https://webcourses.ucf.edu/courses/1314150/assignments/6005147) | due by 11:59pm |
| Thu Feb 14, 2019 | **Week 6 Participation** (https://webcourses.ucf.edu/courses/1314150/assignments/6032751) | due by 11:59pm |
| Wed Feb 20, 2019 | **Week 7 Annotations** (https://webcourses.ucf.edu/courses/1314150/assignments/6005149) | due by 11:59pm |
| Thu Feb 21, 2019 | **Week 7 Participation** (https://webcourses.ucf.edu/courses/1314150/assignments/6032769) | due by 11:59pm |
| Wed Feb 27, 2019 | **Week 8 Annotations** (https://webcourses.ucf.edu/courses/1314150/assignments/6005151) | due by 11:59pm |

| Date | Details | |
|---|---|---|
| Thu Feb 28, 2019 | **Week 8 Participation** (https://webcourses.ucf.edu/courses/1314150/assignments/6032771) | due by 11:59pm |
| Wed Mar 6, 2019 | **Week 9 Annotations** (https://webcourses.ucf.edu/courses/1314150/assignments/6005153) | due by 11:59pm |
| Thu Mar 7, 2019 | **Final Paper Preliminary List of Sources** (https://webcourses.ucf.edu/courses/1314150/assignments/6034117) | due by 11:59pm |
| Thu Mar 14, 2019 | **Week 10 Participation** (https://webcourses.ucf.edu/courses/1314150/assignments/6032773) | due by 11:59pm |
| Wed Mar 20, 2019 | **Week 11 Annotations** (https://webcourses.ucf.edu/courses/1314150/assignments/6005155) | due by 11:59pm |
| Thu Mar 21, 2019 | **Week 11 Participation** (https://webcourses.ucf.edu/courses/1314150/assignments/6032775) | due by 11:59pm |
| Wed Mar 27, 2019 | **Week 12 Annotations** (https://webcourses.ucf.edu/courses/1314150/assignments/6005157) | due by 11:59pm |
| Thu Apr 4, 2019 | **Week 13 Participation** (https://webcourses.ucf.edu/courses/1314150/assignments/6032779) | due by 11:59pm |
| Wed Apr 10, 2019 | **Week 14 Annotations** (https://webcourses.ucf.edu/courses/1314150/assignments/6005159) | due by 11:59pm |
| Thu Apr 11, 2019 | **Week 14 Participation** (https://webcourses.ucf.edu/courses/1314150/assignments/6032781) | due by 11:59pm |
| Wed Apr 17, 2019 | **Week 15 Annotations** (https://webcourses.ucf.edu/courses/1314150/assignments/6005323) | due by 11:59pm |
| Thu Apr 18, 2019 | **Week 15 Participation** (https://webcourses.ucf.edu/courses/1314150/assignments/6032783) | due by 11:59pm |
| Wed Apr 24, 2019 | **Week 16 Annotations** (https://webcourses.ucf.edu/courses/1314150/assignments/6110207) | due by 11:59pm |
| Thu Apr 25, 2019 | **Final Paper** (https://webcourses.ucf.edu/courses/1314150/assignments/6098589) | due by 11:59pm |
| Wed May 1, 2019 | **Annotated Bibliography** (https://webcourses.ucf.edu/courses/1314150/assignments/6034243) | due by 11:59pm |

# Course Schedule

| Week/Dates | Topic | Readings/Assignments |
|---|---|---|
| Week 1/Jan 10 | Course Orientation | Academic Engagement Activity |
| Week 2/Jan 17 | Biopolitics | • Foucault, Michel. 1978. Selections from The History of Sexuality: Volume I: An Introduction, 3-13 (“We ‘Other Victorians’”), 17-35 (“The Incitement to Discourse”), 36-49 (“The Perverse Implantation”), 135-159 (“Right of Death and Power Over Life.” New York: Vintage Books.<br>• Foucault, Michel. 1979. Selections from Discipline and Punish: The Birth of the Prison, 3-31 (“The Body of the Condemned”), 135-169 (“Docile Bodies”), 195-228 (Panopticism”). New York: Vintage Books.<br>• Mbembe, Achille. 2003. "Necropolitics." *Public Culture*. 15(1): 11-40. |
| Week 3/Jan 24 | States of Exception | • Agamben, Giorgio. 1998. *Homo Sacer.* Selections. Part I. "The Paradox of Sovereignty" (15-30), Part II, ALL (71-104). Part III, ALL (119-166).<br>• Agamben, Giorogio. 2005. *State of Exception*. Selections. Ch. 1-2 (1-40), 5 (65-73).<br>• Salter, Mark. "When the Exception Becomes the Rule: Borders, Sovereignty, and Citizenship." *Citizenship Studies* 12(4): 365-380.<br>• Whitley, Leila. 2017. "The disappearance of race: a critique of |

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| | | the use of Agamben in border and migration scholarship." *Borderlands 16(1).* |
| Week 4/Jan 31 | Materiality and Ontology | • Coole & Frost. *New Materialisms: Ontology, Agency, and Politics*. Selections. "Introducing the New Materialisms" (1-44), "The Inertia of Matter and the Generativity of Flesh" (93-116), "Orientation Matters" (234-257).<br>• Tallbear, Kim. "Beyond the life/not-life binary" in *Cryopolitics: Frozen Life in a Melting World* (179-202).<br>• Callon, Michel and John Law. "Agency and the Hybrid Collectif." *South Atlantic Quarterly* 94(2): 481-507.<br>• Todd, Zoe. "An Indigenous Feminist's Take on the Ontological Turn: 'Ontology' is Just Another Word for Colonialism." *Journal of Historical Sociology 29(1)*, 4-22. |
| Week 5/Feb 7 | Ethnographic Roundup | De León, Jason. *The Land of Open Graves.*<br>**FINAL PAPER PROPOSAL DUE** |
| Week 6/Feb 14 | Race | • Visweswaran, Kamala. 1998. “Race and the Culture of Anthropology.” American Anthropologist 100:70-83.<br>• Baker, Lee D. 2010. Selections from Anthropology and the Racial Politics of Culture, 156-219 (“The Cult of Franz Boas and His ‘Conspiracy’ to Destroy the White Race”). Durham: Duke University Press.<br>• Mullings, Leith. 2005. “Interrogating Racism: Toward an Antiracist |

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| | | Anthropology." Annual Review of Anthropology 34:667-693.<br>• Shanklin, Eugenia. 1998. "The Profession of the Color Blind: Sociocultural Anthropology and Racism in the 21st Century." American Anthropologist 100:669-679.<br>• Dunbar, Eve. "Ch. 10 Woman on the Verge of a Cultural Breakdown: Zora Neale Hurston in Haiti and the Racial Privilege of Boasian Relativism." In *Indigenous Visions: Rediscovering the World of Franz Boas.* Pp 231-258. |
| Week 7/Feb 21 | Gender/Sexuality | • Schilt, Kristin and Laural Westbrook. 2009. "Doing Gender, Doing heternormativity: 'Gender Normals,' Transgender People, and Social Maintenance of Heterosexuality." *Gender and Society* 23(4): 440-464.<br>• Stryker, Susan. 2006. " (De)Subjugated Knowledges: An Introduction to Transgender Studies." In *The Transgender Studies Reader,* 1-18.<br>• Stephens, Charles. 2006. "Performing Black and Gay: Butch Queen Radicalism." In *If We Have to Take Tomorrow: HIV, Black Men, and Same Sex Desire*, edited by Frank León Roberts and Marvin White, 31-34.<br>• Lutz, Catherine. 1995. "The Gender of Theory." In Women Writing Culture, edited by Ruth Behar and Deborah A. Gordon, 249-266. Berkeley: University of California Press.<br>• Crenshaw, Kimberle. 1994. "Mapping the Margins: |

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| | | Intersectionality, Identity Politics, and Violence Against Women." In *The Public Nature of Violence,* 93-118. |
| Week 8/Feb 28 | Kinship | • Strathern, Marilyn. 1992. Selections from *Reproducing the Future: Anthropology, Kinship, and the New Reproductive Technologies.* Introduction and Chapter 1 (Pp. 1-30)<br>• Inhorn, Marcia and Daphna Birembaum-Carmeli. 2008. "Assisted Reproductive Technologies and Culture Change." *Annual Review of Anthropology 37*: 177-196.<br>• diLeonardo, Micaela. 1987. "The Female World of Cards and Holidays: Women, Families, and the Work of Kinship." *Signs* 12(3): 440-453.<br>• Hill Collins, Patricia. 2000. "Ch 3: Work, Family and Black Women's Oppression." In *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment.* pp. 51-75 |
| Week 9/March 7 | Ethnographic Roundup | Bailey, Marlon. *Butch Queens Up in Pumps*<br>**FINAL PAPER PRELIMINARY LIST OF SOURCES DUE** |
| Week 10/March 14 | Spring Break | NO CLASS |
| Week 11/March | | • Farmer, Paul. 2004. "An |

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| 21 | Structural Violence | Anthropology of Structural Violence." *Current Anthropology* 45(3): 305-325.<br>• Gravlee, Lance. 2009. "How Race Becomes Biology: Embodiment of Social Inequality." *American Journal of Physical Anthropology* 139(47-57).<br>• Kleinman, Arthur. 2000. “The Violences of Everyday Life: The Multiple Forms and Dynamics of Social Violence.” In Violence and Subjectivity, edited by Veena Das, Mamphela Ramphele, and Pamela Reynolds, 226-241.Berkeley: University of California Press<br>• Holmes, Seth M. 2007. “‘Oaxacans Like to Work Bent Over’: The Naturalization of Social Suffering among Berry Farm Workers.” International Migration 45:39-66. |
| Week 12/March 28 | Colonialism | • Simpson, Audra. 2018. "Ch 7 Why White People Love Franz Boas: or, the Grammar of Indigenous Dispossession." In *Indigenous Visions: Rediscovering the World of Franz Boas.* Pp. 166-184.<br>• Vigil, Kiara. 2018. "The Death of William Jones: Indian, Anthropologist, Murder Victim." In *Indigenous Visions: Rediscovering the World of Franz Boas.* Pp. 209-230.<br>• Balthaser, Benjamin. 2018. "Ch 11 'A New Indian Inteligentsia': Archie Phinney and the Search for a Radical native American Modernity." In *Indigenous Visions: Rediscovering the World of Franz Boas.* Pp. 258-278.<br>• Grosfoguel, Ramón. 2011. "Decolonizing Post-Colonial |

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| | | Studies and the Paradigms of Political Economy: Transmodernity, Decolonial Thinking, and Global Coloniality." *Transmodernity: Journal of Peripheral Cultural Production of the Luso-Hispanic World, 1(1).* |
| Week 13/April 4 | SPA Meetings | NO CLASS |
| Week 14/April 11 | Language and Identity | • Zimman, Lal and Kira Hall. 2009. "Ch 15: Language, Embodiment, and the Third Sex." In *Language and Identities*, 166-178.<br>• Madeleine Adkins. 2013. "Will the Real Breton Please Stand Up? Language Revitalization and the Problem of Authentic Language." *International Language of the Sociology of Language* 223, 55-70.<br>• Avineri, Netta and Paul Kroskrity. 2014. "On the (Re-)production and Representation of Endangered Language Communities: Social Boundaries and Temporal Borders." *Language and Communication* 38:1-7.<br>• Bucholtz, Mary. 2001. "The Whiteness of Nerds: Superstandard English and Racial Markedness." *Journal of Linguistic Anthropology* 11(1): 84-100. |
| Week 15/April 18 | Anthropology of "Good" | • Ortner, Sherry B. 2016. “Dark Anthropology and Its Others: Theory Since the Eighties.” HAU: Journal of Ethnographic Theory 6:47-73.<br>• Robbins, Joel. 2013. “Beyond the Suffering Subject: Toward an Anthropology of the Good. Journal |

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| | | of the Royal Anthropological Institute 19:447- 462.<br>• Speed, Shannon. 2006. “At the Crossroads of Human Rights and Anthropology: Toward a Critically Engaged Activist Research.” American Anthropologist 108:66-76. |
| Week 16/April 25 | Ethnographic Roundup | Davis, Jenny. *Talking Indian*<br>**Annotated Bibliography Due**<br>**Final Paper Due** |

## Assessed Weekly:

Reading annotations

Participation responsibilities