Introduction to Expressive Culture
Anthropology 305 – 31555 - Spring 2014

MWF, 1 – 1:50pm
Location: CLA 0.112
Website: www.metafactory.ca/ANT305
Canvas: canvas.utexas.edu

Instructor:
Craig Campbell [craig.campbell@utexas.edu]
Office Hours: Wednesdays 2 - 3:30pm (SAC 4.122)

Teaching Assistants:
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Course Description
This course will focus of forms of expressive culture in everyday life in a variety of locations and historical periods. Expressive culture isn’t a clearly defined area of study or even a well-bounded cultural event. Indeed the more you look at it the more difficult it is to demarcate the subject. Nonetheless a conventional approach suggests that ‘expressive culture’ might be understood as an intentional and creative act. The purpose of this class is to focus on such creative acts and to develop tools for analyzing them. What is a Mexican border Corrido? What is the importance of mountains and rivers to Tuvan Xoomei singers? Why is the Victory Lounge located in East Austin? Who is Giveup, Fail, or Banksy? What is Christene’s album “Waist up, kneezedown” all about?

While we will study individual artists and creators we will also look at larger questions of tradition and expression. Central to this is an inquiry into the historicization of cultural assumptions. By pursuing this line of inquiry we will be developing a tool kit for thinking critically about the world around ourselves. Locating this in broader anthropological conversations, ‘Expressive Culture’ connects to critical world-shaping processes like representation, colonialism and imperial power, race and ethnicity, gender identity, pleasure, politics, and the everyday.
Structure.

Mondays: Lectures
Wednesdays: Lectures, In-class assignments and media screenings
Fridays: Discussions and in-class assignments.

Readings.

Most readings will be available as .pdf files on the Canvas site for the course. There are two required books that can be purchased at the Co-op bookstore (see below). All reading is required.

Levin, Theodore Craig. Where Rivers and Mountains Sing: Sound, Music, and Nomadism in Tuva and Beyond.


Assignments and evaluation:

All assignments must be handed in on time and in hard copy. We do not accept emailed assignments.

Attendance

You are required to be here on time and with readings and assignments completed on the day they are to be discussed or handed in. You are also expected to come to class punctually and remain throughout class. Consistent tardiness as with frequent absences will lower your grade. Regular disruptions (tardiness or talking/texting/doing unrelated work on your laptop) can result in reduction of your grade by a grade point (ie. from an A to an A-).

Pop quizzes. 25%
Short writing assignments. 30%
Discussion panels. 20%
Final paper. 25%

Pop quizzes 25%

There will be five unannounced pop quizzes. They will be based on the readings for that week. The quizzes are not meant to test you on a comprehensive knowledge of the readings but rather to establish proof that you have read the material.

Short writing assignments 30%
These writing assignments are worth 5 points each, we will choose the best 6 of 7 grades which will count for a total of 30% of your final grade.

**Discussion Panels 20%**

Each Friday will feature a discussion session led by students. Discussion sessions feature a group of students sitting before class and leading discussion on a selected topic related to class and readings.

Discussions are based on specific readings. In each of these discussions students are required to explain and critique a concept from one of the articles or books we have read. You are encouraged to draw analogies to your own experiences or observations. More details will be provided and discussed in class.

**Final paper 25%**

Due May 9th.
A 1500 word essay (roughly four pages). See handout for additional details.

**Conduct**

There is some room for discussion in this class and just as comments are encouraged so too is respect and attention. We strive to make this class a safe space for all students. Many of the ideas we will encounter will be difficult and controversial. Thoughtful and respectful disagreement during discussion is encouraged; malicious attacks, interrupting colleagues, or other such outbursts will not be tolerated. Any student displaying disrespect in any way will be asked to leave.

**Schedule and list of readings.**

Note that readings should be completed by the first day of the week on which they are assigned.

**Week 1. January-13**

*Core concepts I: Cultures, Groups, Subcultures, and Scenes*

Read:


Week 2. January -20 (MLK day, no class on Jan. 20)

**Core Concepts II: Meaning**


Week 3. January -27

**Core Concepts III: Tradition**


Week 4. February-3

**Core concepts IV: Identity**


Week 5. February -10
Graffiti and Street Art
Reading: Austin2010; Castleman1982; Schacter2008
Additional: Droney2010; Monto2012; my paper (minor marks…)
Movie: Beautiful Losers

Eight Words: Art

Week 6. February -17

Art Yards & Vernacular Design
Reading: Price1999
Movie: The collections

Week 7. February -24

Photographs and Photography
Reading: Murray 2008;
Movie:

Week 8. March -03

Reading: Straw2005; or Straw


Interview (with Jeder Janotti, Jr.). “Will Straw and the importance of music scenes in music and communication studies.” Compos, Brazil, www.e-compos.org.br 2012.

Assignment: Observing a scene [need to really give them a strong framework for this .. two page assignment].

Week 9. March 10 – Spring Break

Week 10. March 17

- With a pistol in his hand, I
- Jose Limon
- Ballad of Gregorio Cortez: http://www.youtube.com/watch?v=YlrP2IR58es

Week 11. March 24
With a pistol in his hand, II

Week 12. March 31
Where the Rivers and Mountains Sing, I

Week 13. April 7
Where the Rivers and Mountains Sing, II

Week 14. April 14

Scrapbooks & Arts of the Self
Reading: Katriel and Farrel …

Week 15. April 21

Week 16. April 28

Other information.

This course may be used to fulfill the social and behavioral sciences component of the university core curriculum and addresses the following four core objectives established by the Texas Higher Education Coordinating Board: communication skills, critical thinking skills, empirical and quantitative skills, and social responsibility.

Documented Disability Statement
• Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities at 471-6259 (voice) or 232-2937 (video phone) or http://www.utexas.edu/diversity/ddce/ssd .

Notice regarding academic dishonesty
• Honor Code or statement of ethics.
• **University of Texas Honor Code**: The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

• Explanation or example of what constitutes plagiarism

• Web site for more information: [http://www.lib.utexas.edu/services/instruction/learningmodules/plagiarism](http://www.lib.utexas.edu/services/instruction/learningmodules/plagiarism)

**Religious Holy Days**

• By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

**Behavior Concerns Advice Line (BCAL)**

• If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit [http://www.utexas.edu/safety/bcal](http://www.utexas.edu/safety/bcal)

**Resources for Learning & Life at UT Austin**

• The University of Texas has numerous resources for students to provide assistance and support for your learning.
  o Sanger Learning and Career Center: [http://lifelearning.utexas.edu/](http://lifelearning.utexas.edu/)
  o Undergraduate Writing Center: [http://uwc.utexas.edu/](http://uwc.utexas.edu/)
  o Counseling & Mental Health Center: [http://cmhc.utexas.edu/](http://cmhc.utexas.edu/)
  o Career Exploration Center: [http://www.utexas.edu/student/careercenter/](http://www.utexas.edu/student/careercenter/)
  o Student Emergency Services: [http://deanofstudents.utexas.edu/emergency/](http://deanofstudents.utexas.edu/emergency/)