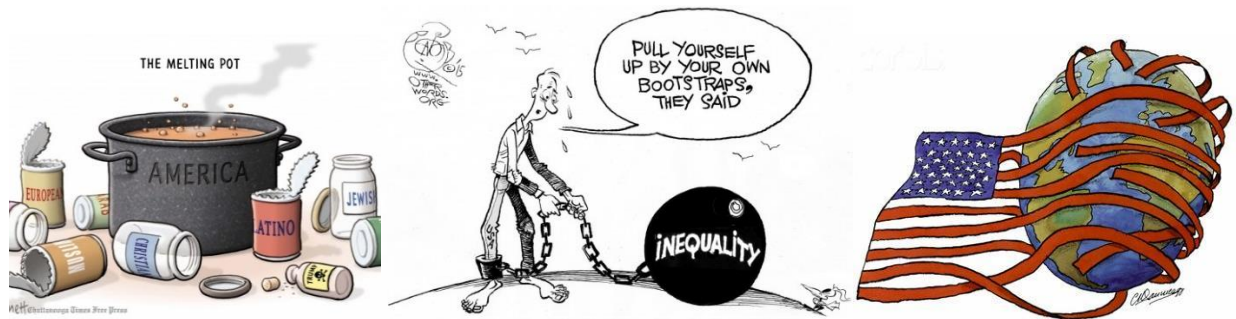


ANTH 3346: Culture, ~~and~~ Diversity, and Power in American Life the U.S. and Beyond!

Spring 2019, M/W/F 8:00a-8:50a
Dedman Life Science 131



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Introduction

Anthropology is often thought of as the study of “other cultures” in “exotic” destinations around the world. In this course, we will flip the script to consider anthropological perspectives on the United States.

The official title of this course is: “Culture and Diversity in American Life.” According to the catalog description, this course consists of: “An overview of contemporary U.S. culture, with an emphasis on how diversity (e.g., ethnicity, class, religion, and gender) is expressed in communities, in regions, and in the nation.” This semester, we will push the boundaries of this description to consider the U.S. in global perspective, and to incorporate the concepts of power and inequality into our discussions of culture and diversity.

As you can see in the course schedule below, we will begin in Part I by sketching the contours of an anthropology in/of the U.S. We will examine such questions as: How can anthropologists study the culture of a country as diverse as the U.S.? Historically, how have anthropologists engaged with different populations in the U.S.? What methods are appropriate for the anthropological study of U.S. populations? Next, in Part II we will examine some of the myriad forms of difference that characterize U.S. cultural diversity, including race and ethnicity, immigration/citizenship status, socio-economic class, and gender and sexuality. We will conclude Part II by considering the ways in which these forms of difference intersect to produce unique experiences for sub-populations in daily life. Finally, in part III, we will go beyond the geopolitical border of the U.S. to consider the nation as empire, and as global hegemon. This section will encourage students to broaden their perspectives on what it means to be an American by considering the U.S. borderlands and the role of Americans abroad.

By the end of the semester, students will: 1) be able to think critically about culture, diversity, and power in the U.S.; 2) understand anthropological approaches to culture, diversity, and power in the U.S. and be able to apply an ethnographic sensibility in their everyday lives; 3) understand anthropology's critical perspective on the U.S. and be able to describe major debates within the field of anthropology; and 4) understand U.S. cultural diversity and hegemony in global context. Welcome!

This course counts towards the following UC student learning outcomes:

2012 Individuals, Institutions, and Cultures II
2012/2016 Human Diversity
2016 History, Social and Behavioral Sciences

Please Note: This syllabus is a working document. As your professor I reserve the right to amend the syllabus throughout the semester. Any amended syllabi will be uploaded to Canvas. Please check Canvas regularly for the current, most updated version of the syllabus.

Course Overview

This course will be taught in a seminar style. This means that we will spend much of our class time engaging in discussions about the readings, key concepts, our research projects, and other topics of interest. In order to minimize distraction, I request that students **minimize the use of laptops in the classroom** except where necessary for a class activity. Students who require the use of a laptop or strongly prefer it for taking notes may opt to use a laptop during class as long as it does not inhibit their participation in discussion. I also request that students put their **cell phones out of sight** at the beginning of the class period and not take them out until 8:50 when the period is over, unless otherwise instructed.

There are two main evaluative components to this course:

1. Discussion: 50%
 - a. Leading class discussions: 25%
 - b. Participation in class discussions: 25%

2. Auto/Native Ethnography Project: 50%
 - a. Project Proposal: 10%
 - b. Ethnographic Fieldwork and Field Notes Submissions (ongoing, ungraded)
 - c. Fieldwork Progress Report: 15%
 - d. Auto/Native Ethnography Project Final: 25%

Students will also be required to participate in **two mandatory consultations** (outside of class time) with the professor regarding their autoethnography projects.

There is no guaranteed extra credit in this course, though the professor *may* opt to provide opportunities for students to earn extra credit by attending campus events and completing a reflective assignment. Students who are concerned about their grades should meet with the professor **immediately**, either during office hours or by appointment. Dr. Cook can give you feedback on your progress at any time during the course of the semester if you visit her during office hours, or make an appointment via email.

How to be successful in this class

In general, a good rule of thumb for college coursework is that you should expect to study/do work outside of class for about 2-3 hours for each unit of credit. This is a 3-credit course, which means that you should expect to spend an average of 6 to 9 hours per week studying for this course outside of class. This course is designed such that students should be able to pass the course if they put in this much time and effort throughout the semester.

Here are some other helpful tips:

1. READ THIS SYLLABUS (Really, I mean it – the WHOLE thing.)
2. Check your SMU email and Canvas regularly.
3. This class moves quickly. If you feel you are falling behind, come talk to me in my office hours ASAP. In general, if you have (legitimate) extenuating circumstances, ie. family emergency or severe illness, that cause you to miss class or turn in late work, please let me know **beforehand** as much as possible, so that we can work together to keep you on track.
4. Write down/mark all the course deadlines in your planner/device the first week of class, and make note of any times when you have exams/assignments/other responsibilities that overlap (this will help you with time management).
5. Come to class every day (arriving on time), be an active listener, and engage in class discussions and lectures by making comments, asking questions, and participating in in-class activities.

6. Read all of the assigned readings and complete all assignments according to assignment guidelines.
7. Pick an autoethnography project topic that interests you enough to keep you excited about the project for the duration of the semester.
8. Complete all the assignments on-time, and follow all assignment guidelines carefully.

Assignments

For important information regarding the professor's policy regarding final grades and percentage to letter grade conversion, see Course and University Policies below.

Readings (required each week)

Each week you will have some assigned readings. **Completing these readings is an essential component of the course, and you will be expected to be able to discuss these readings in-depth during class meetings.** Readings for a given week should be completed by the beginning of class on Monday. Please read course materials **in the order in which they are listed on the syllabus**. Assigned readings will be found on Canvas, or will be accessible via links in the syllabus.

Class Discussions (50% of total grade)

- a. Leading class discussions: 25%

Each student will work with a partner/small group to lead two class discussions. Student-led discussions will take place during weeks 3-13, and will be focused on the week's readings. Discussion leading responsibilities will be assigned during the first two weeks of class. Readings should be discussed in the order they are listed on the syllabus. (See handout for more details.)

- b. Participation in class discussions: 25%

All students are expected to attend every class period and to engage in class discussion (even when they are not leading discussion). All students should come to every class with some notes and questions/comments about the readings to help facilitate class discussion.

Auto/Native Ethnography Project (50% of total grade)

In this course, students will complete an ethnographic research project focused on an aspect of their own cultural experience in the United States. The project will contain the following graded elements (**see handouts for more details, specific guidelines, and evaluative criteria**):

- a. Project Proposal: 10% of total grade ****Due Feb 4th, 5 pm****

Students must submit a detailed proposal outlining the **topic, project methodology, relevant course themes/concepts to be addressed, and the proposed final project format**. Proposals must be discussed with and approved by the professor during a **mandatory in-person consultation meeting** prior to the proposal submission deadline.

b. Fieldwork Progress Report: 15% of total grade ****Due March 22, 5 pm****
Students will engage in (auto)ethnographic observation and will produce field notes based on these observations. Field Notes will be submitted periodically throughout the semester in “rough” form, and in a more polished form for mid-term assessment. **Students will have their second mandatory in-person consultation with the professor after submission of the Fieldwork Progress Report assignment.**

c. Auto/Native Ethnography Project Final: 25% of total grade ****Due May 6th, 5 pm****
Students will produce a final project based on their (auto)ethnographic observations. Your final project for this course may take a few different forms.

- Option 1: 12-15 page paper** (this could be in the form of a formal analytical paper, or could incorporate a creative writing piece a la Miner’s Nacirema article)
- Option 2: 20 minute (detailed) oral presentation (with visual aids/hand-outs)
- Option 3: Other (educational video, online exhibit, blog series, other **approved** creative project) with a poster presentation of topic**

**Students who choose options 1 or 3 will be expected to give a short (5-minute) oral presentation of their project during the last week of class.

Course Schedule

Part I: Introduction to Anthropology in/of the U.S.

Week 1 – Jan 18, 23, 25; Course Introduction

- Course Syllabus
- “What is anthropology?” summary
- Linton, “One Hundred Percent American”
- Baker, Introduction (read 1-13, skim the rest)
- Gloor, “From the Melting Pot to the Tossed Salad Metaphor”

Week 2: Jan 28, 30, Feb 1: Anthropology and the American “Other”

- “What is culture?” Summary
- Starn, “Here come the Anthros (Again)”
- Kelley, “Looking for the ‘Real’ N--”
- Miner, “Body Ritual among the Nacirema”

Week 3 - Feb 4, 6, 8; “Ethnographic methods for Anthropology of the U.S.”

NO CLASS ON FRIDAY 2/8 - Students may choose to attend an OPTIONAL breakfast event off-campus, moderated by Jenny (see Canvas announcements for info)

- Guest, Chapter 3: Fieldwork and Ethnography

- Nader, “Studying Up”
- Narayan, “How Native is a ‘Native’ Anthropologist?”
- OPTIONAL: Bonilla and Rosa, “#Ferguson”

****Project Proposal Due Monday, February 4th, 5 pm via Canvas.****

****Students should email the professor to schedule the first mandatory consultation upon submission of the proposal****

PART II: Forms of Difference and Structures of Power

Week 4 - Feb 11, 13; “Race and Ethnicity - Intro to Race in America”

NO CLASS ON FRIDAY 2/15

Student-led discussions begin

Student Discussion Leaders: Kane, Sarah C, Helen

- Graves, Joseph - Intro and “How Biology Refutes Our Racial Myths” in *The Race Myth: Why We Pretend Race Exists in America*
- Omi and Winant, “Racial Formations”
- Gravlee, “How Race Becomes Biology: Embodiment of Social Inequality”

Week 5 - Feb 18, 20, 22; “Native America”

Student Discussion Leaders: Armando, Sarah C

- Sturm, *Blood Politics* excerpts
 - All students read Intro and Closing
 - AND students pick either Ch 4 or Ch 5

****First field notes submission Due Friday 2/22****

Week 6 - Feb 25, 27, Mar 1; “Class, Poverty, and Inequality”

Student Discussion Leaders: Sydney, Sarah B, Helen

- Briggs, “I like to live in America” in *Reproducing Empire*
- Massey and Denton, “The Missing Link” in *American Apartheid*
- Bourgois, “Poverty at Work – Office Employment and the Crack Alternative”
- <https://www.nytimes.com/2017/08/24/upshot/how-redlinings-racist-effects-last-ed-for-decades.html>

****Second field notes submission Due Friday 3/1****

Week 7 - Mar 4, 8; “Immigration, Nation, Whiteness”

NO CLASS ON WEDNESDAY 3/6

Students strongly encouraged to attend special events listed below

Student Discussion Leaders: Monica, Armando, Kane

- Suarez-Orozco, “Everything you ever wanted to know about assimilation”
- Ngai, Race in immigration law article
- Kibria et al Chs 1-2

Special events this week:

--March 4th Foster Lecture, "A House of Mirrors: Migration and its Reflections"

Dr. Jeffrey Cohen, Ohio State University; 5 pm, Fondren Science 133

--March 6th Dr. Cook talk, "Instrumental Il/legality: Transnational Mexicans and the Family-Based Immigration System" 12-1pm, location TBD. More info:

<https://www.smu.edu/Dedman/Academics/InstitutesCenters/swcenter/Events/Afternoon-Talks/Cook>

****Third field notes submission Due Friday 3/8****

[SMU SPRING BREAK Mar 11-15]

Week 8 - Mar 18, 20, 22; "Gender and Sexuality"

Student Discussion Leaders: Jenny leads discussion this week

- Pascoe, excerpts from *Dude You're a F—*

****Fieldwork Progress Report Due Friday, March 22, 5 pm via Canvas****

****Students should email the professor to schedule the second mandatory consultation upon submission of the Fieldwork Progress Report****

Week 9 - Mar 25, 27, 29; "Intersectionality: Race, class, gender"

Student Discussion Leaders: Sarah B, Priya

- Collins, "Mammies, matriarchs, and other controlling images"
- Chavez – excerpts from *The Latino Threat* (re: Latina sexuality)

****Fifth field notes submission Due Friday 3/29****

Week 10 - Apr 1, 3, 5; "Race, gender, and labor"

Student Discussion Leaders: Sydney, Monica, Priya

- Kang, "The Managed Hand"
- Holmes, "Oaxacans Like to Work Bent Over"

****Sixth field notes submission due Friday 4/5****

PART III: Borders and Beyond

Week 11 - Apr 8, 10, 12; "The U.S. Borderlands"

Student Discussion Leaders: Jenny leads discussion this week

- De Leon – Intro and Ch 1
- Cook – "Instrumental Il/legality"

****Seventh field notes submission due Friday 4/12****

****Students may opt to schedule a third consultation regarding the final project****

Week 12 - Apr 15, 17; “U.S. as Empire”

NO CLASS ON FRIDAY 4/19 – GOOD FRIDAY

Student Discussion Leaders: Jenny leads discussion this week

- Immerwahl – How to Hide an Empire Intro and Guano chapter
- Lutz – “Empire is in the details”
- Lutz – “U.S. Foreign Military Bases”
- <http://www.anthropology-news.org/index.php/2017/11/27/colonialisms-orchestrated-disasters-in-puerto-rico/>

****Eighth (final) field notes submission due Friday 4/19****

Week 13 - Apr 22, 24, 26; “Americans Abroad”

Student Discussion Leaders: Jenny leads discussion this week

- Hindman, Introduction and Ch 5 in *Mediating the Global: Expatria’s Forms and Consequences in Kathmandu*
- Fechter, “When the ‘other’ stares back”

**Sunday, April 28th: OPTIONAL CLASS FIELD TRIP TO “LA PULGA SEAGOVILLE”
1706 US-175, Seagoville, TX 75159 (approximately 30 minutes from SMU campus)
Depart SMU commuter lot (Airline and University) at 12:30pm**

Week 14 - Apr 29, May 1, 3; “Presentations on auto/native ethnographies”
Week 15 - May 6; “Wrap-up”

****Final Projects Due May 6th, 5 pm****

Exam Period; Monday, May 13, 8-11a, Agenda TBD

COURSE AND UNIVERSITY POLICIES

Grading Philosophy, Final Grades, and Percentage to Letter Conversions

In this course, and as a general rule of thumb in higher education, the professor does not *give* grades. Students *earn* grades based on the quality of work they produce and the evaluation standards of the course. I will not entertain any requests to alter your grades, neither during the semester nor after the course has ended. If I have made a legitimate mathematical or clerical error, on the other hand, please let me know as soon as possible so this can be corrected.

In this course, final grades are calculated based on the weighted percentages outlined below. A student’s final grade is calculated as a percentage. The percentage is then converted into a letter grade before being entered into the Registrar’s system. Final percentages will be converted to final letter grades based on the following scale:

Final Grade %	Letter Grade	SMU Standard/UG Catalog
94–100%	A	Excellent Scholarship
90–93%	A-	Excellent Scholarship
86–89%	B+	Good Scholarship

83–85%	B	Good Scholarship
80–82%	B-	Good Scholarship
76–79%	C+	Fair Scholarship
73–75%	C	Fair Scholarship
70–72%	C-	Fair Scholarship
66–69%	D+	Poor Scholarship
63–65%	D	Poor Scholarship
60–62%	D-	Poor Scholarship
< 60%	F	Fail

Students whose final percentages are more than .50 percentage points from the cutoff point for a higher letter grade will NOT receive the higher letter grade. For example, the cutoff for an A is a 94%. Students whose final grades are 93.50 and above will be rounded up to an A. Students whose final grades are 93.49 or below will receive an A-.

Extra Credit

There is no extra credit in this course. If you are concerned about your performance on a particular assignment, please come see me immediately – I am happy to counsel you in how to improve your grade on the next assignment.

Late Work

Late assignments will receive a 1/3 letter grade deduction for each day they are late.

Attendance

In order to pass this class, you are expected to attend all class meetings, and to arrive on-time. Planned excused absences should be reported to the professor prior to the absence. If you must miss a class due to an unforeseen circumstance, serious illness, or other legitimate reason, please let the professor know as soon as possible. In order to be eligible to receive credit for missed assignments, students must provide credible evidence demonstrating the reason for their absence. The professor reserves the right to determine which absences constitute “excused” absences, and when students will get the opportunity to make up missed assignments.

Academic Integrity

In this course we aim to conduct ourselves as a community of scholars, recognizing that academic study is both an intellectual and ethical enterprise. You are encouraged to build on the ideas and texts of others; that is a vital part of academic life. You are also obligated to document every occasion when you use another’s ideas, language, or syntax. You are encouraged to study together, discuss readings outside of class, share your drafts during peer review and outside of class, and go to the Writing Center with your drafts. In this course, those activities are well within the bounds of academic honesty. However, when you use another’s ideas or language—whether through direct quotation, summary, or paraphrase—you must formally acknowledge that debt by signaling it with a standard form of academic citation. **Even one occasion of academic dishonesty, large or small, on any assignment, large or small, will result in failure for the entire course and referral to the relevant SMU authorities.** For SMU policies on academic honesty, please see <https://www.smu.edu/Simmons/AboutUs/HonorCode>.

If you have any questions or concerns regarding what constitutes plagiarism and/or academic dishonesty, please come see me during office hours. Otherwise, for more information on plagiarism and proper citation, please see the following resources:

- <http://usingsources.fas.harvard.edu/icb/icb.do?keyword=k70847&tabgroupid=icb.tabgroup106849>.
- <http://www.lib.uconn.edu/instruction/PlagFac.htm>
- <http://www.lib.uconn.edu/instruction/tutorials/plagiarism.htm>

Disability Accommodations

Students needing academic accommodations for a disability must first register with Disability Accommodations & Success Strategies (DASS). Students can call 214-768-1470 or visit <http://www.smu.edu/Provost/ALEC/DASS> to begin the process. Once registered, students should then schedule an appointment with the professor as early in the semester as possible, present a DASS Accommodation Letter, and make appropriate arrangements. Please note that accommodations are not retroactive and require advance notice to implement.

Religious Observance

Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See “Religious Holidays” under University Policy No. 7.22)

HELPFUL LINKS AND CONTACTS

SMU Writing Center -

<http://www.smu.edu/Provost/ALEC/WritingCenter>

How to read academic articles (efficiently)!

<http://blizzard.cs.uwaterloo.ca/keshav/home/Papers/data/07/paper-reading.pdf>

SMU Counseling Services –

<http://www.smu.edu/StudentAffairs/HealthCenter/Counseling>