

ANTHRO 244: Politics of Culture
Semester I, 2018

Course Outline

Welcome to Anthro 244/330, *Politics of Culture*. This course is both an introduction to political anthropology and an assessment of anthropology's contribution to understanding conflict and power in the contemporary world. As we shall see, the concept of culture provides a critical window for understanding many of these debates: it offers both a lens for looking at the world of politics, but it is also an integral *part* of that world.

Course Instructor: Daniel Hernandez

HSB 847

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Office Hours: Wednesdays 12pm – 1pm

Thursdays 11pm – 12pm

You are welcome to come and see me during office hours to talk about the course, your work or to discuss any questions or problems which might arise. You do not need an appointment during office hours. If you need to see me at another time, please e-mail to make an appointment. Please try and keep to the office hours.

Lectures: Tuesdays, 8am – 10 am, Old Choral Hall G54

Tutorials: Thursdays 12pm – 1pm, OGGB 057

Course Points Value: 15 points

Course Assessment:

Essay (2000 words) 40%

Take Home Exam 40%

Canvas Discussion 20%

Course Work:

LATE PENALTIES: Extensions are **only** available for the **essay, not** for the take home exam or online canvas discussion. The late penalties are as follows: With a medical/counsellor's certificate: You don't lose any marks, but the maximum extension is 8 days (including weekends and public holidays). Please attach a pdf of the med cert onto your essay. No need to contact your lecturer or tutor. Without a medical certificate/counsellor's certificate: You lose one grade point per two days, up to a maximum of 8 days (including weekends and public holidays). For example, if

you submit your essay 4 days late and you earn a B+, your grade will change to a B-. If you submit your work more than 8 days late, your work will not be marked.

The coursework for this paper comprises two written assignments and weekly online discussion, which are compulsory. You must submit these if you want to avoid a DNC ('Did Not Complete'). I require a genuine effort at each piece of coursework.

Essay (2000 words maximum): In this essay you will take required course content and demonstrate an understanding of the topic from one of the weeks in the course outline (Required content, but you can also use the recommended materials for that week if you so choose). You will then integrate personal observations from your everyday life where these conflicts of the politics of culture take place. Is the issue easily visible or does it seem invisible? Explain and describe the examples clearly and how they are connected to the weeks' topic you select. Make sure to base it on the readings for the section you have chosen. More details on the essay will be given in class and questions can be brought up during the third hour (tutorial) as well. This assignment will need to be submitted through **turnitin ON CANVAS**. More details to be given throughout the course.

Take Home Exam: This will be made available on May 16th online and a hard copy will be handed out in tutorials of week 10. The exams are due on or before May 24th at 12 pm (Noon). No late exams accepted, you can however submit them early. Make sure to answer all questions in your own words. This will be submitted through turnitin ON CANVAS.

Canvas Discussion: Beginning in week 3, you will be responsible to make a new comment OR respond to one comment by Friday at 12 pm (noon) of that week. Comments should clearly demonstrate a thoughtful addition to the discussion (about one paragraph in length). The comment should be about the topic of that weeks' lecture, readings, or discussion. In total there are 10 comments you are responsible to make during the semester. The comments in the last two weeks will carry more weight than the first 8, in total this makes up 20% of your overall marks. More details to be given throughout the course.

Class and Online Discussions: My expectations are that **in this class we will each think, discuss and debate as anthropologists**. That is, we seek understanding of context and content, and identify ethnocentrism to navigate sensitive material. We use concepts that are scholarly, are conscious of the language we use, as well as the way that our personal values and experiences are reflected in our views. Please be careful and sensitive when you talk about race, gender, sexuality, class, faith, etc. Avoid inflammatory or exclusionary language. I reserve the right to ask you to reframe or refrain if, in my opinion, your contribution does not meet these criteria. Please be considerate of others.

Submitting Coursework:

Please note: Essays or other assignments should NOT be e-mailed to either your tutor or convenor. **Never** place essays under anyone's door. Please be sure to put your

name & ID number on your assignments. **ONLY** use the coversheet that is available on Canvas.

Attend Lectures: You are expected to attend lectures. Material taught in the lectures is not identical to that found in readings and other recommended material and is not provided in full on Canvas. You are expected to take your own notes on the main points of lectures and tutorials. This will assist and deepen your learning. Some lectures will have study guides published on Canvas but you should not rely on these for lecture notes, otherwise there will not be any power points uploaded to canvas, unless a guest lecturer supplies one. All coursework assessment will incorporate material from lectures so the easiest way to prepare for assignments is to attend class.

Attend Tutorials: You are expected to attend tutorials and to participate in discussions and activities. Tutorials help to clarify and deepen your learning through exercises, discussion and review of assigned materials. They also help you to define and complete your assignments. You will get the most out of tutorials by participating and being prepared. Content from tutorials may also appear on the final exam.

Assigned Readings: Each lecture has associated readings or other material that you are expected to read **before** the lecture and tutorial. These materials have been chosen to enhance your understanding of the lecture topics, facilitate your tutorial discussions for that week and assist you as you prepare your assignments. Reading, listening, watching them in advance will greatly enhance your learning through attending class. Some of the material in the readings **will** appear in the final exam. See the schedule later in this course guide to know what is required to read when. There is also recommended materials available should you be interested in furthering your understanding of that topic.

All the readings for this course are available online through Canvas (you can also search in the library). It is your responsibility to download the readings each week and read them. It is a really good idea to keep up to date with readings because they will make more sense in the context of the lecture they are connected to! Also, there is too much reading in the course to cram it all in come exam time.

Complete Assignments Additional questions about the assignment will be discussed in lecture and tutorials. There is also the *anthropology writing guide that is available on canvas <file:///C:/Users/dher530/Downloads/Essay%20Writing%20Guide.pdf>. Make sure your name and student number is on the first page or cover page, double space your sentences, check grammar, proof read, and follow an organized academic essay (Intro with thesis statement, body supporting intro, conclusion to summarize your argument). Seek help from Daniel if you are unsure about any aspect of the assignment – **before** it is due.

*The **Anthropology Department Essay Guide** provides advice on how to put together an essay, including how to cite the sources you use. This is an important document and should be regularly consulted.

Hand in Assignments on Time: Assignments are to be handed in through Turnitin on CANVAS. The time deadline on **ALL** assignments is 12:00 PM (Noon). See each assignment for specific dates. **Assignments handed in after 12:01 PM (Noon) on**

the due date without an uploaded medical certificate attached will be considered late.

The course makes use of **Canvas**, the University of Auckland's web based information system. Canvas has been designed to support student learning by providing a flexible system for information and communication. In this course, weekly study guides will usually be available on Canvas as will copies of the course outline and other course information. Help with Canvas can be obtained from the Canvas Help Desk (phone: 373-7599 x85100), from Help Desks at student computer labs, or at the following web address: www.canvas.auckland.ac.nz

Academic Honesty and Learning:

The University of Auckland expects students to complete all coursework with integrity and honesty. This ensures you achieve genuine learning and maintains the quality of your degree.

From the *University of Auckland Guidelines: Conduct of Coursework*:

"The University of Auckland will not tolerate cheating, or assisting others to cheat, and views cheating in coursework as a serious academic offence. The work that a student submits for grading must be the student's own work, reflecting his or her learning. Where work from other sources is used, it must be properly acknowledged and referenced. This requirement also applies to sources on the world- wide web. A student's assessed work may be reviewed against electronic source material using computerised detection mechanisms".

The full University of Auckland Guidelines on honesty in coursework can be found on the [University homepage – Teaching and Learning – Policies, Guidelines and Procedures](#). The policy covers a definition of cheating, strategies for avoiding inadvertent cheating, procedures for investigation if cheating is suspected and penalties if cheating is found.

The following are examples of cheating in coursework and will not be tolerated:

Plagiarism means using the work of others in preparing an assignment and presenting it as your own without explicitly acknowledging – or referencing - where it came from. Plagiarism can also mean not acknowledging the full extent of indebtedness to a source.

Copying from another student's coursework includes copying done with or without the knowledge of another student. It also includes using someone's coursework that has been submitted previously – at any educational institution.

Making up or fabricating data includes using false data in the writing up of reports or using made-up quotations from interviewees or source material.

Submitting the same, or substantially similar, material in more than one course.

Impersonating someone else including arranging such impersonation.

Misrepresenting disability, illness or injury and then claiming special conditions or considerations.

Using material obtained from commercial services including web-based sources and third party assistance where the ideas are put in place so they are no longer solely your own.

Turnitin: In order to ensure you submit work that reflects your work and learning, coursework must be submitted to Turnitin. Students who do not upload their coursework to Turnitin via CANVAS will receive a DNC (did not complete) for the course.

Compassionate and Aegrotat Consideration:

University conditions and procedures for applying for consideration of grades due to ill health or other relevant circumstances are outlined at:

<http://www.auckland.ac.nz/uoafor/currentstudents/academiclife/aegrotatinfo.cfm>

Resources and Support:

There is a diversity of students with wide range of needs in this, and any, class. All of us will want to access resources and supports that help us to participate as fully as possible and to get the most learning possible. Below are a variety of established resources and pathways that may be of use to you. If you need something that is not listed here please feel free to contact us.

Problems with the Course? Please see **Daniel** if you are having problems with any aspect of the course. This is most helpful if you contact us when you initially have a problem, before the problem gets too big.

Want More Skills? If you need help with developing your reading, studying and writing skills check out the Student Learning Centre or English Language Enrichment services. The [Student Learning Centre](#) is on level 3, Kate Edger Information Commons. They have lots of resources, courses and one to one support.

If you think your **English is Holding You Back** from better grades, communicating or participating, [English Language Enrichment](#) is on level 1, room 101, Kate Edger Information Commons.

Have an Impairment or Disability? [Student Disability Services](#) (www.auckland.ac.nz/disability_services) offer a variety of practical services for students, from advice to note-taking as well as useful information. Contact them for more information. It is also useful to let Phyllis, Sarah and/or Jai know about any impairment that affects your ability to fully participate in the course so that we can adapt any material or requirements to facilitate your learning and participation.

Want Additional Reference Texts? You may find the following books useful in studying for this course. They are available in the reference section of the General Library, as e-books, or in the General Library collection:

Workload and deadlines for submission of coursework:

The University of Auckland's expectation is that students spend 10 hours per week on a 15-point course, including time in class and personal study. Students should manage their academic workload and other commitments accordingly. Deadlines for coursework are set by course convenors and will be advertised in course material. You should submit your work on time. In extreme circumstances, such as illness, you may seek an extension but you may be required to provide supporting information before the assignment is due. Late assignments without a pre-approved extension may be penalised by loss of marks – check course information for details.

Lecture/Tutorial Schedule

Week/Date	Tutorial	Topic	Readings
1: Feb 27	No Tutorials	Introduction: Politics of Culture	Required: Course Outline
2: Mar 6		Anthropology on Trial: The Politics of Reflexivity	Required: Tengan, T. (2005). Unsettling ethnography: Tales of an 'Ōiwi in the anthropological slot. Nader, L. (1972). Up the anthropologist: perspectives gained from studying up. Recommended: Calderon, D. (2016). Moving from Damage-Centered Research through Unsettling Reflexivity.
3: Mar 13		Nationalism and Racial Politics	Required: Anderson, B. (2006). <i>Imagined communities</i> . Chapter 1: Introduction. Ibram Kendi, Stamped from the Beginning, Podcast. https://www.nypl.org/blog/2017/08/21/podcast-178-ibram-x-kendi-stamped-beginning Film: White like me, Tim Wise

			<p>Recommended:</p> <p>Anzaldúa, G. (1987). <i>Borderlands: la frontera</i>. Chapter 5: <u>Taming a Wild Tongue</u></p> <p>Trask, H. (1999). <i>From A Native Daughter</i>. Chapter: <u>Kupa'a 'Aina: Native Hawaiian Nationalism in Hawai'i</u></p> <p>Films:</p> <p>Race the Power of an Illusion. Ep 3: The House we live in.</p> <p>Tim Wise on white privilege (Film)</p>
4: Mar 20		Guest Lecture: Mark Busse	<p>Required:</p> <p>Appiah, Kwame Anthony, 2006. Whose Culture is It, Anyway? In <i>Cosmopolitanism: Ethics in a World of Strangers</i> by Kwame Anthony Appiah. New York: W.W. Norton. Pages 115-135.</p> <p>Busse, Mark, 2009. Anxieties about Culture and Tradition—Property as Reification. <i>International Journal of Cultural Property</i> 16:357-370.</p> <p>Recommended:</p> <p>Coombe, Rosemary, 2009. The Expanding Purview of Cultural Properties and Their Politics. <i>Annual Review of Law and Social Science</i> 5:393-412.</p>
5: Mar 27		The Politics of Fieldwork Guest Lecture: Phyllis Herda	<p>Required:</p> <p>Mead, Margaret, 'Chapter VII: <u>Formal Sexual Relations</u>', <i>Coming of Age in Samoa: A Psychological Study of Primitive Youth for Western Civilisation</i>, W. Morrow and Co., New York, 1928, pp. 86-109</p> <p>Recommended:</p> <p>Schoeffel, Penelope and Malama Meleiseā, 'Margaret Mead, Derek Freeman and Samoa', <i>Canberra Anthropology</i>, vol. 6, no. 1,</p>

			1983, pp. 58-69 Freeman, Derek, 'Mead Presents Boas with an Absolute Answer', in Freeman, Derek, <i>Margaret Mead and Samoa: The Making and Unmaking of an Anthropological Myth</i>
		ESSAY DUE: MARCH 30th by 12:00 PM (Noon)	
6: April 17		Religion and Cultural Politics Guest Lecture: Christine Dureau	Required: TBA Recommended: Latukefu, S. (1974). <i>Church and state in Tonga</i> . Chapter: <u>Confrontation and Frustration</u>
7: April 24	No Tutorials	Guest Lecture: Marama Muru-Lanning	Required: Muru-Lanning, M. (2009). River ownership: Inalienable taonga and impartible tupuna awa. <i>Sites: A Journal of Social Anthropology & Cultural Studies</i> , 6 (2):32-56. Film: Tahere Tikitiki: The Making of a Maori Canoe. (1974). NZ On Screen https://www.nzonscreen.com/title/tahere-tikitiki-the-making-of-a-maori-canoe-1974 Recommended: Muru-Lanning, M. (2012). The key actors of Waikato River co-governance: situational analysis at work. River of Renewal (Film)
8: May 1		Consumer Culture and Tourism	Required: Costa, J. (1990). Toward An Understanding of Social and World Systemic Processes in the Spread of Consumer Culture. Trask, H. (1999). <i>Lovely Hula Hands: Corporate Tourism and the Prostitution of</i>

			<p>Hawaiian Culture. In Part III: The Colonial Front, From a Native Daughter: Colonialism and Sovereignty in Hawaii.</p> <p>Recommended:</p> <p>Illich, I. (1968). To Hell with Good Intentions.</p> <p>Slater, D. (1997). Consumer Culture and Modernity. Chapter 3.</p> <p>Arnould, E. & Cayla, J. (2015). Consumer Fetish: Commercial Ethnography and the Sovereign Consumer.</p> <p>Film: Gringo trails</p>
9: May 8		National and Economic Politics in Sports	<p>Required:</p> <p>Uperesa, F. (2014). Fabled Futures: Migration and Mobility for Samoans in American Football.</p> <p>Guinness, D. & Besnier, N. (2016). Nation, Nationalism, and Sport: Fijian Rugby in the Local- Global Nexus.</p> <p>Recommended:</p> <p>Tengan, T. (2009). Performing Masculinities in American Football.</p> <p>Hawkes, G. (2018). Indigenous masculinity in sport: the power and pitfalls of rugby league for Australia's Pacific Island diaspora.</p> <p>Besnier, N. & Brownell, S. (2012). Sport, Modernity, and the Body.</p> <p>Films:</p> <p>Pacific Warriors documentary, by Marquand, J.</p> <p>Schooled: The Price of College Sports Documentary</p>
10: May 15		Guest Lecture: Billie Lythberg	<p>Required:</p> <p>Lythberg, B. (2013). The American Museum of</p>

			<p>Natural History Anthropology Database, Website Review. <i>Journal of Museum Ethnography</i> 26: 181–186.</p> <p>Herda, P., Lythberg, B., Mills, A. and M. Taumoefolau. (2017). What's in a name?: Deconstructing nomenclature of prestige and persuasion in late 18th century Tongan material culture. <i>Journal of the Polynesian Society</i> 126(4): 443–468</p> <p>Recommended:</p> <p>Lythberg, B. (2013). Polyvocal Tongan barkcloths: contemporary ngatu and nomenclature at the Museum of New Zealand Te Papa Tongarewa, <i>Tuhinga: Records of the Museum of New Zealand Te Papa Tongarewa</i> (24): 85–104.</p>
		TAKE HOME EXAMS HANDED OUT IN TUTORIALS	
11: May 22		Politics of Schooling vs. Education	<p>Required:</p> <p>Colonizing Knowledges. Smith, L. (2012). <u>Chapter 3</u>. In Decolonizing Methodologies.</p> <p>Mignolo, W. (2009). Epistemic Disobedience.</p> <p>Recommended:</p> <p>Educational Enclosure. Juarez, A. & Pierce, C. In <u>Chapter 9</u>., Educational Commons.</p> <p>Tongan Ark documentary, by Janman, E. & Janman, P.</p> <p>Illich, Ivan. (1970) Deschooling Society.</p>
		TAKE HOME EXAMS DUE BEFORE TUTORIALS	

12: May 29		Popular Culture	<p>Required:</p> <p>Goren, L. (2016). Politics and Popular Culture.</p> <p>Giroux, H. (2010). Disney and the Politics of Casino Capitalism.</p> <p>Recommended:</p> <p>Neal, M. (1997). Sold out on soul: The corporate annexation of black popular music.</p> <p>Film: Rumble: the Indians who rocked the world documentary</p>
		<p><i>FINAL CANVAS COMMENTS DUE JUNE 1ST 12PM (NOON)</i></p>	