

Emory University
Department of Anthropology
Spring 2018
Professor Bruce Knauft
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Anthropology 190-1 (Course #1245)
Living Across Campus / Living Across Cultures

Tu / Thurs 4:00-5:15
Room: Math & Science W307C

SYNOPSIS

This course explores the cultural diversity of life on Emory campus and exposes students to the cultural diversity of the city of Atlanta, including through field trip excursions. In larger context, the course concerns the anthropology of cultural diversity, including in different world areas and in developing countries. The Emory Freshman Class of 2017 is 58% female and 42% male, with just 37% identifying as white/Caucasian (down 3% from last year) and 57% identifying as Asian, African-American, Hispanic, International, Multiracial, or Other. This seminar uses an anthropological perspective to investigate diverse aspects of life on Emory campus, in Atlanta, and more generally. These are triangulated from literature concerning campus life, collective experience, and students own mini-ethnographic research projects, which concern an aspect of social or cultural campus diversity of their choosing. The course considers race, ethnicity, and multiculturalism; gender and sexuality; extracurricular interests; and social and academic life as interlocking aspects of a sociocultural system. The course combines reading and classroom exposure to different cultural experiences through field trips in Atlanta and evidence-based student research concerning aspects of social and cultural life among Emory undergraduates. Class meetings privilege widespread class discussion. Student assignments include reaction papers, short opinion pieces, website presentations, and an on-campus research project.

Books for the course (available at the Emory bookstore):

Bogle, Kathleen A. 2008. *Hooking Up: Sex, Dating, and Relationships on Campus*. New York: New York University Press.

Garrod, Andrew, Robert Kilkenny, and Christina Gomz (Editors). 2016. *Mixed: Multiracial College Students Tell Their Life Stories*. Ithaca, NY: Cornell University Press.

Knauft, Bruce M. 2016. *The Gebusi, Lives Transformed in a Rainforest World*, **4th edition**. Long Grove, IL: Waveland.

Nettleton, Greta. 2014. *The Quack's Daughter: A True Story About the Private Life of a Victorian College Girl*. Iowa City: University of Iowa Press.

Requirements:

- Class attendance and participation = 20 points (20% of the course grade)
 - Attendance – consistent presence in class
 - Preparation – doing the reading ahead of time and being ready for discussion, including when called upon
 - Participation -- meaningful contribution to class conversations
 - Field excursions – these are generally in the evening, so as not to conflict with students' other course commitments
 - Note: Students who cannot attend a given field excursion may do a substitute writing assignment that explores current literature in relation to the topic (2 pages)
- Short class assignments = 20 x 1 pt each = 20 points in total (20% of course grade)
 - Issues / passages / quotations posted for class discussion
 - Web and YouTube postings
 - Submitted on Canvas by 10:00pm the evening **before** the class meeting
 - No late submissions after 10am the morning of class.
- Reaction papers = 4 x 6 pts each = 24 points (24% of course grade)
 - 450-700 words (2-2.5 pages) x 4 = one for each of the four books. See the Reaction Papers Guide Sheet.
 - Summarize and document – with page references and quotations just from the main book -- a principal theme of interest that you have identified in the reading
 - Give your own opinion or interpretation of the theme you have chosen, and evaluate the author's own point of view.
 - Draw conclusions about what you think the overall contribution and significance of the reading is per the theme you have chosen, including any shortcomings of the book's presentation
 - Reaction papers are due, submitted on Canvas, by 10:00pm on the due date.
 - One-half grade penalty for each 24-hour period late up to 48 hours.
- Mini-ethnographic on-campus research project of your choosing = 36 points (36% of the course grade). This can be a 6-8 page paper or an equivalent narrated PPT or dedicated presentation website. See separate sheet for possible topics.
 - By Week 5 on **February 20**, identify a topic or issue of living across cultures at Emory campus (for instance, international, religious, racial, sexual, gendered, or class diversity). Provide a topic title and one paragraph statement of your intended mini-ethnography course project
 - By Week 7 on **March 6**, submit a *revised* title and revised one-paragraph summary of your planned mini-ethnographic project

- By Week 10, on **March 29**, submit a 2-page summary of at least 1-2 interviews and one questionnaire, event observation, or equivalent for your ethnographic project.
- By Week 13 on **April 19**, be able to present your research project and findings in class (10 minutes max)
- By **April 27 11:59pm** submit your ethnographic project, including any associated media or web presentations or portrayals.
 - One-half grade reduction for each 24-hour period late.

Grade point equivalents:

A = 4; A- = 3.7; B+ = 3.3; B = 3.0; B- = 2.7; C+ = 2.3; C = 2; C- = 1.7; D = 1.0

SCHEDULE

SEGMENT #1 (Weeks #1-4): Cultural diversity / Ethnography / Otherness

Note: each segment of the course is configured as a separate module in Canvas

Week 1: Introductions

Jan 18 Introductions to the course. Living Across Cultures: across the world, across the US, and across Emory campus. Student schedules.

Reading: Start reading *The Gebusi*, 4th edition

Week 2: Diversity, evidence, ethnography

Jan 23 Personal and cultural diversity in our class; living across cultures in class. Class interests, introductions, backgrounds, and ideas for projects.

Homework: Post and bring to class one web or blog-post site that relates meaningfully (or humorously) to your personal cultural background, ancestry, and/or identity. Several of these will be viewed in class.

Reading: Continue reading *The Gebusi*, 4th edition

Jan 25 Part I: "The Nature of Evidence: How Do You Know?"

Part II: The nature of evidence in relation to student ethnographic projects – and the Gebusi (for instance, chs. 3-4).

Homework: Post and bring to class one discipline, career track, or field of personal professional interest and briefly describe what evidence it uses, analyzes, or is based on.

Reading: Finish reading *The Gebusi, Part I*

Week 3: Radical living across cultural change

Jan 30 Living in a rainforest culture: Gebusi Part I
Reading: Finish reading *The Gebusi* Part I

Homework: Post and bring to class one question for the instructor/author based on a passage, issue, or quotation from Part I of the book

Feb 1 Instructor gone to professional conference; no class

Reading: Finish Reading *The Gebusi*, including parts II & III.

Week 4: Cultural change over time

Feb 6 Radical living across cultures: Gebusi Parts II & III + updates 2016 & 2017

Homework: Post and bring to class one question for the instructor/author based on a passage, issue, or quotation from Part II or III of the book

DUE 10:00pm: Reaction paper re: *The Gebusi*

Feb 8 Where in the world you would like to visit, and why? (Assume a home-family stay)
Part I: Break-out group discussions x 3 (1) Asia (2) Africa (3) Latin America
Part II: Breakout group presentations: rationale, culture, economics, politics, religion/spirituality of your intended group destination. Can include urban-rural diversity, and different issues each would like to focus on.

Homework: Post and bring in for your breakout group discussion thoughts and ideas concerning you would like to experience on your assigned continent, and why.

SEGMENT #2: Cultural diversity in Atlanta and on campus (Weeks #5-8)

Week 5: Homelessness field excursion

Feb 13, **6-10pm**: Field excursion #1: Covenant House homeless shelter, Inner-city Atlanta

Reading and viewing:

- (a) Covenant House web pages @ <http://www.covenanthousega.org/>
- (b) Covenant House video (down the left-hand column of the above web page)
- (c) Selections from *Righteous Dopefiend* and *Shelter Blues* (available on Canvas)

Feb 15 Discussion of field excursion #1 and of class diversity in America

Homework (x 2) Post and bring to class:

- (a) two personal reactions / issues in relation to our homeless outreach experience
- (b) one web-link of interest concerning homelessness in the US or elsewhere;
- (c) one passage or quotation from *Righteous Dopefiend* or *Shelter Blues* that you think worth discussing.

Week 6: Student ethnography projects & living across media worlds

Feb 20 Roundtable discussion of student projects, opportunities and challenges.

Fill out social media use questionnaire.

Homework:

- Submit your topic title and a one-paragraph statement of your intended mini-ethnography course project
- Be prepared to briefly (5 min max.) discuss your mini-ethnography project in class, including at least one concern, uncertainty, or challenge you think you may encounter

Reading: Start reading *Mixed: Multiracial College Students Tell their Life Stories*. Introduction + all Chapters except 5, 10, & 12.

Feb 22: Cultures of media identity diversity.
 Part I: Student media world diversity presentations
 Part II: Instructor commentary and illustrations

Homework (x 2):

- Pick an identity or identity issue different from your own, and explore websites and/or social media links that illustrate and reinforce this identity online. Critically analyze how site links reinforce or channel this identity. The ID may be political (ultra-conservative <-> ultra-liberal), religious, sexual, national, etc.
- Write and submit between one-half page and one page about the media identity you examined and what you learned. What if any risk for discrimination, polarization, or acceptance across significantly different media identities did you find?

Week 7: International and racial diversity on campus

Feb 27 Discussion of *Mixed: Multiracial College Students Tell their Life Stories*

Reading: Selections from *Mixed* per above

Homework: Post and bring to class one issue, passage, or quotation from *Mixed* for class discussion

Mar 1 Racial diversity in the US: International and racial diversity on Emory campus. Presentation by and discussion with Campus Life concerning racial and cultural diversity.

DUE 10:00pm: Reaction paper on *Mixed*.

Week 8: Second class excursion / Homeless teenager follow-up

Mar 6 6-10pm: Class excursion

Homework (x 2):

- Reflect and post on your excursion experience (one page or less).
- Revised one-paragraph statement of your intended course project topic

Reading: Start reading *The Quack's Daughter*: Prologue + Chapters 2-7. 10-11, 13, 15, and 17. In page numbers, these are Prologue + pp. 1-96, 121-146, 182-189, and 202-213

Mar 8 No class - due to length of preceding Tuesday excursion

Spring Break: No class March 13 & 15

SEGMENT #3: Gender and Sex and Diversity in College (Weeks 9-12)

Week 9: The History of class and cultural / gendered diversity in College Life

Mar 20 Part I: Discussion of second outreach excursion
Part II: Discussion of *The Quack's Daughter*, Part I

Reading: *The Quack's Daughter*, Prologue + Chapters 2-7, 10-11, 13, 15, and 17. In page numbers, these are Prologue + pp. 1-96, 121-146, 182-189, and 202-213.

Homework: Post and bring to class one issue / topic / passage / quotation from the first half of *The Quack's Daughter* for class discussion

Mar 22 *The Quack's Daughter*, Part II

Reading: *The Quack's Daughter*, Pp. 214-233, 241-317, 323-328 and 339-368. These are Chapters 18-19, 21-26, 27 (part), 28-29 and Epilogue

Homework: Post and bring to class one issue / topic / passage / quotation from the second segment of *The Quack's Daughter* reading for class discussion

Week 10: Diasporic Culture in Atlanta: A case study -- Tibetan Buddhists

Mar 27 Anticipated interviews with Tibetan "Science monks" who are attending Emory University

Reading: Public online BBC video *The Lost World of Tibet*. Note: The video is 59 minutes, but you only have to watch: 0:00 -> 22:30; 35:30 -> 42:45; and 46:30 -> 59:00. In total this is 42 minutes.

DUE 10:00pm: Reaction paper on *The Quack's Daughter*

Mar 29 Discussion of monk interviews and of Tibetan cultural change; interview with member/s of the Tibetan diaspora in Atlanta.

Homework:

- Submit a 2-page summary of at least 1-2 interviews and one questionnaire, event observation, or equivalent for your ethnographic project.

Reading: Start reading *Hooking Up: Sex, Dating, and Relationships on Campus* through page 95 (Intro + Chs. 1-5)

Week 11: Sexuality -- Living Across Gender on College Campus

Apr 3 Discussion of *Hooking Up* through Chapter 5

Reading: Continue reading *Hooking Up*

Homework: Post and bring to class one issue / topic / passage / quotation from the *first* half of *Hooking Up* for class discussion, with an additional one-sentence explanation or interpretation.

Apr 5 Discussion of Chapters 6-8 + Appendix of *Hooking Up*, Pp. 96-190, including discussion of sex and gender on Emory campus

Reading: *Hooking Up* (Chapters 6-8 + Appendix) + brief contrasting selections from Lisa Wade, *American Hookup: The New Culture of Sex on Campus* (2017) and Laura Kipnis' *Unwanted Advances: Sexual Paranoia Comes to Campus* (2017).

Homework (x 2) – Post and bring to class:

- (a) One issue / topic / passage / quotation from the *last* half of *Hooking Up* and/or *American Hookup* or *Unwanted Advances* for class discussion
- (b) Assess one theme of the book in terms of whether or not it applies to hookup culture on Emory campus in your opinion OR
- (c) Bring one relevant website or YouTube concerning sex/gender on American college campuses, for the class

Week 12: Sexuality and Gender on Emory campus / Ethnographic projects

Apr 10 Sex & gender on campus: Presentation from and discussion with Campus Life staff concerning sex and gender on Emory campus.

Homework: Submit online and bring to class one question concerning sex/gender on Emory campus – potentially in relation to *Hooking Up* – to raise with campus life and for class discussion.

DUE 10:00pm: Reaction paper on *Hooking Up* + associated readings

Apr 12 Discussion of student questions concerning your respective mini-ethnographic projects.

Homework: Be able to summarize your ethnographic project for class discussion, including at least one or two lingering questions or concerns you have concerning your project

Segment #4: Projects & Conclusions (Weeks #13-14)

Week 13: Hispanic and Asian Culture in NE Atlanta

Apr 17 Class excursion to Buford Highway ethnic districts and/or an excursion of your choice! Collective dinner.

Apr 19 No class – due to length of preceding Tuesday excursion

Week 14: Finale, including student project presentations

Apr 24 Student project presentations (6 students x 10 minutes each)

Student course evaluations distributed and completed

(Last class):

Apr 26 Student project presentations (6 students x 10 minutes each)

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Fri Apr 27 **DUE:** MINI ETHNOGRAPHY PROJECT Submission