Introduction to

EXPRESSIVE CULTURE

Anthropology 305 - Spring 2018

Instructor: Craig Campbell

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Office Hours: Tuesdays 3:00 - 4:00pm (SAC 4.122)

Tues. & Thurs. 2:00pm – 3:00pm
Location: CLA 0.112
Canvas: canvas.utexas.edu

Teaching Assistants:

Megan McQuaid [mmcquaid@utexas.edu]
Office Hours: TBA

Nelson Yang [nelsonyang.ny@gmail.com]
Office Hours: TBA

Course Description

This course will focus on forms of expressive culture in everyday life in a variety of locations and historical periods. The purpose of this class is to focus on developing tools for studying and analyzing creative acts, events, and encounters. While our primary frame is visual culture, we consider a broad array of expressive forms. We will ask questions like: How do visual images make arguments? 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, kneeze down” all about? We’re asking questions of this world we live in; in this class we’re gathering, developing, and honing tools for observation and description as well as theorization and critique.

While we will study individual artists and creators as well as audiences we will also look at larger questions of tradition, continuity, change and expression. Central to this is an inquiry into the historicization of cultural beliefs. 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

Tuesday and Thursday classes will be a mix of lectures, in-class activities, quizzes, and media screenings. Labs led by teaching assistants (Megan and Nelson) will develop ideas discussed in the course. They will give you an opportunity for more individual learning and engagement. You are encouraged to visit TAs and the instructor during office hours with any questions and concerns about the course. We will use the Canvas website for all communications, including updates, announcements, and errata.
Readings

Some readings will be available as .pdf files on the Canvas site for the course or else you can find them at the University Library. There is one required book that can be purchased at the Co-op bookstore (see below). All listed reading is required unless otherwise indicated.


**Please ensure that you have the 3rd edition of this book!**

Assignments and evaluation:

There is no final exam in this course.

**Attendance & Participation 20%**

You are required to be in classes and labs 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 and lab punctually and remain throughout class. Consistent tardiness, early departures and frequent absences will result in a lower grade. Regular disruptions (tardiness or talking or using electronic devices in class) will result in reduction of your grade by up to a full grade point (ie. from A to A-).

**Quizzes 50%**

There will be ten quizzes based on course readings. If you have done the readings carefully, taken good notes, and participated in class, they should not be difficult. If you do not have a prior and acceptable excuse for missing class, there will be no re-test.

**Reading response (30%)**

You will need to write six short reading responses to readings. The goal is to practice writing concise responses to ideas presented in academic writing. You will need to briefly summarize the reading, describe one idea from the reading, and respond to it. All reading response assignments must be handed in on time. You will be required to upload them to the Canvas interface as .pdf files. We do not accept emailed assignments. Late assignments will lose 10% per day they are late.

**Policy on laptops, cell phones, and other electronic devices.**

Use of laptops, tablets, and cell phones in class is prohibited.

*The professor and teaching assistants pledge to make this class a welcoming and safe place for all people regardless of race, gender, class, and sexual orientation.*
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 classmates, or other outbursts will not be tolerated. Any student displaying disrespect in any way will be asked to leave. Remember though, disagreement is not the same thing as disrespect; you should feel welcome to voice dissent in this space.

The professor and teaching assistants pledge to make this class a welcoming and safe place for all people regardless of race, gender, class, and sexual orientation.

Policy on laptops, cell phones, and other electronic devices.

Use of laptops, tablets, and cell phones in class is prohibited. The main reason is that it is distracting to other students. But there are other reasons, too.

After years of teaching I have found that laptops and other electronic devices have a generally negative effect on learning. There is credible evidence to suggest that taking notes on a laptop is less effective for comprehension than longhand note taking.¹

The present research suggests that even when laptops are used solely to take notes, they may still be impairing learning because their use results in shallower processing. In three studies, we found that students who took notes on laptops performed worse on conceptual questions than students who took notes longhand. We show that whereas taking more notes can be beneficial, laptop note takers’ tendency to transcribe lectures verbatim rather than processing information and reframing it in their own words is detrimental to learning.²

Thus, it is in your best interest to take handwritten notes. Electronic devices and screens used in class can be distracting to myself and others, even when they’re used legitimately. When they are used for other purposes (emails, other school work, social networking, shopping, etc.) they are disrespectful and they contribute to a distracted and demoralizing learning environment. Finally, the ability to pay attention and take written notes for just under an hour is a basic skill that you need to develop while you’re at the University. It is also one of the critical skills needed by ethnographers who undertake anthropological field work. The capacity to observe and take notes however is not an obvious and intuitive skill, it is something that you can and must learn to do. It is a practice you should cultivate while you are a student.

For this reason, laptops, cell phones, tablets, and other electronic devices are not welcome in the class room. We expect you to mute your phones. If it is absolutely imperative for you to take or make a call during class, please get up and leave class in a way that does not disturb your classmates. If you need to leave your cell phone on in “Silent” mode because of an

ongoing emergency situation that you may need to respond to or have some other extraordinary situation, please speak to me or the teaching assistants at the start of class to let me know.

Other resources

Student Rights & Responsibilities

- You have a right to a learning environment that supports mental and physical wellness.
- You have a right to respect.
- You have a right to be assessed and graded fairly.
- You have a right to freedom of opinion and expression.
- You have a right to privacy and confidentiality.
- You have a right to meaningful and equal participation, to self-organize groups to improve your learning environment.
- You have a right to learn in an environment that is welcoming to all people.

No student shall be isolated, excluded or diminished in any way.

With these rights come responsibilities:

- You are responsible for taking care of yourself, managing your time, and communicating with the teaching team and with others if things start to feel out of control or overwhelming.
- You are responsible for acting in a way that is worthy of respect and always respectful of others. Your experience with this course is directly related to the quality of the energy that you bring to it, and your energy shapes the quality of your peers’ experiences.
- You are responsible for creating an inclusive environment and for speaking up when someone is excluded.
- You are responsible for holding yourself accountable to these standards, holding each other to these standards, and holding the teaching team accountable as well.

Personal Pronoun Preference
Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student’s legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

University Policies

Academic Integrity
Each student in the course is expected to abide by the University of Texas Honor Code: “As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity.” Plagiarism is taken very seriously at UT.
Therefore, if you use words or ideas that are not your own (or that you have used in previous class), you must cite your sources. Otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding UT’s Academic Honesty and the University Honor Code which can be found at the following web address:
http://deanofstudents.utexas.edu/sjs/acint_student.php

**Q Drop Policy**
If you want to drop a class after the 12th class day, you'll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see: http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop

**University Resources for Students**
Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course. There are also a range of resources on campus:

*Services for Students with Disabilities*
This class respects and welcomes students of all backgrounds, identities, and abilities. If there are circumstances that make our learning environment and activities difficult, if you have medical information that you need to share with me, or if you need specific arrangements in case the building needs to be evacuated, please let me know. I am committed to creating an effective learning environment for all students, but I can only do so if you discuss your needs with me as early as possible. I promise to maintain the confidentiality of these discussions. If appropriate, also contact Services for Students with Disabilities, 512-471-6259 (voice) or 1-866-329-3986 (video phone). http://ddce.utexas.edu/disability/about/

*Counseling and Mental Health Center*
Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress.

All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful.

If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support. http://www.cmhc.utexas.edu/individualcounseling.html

*The Sanger Learning Center*
Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center’s classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different
subject areas. For more information, please visit http://www.utexas.edu/ugs/slc or call 512-471-3614 (JES A332).

Undergraduate Writing Center: http://uwc.utexas.edu/
Libraries: http://www.lib.utexas.edu/
ITS: http://www.utexas.edu/its/
Student Emergency Services: http://deanofstudents.utexas.edu/emergency/

Important Safety Information:
If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns Advice Line): 512-232-5050. Your call can be anonymous. If something doesn’t feel right – it probably isn’t. Trust your instincts and share your concerns.

The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, http://www.utexas.edu/safety/
Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Link to information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency