Anthropology 305: Expressive Culture
Spring 2016
Tuesdays/Thursdays, 9:30-11:00 a.m.
UTC 3.124

Instructor: Elizabeth Lewis
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Course Description:
The purpose of this course is to introduce the concept of culture as a crucial dimension of human life. Because we tend to think of thought and action as stemming from individual impulses, we find the notion of a shared, highly variable, but influential force in our lives hard to fathom. Even if we speak of "society" as a familiar concept, we tend to make of it a uniform, oppressive force, some institution outside ourselves that we individually confront and oppose. Yet only if we can learn to recognize how deeply we share certain assumptions and inclinations with others – but only some others, and to varying degrees – can we appreciate the degree to which culture inheres within us and makes us who we are.

Required Texts:
All texts will be available online via Canvas or other websites (listed in syllabus). Many of the texts are available through open-access journals, academic blogs, and the popular press. We will also watch several films. All assigned materials are required.

Attendance and Evaluation:
All assignments must be handed in on time at the beginning of class and in hard copy. Late or emailed assignments will not be accepted. Do not try to hand in an assignment at the end of class on the due date, as it will be considered late.

Attendance is required for this class and will count toward your participation grade. You are expected to come to class on time and to complete all readings prior to each class. Attendance will be taken daily and unexcused absences will affect your participation grade. Excused absences include documented illness or family/personal emergencies. Contact the instructor or teaching assistant as soon as possible regarding any anticipated excused absences. Personal commitments and travel do not count.

Grades:
90%+ = A
80%+ = B
70%+ = C
60%+ = D
59.4% and below = F

These grade cutoffs (above) are not flexible and will reflect the total number of points you earn during the semester. They are not subject to change.
Students will be evaluated based on the following:

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<th>Component</th>
<th>Weight</th>
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<tr>
<td>Participation</td>
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<td>Quizzes</td>
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<td>First Paper</td>
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**Participation:**
Participation consists of attending classes and being able to discuss and engage with the materials for that week. Tardiness and distracting behavior (e.g., texting, doing outside work, or talking) will be reflected in your participation grade.

**Quizzes:**
There will be two unannounced pop quizzes during the semester, which will cover current readings and discussions. There will be no make-up quizzes except for students who communicated with the instructor or teaching assistants to secure an excused absence prior to the class in question.

**Papers**
There will be three papers for this course, which will provide an opportunity to engage more deeply with the materials, issues, and theories and to demonstrate mastery of key concepts. Students are encouraged to meet with the instructor and/or teaching assistant to discuss any questions they might have about papers. Students will receive detailed instructions regarding paper topics and expectations one week prior to each due date. All papers will need to be formatted accordingly: 1" margins, 12-point font (Arial or Times New Roman), and double-spaced. Students will be required to cite all sources used. You will receive specific instructions regarding citations prior to the first paper.

**Policy on Laptops and Devices:**
*Laptops and tablets are permissible only for note-taking and classroom purposes.* If you are caught engaging in other activities on a laptop or other device during class you will lose this privilege. If it becomes a problem during the semester, the instructor reserves the right to forbid the use of laptops in the classroom. Let's work together to ensure that this does not happen. Under no condition are students allowed to record lectures or any part of class without the instructor’s specific written permission. If this occurs, all electronic devices (including laptops, phone, and iPads) will be banned during class except for students with documented accessibility needs. Make sure your cell phone is on silent during class.

**Email Policy:**
Email is the best way to contact me. During the week, I will respond to emails within 24 hours of reading it. Note that I do not check email between 10:00 p.m. and 9:00 a.m. on weekdays or at all weekends. Do not expect a response within 24 hours of emailing me anything that is sent during that window.

**Classroom Conduct:**
**Attendance:** Attendance is required for this class. Repeated (defined as more than two) unexcused absences will affect your grade negatively.

**Class Participation:** Students are expected to complete the required readings prior to class and be ready to discuss them. Participation and attendance are necessary in order to succeed in this course, and failure to comply will result in a lower final grade.
Behavior: There will be opportunities for questions and discussions during each class. As some of the topics covered might be controversial or sensitive, everyone is expected to engage with the materials in a respectful and courteous manner. While polite debate is fine, interruptions, disparaging remarks, or other forms of hostile behavior are not conducive to classroom discussion and will not be tolerated.

Policy on Late Work:
Late work will not be accepted unless it is the result of a documented excused absence. ALL assignments are to be turned in at the beginning of class on the due date unless students receive specific instructions otherwise. Do not try to reschedule a due date to accommodate personal scheduling needs such as a vacation.

Readings:
We will read a variety of articles, chapters, commentaries, and other writings for this course. There is no book or textbook. All readings listed that are not accompanied by a website link can be found on Canvas. For readings labeled as “selections,” one or more chapters of a particular book will be placed on Canvas either as a single PDF or as one PDF per chapter. You are required to read the entire selection. Complete each reading by the day it is listed (i.e., readings listed under a Thursday class must be completed by that class period).

The instructor reserves the right to add, remove, or otherwise change any of the readings and assignments listed in the Course Schedule, as well as to alter any assignment deadlines.
COURSE SCHEDULE

Week 1: Introducing Expressive Culture
What do anthropologists study and how? What is ethnographic fieldwork? What do we mean by expressive culture?
Tuesday, January 19: Introducing the syllabus, course structure, and requirements
No readings

Thursday, January 21: Introducing anthropology and expressive culture.
“Deep Play: Notes on the Balinese Cockfight” (Clifford Geertz)

Week 2: Cultures and Subcultures
What is culture? What is a subculture? How do anthropologists interpret and theorize cultural phenomena?
Tuesday, January 26: Culture and Meaning
“The Analysis of Culture” (Raymond Williams)
Subculture: The Meaning of Style, Introduction and Chapter One (Dick Hebdige)

Thursday, January 28: Subcultures – A Closer Look
Subculture: The Meaning of Style, Case Studies (Dick Hebdige)
“Poor Little Rich Women” (Wednesday Martin)

Week 3: Speech/Language/Expression
What are speech and language? How does language relate to culture, power, and expression?
Tuesday, February 2: Language, Culture, Context
“Shakespeare in the Bush” (Laura Bohannan)
“Does Your Language Shape How You Think?” (Guy Deutscher)

Thursday, February 4: Contested Speech
“The Strange Case of Anna Stubblefield” (Daniel Engber)
“The Truth About Autism: Scientists Reconsider What They Think They Know” (David Wolman)
http://www.wired.com/2008/02/ff-autism/?currentPage=all
“Living with Autism in a World Made for Others” (CNN)

Week 4: Nationalism and Belonging
How do people come together to make collective meaning? What do we mean by nation and nationalism? What is the relationship between nation, history, identity, and belonging?
Tuesday, February 9: Communities and Nationalism
Imagined Communities, selections (Benedict Anderson)

Thursday, February 11: Belonging
“The Homeland, Aztlàn/El Otro México” (Gloria Anzaldúa)
Week 5: Religion
How do anthropologists study religion and religious expression? How might we examine issues of identity, stereotypes, globalization, and power in the context of religion?
Tuesday, February 16:
“The Creation Museum” (Susan Harding, from The Book of Jerry Falwell)
“This Blessed House” (Jhumpa Lahiri, from Interpreter of Maladies)

Thursday, February 18: Case Study – Representations of Islam
“Do Muslim Women Really Need Saving?” (Lila Abu-Lughod)

Week 6: Gender
What is gender? If gender is not biological, what is it? How are gendered identities formed, changed, and expressed?
Tuesday, February 23: FIRST PAPER DUE***
No readings

Thursday, February 25: Gender/Sex/Nature/Culture
“Is Female to Male as Nature is to Culture” (Sherry B. Ortner)
“That’s What Zhe Said: Mx-ing Up the Language of Gender” (Laurel Stvan)
https://newrepublic.com/article/127409/thats-zhe-said-mx-ing-language-gender

Week 7: Race
What is race? How does it connect to questions of history and power? How do racial understandings vary across time and place?
Tuesday, March 1: The Social Construction of Race
“Mixed Blood” (Jefferson Fish)

Thursday, March 5: Race, Politics, and Expression
“To Protect and Serve Whiteness” (Orisanmi Burton)

Week 8: Bodies, Performance, and Aesthetics
What is intersectionality? How are multiple identities expressed or performed? What is the role of the body in expression?
Tuesday, March 8: Performing Intersectionality
“Gender/Racial Realness: Theorizing the Gender System in Ballroom Culture” (Marlon M. Bailey)

Thursday, March 10: Beauty and Grooming as Cultural Expression
“Body Ritual Among the Nacirema” (Horace Miner)
Pretty Modern, selections (Alexander Edmonds)

Spring Break (No class week of March 13-19)

Week 9: Bodily/Intellectual Difference as Expression
How do understandings of “different” or “disabled” bodies/minds change? How are these bodies expressed? What bodies are/are not visible and why?
Tuesday, March 22: Aberrant Bodies
“The Cultural Work of American Freak Shows” (Rosemarie Garland-Thomson)
Thursday, March 24: Disability on Film
   “Let Actors with Disabilities Play Characters with Disabilities” (Lennard Davis)
   “We Wouldn’t Accept Actors Blacking Up, So Why Applaud ‘Crippling Up’?” (Frances Ryan)

Week 10: Music
Why is music important to anthropologists? What is the relationship between music, culture, globalization, and change?
Tuesday, March 29: SECOND PAPER DUE***
   No readings

Thursday, March 31
   “A Sweet Lullaby for World Music” (Steven Feld)
   http://static1.squarespace.com/static/545aad98e4b0f1f9150ad5c3/t/5465b37ae4b0468f51cd831e/1415951226470/2000+Sweet+Lullaby+for+World+Music+copy.pdf

Week 11: Expressing Natural Worlds
How do natural and cultural worlds converge? How do anthropologists engage with nature?
How are understandings of nature articulated?
Tuesday, April 5: Narrating Nature
   “Imagined Cosmogonies: Imagining Creativity Beyond ‘Nature’ and ‘Culture’” (Stuart McLean)

Thursday, April 7: Re-Thinking the Natural
   How Forests Think: Toward an Anthropology Beyond the Human, selections (Eduardo Kohn)
   “Through the Plexiglass: A History of Museum Dioramas” (Bridgette Barclay)

Week 12: Violence/Conflict
How are violence and conflict expressed through cultural forms? How can anthropology inform understandings of violence and war?
Tuesday, April 12: Questioning Representations
   Making War at Fort Hood, selections (Ken MacLeish)

Thursday, April 14: Anthropology During Wartime
   “Soldier Exposures and Technical Publics” (Zoë Wool et. al)
   “Life Support” (Zoë Wool and Nick Dupree)
   http://somatosphere.net/2014/02/life-support.html
   “The Army Needs Anthropologists” (Whitney Kassel)
Week 13: The Digital
What do digital worlds mean and do culturally? What is digital anthropology? Can the digital be a text or fieldsite?
Tuesday, April 19: Theorizing the digital
“Rethinking Digital Anthropology” (Tom Boellstorff)

Thursday, April 21: Case study – Blogs
Blog Theory, selections (Jodi Dean)
“Whatever Being” (Julia Lupton)
https://lareviewofbooks.org/review/whatever-being

Week 14: Film/Television
How are films or television shows ethnographic texts? What do they reveal about cultural values, norms, expectations, and anxieties?
Tuesday, April 26:
“Ethnography Is, Ethnography Ain’t” (John Jackson)

Thursday, April 28: Case Study – The Wire
“This Will be on the Midterm, You Feel Me?” (Drake Bennet)
http://www.slate.com/articles/arts/culturebox/2010/03/this_will_be_on_the_midterm_you_feel_me.html

Week 15: Narrative and Storytelling
What is the relationship between ethnography, narrative, and storytelling? Between anthropology and other forms of writing?
Tuesday, May 3: Anthropology and Writing
“Checking Out” (Chimamanda Ngozi Adichie)
http://www.newyorker.com/magazine/2013/03/18/checking-out

Thursday, May 5: Where do we go from here?
“Anthropology as Theoretical Storytelling” (Carole McGranahan)
http://savageminds.org/2015/10/19/anthropology-as-theoretical-storytelling/

***Final Paper: Due Friday, May 13th***
ADDITIONAL POLICIES AND RESOURCES:

Accessibility and Students with Disabilities:
Accessibility issues are a critical and all too often overlooked aspect of student life. Please do not hesitate to contact the instructor or teaching assistant if you have any questions or concerns regarding accessibility.

Please let us know if you have a disability or medical condition that might affect your performance in the class and/or if you need special accommodations. Students with a documented disability may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259 (voice) or 1-866-329-3986 (video phone). Additional information is available on their website at: http://ddce.utexas.edu/disability/about/

Please request a meeting with the instructor or TA as soon as possible to discuss any accommodations. In addition, please notify us as soon as possible if the material presented in class or the physical classroom environment are not accessible.

Without the proper forms from ODS, you will not be able to get extra time or special accommodations on exams. Please refer to the following link for additional information regarding disability services at UT: mailto:http://sites.utexas.edu/disability/.

Academic Integrity:
The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. All students in this class are expected to abide by the University of Texas Honor Code:

“As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity.”

When writing a paper, always cite your sources. If you use words or ideas that are not your own (or that you have used in previous class), you must make that clear, otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. If you have any questions about what counts as plagiarism, ask the instructor or TA! The following are among possible examples of academic dishonesty, although this is not an exhaustive list:

• Copying all or a portion of a work from a book, article, blog, website, magazine, or other student.
• Failing to appropriately cite passages or quotes that were originally written by someone else.
• Writing about a scholar’s ideas, research, or intellectual contributions as if they were your own (i.e., without citing the source).
• Copying directly from the instructor’s lectures or classroom presentation slides.
• Submitting a paper that you previously turned in for another class.

Any student who commits plagiarism in this class will be subject to academic disciplinary action. Any student caught plagiarizing or otherwise cheating on an assignment will receive an automatic score of zero (0) points for that assignment, no exceptions. This includes all forms of cheating. Students will receive detailed information regarding how to cite sources in writing assignments. If you have any questions about whether a source needs to be cited in your work, contact the instructor or teaching assistant for clarification.
The following website contains additional information what plagiarism is and how to avoid it: http://www.lib.utexas.edu/services/instruction/learningmodules/plagiarism

You are responsible for understanding UT’s Academic Honesty Policy, available at: http://deanofstudents.utexas.edu/sjs/acint_student.php

**Religious Holy Days**
By UT Austin policy, you must notify the instructor or teaching assistants of your pending absence at least fourteen (14) days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

**The Sanger Learning Center**
All students are welcome to take advantage of Sanger Center’s extensive offerings. For more information, please visit http://www.utexas.edu/ugs/slic

**The University Writing Center**
The University Writing Center offers free, individualized, expert help with writing for any UT student, by appointment or on a drop-in basis. Consultants help students develop strategies to improve their writing. http://uwc.utexas.edu/

**Counseling and Mental Health Center**
The Counseling and Mental Health Center (CMHC) provides counseling, psychiatric, consultation, and prevention services that facilitate students’ academic and life goals and enhance their personal growth and well-being. http://cmhc.utexas.edu/

**ITS**
Need help with technology? http://www.utexas.edu/its/

**Libraries**
Need help searching for information? http://www.lib.utexas.edu/

**Canvas**
Canvas help is available 24/7 at https://utexas.instructure.com/courses/633028/pages/student-tutorials

**Behavior Concerns Advice Line**
If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL at 512-232-5050. Your call can be anonymous. If something doesn’t feel right – it probably isn’t. Trust your instincts and share your concerns.

**Student Emergency Services** http://deanofstudents.utexas.edu/emergency/

**Evacuation Information**
The following recommendations regarding emergency evacuation is from the Office of Campus Safety and Security, http://www.utexas.edu/safety/

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when an alarm or alert is activated. Alarm activation or announcement requires exiting and assembling outside, unless told otherwise by an official representative.
• Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
• Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
• In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
• Link to information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency