

ANTHROP 2MA3 Winter 2022

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Lecture: Mondays 4.30-6.20 in PGCLL
B131

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Course Description

In this course, we will use ethnography to explore the place of art and media in our everyday lives. We will study how people have summoned art and media to protest forces of oppression in a variety of historical and geographic contexts: from music in post-apartheid South Africa to present-day political movements, such as Black Lives Matter, the Egyptian Revolution, DACA protests, the #metoo movement, among others. Drawing on academic scholarship, podcasts, and films, we will study why people appeal to the arts to find shelter from or mobilize against racism, sexism, and political repression. We will also explore how cultural expression may be co-opted by the very forces it aims to oppose. In this course, you will engage with media as critical and creative forms of scholarship and will produce your own piece of media-scholarly work as a final project.

Course Objectives

By the end of course, students who have successfully complete the course will be able to:

- Identify different disciplinary and theoretical approaches to the relationship between media, art, and politics;
- Situate theories of art and politics in historical context; evaluate how these theories both inform and are complicated by the particularities of contemporary social settings;
- Conduct ethnographic research on a topic of personal interest, while tying it to contemporary social issues, such as racism, sexism, and political oppression;
- Critically reflect upon the role of imagination and creativity in scholarship.

Required Materials and Texts

There is one book required for this course: *The Best We Could Do* by Thi Bui. The book is available for purchase at the University Bookstore and is also available for online purchase:

<https://www.kobo.com/ca/en/ebook/the-best-we-could-do>. The book can also be borrowed as an online resource through most public libraries, including the Hamilton Public Library:

<https://hpl.bibliocommons.com/item/show/395821125>

All articles or other media are available through the library and/or accessible through Avenue to Learn.

You are required to do the readings *before* class on the date that they are assigned. If the costs of purchasing the book are prohibitive, please speak with me.

Class Format

Teaching and learning take place best in community and in live dialogue with our peers and teachers. The lectures will be dialogic, allowing for plenty of time for questions and discussion with the students. The tutorials will focus entirely on making space for students to speak. In tutorials, you will have the opportunity to engage in greater detail with the readings and to share your opinions about them. You are expected to attend lectures and do the readings before attending the tutorial. I hope that in these weekly meetings, you will find a satisfying rhythm and structure, and a platform for social and intellectual engagement.

I would welcome the opportunity to meet you one-on-one during my weekly office hours. Please sign up in advance on A2L.

Course Evaluation – Overview

First essay: 750 words — 20% of grade due February 2nd, 2022

Participation/Group Work: 20% of grade

Podcast: 60%

- 200-word proposal + list of interview questions 10% *due on February 22nd 2022*
- Notes and reflection: 10% *due on March 8th 2022*
- Interview with two people and 300 word-reflection: 20% *due on March 29th 2022*
- Final product/podcast: 20% *due on April 14th 2022*

Course Evaluation – Details

The success of the course depends on your commitment to reading, listening and/or watching the assigned material for each class and tutorial, to critically reflect on the class materials, to participate actively in class and group discussions, and to creatively integrate these insights in the assignments.

First essay — 20% of grade due February 2nd, 2022

The essay will ask you to respond to a question about a foundation concept in the class in 750 words.

Participation/Group Work: 20% of grade

This class involves significant participation. I recognize that there are different ways of participating: speaking up in class during tutorials, participating thoughtfully in small group work, putting care in your assignments, showing up to office hours. I do not expect all of you to show participation in the same way. At the same time, I believe that it is important to voice your ideas and reactions to the class themes and readings through participating in conversation with your peers, your TAs, and me. In tutorials, you will discuss the ethnographies we are reading, and link them to the material presented in class meetings. You must have completed the reading for that week before attending the tutorial and the class meeting. Your participation grade is based on your performance in tutorial. The TA will take note of who speaks, how often, and the quality of participation. However, I will also make available alternative forms of participation outlined on A2L.

Podcast: 60%

- 200-word proposal + list of interview questions 10% *due on February 22nd 2022*
- Notes and reflection: 10% *due on March 8th 2022*
- Interview with two people and 300 word-reflection: 20% *due on March 29th 2022*
- Final product/podcast: 20% *due on April 13th 2022*

200-word proposal + list of interview questions 10%

Short abstract that summarizes the topic and approach you will take in your podcast project and an idea of your argument. Your proposal must include a list of the questions you intend to pose to your

participants. You may not proceed to the next stages of the fieldwork research before your project has been approved by me.

Notes and reflection: 10%

Students will be expected to take notes on a given topic of interest to them in reference to blogs, websites, social media activity, or in person activities. These biweekly entries will consist of observations on a topic related to the topic for their final project. While in the beginning of the semester the observations can be broad, once the student has chosen a research topic, they will have to be narrowed down and targeted at the research topic. You must include at least 5 primary sources (news articles, blog posts, etc.) that support your project and a couple of sentences that describe their relevance to your project. You must also include direct references to **one class reading from weeks 4-8.**

Interviews with **two people** and reflection: 20%

After you conduct the *online* interview with your two research participants, you will submit a 300 word summary of what the process of the interview was like and how you took care to comply with the research ethics requirements both in the process of the interview and during the participant observation. The course has REB clearance for students to conduct research with human subjects, **only** after the instructor has approved of the student project.

Final project: Podcast: 20%

You will turn your fieldnotes and interviews into a 10-15 min. podcast. This will be an ethnography of a given phenomenon of importance to you in Hamilton or beyond (a social movement, a community political meeting, a theater performance, a music class for the elderly, etc.). Whatever the topic, there must be people who you can interview (*only* online) who have direct experience of it. Ideally, I would like you to have a project in mind from the very beginning of the semester, thinking through it with the readings and making it more specific before turning it into a final project. In the podcast, you must reference what you learned from at least **two readings in the course (one from week 1-6 and another from week 7-13)** in connection to the topic you are exploring.

Important: conducting ethnographic research with human subjects requires preliminary instructions from me and is overseen by the McMaster Research Ethics Board. You can only conduct the interviews after your instructor and TA have provided this training and have approved your project plan. You can familiarize yourself with the McMaster research ethics requirements on the following website: <https://research.mcmaster.ca/ethics/>.

Weekly Course Schedule and Required Readings

Week 1, January 10: Welcome

Week 2, January 17: Theories of art and society

Steingo, Gavin. *Kwaito's Promise*, Prologue and Chapter 1: The Struggle of Freedom (1-26)

Cole, Teju. "A Defense of Art in Troubled Times"

<https://www.artbasel.com/news/a-defense-of-art-in-troubled-times>

Week 3, January 24: Urban space

Listen to: Caldeira, Teresa, *Urban Practices and Ethnographic Intimacy*

<https://culanth.org/fieldsights/teresa-caldeira-on-urban-practices-and-ethnographic-intimacy>

Caldeira, Teresa PR. "Imprinting and moving around: New visibilities and configurations of public space in São Paulo." *Public Culture* 24, no. 2 (67) (2012): 385-419.

First essay due, February 2, 2021

Week 4, January 31st: The body

Meintjes, Louise. "Shoot the sergeant, shatter the mountain: the production of masculinity in Zulu ngoma song and dance in post-Apartheid South Africa." In *Ethnomusicology Forum*, vol. 13, no. 2, pp. 173-201. Taylor & Francis, 2004.

Week 5, February 7: Who gets to decide what is art?

Cheng, William. "Black Noise, White Ears: Resilience, Rap, and the Killing of Jordan Davis." *Current Musicology* 102 (2018): 115-285.

Listen to: Breaking Bongo by RadioLab.

<https://www.wnycstudios.org/podcasts/radiolab/articles/breaking-bongo>

Week 6, February 14: no class. Spring recess

200-word proposal + list of interview questions due February 22nd, 2021

Week 7, February 21: Indigenous media

Ginsburg, Faye. "Screen Memories: Resignifying the Traditional in Indigenous Media" in *Media Worlds*, pp. 39-57.

Watch:

Nunavut Animation Lab: Lumaajuuq by Alethea Arnaquq-Baril, 2010, 7 min.

https://www.nfb.ca/film/nunavut_animation_lab_lumaajuuq/

First Stories - Two Spirited by Sharon A. Desjarlais, 2007, 6 min.

https://www.nfb.ca/film/first_stories_two_spirited/

Nimmikaage (She Dances for People) by Michelle Latimer, 2015, 3 min.

https://www.nfb.ca/film/nimmikaage_she_dances_for_people/

Week 8, February 28th: Materiality

Watch film TBA

Notes and reflections due March 8th, 2021

Week 9, March 7: Creativity and ethnography

“The Best We Could Do” by Thi Bui.

Listen to podcast: “A Life Worthy of Our Breath” by Ocean Vuong.

<https://onbeing.org/programs/ocean-vuong-a-life-worthy-of-our-breath/>

Week 10, March 14: Sensory ethnography

Watch Film “Leviathan” (2012) by Lucien Castaing-Taylor and Véréna Paravel

Week 11, March 22: Study break

Week 12, March 28: Media, art, and social protest

Bonilla, Yarimar, and Jonathan Rosa. "# Ferguson: Digital protest, hashtag ethnography, and the racial politics of social media in the United States." *American Ethnologist* 42, no. 1 (2015): 4-17.

Interviews with two people and reflection due on March 29th, 2021

Week 13, April 5: Hope, Conclusions

Solnit, Rebecca. “Art, Disaster, Utopia” Conference Keynote at the Wolf Humanities Center.

<https://vimeo.com/215725549>

Week 14, April 13th: Technical production of podcast

Podcast due: April 13th, 2022

Course Policies

Submission of Assignments

[Insert policy on format of assignments and how to be submitted]

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-

MARK	GRADE
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

Late Assignments

I strongly encourage students to submit all of the assignments by the indicated deadline. This will ensure you receive feedback and you are on track with the course. You may, however, submit assignments up to a week later than the assigned deadline without any penalty. You will not, however, receive as much feedback or we may be slower in grading/giving comments.

Absences, Missed Work, Illness

I strongly encourage and believe in the value of in-person participation in tutorials. Please attend as many tutorials as you are able. If, for whatever reason, you are at some point unable to participate in tutorial, I provide alternative options for participation outlined on A2L.

Avenue to Learn

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Turnitin.com

In this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. Students will be expected to submit their work electronically to Turnitin.com and in hard copy so that it can be checked for academic dishonesty. Students who do not wish to submit their work to Turnitin.com must still submit a copy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, etc.). To see the Turnitin.com Policy, please to go www.mcmaster.ca/academicintegrity.

University Policies

Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Privacy Protection

In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; tests and assignments must be returned directly to the student. Similarly, grades for assignments for courses may only be posted using the last 5 digits of the student number as the identifying data. The following possibilities exist for return of graded materials:

1. Direct return of materials to students in class;
2. Return of materials to students during office hours;
3. Students attach a stamped, self-addressed envelope with assignments for return by mail;
4. Submit/grade/return papers electronically.

Arrangements for the return of assignments from the options above will be finalized during the first class.

Course Modification

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

ADVISORY STATEMENTS

ACADEMIC INTEGRITY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

AUTHENTICITY / PLAGIARISM DETECTION

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. **All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

COURSES WITH AN ON-LINE ELEMENT

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

ONLINE PROCTORING

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](#) policy.

REQUESTS FOR RELIEF FOR MISSED ACADEMIC TERM WORK

McMaster Student Absence Form (MSAF): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

EXTREME CIRCUMSTANCES

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

