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ANTHRO 1S: Introduction to Cultural and Social Anthropology (Ben Kyle Baker, Kerem Can Ussakli)

Introduction to Cultural and Social Anthropology Anthro 1s/101s Syllabus

Instructors:

Kerem Uşşaklı (kussakli@stanford.edu (mailto:kussakli@stanford.edu))

Benjamin Baker (benbaker@stanford.edu)

Location: Mitchell Earth Sciences Building, B67

Time: Tuesday, 1.30PM - 3.20PM, Thursday, 1.30PM - 3.20PM.

Office Hours:

Kerem: Wednesday, 1-3PM. Location: Building 40-42Q [Department of Anthropology] OR Zoom. By appointment only. Please sign-up via the following link: <https://calendly.com/kerem-ussakli/kerem-ussakli-office-hours>.

Benjamin: Monday, 3-5PM. Location TBD or by zoom

By appointment only. Please sign-up via the following link: <https://calendly.com/benbaker-znm/office-hours>

We welcome and encourage students to attend our office hours. Office hours are times you can meet with us to discuss the material being covered in the course, questions or concerns you might have, and other related interests. You can also use office hours to discuss accessibility concerns, feedback, and suggestions.

Course Overview

This class provides an introduction to the core concepts and methods of Cultural and Social Anthropology. Through the ethnographic study of human societies, anthropology has emerged as a dynamic discipline that inquires into the complexity of humanity. It has produced new kinds of inquiry into race, class, gender, history, power, language, economy, culture, as well as local, transnational and global phenomena. This course will introduce students to anthropology's unique approach to the study of human culture and

society, and will introduce them to core anthropological concepts. It will also present students with cross-cultural case studies on contemporary issues, including economy and capitalism, gender and sexuality, race, immigration, and colonialism.

All readings are available on Canvas.

Course Requirements

Expected Hours for Units

According to Stanford's policy regulations, the required work per units taken are as follows:

[<https://registrar.stanford.edu/faculty/unit-credit> (<https://registrar.stanford.edu/faculty/unit-credit>)]

3 units requires a minimum of 9 hours of work per week. The students will be responsible for the following assignments:

4 units requires a minimum of 12 hours of work per week.

5 units requires a minimum of 15 hours of work per week.

Please note: Students have the option of enrolling for 3-5 units. If you are taking the class for 4 or 5 units, talk to the instructors. The extra assignments will be announced at the end of Add/Drop Period, July 7th [End of Week 2].

All students, regardless of units, will be responsible for the following assignments:

- **Attendance: 15%.** It's imperative that all students attend the lectures. While the lectures and the readings go parallel to each other thematically, they will present different material that the students will be responsible for assignments.

Absence: In case of any absences, please make sure to let the instructors know via e-mail. Please note that in order to successfully pass the course, the students should not miss more than two weeks of the course, including excused absences.

1. **Weekly Response Papers: 25%.** Starting from Week 2, weekly response papers are due every Tuesday before class [1.30PM] under 'Assignments' on Canvas. Each submission should be about 400-500 words.

The response papers will be where you will engage directly with the week's readings. Half of the response [approx. 200-250 words] should provide an overview of the week's readings (%50 of weekly submission grade).

The other half [approx. 200-250 words] are critical engagement with the readings (%50 of weekly submission). Here, your task is to discuss the potential benefits and/or of the arguments, and discuss the relevance of the reading in tackling contemporary societal issues. There is no right or wrong critical engagement, but it's important that you engage in a critique in a rigorous and methodical way. For helpful tips, see the 'Critical Reading' section below.

You are free to reference the lecture material and/or outside sources such as news, op-eds, articles (make sure they are non-academic) that have recently caught your attention in the critical engagement sections. The important thing here is to create a feedback loop between concepts in sociocultural anthropology and real, lived social and cultural life. If using outside sources, make sure to cite them.

You will receive brief feedback on the response papers every week. If you have any questions about course readings or your response papers, please make sure to sign up for office hours.

- **Mid-Term Exam [%30].** Midterm questions will be released on July 20, 2023 [07/20/23]. The exam will be **due on July 24, 2024 [07/24/2023] 9AM PST** on Canvas under 'Assignments'.

The midterm exam will consist of short answers of key concepts, and two short essay questions based on assigned readings and lectures.

- **Final Exam [%30].** You will write three analytical essays, each answering its own prompt, 2 page maximum each, Times New Roman 12-font, double-line spaced, 1 inch margins. These essays should have a clear thesis, supported by conceptual and empirical material that we studied throughout the course.

Students will be given a selection of 12 potential questions a week in advance. Four [4] of these questions will be set by the instructors as exam questions, and will be sent on **August 16, 2023 [08/16/2023]**. Final drafts are due **August 19, 2023 [08/19/2023] MIDNIGHT**

Under 'Assignments' on Canvas and NO EXCEPTIONS can be made due to the grading timetable.

Course Policies

Advance Accommodations

This course is intended for all Stanford students, including those with mental, physical, or cognitive disabilities, illness, injuries, impairments, or any other condition that tends to negatively affect one's equal access to education. If, at any point in the term, you find yourself not able to fully access the space, content, and experience of this course, you are welcome (and not required) to contact us by email, phone, or during office hours to discuss your specific needs – sooner is better here but we will never dismiss a request for accommodation only because it has come to us with short notice. We also encourage you to contact the Office of Accessible Education (563 Salvatierra Walk / oae-contactus@stanford.edu / 650 - 723 - 1066/ <https://oae.stanford.edu/> (<https://oae.stanford.edu/>)) If you have a diagnosis, OAE can help you document your needs and create an accommodation plan. By making a plan with OAE, you can insure appropriate accommodations without disclosing your condition or diagnosis to course instructors.

Stanford Policies

Students are expected to adhere to the following Stanford policies:

Honor Code (<http://studentaffairs.stanford.edu/judicialaffairs/policy/honor-code>
(<http://studentaffairs.stanford.edu/judicialaffairs/policy/honor-code>))

Sexual Harassment (http://adminguide.stanford.edu/23_2.pdf (http://adminguide.stanford.edu/23_2.pdf))

Plagiarism (<http://studentaffairs.stanford.edu/judicialaffairs/integrity/plagiarism>
(<http://studentaffairs.stanford.edu/judicialaffairs/integrity/plagiarism>))

Unit of Credit Policy (<http://www.stanford.edu/dept/registrar/bulletin/4953.htm>
(<http://www.stanford.edu/dept/registrar/bulletin/4953.htm>))

Critical reading

An important part of this course is to train students in reading critically. Here are some useful tips we can recommend:

- As you read the assigned readings for each course meeting, note the author's key arguments and the evidence they provide to support their arguments.

- Look up and note definitions of new key words and terms, and mark sections of the text that are confusing or that raise questions for you.
- Whether or not you agree with the author or their style of presentation, read generously to understand the text and the context in which it was written. What point is the author trying to make?
- How is their argument structured? What other arguments are they making on the way to their final conclusion?
- What are they arguing against? [*Often authors will lay out positions which they disagree with in order to critique them, don't get confused by this and be clear about what the author is really arguing.*]
- Who is their audience?
- What style of writing or expression are they using to make their claim?
- What evidence are they using to make their claim?
- What other authors do they appear to be in conversation with?
- How does the text relate to the other ones we are reading each week, and to course discussions?

Classes

In this course, you will be responsible for attending and studying the material provided in 14 lectures:

Lecture 1: Anthropology and the Notion of 'Science'

Lecture 2: Culture and the White Man's Burden

Lecture 3: Culture, the West, and the Other: Remapping a Taken-for-Granted World

Lecture 4: Social Structure and Social Relations

Lecture 5: The Colour Line and the Social Structure of Americas

Lecture 6: Symbols and the Ambiguity of Cultural Life

Lecture 7: Symbol, Psyche, and the Body

Lecture 8: Approaches to Gender in anthropology

Lecture 9: Queering Anthropology

Lecture 10: When the Border Crosses You

Lecture 11: Race and Biology: How a Social Construct Can Land on the Body

Lecture 12: Anthropological Approaches to the Environment

Lecture 13: Environmental Justice In the United States

Lecture 14: The Anthropocene

Part 1: Introduction to Anthropology/Core Concepts

Week 1: Anthropology Between Difference and Domination

06/27: Lecture 1: Anthropology and the Notion of 'Science'

06/29: Lecture 2: Culture and the White Man's Burden

Readings:

- Franz Boas, "The Interpretations of Culture" in *The Mind of Primitive Man*, New York: MacMillan, 1931: 175-196.
- Michel Rolph-Trouillot, "Anthropology and the savage slot: The poetics and politics of otherness" in *Global Transformations: Anthropology and the Modern World*, New York: Palgrave/MacMillan, 2007: 7-8.
- Liisa Malkki, "Tradition and Improvisation in Ethnographic Field Research" in Allaine Cerwonka and Liisa Malkki, *Improvising Theory: Process and Temporality in Ethnographic Fieldwork*, Chicago: University of Chicago Press, 2007: 162-187.

Recommended: Sydel Silverman, "The Boasians and the Invention of Cultural Anthropology" in Fredrik Barth, *One discipline, four ways: British, German, French, and American anthropology*, Chicago: University of Chicago Press, 2010: 257-274.

- Association of Black Anthropologists Statement Against Police Violence and Anti-Black Racism, June 6, 2020.

Week 2 - The Concept of Culture

07/04:NO CLASS

07/06: Lecture 3: Culture, the West, and the Other: Remapping a Taken-for-Granted World

- Clifford Geertz, "The Impact of the Concept of Culture on the Concept of Man" in *The Interpretation of Cultures*, New York: Basic Books, 1973: 33-54.
- David Graeber, "Culture as Creative Refusal" in *Cambridge Anthropology 31(2)*, Autumn 2013: 1-19.
- Mary Douglas, "Chapter 2: Secular Defilement" in *Purity and Danger: An Analysis of the Concepts of Pollution and Taboo*, London; New York: Routledge, 2015: 30-41.

Week 3 - Social Structure and Personhood

07/11: Lecture 4: Social Structure and Social Relations

07/13: Lecture 5: The Colour Line and the Social Structure of Americas

- Mary Douglas, “Chapter 3: The Abominations of Leviticus” and “Chapter 9: The System at War With Itself” in *Purity and Danger*.
- Victor Turner, “Betwixt and Between: The Liminal Period in Rites de Passage” in WA Lessa and EZ Vogt, *Reader in Comparative Religion: An Anthropological Approach*, Harper, 1973: 234-243.
- W.E.B. Du Bois - ‘The Colour Line’.

Recommended: Donna Haraway, “Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective” in *Feminist Studies* 14(3) Autumn 1988: 575-599.

Week 4 - The Power of Symbols

07/18 - Lecture 6: Symbols and the Ambiguity of Cultural Life

07/20 - Lecture 7: Symbol, Psyche, and the Body

- Claude Lévi-Strauss, “The Effectiveness of Symbols (1949)” in *Cultural Psychiatry and Medical Anthropology: An Introduction and Reader*, 2000: 162
- Marcel Mauss, Techniques of the Body
- Seth Holmes, “Chapter 6: Because They’re Lower to the Ground: Naturalizing Social Suffering” in *Fresh Fruits, Broken Bodies: Migrant Farmworkers in the United States*, Berkeley, CA: University of California Press, 2013.

07/20 - Midterm Questions Released. DUE 07/24.

PART 2: Applying Anthropology

Week 5 - Gender and Sexuality

07/25 - Lecture 8: Approaches to Gender in anthropology

- Weston, K., 1998. "Introduction" *Long slow burn: Sexuality and social science*. Routledge.
- Sandra Morgen: *Gender and anthropology: critical reviews for research and teaching*. Intro. P1-12

07/27- Lecture 9: Queering Anthropology

- Ritchie, Jason 2010 HOW DO YOU SAY "COME OUT OF THE CLOSET" IN ARABIC? *GLQ: A Journal of Lesbian and Gay Studies* 16(4): 557–575.
- Weiss, M. (2016). "Always After: Desiring Queerness, Desiring Anthropology." *Cultural Anthropology* 31(4): 627-638.

Week 6 - Race and Immigration

08/01 Lecture 10: When the Border Crosses You

08/03 Lecture 11: Race and Biology: How a Social Construct Can Land on the Body

- Seth Holmes, *Fresh Fruits, Broken Bodies* [selections]

Recommended: Miriam Ticktin, "Armed Love: Against Modern Slavery, Against Immigrants" in *Casualties of Care*, Berkeley, CA: University of California Press, 2011: 161-191.

Week 7 - Environmental Anthropology

08/08 Lecture 12: Anthropological Approaches to the Environment

- Biersack, Aletta 2006 Reimagining Political Ecology: Culture/Power/History/Nature. *In* Reimagining Political Ecology. Aletta Biersack and James B. Greenberg, eds. Pp. 3–40. Durham: Duke University Press.

Optional Reading:

- Geertz, Clifford 1972 The Wet and the Dry: Traditional Irrigation in Bali and Morocco. *Human Ecology* 1(1): 23–39.

08/10 Lecture 13: Environmental Justice In the United States

- Bullard, Robert D. 2018 *Dumping In Dixie: Race, Class, And Environmental Quality*, Third Edition. Routledge. *selections*

Optional if you want to know more:

- Checker, Melissa 2007 “But I Know It’s True”: Environmental Risk Assessment, Justice, and Anthropology. *Human Organization* 66(2): 112–124.
- Davies, Thom 2019 Slow Violence and Toxic Geographies: ‘Out of Sight’ to Whom? *Environment and Planning C: Politics and Space*: 409-427
- Liboiron, Max, Manuel Tironi, and Nerea Calvillo 2018 Toxic Politics: Acting in a Permanently Polluted World. *Social Studies of Science* 48(3): 331–349.

Week 8 - The Anthropocene and Inequality

08/15: The Anthropocene

- Erickson, Bruce 2020 Anthropocene Futures: Linking Colonialism and Environmentalism in an Age of Crisis. *Environment and Planning D: Society and Space* 38(1). SAGE Publications Ltd STM: 111–128.
- Tsing, Anna Lowenhaupt, Andrew S. Mathews, and Nils Bubandt 2019 Patchy Anthropocene: Landscape Structure, Multispecies History, and the Retooling of Anthropology: An Introduction to Supplement 20. *Current Anthropology* 60(S20): S186–S197.
- Katherine McKittrick, Katherine 2013 Plantation Futures. *Small Axe* 17(3): 1–15.

08/16 Final questions will be released

08/17 Review and Summary

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