

ANTH 280R: The Biology of Everyday Life

T/Th: 8:30-9:55 AM

Matthew Wolf-Meyer, Associate Professor

mwolfmey@binghamton.edu

Individual Student Meeting Times: By Appointment M, W, F: 9-5 and T/Th: 10-4

Zoom Meeting ID: 916 9213 6796; Passcode: 390248

Course Overview:

What are the politics of eating? Of sleeping? Drinking? Breathing? Procreation and growth? Sanitation and excretion? These elements are the very essence of human biological life, and structure social life, but over the course of human history the ways they have been monitored, legislated, and controlled by the state has altered dramatically, and vary quite dramatically from culture to culture. How do the cultural contexts of these biological experiences shape our experiences of well-being? This course is intended to give students an introduction to the history and contemporary politics of these essential components of human social life, ranging between the north and south, the east and west, showing their interconnections, their differences, and their shared bases in human physiology.

The taming of the human body has been a central concern of Western modernity, from (at least) the early industrial periods in the 1800s through the present day (but more likely since the Ancient Greeks, albeit with some interruptions). This effort has taken many forms – from industrial hygiene projects to public health regimes, from psychoanalytic therapy to modern forms of imprisonment – and in each case worked also to reify dominant expectations about bodies and their relationships with society. What bodies matter and how they matter depends in large part upon their value to society, as laborers, procreators, sacred objects, and unruly subjects. This course takes the form of a survey of this problem of the body in modernity and asks about the specificities of a variety of human functions (excretion, sleeping, procreation, breathing, & eating) and their social meaning and control in the West and elsewhere.

In this course we explore the question of the body and its relationship to society through a variety of texts, some historical, some philosophical, and some ethnographic; in each case, we pursue dominant understandings of the body, and how human biology relates to society, with its dangers, its precariousness, and its possibilities. Our primary concern is how human biology is being conceived of, how it is being harnessed and deployed, and – in some cases – how it is being erased. Many scholars have taken the body as a primary locus for elaborating the concerns of the West; equally many have taken great lengths to avoid the body. In this course we will accept the challenge of both the fetishization of the body and the bodily taboo that has seemingly scared many from its messiness, its unruliness, and its extremes, and explore the potentials of both positions, as well as working collectively to come to a balanced understanding of human biology, its past and its futures.

Students are asked to keep a “biory” —a diary of biological experiences—that provides the basis of a research paper focused on American expectations of well-being. The goal of this project is to help students develop a critical understanding of how “fitness,” “health,” and “wellness” circulate in American everyday life and shape experiences of the self and other. Biories ask students to reflect on how bodies are presented in the media they consume, how they interact with their body and its biological experiences, and the bodies of others.

Learning Outcomes:

Students in C courses will

1. Demonstrate understanding of course content through formal academic writing;
2. Construct effective prose that demonstrates critical thinking and advances sound conclusions, appropriate to the course and discipline; and
3. Demonstrate the ability to revise and improve their writing in both form and content.

Students in S courses will

1. Demonstrate knowledge of such topics as diet and nutrition, physical development, substance abuse, human sexuality, stress and stress reduction techniques, relaxation methods, or the characteristics that define physical, mental or emotional fitness/wellness.

Grading and Assignments:

Biory Entries (9%, 1 point each) – Each week for Weeks 2-10, students are asked to reflect on a set of questions that focus their attention on how human bodies are presented in media, how they experience their own body, and how they interact with the bodies of others. This is included as Appendix A. Each Biory entry should be supported with at least 4 entries in your weekly log (see Appendix B) recorded the previous week; e.g. a Biory entry turned in on week 3 would be based on week 2's weekly log. Biory entries will be submitted via TurnItIn on myCourses

Reading, Viewing, & Podcast Guides (46%, 2 points each) – Students are encouraged to complete at least 2 Guides each week, and a total of 23 reading guides over the course of the semester. **There are more readings, podcasts, and films (~49) than required Guides, so students have some latitude in which readings, podcasts, and films they submit Guides for.** Guides must be turned in to the instructor via myCourses at the beginning of class in which the reading is discussed. Late Guides will not be accepted for credit. Guides are included as Appendices C, D, and E. Each Guide is worth 2 points; one point for completing the Guide and turning it in on time, and another point for reading from it when called upon during a class meeting. Students will be asked to read from their Guides in class each meeting; you must have your Guides on hand to discuss them during class and to receive full credit. Please consult the examples of Guides available on myCourses.

15-Page Final Paper, broken into these components (45% total):

Identify a Process (5%) – Based on the readings during the first month of class, identify a biological process to focus on. This should be a process in the sense that we discuss in class and that is important for the authors we are reading (see, especially, Weeks 7-15). It should be a process that you are comfortable focusing on and are committed to writing about. In 300 words, answer the following questions: what is the process? what are the various ways the authors we have read discussed the process? Quote and cite their various definitions. What does focusing on the process do as an analytic tool? Who does it do this work for? In a synthetic thesis, **describe what is at stake in the use of the process for the authors we are reading and what it opens up analytically.**

Identify Resources (5%) – Develop an annotated bibliography of the readings on our schedule that discuss the process you have chosen. You should have no less than four readings (and, ideally, closer to six). Each annotation should include the definition of the process that the author employs; an example of how the author employs the process in relation to evidence; and a discussion of how this use of the process differs from other uses of the same process by authors elsewhere in your annotated bibliography. Each of these annotations should be between 150-200 words long.

Thesis & Argumentation (5%) – In a paragraph (~200 words), make an interpretive argument about your research findings based on the readings to date and your biory entries. Answer this question by way of developing your thesis: **how do you characterize the differences in definitions and uses of the process by the authors you are consulting?** Is the difference in their conception of the process based on their historical position, their political commitments, their evidence, or something else? In another paragraph, discuss the contrary positions to your argument; that is, argue against yourself. What are the weaknesses in your argument? How might other people read the same evidence differently than you propose to? You should also include a one-page outline of your paper; **what authors are discussed in each section, how do the sections relate to each other, and what is the overriding goal of each section in relation to your argument?**

First Five Pages (5%) – Write the first five pages of your research paper (~1500 words). In these pages, you should have a compelling introduction (provide an empirical description of your keyword and its powers), as well as the statement of your thesis, and a discussion of the texts you are consulting for your paper. In addition, you should provide a map of your paper – what are the sections and how are they organized? how does each section relate to your argument? Discuss each section in a paragraph or more. What do you imagine your conclusion discussing?

Rough Draft (5%) – Building on your First Five Pages, you will complete a full rough draft of your paper. Each section needs to be fully written, including the presentation of evidence, your discussion and interpretation of the evidence, and an articulation of how the evidence relates to your overall argument and fits into the structure of the paper. You will also complete a draft of your conclusion, in which you will discuss the implications for the keyword that you have identified and its circulations. Each section should be at least five pages long, and the conclusion should be at least two pages long. The Rough Draft will be read and commented upon by the instructor.

Final Rough Draft (5%) – The Final Rough Draft must incorporate the comments of the instructor from your Rough Draft and represents the final version of your paper. The paper should be complete for all intents and purposes, including completed introduction, sections, and conclusion, and full citations and bibliography.

Peer Reviews (2 @ 5% each) – First read this, on the ‘elements of productive peer review’: <http://bit.ly/2htngrT>. You will be randomly assigned two papers to read, and you are required to turn in a peer review for two of your peers. Each peer review should be 500-700 words long, and discuss the author’s argument, use of evidence, persuasiveness, and coherence. Additionally, you may choose to identify issues in your peers’ writing style. Late peer reviews will not be accepted for credit, but must be turned in to receive a grade for your final paper.

Final Paper & Response to Peer Reviews (5%) – In no less than 300 words, you should prepare a document that outlines how you have chosen to address (or not address) each of the concerns raised by the peer reviewers, including the instructor. Your Final Paper should incorporate these changes as well, and you should address how you have included the critiques into your paper.

Grading Scale

A	93-100	C+	77-79.9
A-	90-92.9	C	73-76.9
B+	87-89.9	C-	70-72.9
B	83-86.9	D	60-69.9
B-	80-82.9	F	0-59.9

Course Materials

Briggs, Jean

1999 *Inuit Morality Play: The Emotional Education of a Three-Year-Old*. New Haven: Yale University Press.

Douglas, Mary

2002 [1966] *Purity and Danger*. New York: Routledge.

Elias, Norbert

2000 [1939] *The Civilizing Process*. E. Jephcott, transl. Malden: Blackwell.

Policies:

Students taking the course Pass/Fail must earn a C to receive a Pass.

Workload: This course is a 4-credit course, which means that in addition to the scheduled lectures, students are expected to do at least 9.5 hours of course-related work each week during the semester. This includes things like completing assigned readings, studying for tests, preparing written assignments, other tasks that must be completed to earn credit in the course.¹ I assume that undergraduate students can read 1 page of academic writing in 3 minutes; 100 pages of reading should require about 300 minutes, or 5 hours. You may need to read some of the texts more than once to fully understand them. In most cases, you should expect to be reading about 75-125 pages per week (approximately 4-6 hours) in addition to other course requirements.

Please note: You do not need to complete all of the readings, viewings, & podcasts to receive a passing grade in this course. The syllabus is designed to allow for student choice and to facilitate your interests. This means that you can skip individual readings or whole weeks' worth of content. But this also means that you need to plan appropriately. DO NOT wait until there are only the required number of Guides remaining; life events happen and if you regularly turn in Guides, you will have a buffer in case anything comes up.

Zoom meeting policies: All of our class meetings will be held through Zoom. Class meetings will not be recorded. You may leave your video off, and should have your audio muted unless you are speaking. I encourage you to keep your video feed on—students report much more positive experiences in classes when they visually participate.

¹ <http://www.binghamton.edu/academics/provost/documents/syllabus-credit-hours-0314.pdf>

Disability-related Equal Access Accommodations: Students wishing to request academic accommodations to insure their equitable access and participation in this course should notify the instructor as soon as they are aware of their need for such arrangements. Authorizations from Services for Students with Disabilities (SSD) are generally required. We encourage you to contact SSD at 607-777-2686 to schedule an appointment with the Director or Learning Disabilities Specialist. The SSD website (www.binghamton.edu/ssd) includes information regarding their Disability Documentation Guidelines. The office is located in UU-119.

Academic Integrity – Academic misconduct of any sort will not be tolerated. Evidence of academic misconduct – which is not limited to plagiarism and cheating – will result in an immediate failing grade in the course and actions as dictated by university policy regarding academic integrity for undergraduate students.²

Contacting Me: I only check my email between 9-11 AM on weekday mornings and during my office hours. I will always respond to emails within 24 hours, except for emails received on Fridays, which will be responded to on the following Monday. If you would like to set up a time to talk, please contact me ahead of time, either by email (mwolfmey@binghamton.edu) or in person before or after class. **I am happy to set up a time to meet during normal business hours (i.e. Monday-Friday, 9 AM-5 PM).**

Correspondence with instructors: Only correspondence that follows professional conventions of correspondence will be replied to by me. For example, your email should begin 'Dear Professor Wolf-Meyer,...' and end with your signature. Beginning an email without a salutation, a 'Hey' or other informal forms of address will ensure your email will not be responded to. If the answer to your question is clearly stated in the syllabus or assignment guidelines, instructors may not respond to your email.

Style Matters: All written work should be double-spaced, 12 point font, in Times New Roman, with 1 inch margins on all sides, and page numbers. Citation should look like this: (Author Year: Page), e.g. (Wolf-Meyer 2009: 408). Failure to meet these standards will result in a reduced grade.

A Note about Pedagogy: All education research supports that regular, steady work helps students develop the skills needed to succeed in their educational programs. This runs counter to ideas about innate skill and aptitude. Instead, practice is the goal. This course is designed to help you practice critical reading and research writing skills. To that end, the Guides help hone your attention to key elements of scholarly and popular writing with the aim of improving your skills.

² http://www.binghamton.edu:8080/exist9/rest/Bulletin2014-15/xq/2_academic_policies_and_procedures_all_students.xq?_xsl=/db/Bulletin2014-15/xsl/MasterCompose.xsl

Course Schedule:

Week One: Some Foundational Perspectives

2/11/21: Introduction

Before Class, Listen to: This American Life's "Number One Party School" --
http://www.thisamericanlife.org/Radio_Episode.aspx?episode=396

Week Two: The Body, Desire, and Bodies Politic

2/16/21: Key Ideas: The Everyday, the Body, and Desirability

Lefebvre, Henri

1987 The Everyday and Everydayness. *Yale French Studies* 73:7-11.

Mauss, Marcel

1979 The Notion of Body Techniques. *In Sociology and Psychology: Essays*. Pp. 95-119. London: Routledge.

Sahlins, Marshall

1976 Culture and Practical Reason. Chicago: University of Chicago Press. Chapter 4

2/18/21: The Surveillance of Dirt

Armstrong, David

2002 A New History of Identity: A Sociology of Medical Knowledge. New York: Palgrave. Chapters 2, 6 & 11

Douglas, Mary

2002 [1966] Purity and Danger. New York: Routledge. Introduction, Chapters 1 + 2.

Listen to: This American Life's "Ruining it for the Rest of Us" --

<http://www.thisamericanlife.org/radio-archives/episode/370/ruining-it-for-the-rest-of-us>

Week Three: Behavior and Civilization

2/23/21:

Catch-Up Day

2/25/21: The Surveillance of Society

Douglas, Mary

2002 [1966] Purity and Danger. New York: Routledge. Chapters 3-6.

Foucault, Michel

1995 [1975] Discipline & Punish: The Birth of the Prison. A. Sheridan, transl. New York: Vintage. Part 3.3

Week Four: Between Culture and the State

3/2/21: The Body Known and Unknown

Identify a Process Due

Douglas, Mary

2002 [1966] Purity and Danger. New York: Routledge. Chapters 7-10.

Leder, Drew

1990 The Absent Body. Chicago: University of Chicago Press. Chapter 2

3/4/21:

Miller, William Ian

1997 The Anatomy of Disgust. Cambridge: Harvard University Press. Chapter 5

Elias, Norbert

2000 [1939] The Civilizing Process. Part 1

Week Five: Child Development and Child Well-Being

Asynchronous Week – Guides Due by 3/12/21 at 11:59 PM

Davis & Denny's *Total Baby* (1995) (on AVON)

Tobin, Wu & Donaldson's *Preschool in Three Cultures* (on [YouTube](#))

Videos on Elimination Communication (on [YouTube](#))

Glazier, Anna et al. Sexual and Reproductive Health: A Matter of Life and Death. *The Lancet* volume 368, Nov 4, 2006. 1595-1607.

Kopp, Claire. Development in the Early Years: Socialization, Motor Development, and Consciousness. *Annual Review of Psychology* 62, 2011. 165-187.

This American Life's "81 Words": <http://www.thisamericanlife.org/radio-archives/episode/204/81-words>

Week Six: Reproducing Society

3/16/21:

Identify Resources Due

Elias, Norbert

2000 [1939] The Civilizing Process. Part 2

3/18/21: Socialization and the Making of the Self, Part 1

Briggs, Jean

1999 Inuit Morality Play: The Emotional Education of a Three-Year-Old. New Haven: Yale University Press. People, Place & Homes, Introduction, Chapters 1-3

Week Seven: Controlling Desire

3/23/21: Socialization and the Making of the Self, Part 2

Briggs, Jean

1999 *Inuit Morality Play: The Emotional Education of a Three-Year-Old*. New Haven: Yale University Press. Chapters 4 + 6

3/25/21: Cultural Norms and Sexual Forms

Allison, Anne

2000 [1996] *Permitted and Prohibited Desires: Mothers, Comics, and Censorship in Japan*. Berkeley: University of California Press. Chapter 7

Bordo, Susan

1999 *The Male Body: A New Look at Men in Public and Private*. New York: Farrar, Straus and Giroux. Chapter 1

Week Eight: Sexuality, Normal and Deviant

3/30/21: Sexual Norms and Pathological Categories

Thesis & Argumentation Due

Kulick, Don

2005 *Four Hundred Thousand Swedish Perverts*. *GLQ* 11(2):205-35.

4/1/21: The "Nature" of Sexuality

Bunzl, Matti

2005 *Chasers*. In *Fat: The Anthropology of an Obsession*. D. Kulick and A. Meneley, eds. Pp. 199-210. New York: Jeremy P. Tarcher/Penguin.

Rubin, Gayle

1997 *Elegy for the Valley of Kings: AIDS and the Leather Community in San Francisco, 1981-1986*. In *In Changing Times: Gay Men and Lesbians Encounter HIV/AIDS*. M.P. Levine, P.M. Nardi, and J.H. Gagnon, eds. Chicago: University of Chicago Press.

Week Nine:

4/6/21: Technology and Sexuality

Findlay, Heather

1992 *Freud's "Fetishism" and the Lesbian Dildo Debates*. *Feminist Studies* 18(3):563-579.

4/8/21: Rejuvenation Day – No Classes

Week Ten: The Science and Governance of Regulation

Asynchronous Week – Complete Guides by 4/17/21 at 11:59 PM

Davis, Carole, Patricia Britten, & Esther Myers. Past, Present, and Future of the Food Guide Pyramid. *Journal of the American Dietetic Association* 101.8 (2001): 881-885.

Videos on Dieting and Eating Disorders (on [YouTube](#))

Videos on Sleep Hygiene (on [YouTube](#))

Peace Meal's episode on the "Diet Culture Machine" --

<https://podcasts.apple.com/us/podcast/episode-3-the-diet-culture-machine/id1447574916>.

Radiolab's episode on "Sleep" --

<http://www.wnyc.org/shows/radiolab/episodes/2008/01/11>.

Week Eleven: Eating and Inequality

4/20/21: Rejuvenation Day – No Classes

4/22/21: Scarcity, Abundance, and Socialization

First Five Pages Due

Leatherman, Thomas, and Alan Goodman

2005 Coca-colonization of Diets in the Yucatan. *Social Science & Medicine* 61:833-846.

Scheper-Hughes, Nancy

1985 Culture, Scarcity, and Maternal Thinking: Maternal Detachment and Infant Survival in a Brazilian Shantytown. *Ethos* 13(4):291-317.

Vaughan, Megan

1987 The Story of an African Famine: Gender and Famine in Twentieth-Century Malawi. New York: Cambridge University Press. Chapter 5

Week Twelve: Dormancy and Rhythm

4/27/21: Bodily and Corporate Synchronization

Brown, Megan

2004 Taking Care of Business: Self-Help and Sleep Medicine in American Corporate Culture. *Journal of Medical Humanities* 25(3):173-187.

Steger, Brigitte

2003 Getting *Away* with Sleep -- Social and Cultural Aspects of Dozing in Parliament. *Social Science Japan Journal* 6(2):181-197.

4/29/21: Sleep and Social Power

Kroll-Smith, Steve, and Valerie Gunter

2005 Governing Sleepiness: Somnolent Bodies, Discourse, and Liquid Modernity. *Sociological Inquiry* 75(3):346-371.

Week Thirteen: The Defilements of Society

5/4/21: Women's Bodies, Women's Powers

Rough Draft Due

Akin, David

2003 Concealment, Confession, and Innovation in Kwaio Women's Taboos. *American Ethnologist* 30(3):381-400.

Hoskins, Janet

2002 The Menstrual Hut and the Witch's Lair in Two Eastern Indonesian Societies. *Ethnology* 41(4):317-333.

5/6/21: Women and the Eruption of Privacy

Martin, Emily

1992 [1987] *The Woman in the Body: A Cultural Analysis of Reproduction*. Boston: Beacon Press. Chapters 3 & 6

Week Fourteen: Take a Breath & Relax (or Something)

Asynchronous Week – Guides Due by 5/15/21 at 11:59 PM

Final Draft Due by 5/13/21 at 11:59 PM

Grigg, J. Environmental toxins; their impact on children's health. *Archive of Disease in Childhood* 89 (2004): 244-250.

Listen to Radiolab's "Stress" --

<https://www.wnycstudios.org/podcasts/radiolab/episodes/91580-stress>

Crapshoot (on [YouTube](#))

Listen to Freakonomics' "The Power of Poop" -- <http://freakonomicsradio.com/the-power-of-poop.html>

Week Fifteen: Excremental Politics

5/18/21: Transgressing Inside and Outside

Peer Reviews Due

Al-Mohammad, Hayder

2007 *Ordure and Disorder: The Case of Basra and the Anthropology of Excrement*. *Anthropology of the Middle East* 2(2):1-23.

Jewitt, Sarah

Geographies of Shit: Spatio and Temporal Variations in Attitudes towards Human Waste. *Progress in Human Geography*:1-19.

Rhodes, Lorna A.

2004 *Total Confinement: Madness and Reason in the Maximum Security Prison*. Berkeley: University of California Press. Chapter 1

Appendix A: Biory Guidelines

Each week for weeks 2-11, students are asked to complete a biory entry. In doing so, answer each of the following questions in 200-300 words while using the Wellness log to keep track of your daily activities. The Wellness log is available at:

1. Reflect on a biological process that you've undergone (e.g. eating a meal, being hungry, getting exercise, sleeping, etc.). Start by describing it ethnographically. Where and when are you? Who else is involved? Is it public or private? What is your physiological state before and after the process? Is it typical of the process or exceptional?
2. Describe a representation of the process in media. It could be on social media, a commercial, a TV show or movie, or in print media (i.e. magazine, newspaper, comic book, etc.). It can be historical or current. Answer these questions in your description. Who are the people involved in the representation? How are they marked (i.e. by gender, sexuality, race, ethnicity, class, ability, disability, age)? If there is more than one person, how are they related to each other? How does the process bind them together (or move them apart)? What is the representation of the process aiming to do?
3. If you have described this process before, how does this experience of it and this representation of it differ from earlier biory entries?

Appendix B: Weekly Biory Log

At least four times each week, answer each of the following prompts as you focus on a specific physiological process. These evaluative points should provide the basis for your Biory entry the following week. Your log should be turned in with your Biory entry as an appendix.

Wellness Daily Log						
General Instructions: Choose a physiological process to focus on for the week. This should be one of the processes discussed in class (breathing, eating, excreting [in any of its forms], sleeping, drinking, movement/exercise, etc.). Answer each of the questions for each day you focus on the process. The expectation is that you will report here at least 4 times a week .						
Day of the Week	Today's activity	Situation/s	Observations	Sticky Judgements	Response to Judgements	Anything else?
	What process did you focus on today? Be specific about when and how you focused on it.	Within which situations did you focus on the process?	What did you observe during the process or in relation to it?	Optional. Did any judgements arise during your focus on the process, either of yourself or others?	Optional. If judgements arose, how might you respond to them, especially in the spirit of changing your awareness of the process in yourself and others?	Did anything else come up that you would like to keep track of?
Initial thoughts:	What is the process? What is your relation to it? How do you see it as important to health and wellness?					
Plan for the week:	When will you focus on the process? What kind of data do you plan to keep track of?					
Sunday						
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						
	Do you see any patterns or changes during this time? Have your thoughts changed since your initial thoughts? Any other responses to it?					

Appendix C: Reading Guide for Non-Fiction

For each reading, you will need to fill out this form. Bring your Reading Guide to class to receive credit and ensure that you understand each reading. Reading Guides must be submitted through myCourses prior to the beginning of class to receive full credit.

1. Who is the author? What kind of background are they coming from (e.g. anthropology, history, sociology, economics, philosophy, literature)? Who is their primary audience?
2. Identify the author's thesis.
3. What are the key concepts used? List them; provide definitions and citations. Are concepts challenged or invented?
4. Who is cited? Why? Are ideas being borrowed or contested?
5. How does the author engage with the evidence they are discussing? What kinds of evidence do they focus on to aid their argument? How and what do they draw from evidence to make their point?
6. Discuss a passage (citing page number) that inspired you or frustrated you. Then type out a paragraph or two (160-300 words) discussing that passage (citing page number) and describing how it resonated or clashed with other course content (which might be a discussion or another text).
7. Prepare a question for discussion by the class. Your question should reference a specific section of the reading and relate to broader course themes and concerns.

Appendix D: Film Viewing Guide

For each film, you will need to fill out this form. Bring copies of each viewing guide to class to receive credit and ensure that you understand each film.

1. Who is the director of the film? What kind of background are they coming from?
2. Who is the piece made for? How can you infer the audience?
3. What is the main argument and goal of the film? -- to demonstrate something? or tell a particular story? In other words, if you had to explain it in class, how would you summarize it?
4. Identify the filmmaker's intent. What is the big idea of the film?
5. What are the key concepts used? Are concepts challenged or invented?
6. What is the film about, empirically? In other words, what is being studied as the object? Where are the events and people geographically situated? What is the scale of analysis? (e.g. nation, region, city, institution, person)?
7. Discuss a scene from the film that inspired you or frustrated you. Then type out a paragraph or two (160-300 words) discussing that scene and describing how it resonated or clashed with other course content (which might be a discussion, another film, or a text).
8. If you take one thing away from the film, what would it be? In other words, if you're telling a friend about this film, what's the one nugget you would share to make start a conversation?

Appendix E: Podcast Guide

For each podcast, you will need to fill out this form. Bring copies of each podcast guide to class to receive credit and ensure that you understand each podcast.

1. Who are the producers and hosts of the podcast? What kind of background are they coming from (e.g. podcast-making, academia, journalism)?
2. Who is the podcast made for? How can you infer the audience?
3. What is the main argument and goal of the podcast? -- to demonstrate something? or tell a particular story? In other words, if you had to explain it in class, how would you summarize it? (If the podcast is comprised of multiple stories, you may need to answer this question repeatedly.)
4. Identify the podcast maker's intent. What is the big idea of the episode?
5. What are the key concepts used? Are concepts challenged or invented?
6. What is the podcast about, empirically? In other words, what is being studied as the object? Where are the events and people geographically situated? What is the scale of analysis? (e.g. nation, region, city, institution, person)? When did the events take place?
7. Discuss a scene from the podcast that inspired you or frustrated you. Then type out a paragraph or two (160-300 words) discussing that scene and describing how it resonated or clashed with other course content (which might be a discussion, another podcast, or a text).
8. If you take one thing away from the podcast, what would it be? In other words, if you're telling a friend about this podcast, what's the one nugget you would share to make start a conversation?