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

Instructors:
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Office Hours:
Benjamin: Monday, 1-3 PM. Building 300, room 203 or by Zoom
By appointment only. Please sign up via the following link: https://calendly.com/benbaker-znm

Saad: Wednesday 12-2 PM. Building 300, room 203 or by Zoom
By appointment only. Please sign up via the following link: https://calendly.com/saadlakh/office-hours

We welcome and encourage students to attend our office hours. You can meet with us during office hours to discuss the material covered in the course, your questions or concerns, and other related interests. You can also use office hours to discuss accessibility concerns, feedback, and suggestions.

Course Overview
This class introduces 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 inquiries into the complexity of humanity. It has produced new kinds of inquiry into race, class, gender, history, power, language, economy, culture, and local, transnational, and global phenomena. This course will introduce students to anthropology’s unique approach to studying human culture and society and teach them core anthropological concepts. It will also present students with cross-cultural case studies on contemporary issues, including environmental problems and climate change, capitalism, gender and sexuality, race, immigration, and colonialism.
All readings are available on Canvas.

NOTE: This is a living syllabus, as such, the instructors reserve the ability to change readings as the course progresses.

Course Requirements

Expected Hours for Units

According to Stanford’s policy regulations, the required work per unit taken is as follows:

Three units require a minimum of 9 hours of work per week and the following assignments:

Weekly Response Papers 25% of grade
Attendance 15% of grade
Midterm exam 30% of grade
Final exam 30 % of grade

Attendance [15%]: All students must attend the lectures. While the classes and the readings are thematically parallel, they will present different materials for which the students will be responsible for assignments.

Absence: In case of any absences, please inform the instructors via e-mail. Please note that to pass the course successfully, the students should miss no more than two weeks of the course, including excused absences. We also understand that sometimes life happens– that is perfectly fine. With that in mind, everyone gets one excused absence, no questions asked. But you still must email to let us know.

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

You will engage directly with the week’s readings in the response papers. Half of the responses [approx. 200-250 words] should provide an overview of the week’s readings (50% of the weekly submission grade). The other half [approx. 200-250 words] are critical engagement with the readings (50% of weekly submissions). Here, your task is to discuss the potential benefits of the arguments and discuss the lesson's
relevance in tackling contemporary societal issues. There is no right or wrong critical engagement, but you must engage in a critique rigorously and systematically. For helpful tips, see the ‘Guide for Critical Reading’ section below.

You are free to reference the lecture material and outside sources such as news, op-eds, and 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. Please use the citation style guide from the American Anthropology Association or Chicago Style (author-date, NOT footnotes) for all cited material.

You will receive brief feedback on the response papers every week. Feedback is intended to guide understanding and key take-aways from the text. While we are not giving direct feedback on writing style, it is paramount that each response is well-written, polished, and edited. If you have questions about course readings or your response papers, please sign up for office hours.

**Mid-Term Exam [30%]:** Midterm questions will be released on July 18, 2024 [07/18/24]. The exam will be due on July 22, 2024 [07/22/2024] at 9 AM PST on Canvas under ‘Assignments’.

The midterm exam will consist of short answers to critical concepts and two short essay questions based on assigned readings and lectures. Once the midterm has been posted, neither instructor will be available to answer questions about course material. It is your responsibility to ensure you have a solid grasp of the material before the exam. We will, however, be able to answer logistical questions, such as issues regarding formatting etc. Midterm Grades will be posted approximately one week following the submission date. During this week, please do not contact us inquiring when the grades will be posted– we will work to get them out as soon as possible.

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

Students will be given 12 potential questions a week in advance. Four [4] of these questions will be set by the instructors as exam questions and sent on August 15, 2023 [08/15/2024]. Final drafts are due August 17, 2024 [08/17/2024] MIDNIGHT.

**Late Submissions:** ANY assignment submitted past the deadline will be automatically deducted one letter grade per 12 hour period.

**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 affect one's equal access to education negatively. 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. Still, we will never dismiss an accommodation request only because it has come to us with short notice. We also encourage contacting the Office of Accessible Education (563 Salvatierra Walk / oae-contactus@stanford.edu / 650 - 723 - 1066/ https://oae.stanford.edu/ (https://oae.stanford.edu/)). OAE can help document your needs and create an accommodation plan if diagnosed. Making a plan with OAE can ensure appropriate accommodations without disclosing your condition or diagnosis to course instructors.

**Stanford Policies**

Students are expected to adhere to the following Stanford policies:

- 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))

**Course Policies for the Use of Generative AI**

Generative AI tools are permitted only for brainstorming, feedback, and linguistic analyses involving quantification, computation, or other non-qualitative methods.

Our class agreement will be consistent with guidance from the Board of Judicial Affairs regarding the use of AI and the Stanford Honor Code, which notes that the use of generative AI to “substantially complete” an assignment or exam by entering the prompt and submitting the output as one's work is not permitted.

For this class, all assignments should be written in your own words.

You cannot use paraphrasing or AI writing software (like ChatGPT) to submit the output independently. Doing so is a violation of the Stanford Honor Code.

**Respect for Diversity Statement**

The course is a space for students committed to a rigorous examination of the course topic and related topics. This space is defined by mutual respect that allows us together to grapple with a range of ideas, evidence, values, and conclusions. The following principles guide our interaction in this space:

- All viewpoints are welcome.
• Treat every course member respectfully, even if they disagree with another student’s view.
• Treat every claim as open to examination, even if it comes from someone with more experience or expertise than you.
• Reasonable minds can differ in perspectives, opinions, and conclusions.
• Our passions and social and political commitments are welcomed in this space. They are also subject to respectful challenges.
• Some perspectives, opinions, and conclusions are unreasonable or based on falsehoods and should be identified as such.
• No ideas are immune from scrutiny and debate.
• Evidence and reasoning guide our conclusions.

If you need help addressing a comment made in the class, feel free to contact the instructor, and we can chat about it. We have a “call it out, call it in” policy in class. Suppose someone says something we don’t agree with or perhaps is an unfounded falsehood outlined above. In that case, students are encouraged to “call it out,” raise attention to the comment, and provide context/respond in a manner that brings the other student back in, the “call it in” component. If you feel uncomfortable doing so in class, please contact the instructors, and either of us will address the comment in the following class.

**Guide for Critical Reading**

An essential part of this course is to train students to read critically. Here are some valuable 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 keywords 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 presentation style, 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 conclusion?
• What are they arguing against? *Often, authors will lay out positions they disagree with to critique them; don’t get confused by this and be clear about what the author is 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 others we read each week and to course discussions?

**Classes**

In this course, you will be responsible for attending and studying the material provided in 15 lectures:
Lecture 1: Course Introduction (Prof. Baker and Prof. Lakhani)
Lecture 2: History of Anthropology (Prof. Baker)
Lecture 3: Ethnography, The Field, and Understanding(Prof. Baker)
Lecture 4: The Concept of Culture (Prof. Lakhani)
Lecture 5: The Politics of Culture (Prof. Lakhani)
Lecture 6: The Sociological Imagination (Prof. Lakhani)
Lecture 7: The Power of Ritual and Social Categories (Prof. Lakhani)
Lecture 8: Kinship and Gender (Prof. Lakhani)
Lecture 9: Gender and Sexuality(Prof. Baker)
Lecture 10: Anthropological Approaches to the Environment(Prof. Baker)
Lecture 11: Environmental Justice and the Anthropocene(Prof. Baker)
Lecture 12: The Gift Economy (Prof. Lakhani)
Lecture 13: All Economies are Human Economies (Prof. Lakhani)
Lecture 14: Violence and Interpretative Labor (Prof. Lakhani)
Lecture 15: Violence and Complicity in Everyday Life (Prof. Lakhani)

Part 1: Introduction to Anthropology/Core Concepts

Week 1: Anthropology: A Complex History

06/25: Lecture 1: Course Introduction

Foundational Reading:


06/27: Lecture 2: A History of Anthropology

First reading response due by 1:30PM on Canvas

Readings:

7-8.


Highly Recommended:


**Week 2 - The Methods of Anthropology: Ethnography and the Field**

**07/02: Lecture 3: Ethnography, the Field, and Understanding**

*Second reading response due by 1:30PM on Canvas*


**07/04: NO CLASS**

**Week 3 - The Concept of Culture**

**07/09: Lecture 4: The Concept of Culture**

*Second reading response due by 1:30PM on Canvas*

**07/11: Lecture 5: The Politics of Culture**


Recommended:

Week 4 - Social Structure and Personhood

07/16: Lecture 4: The Sociological Imagination

Third reading response due by 1:30PM on Canvas

07/18: Lecture 5: The Power of Ritual and Social Categories


07/18 - Midterm Questions Released. DUE 07/22.

PART 2: Topics in Anthropology

Week 5 - Kinship, Gender, and Sexuality

07/23- Lecture 8: Kinship and Gender

Fifth reading response due by 1:30PM on Canvas

07/25- Lecture 9: Gender and Sexuality

Required:

- Butler “Performative Acts and Gender Constitution”
- Weiss, Margot 2022 Queer Theory from Elsewhere and the Im/Proper Objects of Queer Anthropology. Feminist Anthropology 3(2): 315–335.

Recommended for disciplinary overview:

- Sandra Morgen: *Gender and anthropology: critical reviews for research and teaching*. Intro. P1-12

Week 6 - Environmental Anthropology

07/30 Lecture 10: Intro to Environmental Anthropology: Political Ecology

Sixth reading response due at by 1:30PM on Canvas
08/01 Lecture 11: The Anthropocene and Environmental Justice


Week 7  - Economic Anthropology

08/06 Lecture 12: The Gift Economy

Seventh reading response due by 1:30PM on Canvas

08/08 Lecture 13: All Economies are Human Economies


Recommended:


Week 8  - The Anthropology of Violence

08/13 Lecture 14: Violence and Interpretative Labor

Eighth reading response due at by 1:30PM on Canvas


And any two of the following:


Recommended:


**08/15 Lecture 15: Violence and Complicity**

**08/15 Final questions will be released**