

Lecture: Monday 10:30 – 12:15 (NAH12)

Tutorials: 1) Monday 12:30 – 13:15 (UCC-208)  
2) TBA

Lecturer: Wai-Man TANG NAH302, [wymantang@cuhk.edu.hk](mailto:wymantang@cuhk.edu.hk)  
(Office hours: Monday 13:30-14:15 or by appointment)

TA: TBA

### Course Description

This course will introduce the key topics and concepts in cultural anthropology. All of us live in society. From small issues in our daily lives e.g. your interaction with your classmates in the classroom to large critical issues in the world, e.g. the Ebola outbreak, all of them can be understood in anthropological terms. The course will examine different cross-cultural examples and teach us how to understand the examples from a holistic perspective. The purpose is to train us not to take things for granted but to develop a critical mind and a better understanding of others as well as ourselves. In this course, you will come across this kind of question: What is culture? What is society? Why is there inequality? What are the functions of different social institutions? What are their norms? Are there any alternatives to these norms?

### What you will learn:

Student taking this course will:

- learn how to use anthropological perspectives to understand our society and other people;
- appreciate the diversity of culture; and
- acquire a critical mind to examine any social issues.

### Readings and Books:

Most of the readings are from these two books:

Lavenda, Robert H., and Emily Schultz, 2017. *Core Concepts in Cultural Anthropology*. Boston: McGraw-Hill Higher Education (6<sup>th</sup> edition).

Spradley, James, and David W. McCurdy, eds. 2012, 2015 & 2024. *Conformity and Conflict: Readings in Cultural Anthropology*. Boston: Pearson/Allyn and Bacon (14<sup>th</sup>, 15<sup>th</sup> & 16<sup>th</sup> edition).

You are required to read the selected articles in Spradley and McCurdy (2012, 2015 & 2024).

### Course Requirements:

Class Participation:	10%
Response Papers:	40% (2 x 20%)
Photo Essay:	50%

#### 1) Class Participation (10%)

You are expected to attend all the lectures and tutorials. Furthermore, you are expected to read the assigned readings before coming to the tutorial and participate in the discussion.

#### 2) Response Papers (40%)

Choose two weekly topics and write two 3-4-page response papers. Response papers should discuss the topic with reference to the assigned reading(s) and/or lecture. Instead of merely summarizing the reading(s)/lecture, you should raise critical points of view, for example, what new insights you have got, what limitations you have identified, what follow-up questions have come to your mind, etc. Ideally, a central theme should be raised to link up your arguments. Submit your first response paper on or before **22 Mar** and your second response paper on or before **6 Apr**.

3) Research Paper (50%):

Write a 6-7-page research paper on the topic of “cultural group” by conducting an in-depth interview with an interlocutor. The aim of the research is to analyze the social and cultural meanings of a cultural group to a person. You may delve into the following questions: your interlocutor’s career in the group, his/her role and identity in the group, forms of capital acquired and/or lost in the group, and so on. Your interlocutors’ experience is not necessarily static but varies spatially and temporally. Identify the context and complexity, and use the concepts discussed in the lesson for your analysis. If you use other people’s ideas or words in the paper, you should cite the sources and list the sources under “References” at the end. Information about the CUHK academic honesty policy is available at

<http://www.cuhk.edu.hk/policy/academichonesty/>. Submit your paper on or before **20 April**.

After finishing your written assignments, please submit soft copies to both VeriGuide and the course website (Blackboard). Hard copies are not required. When you name your files, please indicate the topics that you are responding to. The paper should be written in the following format: Double line spacing, Times New Roman, and font 12 (either Chinese or English).

Please submit your assignment on time. Marks will be deducted (i.e. one point per day) for late submission.

**Course Schedule:**

(Please note that tutorials take place after the lecture.)

\*=required reading

1) Introduction (5 Jan.) *No tutorial*

2) Culture and Anthropology (12 Jan.)

Lavenda and Schultz. 2017. “Chapter 1: Anthropology.” & “Chapter 2: Culture.” In *Core Concepts in Cultural Anthropology*, pp.1-24. Boston: McGraw-Hill Higher Education.

\*Gmelch, George. 2012. “Nice Girls Don’t Talk to Rastas.” In *Conformity and Conflict: Readings in Cultural Anthropology*, pp.31-36. Boston: Pearson/Allyn and Bacon (14<sup>th</sup> edition).

\*Abu-Lughod, Lila. 2012. “Do Muslim Women Really Need Saving?” In *Conformity and Conflict: Readings in Cultural Anthropology*, pp.208-16. Boston: Pearson/Allyn and Bacon (14<sup>th</sup> edition).

3) Expressive Culture (I): Meaning-Making and Language (19 Jan.)

Lavenda and Schultz. 2017. “Chapter 3: Meaning-Making and Language.” In *Core Concepts in Cultural Anthropology*, pp.25-44. Boston: McGraw-Hill Higher Education.

\*Tannen, Deborah. 2012. “Conversation Style: Talking on the Job.” In *Conformity and Conflict: Readings in Cultural Anthropology*, pp. 61-68. Boston: Pearson/Allyn and Bacon (14<sup>th</sup> edition).

\*Miner, Horace. 2012. “Bodily Rituals among the Nacirema.” In *Conformity and Conflict: Readings in Cultural Anthropology*, pp.287-92. Boston: Pearson/Allyn and Bacon (14<sup>th</sup> edition).

4) Expressive Culture (II): Worldview and Religion (26 Jan.)

Lavenda and Schultz. 2017. “Chapter 4: Worldview and Religion.” In *Core Concepts in Cultural Anthropology*, pp.45-57. Boston: McGraw-Hill Higher Education.

\*Freed, Stanley A., and Ruth S. Freed. 2012. “Taraka’s Ghost.” In *Conformity and Conflict: Readings in Cultural Anthropology*, pp. 260-65. Boston: Pearson/Allyn and Bacon (14<sup>th</sup> edition).

\*Mueller, Rachel. 2015. “The Worst Lover: Boyfriend Spirits in Senegal.” In *Conformity and Conflict: Readings in Cultural Anthropology*, pp.258-65. Boston: Pearson/Allyn and Bacon (15<sup>th</sup> edition).

5) Field Visit I: Wan Chai Haunted Tour (26 Jan.) (Optional)

- 6) Expressive Culture (III): Sports and Play (2 Feb.)  
 Lavenda and Schultz. 2017. "Chapter 4: Worldview and Religion." In *Core Concepts in Cultural Anthropology*, pp.45-57. Boston: McGraw-Hill Higher Education.  
 \*Condry, Ian. 2008. "Japanese Hip-Hop and the Globalization of Popular Culture." In *Conformity and Conflict: Readings in Cultural Anthropology*, pp. 370-85. Boston: Pearson/Allyn and Bacon (12th edition).  
 \*Boueri, Kevin. 2024. "Everyday Ritual on the Lebanon Mountain Trail." In *Conformity and Conflict: Readings in Cultural Anthropology*, pp. 250-58. Boston: Pearson/Allyn and Bacon (16th edition).
- 7) The Dimensions of Social Organization (9 Feb.)  
 Lavenda and Schultz. 2017. "Chapter 5: The Dimensions of Social Organization." In *Core Concepts in Cultural Anthropology*, pp.58-69. Boston: McGraw-Hill Higher Education.  
 \*Fish, Jeffery. 2012. "Mixed Blood." In *Conformity and Conflict: Readings in Cultural Anthropology*, pp.217-26. Boston: Pearson/Allyn and Bacon (14<sup>th</sup> edition).  
 \*Rogozen-Soltar, Mikaela. 2015. "Becoming Muslim in Europe." In *Conformity and Conflict: Readings in Cultural Anthropology*, pp.192-99. Boston: Pearson/Allyn and Bacon (15<sup>th</sup> edition).
- 8) Holiday (16 Feb.)
- 9) Sex, Gender, and Sexuality (23 Feb.)  
 Lavenda and Schultz. 2017. "Chapter 6: Sex, Gender and Sexuality." In *Core Concepts in Cultural Anthropology*, pp.70-86. Boston: McGraw-Hill Higher Education.  
 \*Rolston, Jessica Smith. 2015. "Women in the Mine." In *Conformity and Conflict: Readings in Cultural Anthropology*, pp.128-35 Boston: Pearson/Allyn and Bacon (15<sup>th</sup> edition).  
 \*Bourgois, Philippe. 2012. "Poverty, Office Work, and the Crack Alternative" In *Conformity and Conflict: Readings in Cultural Anthropology*, pp.125-35. Boston: Pearson/Allyn and Bacon (14<sup>th</sup> edition).
- 10) Reading Week (2 Mar.)
- 11) Relatedness: Kinship, Marriage, Family and Friendship (9 Mar.)  
 Lavenda and Schultz. 2017. "Chapter 7: Relatedness: Kinship, Marriage, Family and Friendship." In *Core Concepts in Cultural Anthropology*, pp.87-103. Boston: McGraw-Hill Higher Education.  
 \*Wolf, Margery. 2012. "Uterine Families and the Women's Community." In *Conformity and Conflict: Readings in Cultural Anthropology*, pp.179-84. Boston: Pearson/Allyn and Bacon (14<sup>th</sup> edition).  
 \*Fioratta, Susanna. 2015. "Marriage and Adulthood in West Africa." In *Conformity and Conflict: Readings in Cultural Anthropology*, pp.170-76. Boston: Pearson/Allyn and Bacon (15<sup>th</sup> edition).
- 12) Political Anthropology (16 Mar.)  
 Lavenda and Schultz. 2017. "Chapter 8: Political Anthropology." In *Core Concepts in Cultural Anthropology*, pp.104-20. Boston: McGraw-Hill Higher Education.  
 \*Harris, Marvin. 2012. "Life without Chiefs." In *Conformity and Conflict: Readings in Cultural Anthropology*, pp. 238-45. Boston: Pearson/Allyn and Bacon (14<sup>th</sup> edition).  
 \*Gonzalez, Olga. 2024. "Remembering the Disappeared in Peru." In *Conformity and Conflict: Readings in Cultural Anthropology*, pp.218-23. Boston: Pearson/Allyn and Bacon (16<sup>th</sup> edition).
- 13) Economic Anthropology (23 Mar.)  
 Lavenda and Schultz. 2017. "Chapter 9: Economic Anthropology." In *Core Concepts in Cultural Anthropology*, pp.121-37. Boston: McGraw-Hill Higher Education.  
 \*Cronk, Lee. 2012. "Reciprocity and the Power of Giving." In *Conformity and Conflict: Readings in Cultural Anthropology*, pp.119-24. Boston: Pearson/Allyn and Bacon (14<sup>th</sup> edition).  
 \*Nordstrom, Carolyn. 2015. "Illegal Economies and the Untold Story of the Amputees." In *Conformity and Conflict: Readings in Cultural Anthropology*, pp.245-52. Boston: Pearson/Allyn and Bacon (15<sup>th</sup> edition).

14) Field Visit II: Ceylon Farm Village (28 Mar.) (Optional)

15) Globalization and Medical Anthropology (30 Mar.)

Lavenda and Schultz. 2017. "Chapter 10: Globalization" and "Chapter 11: The Anthropology of Science, Technology, and Medicine." In *Core Concepts in Cultural Anthropology*, pp.138-71. Boston: McGraw-Hill Higher Education.

\*Guneratne, Arjun, and Kate Bjork. 2012. "Village Walks: Tourism and Globalization among the Tharu of Nepal." In *Conformity and Conflict: Readings in Cultural Anthropology*, pp.306-15. Boston: Pearson/Allyn and Bacon (14<sup>th</sup> edition).

\*Chao, Sophie. 2024. "The Truth about 'Sustainable' Palm Oil." In *Conformity and Conflict: Readings in Cultural Anthropology*, pp.81-84. Boston: Pearson/Allyn and Bacon (16<sup>th</sup> edition).

16) Holiday (6 Apr.)

17) No lesson (13 Apr.) (Replaced by Field Visit I & II)

### Use of AI Tools

#### Approach #3 – Use only with explicit acknowledgement

The use of generative AI in writing should be disclosed when submitting a paper (i.e., response paper and research paper). The following guidelines pertain specifically to the writing process and do not cover the use of AI tools for data analysis or research insights.

- Generative AI and AI-assisted technologies should only be used to enhance the readability and language of the paper.
- These technologies should be employed under human supervision, with you reviewing and editing the output as necessary, since AI-generated content can contain errors, omissions, or biases. You remain responsible and accountable for the final content of your work.

Disclosure of generative AI and AI-assisted technologies in the writing process is required by including a statement before the references list at the end of the paper upon submission. For example:

- Title of new section: Declaration of generative AI and AI-assisted technologies in the writing process.
- Statement: During the preparation of this work I used [NAME TOOL / SERVICE] in order to [REASON]. After using this tool/service, I reviewed and edited the content as needed and take full responsibility for the content of the paper.

This declaration is not required for basic tools such as grammar, spelling, and reference checkers. If there is no relevant use to disclose, no statement is necessary.

#### Grade descriptors are as follows for the assessment of this course:

Grade	Overall course
A	Outstanding performance on all learning outcomes.
A-	Generally outstanding performance on all (or almost all) learning outcomes.
B	Substantial performance on all learning outcomes, OR high performance on some learning outcomes which compensates for less satisfactory performance on others, resulting in overall substantial performance.
C	Satisfactory performance on the majority of learning outcomes, possibly with a few weaknesses.
D	Barely satisfactory performance on a number of learning outcomes
F	Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements.