

Course Description

Anthropology of Business is a theory-driven course that examines the broad ranging relevance of anthropology to business. Debates surrounding the concept of culture within anthropology will serve as a departure point for class discussion. The first part of the course will review the evolution of the culture concept in anthropology and explore how anthropologists conducting ethnographic research in commercial settings have applied these ideas to their work *for* corporate clients. The second half of the course will focus on the anthropological critique of the culture concept and the ways both applied and academic anthropologists have variously incorporated this criticism into their analysis *of* business.

Student Learning Objectives and Outcomes

Students who successfully complete this course will be able to:

- Discuss the different ways anthropologists have understood the concept of culture.
- Apply this understanding to evaluate the role anthropologists can play in business.
- Engage anthropological thinking to analyze the world of business.

Course Materials

Course packets with class materials will be available for purchase at the Drew University bookstore at the start of the semester. All reading will also be available in PDF format through our class Moodle site. Please bring either the course packet or the relevant printed materials with you to each session.

Course Requirements and Grade Breakdown

Engaged Participation and Preparation for Assigned Reading	15 %.
Reading Responses (6)	30 %.
In class Pop-Up Essay Quiz (4)	20 %.
Take-Home Midterm Essay Exam (1)	15 %.
Take Home Final Essay Exam (1)	20 %

Description of Assignments

Engaged Participation and Preparation for Assigned Reading

Attendance at lecture is expected, as is careful reading of assigned texts. Texts should be read before you come to lecture. If you cannot commit to attendance and reading, please do not take this lecture.

It's also important to note that lecture and discussion will be screenless. Bring a laptop or other devices to class suitable for in-class writing. These devices may be used only during designated writing periods.

Reading Responses (6)

You will be responsible for completing a total of **6 reading responses**. Each Reading Response should (a) closely examine one central argument the author makes in the text and b) discuss one idea that you especially enjoyed learning about in this work. Successful papers will be 450-500 words in length, provide critical analysis of the text, include citations, and demonstrate close and creative reading.

Submission guidelines are as follows:

- Reading Responses should be uploaded to Moodle before the start of class that corresponds to the material covered in your paper.
- You will be required to submit 3 reading responses before the mid-term and 3 reading responses after the midterm
- Only 1 reading response can be submitted each week, so be sure to pace yourself
- Because we discuss the material on the day it is due, no late assignments will be accepted

In-class Pop-Up Quiz (4)

There will be a total of **4 pop-up in-class quizzes**. Quizzes will be written responses to a prompt that relates to the assigned reading. You will be able to use your computer to write your responses and to consult your notes and reading materials. Reading the material ahead of class is the best way to prepare for these assignments. Quizzes will not be announced in advanced and no make-ups will be offered for missed quizzes. Each response should be roughly 350-400 words.

Take-Home Midterm/Final Essay Exam

Midterm and Final essay exams will ask you to respond to a set of prompts reflecting themes of the class. Exams will evaluate your ability to apply and discuss core course concepts. Extensions for essay exams will be granted only given rare, extenuating circumstances. If you are experiencing a situation that may warrant an extension as a deadline approaches, please speak to me one-on-one to figure out if an extension is appropriate.

Assignments will not be accepted more than 72 hours after the due date without prior arrangement. Assignments submitted late without prior arrangement will be downgraded half of a letter grade (eg: A to an A-) for each day that an assignment is missing.

Reading response/Quiz rubric

Excellent	Thoughtful writing that demonstrates close reading and creative analysis	100
Substantial	Clearly written response that shows adequate understanding of the material but lacks depth of thinking	85
Superficial	Response is poorly written and demonstrates shallow grasp of the material	70
Insufficient	Response is incoherent, rambling, or incomplete	50

Academic Accommodations

Your experience in this class is important to me. If you have already established accommodations with the Office of Accessibility Resources (OAR), please provide me with a copy of your accommodation letter at your earliest convenience so we can discuss your needs in this course.

If you have not yet established services through the Office of Accessibility Resources (OAR), but have a temporary health condition or permanent disability that requires accommodations

(conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are encouraged to contact OAR. OAR offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions.

Although a disclosure may take place at any time during the semester, students are encouraged to do so early in the semester, because, in general, accommodations are not implemented retroactively. Students are eligible for accommodations for online courses.

Office of Accessibility Resources contact information: Director-Dana Giroux Location-Brothers College, Room 119B Phone: 973-408-3962 Email: dgiroux@drew.edu, disabilityserv@drew.edu

Academic Integrity

All students are required to uphold the highest academic standards. Any case of academic dishonesty will be dealt with according to the guidelines and procedures outlined in Drew University's "[Standards of Academic Integrity: Guidelines and Procedures](#)," which is located in the academic policies section of the catalog.

In an online environment, academic policies indicate that you are also expected to:

- seek permission if video capturing a course, a faculty member, or a student
- use only allowable resources on exams or other related assignments
- refrain from using professional online tutoring services for exams or similar assignments
- submit only work that is generated by you for evaluation or grading purposes

Quoting and Citing Your Work

Using direct quotations from a source is acceptable but should be done sparingly. Generally, you should paraphrase the authors' words unless it is a phrase or a sentence which is so perfect or memorable that you wouldn't want to change it.

All written work, whether paraphrased or quoted, must be properly cited. You may use any citational style (eg: MLA, the Chicago style) but be consistent. Review citational guides online when necessary. Some basics to keep in mind:

- 1) Citations within the text should have the author's name, date, and page number in parentheses. For example: (Hasbrouck 2017:25).
- 2) Place the full reference in a complete bibliography at the end of your work.

Attendance

In addition to the course attendance policy, students should be aware of their rights and responsibilities regarding absences for legitimate reasons as described in the [College's Absence Policy](#). You may access this policy by selecting Attendance in the Academic Policy section of Drew's Course Catalog.

Drew COVID-19 Safety Protocols and Policies for In-Person Attendance

Do not attend in person if you have COVID-19, if you are experiencing symptoms consistent with COVID-19, or if you have been asked to quarantine. Students who are not able to attend class due to the above conditions will not be penalized for their absence and will not be asked to provide formal documentation from a healthcare provider. If you are unable to attend class, notify the

instructor as soon as possible. To the extent possible, students should submit due assignments electronically, stay up to date with readings, and request notes from classmates. Students experiencing extended illnesses (i.e., greater than one week), due to either the coronavirus, or other medical conditions, should contact the Associate Provost at cae-admin@drew.edu to discuss the best course of action.

Face masks must fit properly and cover your nose and mouth at all times. Students not wearing a mask properly will be given a warning. If the situation continues they may be asked to leave the classroom immediately. Repeated violations will result in a student conduct process. Eating and drinking is not allowed in classrooms.

Final Exam Policy

The [final exam schedule](#) is visible on the Registrar's website by the beginning of each semester. Changes can occur, so be certain to check for updates prior to the start of the final exam period. Students are expected to schedule travel plans for AFTER their final exams.

If extenuating circumstances occur, students may submit a Final Exam Reschedule request for review by the Associate Provost. Students may not negotiate a make-up date directly with the course instructor. The following circumstances apply for requesting to reschedule an exam:

1. Two final exams scheduled at the same time, serious illness, or personal emergency (note that the student is required to present documentation to validate).
2. Three finals are scheduled in one calendar day: one of the exams should be rescheduled at the convenience of the instructor and the student.

The deadline to submit Final Exam Reschedule requests is the last day of classes for the term.

Zoom Classroom Expectations and Etiquette

In the event that our classes will need to be held online, please keep in mind the following Zoom classroom expectations and etiquette. Presence and participation are expected in the Drew Zoom room just as in the physical classroom.

There are several expectations for making the synchronous Drew Zoom room a productive learning experience for everyone:

- All participants are expected to have their cameras turned on so that the class is a face-to-face experience for everyone.
- Join the Zoom class from a computer (with a video camera), one participant per computer. As you will need to open documents, participate in chat, and join breakout groups, it is not possible for you to participate in class fully from a phone or tablet alone. If joining via phone or tablet, you will need an additional device to simultaneously access class documents.
- Join the Zoom class from a quiet, adequately-lit room without distractions. Do not Zoom while in transit or driving. If you are uncomfortable Zooming into class from your home, please find a safe, private space from which to join the Zoom classroom.
- When in the Zoom room, students will need to learn and utilize features that manage classroom participation. For example, you may need to mute your microphone when you are

not speaking. Use the chat and raise your hand features of zoom to join the conversation when others are speaking.

- Consider using headphones that have a microphone built into the cord as this will maximize your listening and speaking participation.
- For further information on Zoom usage, consult the Zoom tutorials available on the Zoom website.

Course Outline and Assigned Reading (subject to change)

Week 1: Introduction

1/20 Syllabus review

Week 2: Theoretical perspectives

1/25 Tett, Gillian, "Anthropology and Power to the People?" *Journal of Business Anthropology*, Spring 2014, 132-135:
<https://rauli.cbs.dk/index.php/jba/article/view/4317/4747>

1/27 Moeran, Brian, "Theorizing Business & Anthropology" *Hanbook of Anthropology in Business*, edited by Rita Deny and Patty Sunderland, London: Routledge, 2016. p.69-82.

Week 3: The concept of culture in anthropology

2/1 Malinowski, Bronislaw 1960 (1922). "The Subject, Method and Scope of this Inquiry" and "Conclusion." In *Argonauts of the Western Pacific*. London: EP Dutton. pp 1-25 and 516-518

2/3 Boas, Franz 1920. The Methods of Ethnology. *American Anthropologist*. 22(4): 311-321.

Week 4: The concept of culture in anthropology

2/8 Mead, Margaret 1935. Introduction, Chapters 2 and 3. In *Sex and Temperament in Three Primitive Societies*. New York: William Morrow and Company. pp v-xiv, 15-39.

2/10 Geertz, Clifford 1973. "Thick Description: Toward an Interpretive Theory of Culture." In *The Interpretation of Cultures*. New York: Basic Books. pp 310-323.

Week 5: Culture in marketplace ethnography

2/15 Sunderland, Patricia L., and Rita M. Denny. "Psychology vs Anthropology: Where is Culture in Marketplace Ethnography?" *Advertising Cultures*, edited by Timothy de Waal Malefyt and Brian Moeran. Taylor and Francis, 2003, Ch 8.

2/17 Sunderland L. Patricia and Denny M. Rita (2007) "Framing Cultural Questions: What is Coffee in Benton Harbor or Bangkok?" In *Doing Anthropology in Consumer Research*, Walnut Creek: Left Coast Press, pp.57-82.

Week 6: Cultural meaning of cars and chocolate

2/22 McCabe, Maryann, and Timothy de Waal Malefyt. "Brands, Interactivity, and Contested Fields: Exploring Production and Consumption in Cadillac and Infiniti Automobile Advertising Campaigns." *Human Organization*, vol. 69, no. 3, Society for Applied Anthropology, 2010, pp. 252–62

2/24 Tett, Gillian. *Anthro-Vision: A New Way to See in Business and Life* (New York: Avid Reader Press, 2021), Chapter 2, p.29-53.

Week 7: Cultural meaning of fast food

3/1 Watson, James (2006) "McDonalds in Hong Kong: Consumerism, Dietary Change, and the Rise of a Children's Culture," Stanford: Stanford University Press, pp. 77-109.

3/3 Culture in advertising (class workshop)

Week 8: Spring Break

3/8 Academic Holiday - No Class

3/10 Academic Holiday - No Class

Week 9: Critique of culture in anthropology

3/15 Trouillot, Michel-Rolph 2003. "Adieu Culture, A New Duty Arises." In *Global Transformations: Anthropology and the Modern World*. New York: Palgrave, pp 97-116.

Due 3/15 on Moodle before start of class: Midterm Essay Exam

3/17 Trouillot con't

Week 10: Critique of culture in business

3/22 Ortlieb, Martin. "Emergent Culture, Slippery Culture: Conflicting Conceptualizations of Culture in Commercial Ethnography" *Ethnography and the Corporate Encounter: Reflections on Research in and of Corporations*, Ed. M. Cefkin. NY; Oxford: Berghahn Books, pp.185-210.

3/24 Nafus. Dawn and Anderson, Ken, "Writing on Walls: The Materiality of Social Memory in Corporate Research" in eds Meilssa Cefkin, *Ethnography and the Corporate Encounter: Reflections on Research in and of Corporations* (Bergham Books Inc, 2009).

Week 11: The making of consumer culture

3/29 Mазzarella, William (2003) *Shoveling Smoke: Advertising and Globalization in Contemporary India*. Durham, NC: Duke Univ. Press. Chapter 7, pp.215-249

3/31 Mазzarella, con't

Week 12: Producing cultural difference at work

4/05 Watch in class: American Factory

4/07 Class discussion: American Factory

Week 13: Culture, power, and innovation

4/12 Irani, Lilly (2019) *Chasing Innovation: Making Entrepreneurial Citizens in Modern India*, Princeton: Princeton University Press, Introduction, pp.1-22.

4/14 Irani, Lilly (2019) *Chasing Innovation: Making Entrepreneurial Citizens in Modern India*, Princeton: Princeton University Press, Introduction Chapter 7, pp.172-204.

Week 14: Producing the local and the global through business

4/19 Tsing, L. Anna. *Friction: An Ethnography of Global Connections*, Princeton: Princeton University Press, 2005 (Chapter 2, Economy of Appearances)

4/21 Tsing con't

Week 15: Final remarks on anthropology of and for business

4/26 Tett, Gillian. *Anthro-Vision: A New Way to See in Business and Life* (New York: Avid Reader Press, 2021), Conclusion, pp. 223-232

4/28 Cefkin, Melissa. "Afterword: Questions of an Anthropology of and Anthropology for Business," *Journal of Business Anthropology*, 6(1), Spring 2017, pp.121-123.

Week 16: Course Review

5/3 Review

Final essay exam date TBD