

DEREE COLLEGE SYLLABUS: AN 2025 LE STUDYING EVERYDAY LIFE: ETHNOGRAPHIC PERSPECTIVES AND CROSSCULTURAL EXPLORATIONS														
(Updated Spring 2022)		US Credits: 3/0/3												
PREREQUISITES:	None													
CATALOG DESCRIPTION:	Study of the everyday life as a window for understanding the cultural, political, socioeconomic structures that shape human life. Crosscultural exploration of everyday practices from an ethnographic perspective.													
RATIONALE:	The course addresses the rising concern with accounting for cultural diversity against the tendency of standardization of lifestyles amid globalization. The aim is to show that even the most mundane everyday activities like drinking, dancing, playing or getting dressed reflect human differences that vary in different social, historical, political, and cultural contexts. An ethnographic approach to micro acts in everyday life advances an understanding of the macro structures and processes that shape them, while allowing us to appreciate the inherent diversity in cultural meanings, symbols, and practices in everyday life.													
LEARNING OUTCOMES:	<p>As a result of taking this course the student should be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of key anthropological perspectives in the study of everyday life, 2. Identify social, economic, political or historical forces that shape contemporary daily practices in diverse cultural settings, 3. Demonstrate understanding of the distinctiveness of the ethnographic approach in the study of everyday life, 4. Apply anthropological approaches to the study of selected everyday life practices. 													
METHOD OF TEACHING AND LEARNING:	<p>In congruence with the learning and teaching strategy of the College, the following tools are used:</p> <ul style="list-style-type: none"> > Classes consist of online or class lectures, discussions, presentations, debates. > Office Hours: Students are invited to make full use of the office hours of their instructor, where they can ask questions and go over lecture material. > Use of a Blackboard site, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources. 													
ASSESSMENT:	<table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 40%;">First assessment: Mid-term exam –summative</td> <td style="width: 10%; text-align: center;">40%</td> <td>Essay questions with choice</td> </tr> <tr> <td>Second assessment: Portfolio –summative</td> <td style="text-align: center;">10%</td> <td>In class and/or online assignments</td> </tr> <tr> <td>Final assessment: Term Paper: –summative 1,200-1,500 words</td> <td style="text-align: center;">50%</td> <td>Application of the anthropological approach to the study of an everyday practice.</td> </tr> <tr> <td>Feedback and preparation – formative</td> <td style="text-align: center;">0</td> <td>Essay drafts and all assignments in preparation for the exam and portfolio</td> </tr> </tbody> </table> <p>The first assessment (midterm exam) tests students on Learning Outcomes 1, 2, and 4.</p> <p>The second assessment (portfolio) tests students on Learning Outcomes 1, 2, 3,</p>		First assessment: Mid-term exam – summative	40%	Essay questions with choice	Second assessment: Portfolio – summative	10%	In class and/or online assignments	Final assessment: Term Paper: – summative 1,200-1,500 words	50%	Application of the anthropological approach to the study of an everyday practice.	Feedback and preparation – formative	0	Essay drafts and all assignments in preparation for the exam and portfolio
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and 4.
 The final assessment (term paper) tests students on Learning Outcomes 1, 2, 3, and 4.

The final grade for this module will be determined by averaging all summative assessment grades, based on the predetermined weights for each assessment. If students pass the comprehensive assessment that tests all Learning Outcomes for this module and the average grade for the module is 40 or higher, students are not required to resit any failed assessments.

INDICATIVE READINGS:

REQUIRED READINGS:

Book chapters are reserved in the JSB library. Journal articles and other material available in electronic form will be made available by the instructor.

- Brinkmann, Svend. *Qualitative inquiry in everyday life: Working with everyday life materials*. Sage, 2012, Chapters 1 and 2.
- de Certeau, Michel. *The Practice of Everyday Life*. UC Press, 1984, Parts 1&2.
- Felski, Rita. "The invention of everyday life." *Cool Moves* 39 (1999): 13-31.

RECOMMENDED READINGS:

The recommended readings are indicative and may be modified in line with the specific topics covered each term (see also indicative content).

- Appadurai, Arjun. "Playing with Modernity: The Decolonization of Indian Cricket." In *Modernity at Large: cultural dimensions of globalization*. Minnesota, 1996. 89-113.
- Giulianotti, Robert, and R. Robertson "Recovering the social: globalization, football and transnationalism." *Global Networks* (2007) 7: 166–186.
- Harrison, Anthony. "Reconciling Geppetto: Collaboration, (Re-)Creation, and Deception in the Practice of Hip Hop Music Ethnography." *Collaborative Anthropologies* 6 (2013): 38-72.
- Hansen, Tranberg. "The world in dress: Anthropological perspectives on clothing, fashion, and culture." *Annual Review of Anthropology* 33 (2004): 369-392.
- Smith, Michael D. "The empire filters back: consumption, production, and the politics of Starbucks coffee." *Urban Geography* 17.6 (1996): 502-525.
- Befu, Harumi. "An Ethnography of Dinner Entertainment in Japan." *Arctic Anthropology* 11 (1974): 196-203.
- Cowan, Jane K. *Dance and the body politic in northern Greece*. Princeton University Press, 1990.
- Dalsgaard, Steffen. "The Ethnographic Use of Facebook in Everyday Life." *Anthropological Forum* 26.1 (2016): 96-114.
- Oldenburg, Ray. *The Great Good Place: Cafés, coffeeshops, bookstores, hair salons, and other hangouts at the heart of a community*. DaCapo, 1989
- Washabaugh, W. *Flamenco Music and National Identity in Spain*. Ashgate, 2012.

SOFTWARE REQUIREMENTS:

Microsoft Word, Blackboard.

COMMUNICATION REQUIREMENTS:	Verbal skills using academic / professional English.
WWW RESOURCES:	<ul style="list-style-type: none"> ● Practice of Everyday Life: https://vimeo.com/110067704 ● #occupy: https://www.youtube.com/watch?v=KFOWci6yrSs ● <i>A Social Life</i> (2016) https://www.youtube.com/watch?v=GXdVPLj_plk ● Black Coffee, vol. 1-3 https://www.youtube.com/watch?v=TTDy-L0NKIg https://www.youtube.com/watch?v=g9sp8Vj2anI https://www.youtube.com/watch?v=gHHIIG5A8ak ● History of football: the beautiful game: https://www.youtube.com/watch?v=4bCGMVf78js&list=PLLu7MABCz3nMyY9NxzlrF1x7wbyoWfpQC <p>WEBSITES, BLOGS, FORUMS:</p> <ul style="list-style-type: none"> ● anthropology-news.org ● anthrolens.blogspot.com ● livinganthropologically.com
INDICATIVE CONTENT:	<ol style="list-style-type: none"> 1. <u>Studying everyday life</u> <ol style="list-style-type: none"> a. Anthropological approaches to studying everyday life. b. Crosscultural studies from different disciplines in social sciences. c. The ethnographic perspective on everyday life <p>Selected realms of everyday life from the following may alternate each term to reflect contemporary trends or student interests.</p> 2. <u>Care for a drink?</u> <ol style="list-style-type: none"> a. Reading history through coffee: modernism, colonialism, globalization. b. Taste, distinction, identity, class: finding meaning in a beverage. c. Cafés and coffeehouses: sociability, tradition, cosmopolitan modernity. d. Going out for a drink: alcohol, entertainment, nightlife, lifestyles. 3. <u>Playing and Peering in Everyday life</u> <ol style="list-style-type: none"> a. Sports: local and political identities, global rivalries, rituals of fandom. b. Toys: childhood, gender roles, cognitive development, socialization. c. Video games: technology, addiction, violence, competition. d. Watching the Everyday Lives of Others: Movies, Reality Shows, Serials. e. Mobile phones, Social Media, Online Performance, and Networking. 4. <u>Do you want to Dance?</u> <ol style="list-style-type: none"> a. Music and Dance: art, show, leisure time or performance of identity? b. Dance to entertain, express, protest, educate, market or profit. c. Aesthetics of dance: dress, technique, formality, and creativity. 5. <u>Getting dressed: Looking good in everyday life</u> <ol style="list-style-type: none"> a. Dressing, branding, image-making, clothing, presentation of self. b. Health and diet, body and fitness, hairstyles, symbolism of facial hair. c. Decorating the body: jewellery, tattoo, piercings, make-up, aesthetics. d. Designing home and the city: house decorations, crafting, graffiti.