

General Education Course Information Sheet
Please submit this sheet for each proposed course

<i>Department & Course Number</i>	<u>Anthropology 98TA</u>
<i>Course Title</i>	<u>Worlds of Well-Being: Anthropological Perspectives on Health and Happiness</u>
<i>Indicate if Seminar and/or Writing II course</i>	<u>Seminar</u>

1 Check the recommended GE foundation area(s) and subgroups(s) for this course

Foundations of the Arts and Humanities

- Literary and Cultural Analysis _____
- Philosophic and Linguistic Analysis _____
- Visual and Performance Arts Analysis and Practice _____

Foundations of Society and Culture

- Historical Analysis _____
- Social Analysis X

Foundations of Scientific Inquiry

- Physical Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____
- Life Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

This course uses emerging anthropological research on well-being from a variety of contemporary social and cultural contexts to equip students to critically engage with the current widespread popular focus on well-being across broader social science, public policy, and corporate spheres. Students will learn why anthropologists argue that qualitative methods such as participant-observation provide essential background for complex, nuanced understandings of the concept of “well-being” and its role in social systems. Readings that employ a number of theoretical perspectives in sociocultural anthropology, together with interactive activities and discussions, will:

- problematize well-being as a static concept, encouraging students to think critically about how pursuits of well-being are socially constructed within larger existential, social, cultural, political, and economic conditions
- illuminate how the conditions that shape possibilities for well-being have been and continue to be impacted by colonialism, globalization, and modernization processes
- explore how ideas and practices of well-being shape social identities and hierarchies in terms of class, race, gender, age, and culture
- prompt students to probe the multiple potential social effects of well-being projects, by examining how social constructions of well-being play a role in upholding and/or transforming social power structures

Additionally, theoretical and methodological tools from the course will provide a basis for students to carry out their own social research projects on well-being, applying concepts from the course to deepen their understanding of the world while gaining academic research and writing skills.

3. List faculty member(s) who will serve as instructor (give academic rank):

Instructor - Carolyn Merritt, Doctoral Candidate, Anthropology; Faculty mentor - Dr. Linda Garro,

Professor, Anthropology

Do you intend to use graduate student instructors (TAs) in this course? Yes No

If yes, please indicate the number of TAs N/A

4. Indicate when do you anticipate teaching this course:

2018-2019	Fall	Winter	Spring
Enrollment	<input type="checkbox"/>	Enrollment <input checked="" type="checkbox"/>	Enrollment <input type="checkbox"/>

5. GE Course Units

Is this an ***existing*** course that has been modified for inclusion in the new GE? Yes No

If yes, provide a brief explanation of what has changed. N/A

Present Number of Units:

Proposed Number of Units:

6. Please present concise arguments for the GE principles applicable to this course.

❑ General Knowledge

Students will read scholarly texts on the topic of well-being that employ a variety of theoretical and methodological approaches in sociocultural anthropology and reflect a diverse selection of contemporary sociocultural and geographical settings

❑ Integrative Learning

Students will gain exposure to various methodological and theoretical approaches that researchers use to study well-being within sociocultural anthropology, as well as how anthropological approaches as a whole produce different types of knowledge about well-being than other social science fields and popular sources.

❑ Ethical Implications

Contextualized against the backdrop of the contemporary “happiness industry,” this course gives students tools to critically interrogate the growing push to strive for well-being as an unquestioned good in people’s personal lives, the corporate sphere, and international public policy, revealing how social constructions of well-being can reinforce existing social inequalities in terms of class, race, gender, age, and culture – and can also potentially be re-constructed as a strategy to challenge power hierarchies.

❑ Cultural Diversity

This course uses emerging anthropological research from diverse cultural settings to examine how the concept of “well-being” is socially constructed, and how local understandings of well-being contribute to shaping social and cultural identities. Class materials illustrate how human pursuits of well-being are both connected and distinct across space, by contextualizing well-being in terms of larger social, cultural, existential, political, and economic conditions, including colonialism and globalization.

❑ Critical Thinking

Students will learn how to critically evaluate taken-for-granted assumptions about well-being by expanding the number of relevant factors and perspectives they take into consideration. In critical media literacy activities in class, students will use course concepts to practice critically analyzing popular media sources. In an ethnographic exercise outside of class, students will practice analytically problematizing everyday observations related to well-being. In a final research paper, students will critically evaluate a social problem related to well-being using new perspectives gained in the course.

❑ Rhetorical Effectiveness

Through regular reading responses, in-class writing activities, and a final research paper and presentation, students will practice using course concepts as a basis to articulate analytical arguments about well-being, as well as gain experience in effectively communicating these arguments to their peers.

❑ Problem-solving

Students will identify a social problem related to well-being to investigate as the topic of their final research paper. Subsequently, they will delimit and collect necessary primary (e.g. observations and fieldnotes) and/or secondary (e.g. scholarly research articles) source data to gain and present a deeper analytical understanding of this problem.

❑ Library & Information Literacy

In-class exercises in this course will focus on two broad areas of academic research literacy, including 1) library research: searching for, finding, organizing, and annotating secondary research sources using university library databases, as well as 2) generating original field data: delimiting a field site, carrying out field observations, and notating field research. Further in-class exercises will provide students with tools and feedback regarding how to build academic analysis and arguments from these two kinds of data sources.

(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

- | | | |
|---|--------------------|---------|
| 1. Lecture: | <u> N/A </u> | (hours) |
| 2. Discussion Section: | <u> 3 </u> | (hours) |
| 3. Labs: | <u> N/A </u> | (hours) |
| 4. Experiential (service learning, internships, other): | <u> N/A </u> | (hours) |
| 5. Field Trips: | <u> N/A </u> | (hours) |

(A) TOTAL Student Contact Per Week **3** (HOURS)

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)
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- | | | |
|-------------------------------------|--------------------|---------|
| 1. General Review & Preparation: | <u> 1 </u> | (hours) |
| 2. Reading | <u> 4 </u> | (hours) |
| 3. Group Projects: | <u> .5 </u> | (hours) |
| 4. Preparation for Quizzes & Exams: | <u> N/A </u> | (hours) |
| 5. Information Literacy Exercises: | <u> .5 </u> | (hours) |
| 6. Written Assignments: | <u> 3 </u> | (hours) |
| 7. Research Activity: | <u> 3 </u> | (hours) |

(B) TOTAL Out-of-class time per week **12** (HOURS)

GRAND TOTAL (A) + (B) must equal at least 15 hours/week **15** (HOURS)

**“Worlds of Well-Being:
Anthropological Perspectives on Health and Happiness”**
Anthro 98TA, Winter 2019

Instructor: Cari Merritt

Email: cmerritt@ucla.edu

Office Hours: Mondays 1-2:50 PM in Haines 360 or by appointment

“[W]ellbeing does not ‘belong’ to individuals at all, but is produced through interaction with others and [in] context.”

-Sara White, *Cultures of Wellbeing: Method, Place, Policy*

“[W]ell-being is less an attainable goal than a necessary fiction without which we might conclude that we have little to live for.”

-Michael Jackson, *Life Within Limits: Well-Being in a World of Want*

Seminar Description and Objectives:

The contemporary “happiness industry” foregrounds the importance of striving for positivity and wellness in our personal lives, the corporate sphere, and even international public policy, which is increasingly geared toward facilitating ‘well-being.’ Yet in spite of the widespread focus on being happy and well, data from the World Health Organization shows high - and increasing - rates of mood and anxiety disorders in the US and around the globe. Does this mean that movements for wellness are more needed than ever, or that these trends are part of the problem? Perhaps both. In response to the growing popular focus on well-being, supported by quantitative research in fields including psychology and economics, anthropologists claim that participant-observation and other qualitative methods are essential to uncover more nuanced understandings of this concept and its effects in different social and cultural settings. This course uses emerging anthropological research from Sierra Leone, Micronesia, India, Japan, Guinea Bissau, the Amazon, and elsewhere to critically examine the concepts of “well-being,” “health” and “happiness” across time and space. We will investigate how people’s pursuits of well-being are tied to larger existential, social, cultural, political, and economic conditions, paying close attention to how these dimensions of human life have been and continue to be impacted by colonialism, globalization, and modernization projects. We will also consider how the social construction of well-being plays a part in maintaining and transforming social structures, exploring how ideas and practices of well-being can be linked to identity and/or inequality in terms of class, race, gender, age, culture, tradition, and other social categories. Course activities include: 1) student-led discussions of ethnographic texts based on the group’s reading reactions, 2) student-designed research and writing, including the option to do ethnographic ‘fieldwork,’ and 3) critical media literacy, using course concepts to analyze portrayals of wellness in websites, films, and other media. Through all of these components, this course aims at cultivating a critical understanding of why ideas about well-being matter.

Through engaging with this seminar, students will:

- ❖ Gain an understanding of key theories and findings in contemporary research on well-being, health, and happiness in anthropology

- ❖ Evaluate how anthropological research adds to understandings of well-being across disciplines
- ❖ Understand and practice ethnographic methods in field research related to well-being
- ❖ Develop academic analysis, writing, and revision skills in a final paper based on scholarly literature and/or field research
- ❖ Gain skills in *critical media literacy* by analyzing course concepts in films, magazines, and websites
- ❖ Be able to apply anthropological insights to understand the premises and impacts of global public health and welfare policies

Seminar is a collaborative, interactive space, and the main focus of this seminar is to engage in discussion about the reading material. In addition, we will use seminar time to engage in writing exercises and other activities, and most seminar meetings will also include brief lectures to give an overview of key course concepts. Seminar discussions are your time, as a group, to explore and engage with course materials, to practice thinking critically about how the concepts in these materials fit together, and to apply the knowledge provided in these materials to your own interests. Discussion allows us to clarify difficult and important concepts – please feel free to ask questions during seminar about material that you find challenging. We all bring different backgrounds, experiences, and interests to the class, and all share the responsibility for maintaining an open, supportive, and respectful environment.

Grading

- Participation.....30%
- Leading discussion.....10%
- Reading responses.....30%
- Final paper/presentation.....30%
 - Paper first draft.....10%
 - Paper revised draft.....15%
 - Presentation.....5%

Email

You can regularly reach me via email (cmerritt@ucla.edu). Please keep the following in mind:

- I generally stop checking my email after 8:00pm during the weekdays and do not consistently check my email during the weekend.
- It may take me up to **24 hours** to respond to your email. If I have not responded within 48 hours, feel free to contact me again.

Technology in the classroom

- Seminar will generally be a screen-free space unless otherwise specified. (Mueller and Oppenheimer, 2014: “The Pen Is Mightier Than the Keyboard.”)

Attendance and Participation

- Participation is a significant portion of the final grade, and this requires your active presence in class. Missing seminar more than once during the quarter will have a significant impact on your grade. If you will be absent due to illness or another documentable reason, please let me know ahead of time via email and bring documentation of the

reason (e.g. a doctor's note) to the next seminar meeting.

- I will measure participation in seminar substantively. Effective participation demonstrates collaborative effort toward learning. This can take different forms, including contributing constructively to class conversations in a way that demonstrates close engagement with the reading, responding to classmates' questions, participating actively in group activities, engaged listening, and attending office hours to discuss ideas of interest or concepts that are unclear.

Assignments

Reading responses

- You will submit eight weekly reading responses, following the "Guide for Reading Responses" posted on the course website. You may find it helpful to develop your response using the prompt below the readings for that week, if a prompt is listed. Your reactions and responses will help catalyze our discussions. *Please note:* The discussion leaders and instructor will read these, and may ask you to discuss ideas you've brought up in your responses in seminar.
- Unless otherwise noted, responses should address all required readings for the week. All responses should be 1-2 pages double spaced. These will be graded on a scale of 0 (not completed or addressing the wrong readings), 5 (not addressing all of the readings or not following the prompt if applicable), 7, 8, 9, or 10 out of 10. The lowest-grade reading response will be dropped. You will not be required to submit a response on the week you lead discussion.
- Post an electronic copy of your response onto the course website by **Sunday at 11:59 PM**, in order to give discussion leaders enough time to read through all responses before seminar, and bring a printed copy of your response to seminar.

Leading Discussion

- Once during the course of the quarter, you will lead our discussion of the assigned readings during half of the seminar meeting, together with a classmate. You will be expected to:
 - Read your classmates' reading responses and incorporate points and questions from these into the class discussion
 - Identify relevant themes from the reading
 - Pose 3-4 of your own discussion questions for the class which relate to the assigned texts
 - You may also choose to bring in outside examples/material and/or activities in order to further illuminate concepts related to the reading.
- Email me a basic outline of your discussion plan by 5 PM on Monday before the class in which you lead discussion. I highly recommend that you meet with me in office hours (Monday, 1-2:50 PM) before the class meeting in which you lead discussion.

Mini-Ethnographic Exercise

Choose a wellness activity on campus before week 4, e.g. a mindfulness session, a student health event offered at Ashe Center, or a fitness session at Wooden Center, and carry out at least 30 minutes of participant-observation. Take descriptive field notes during and after the experience (based on instructions given in class) and bring your notes to class to discuss during seminar week 4.

Research paper – Choose a social issue related to well-being or health, and critically analyze it, drawing on the concepts from the course and at least four scholarly sources. Ultimately, you will write a 6-8 page paper on this topic as well as present it to the class. You may find it helpful to focus your research using a specific example(s) of where this issue comes into play in a particular geographic or historical setting, in the media, or in the world around you. If you choose, you may include your own ethnographic fieldwork as one source of data for your research. We will structure time into class to develop the following components of the paper:

- **Topic:** Identify an issue/topic/event of interest for your paper, and write a paragraph about this issue: what is interesting about it to you? how does it relate to concepts raised so far in this class?
- **Annotated Bibliography:** Search for scholarly sources and compile an annotated bibliography of at least four sources, from in and outside of class, to use in the paper. Your annotations are notes that explain how your sources contain course-relevant concepts that will be helpful in your analysis.
- **Thesis:** Construct a thesis and learn processes for effective peer-review of the thesis statement.
- **Outline:** Make an outline before your first draft, or a reverse-outline after your first draft, to organize the logic of your argument.
- **Revision Conferencing:** Schedule an appointment to meet with Cari in week 9 about feedback on your first draft and revisions.
- **Final Draft:** (6-8 pages) due by 3 PM on Tuesday of finals week on the course website and hard copy in the anthropology main office.
- **Presentation:** Present the main argument from your paper to the class (5 min) during seminar in week 10.

Plagiarism and Academic Dishonesty

“Plagiarism is a serious offense. It is the presentation of another author’s words or ideas as if they were your own. University regulations require that any case of plagiarism be sent to the Dean of Students for review. If you have any questions about documentation, quotations, and related matters, please do not hesitate to ask me before submitting your work” (UCLA Undergraduate Education, Office of Instructional Development, <http://www.oid.ucla.edu/programs/facultydev/teachersguide/academicdishonesty>).

Readings and assignment schedule by week

All readings can be found listed under the appropriate week on the course website.

Please come to seminar every week having done the reading listed for that week, and bring: (1) the reading, (2) your notes on the reading and (3) a **hard copy** of your reading response for that week. Don’t forget to post your reading response under the appropriate week on the course website by **11:59 PM on Sunday**.

Week 1 – Well-Being - Why Anthropology?

In class: Culture, Ethnography, and Social Construction

Week 2 – Anthropology – Why Well-Being?

Discussion leaders: _____ & _____

Robbins, Joel. 2013. "Beyond the Suffering Subject: Toward an Anthropology of the Good." *Journal of the Royal Anthropological Institute* 19 (3): 447–62.

Mathews, Gordon, and Carolina Izquierdo, eds. 2009. *Pursuits of Happiness: Well-Being in Anthropological Perspective*. Berghahn Books. (Introduction).

**Optional:* Jimenez, Alberto Corsin, ed. 2008. *Culture and Well-Being: Anthropological Approaches to Freedom and Political Ethics*. Ann Arbor, MI: Pluto Press. (Introduction).

Reading response: The subfield of medical anthropology has largely focused on illness, disease, and suffering, using ethnographic research to show how these aspects of human life are understood, experienced, and addressed in different ways across different social, cultural, and political-economic contexts. Why has *well-being* recently also emerged as a legitimate and increasingly popular theme for study in anthropology? What are the stakes?

Week 3 – Discourse, Power, Practice

Discussion leaders: _____ & _____

Hall, Stuart. 1993. "The West and the Rest: Discourse and Power." In *Formations of Modernity*, Bram Gieben and Stuart Hall, (Eds.), Polity Press, pp. 275-320.

Crawford, Robert. 2006. "Health as a Meaningful Social Practice." *Health (London, England: 1997)* 10 (4): 401–20.

Reading Response: How are discourse, power, and practice related? Draw on the Hall reading to comment on how Crawford mobilizes these concepts in relation to health/well-being.

Week 4 – Colonialism and the Politics of Identity

**bring field notes from mini-ethnographic exercise to discuss during class.*

Discussion leaders: _____ & _____

Adelson, Naomi. 1998. "Health Beliefs and the Politics of Cree Well-Being." *Health: An Interdisciplinary Journal for the Social Study of Health, Illness and Medicine* 2 (1): 5–22.

Heil, Daniela. 2009. "Embodied Selves and Social Selves: Aboriginal Well-Being in Rural New South Wales, Australia." In *Pursuits of Happiness: Well-Being in Anthropological Perspective*, edited by Gordon Mathews and Carolina Izquierdo, 88–108. Berghahn Books.

**Optional:* Calestani, Melania. 2013. *An Anthropological Journey into Well-Being: Insights from Bolivia*. Springer. (Chapter 5, "Well-Being and Community").

Reading Response: How do these anthropologists and their interlocutors link ideas about wellness to identity, social membership, and politics?

Week 5 – Globalization and Modernization

Discussion leaders: _____ & _____

Chua, Jocelyn Lim. 2014. *In Pursuit of the Good Life: Aspiration and Suicide in Globalizing South India*. Berkeley: University of California Press. (Introduction).

Throop, C. Jason. 2015. "Ambivalent Happiness and Virtuous Suffering." *HAU: Journal of Ethnographic Theory* 5 (3): 45–68.

*Optional: Izquierdo, Carolina. 2009. "Well-Being Among the Matsigenka of the Peruvian Amazon: Health, Missions, Oil, and 'Progress.'" In *Pursuits of Happiness: Well-Being in Anthropological Perspective*, edited by Gordon Mathews and Carolina Izquierdo, 67–87. Berghahn Books.

In-class media: Watch excerpt from "Happy People: A Year in the Taiga" (2010)

Week 6 – Social Structures and Values

Discussion leaders: _____ & _____

Jackson, Michael D. 2011. *Life Within Limits: Well-Being in a World of Want*. Durham NC: Duke University Press Books. (Preface, "Imagining Firawa").

Fischer, Edward F. 2014. *The Good Life: Aspiration, Dignity, and the Anthropology of Wellbeing*. Stanford, California: Stanford University Press. (Chapter 3, "Moral Provenance and Larger Purposes.")

Mathews, Gordon. 2009. "Finding and Keeping a Purpose in Life: Well-Being and Ikigai in Japan and Elsewhere." In *Pursuits of Happiness: Well-Being in Anthropological Perspective*, edited by Gordon Mathews and Carolina Izquierdo, 167–88. Berghahn Books.

Reading Response: How are personal and sociocultural values reflected in ideas about wellness facilitated and/or hindered by institutions and material resources?

In-class: Presentation, dissertation research on welfare and well-being in Swedish folk high schools.

Week 7 – Social and Economic Capital

**Paper first draft due on Thursday of week 7 by 3 PM in the anthropology main office*

Discussion leaders: _____ & _____

Crawford, Robert. 1984. "A Cultural Account Of 'health': Control, Release, and the Social Body." In *Issues in the Political Economy of Health Care*, edited by John B. McKinlay, 61–103. Tavistock Publications.

Vigh, Henrik E. 2015. "Militantly Well." *HAU: Journal of Ethnographic Theory* 5 (3): 93–110.

*Optional: Martin, Emily. 2000. "Flexible Bodies: Science and a New Culture of Health in the US." In *Health, Medicine and Society: Key Theories, Future Agendas*, edited by Michael Calnan, Jonathan Gabe, and Simon J. Williams, 1 edition, 123–45. London; New York: Routledge.

Reading Response: How do this week's authors relate constructions of health and ideals for the self to social and economic structures? What do you think?

In-class media: Watch excerpt from “Expedition Happiness” (2017)

Week 8 – Moral Panics and the Construction of Moral Ideals

Discussion leaders: _____ & _____

Metzl, Jonathan. 2010. “Introduction: Why ‘Against Health’?” In *Against Health: How Health Became the New Morality*, edited by Jonathan M. Metzl and Anna Kirkland, 1–14. NYU Press.

Conrad, Peter. 1994. “Wellness as Virtue: Morality and the Pursuit of Health.” *Culture, Medicine and Psychiatry* 18 (3): 385–401.

*Optional: Popenoe, R. (2005). “Ideal.” In D. Kulick and A. Meneley (Eds.), *Fat: The Anthropology of an Obsession*, New York: Penguin, pp. 9-28.

In-class media:

- ❖ Look at *Women’s Health* and *Men’s Health* magazines
- ❖ Look at “The Fat Nutritionist” <http://www.fatnutritionist.com/>

Week 9 – Relationality and Care

*Set up a meeting with Cari this week to discuss paper revisions

Discussion leaders: _____ & _____

Garro, Linda C. 2011. “Enacting Ethos, Enacting Health: Realizing Health in the Everyday Life of a California Family of Mexican Descent.” *Ethos* 39 (3): 300–330.

Jackson, Michael D. 2011. *Life Within Limits: Well-Being in a World of Want*. Durham NC: Duke University Press Books. (Chapter 13, “Strings Attached”).

*Optional: Snell-Rood, Claire. 2015. *No One Will Let Her Live: Women’s Struggle for Well-Being in a Delhi Slum*. Oakland, California: University of California Press. (Chapter 1, “You Should Live for Others’: Tensely Sustaining Families and Selves”)

Reading Response: How do this week’s authors position their research in relation to ‘Western’ conceptions of well-being? To what extent is ‘well-being’ a universal concept, versus something culturally-specific?

In-class Media: TED Talk, Robert Waldinger, “What makes a good life? Lessons from the longest study on happiness” (2015)

Week 10 – Happy = Well?

*Present paper in class (5 min)

Ahmed, Sara. 2010. *The Promise of Happiness*. Durham NC: Duke University Press Books. (Chapter 4, “Melancholic Migrants”).

White, Sarah, and Chloe Blackmore. 2016. *Cultures of Wellbeing: Method, Place, Policy*. Springer. (Introduction).

*Optional: Walker, Harry, and Iza Kavedžija. 2015. “Values of Happiness.” *HAU: Journal of Ethnographic Theory* 5 (3): 1–23.

In-class media: Listen to excerpt from “Keep a Contented Heart,” chapter 11 in *The Happiness Project* by Gretchen Rubin (2009).

Student Resources

Undergraduate Writing Center

- Meeting with a peer at the UWC can improve your performance on written assignments.
- Phone: 310-206-1320 / E-mail: wcenter@ucla.edu
- Appointments: www.wp.ucla.edu; Click on UCLA Writing Center/ Schedule an Appointment

Center for Accessible Education (CAE) Accommodations

- The Center for Accessible Education, or CAE, (formerly known as the Office for Students with Disabilities, or OSD) offers resources for students who need learning accommodations, including extra time or quiet rooms during exams, etc.
- From the CAE website: “If you are a UCLA student and need to register with the CAE, please call (310) 825-1501 or come in to make an appointment to meet with a disability specialist. If you are unsure if you qualify, we will explore with you what the issues are and make recommendations” (<http://www.cae.ucla.edu/Register-with-the-CAE>).
- If you are registered with CAE and would like to receive accommodations for this class, please let me know so that I can coordinate the necessary logistics.

CAPS

College can be hard! Counseling and Psychological Services (CAPS) offers support for students’ mental health and well-being. To set up a first-time appointment, visit CAPS, next to the John Wooden Center, during their brief screen walk-in hours on Monday-Friday from 9 AM-4 PM. For urgent needs or after-hours counseling, call 310-825-0768.



New Course Proposal

Anthropology 98TA

Worlds of Well-Being: Anthropological Perspectives on Health and Happiness

Course Number Anthropology 98TA

Title Worlds of Well-Being: Anthropological Perspectives on Health and Happiness

Short Title WORLDS OF WELLBEING

Units Fixed: 5

Grading Basis Letter grade only

Instructional Format Seminar - 3 hours per week

TIE Code SEMT - Seminar (Topical) [T]

GE Requirement Yes

Major or Minor Requirement No

Requisites Enforced: Satisfaction of entry-level Writing requirement. Freshmen and sophomores preferred.

Course Description Seminar, three hours. Requisite: satisfaction of Entry-Level Writing requirement. Freshmen/sophomores preferred. Anthropological examination of well-being in global context. Illustrates how pursuit of well-being is tied to sociocultural, existential, political, and economic conditions. Focus on how social constructions of well-being shape social identities and hierarchies in terms of class, race, gender, culture. Letter grading.

Justification Part of the series of seminars offered through the Collegium of University Teaching Fellows

Syllabus File [ANTHRO 98TA_Merritt_Syllabus.pdf](#) was previously uploaded. You may view the file by clicking on the file name.

Supplemental Information Instructor (Carolyn Merritt) UID: 904359397

Professor Linda Garro is the faculty mentor for this course. UID: 102743819

Grading Structure Participation - 30%
Leading Discussion - 10%
Reading Responses - 30%
Final paper/presentation - 30%

Effective Date Winter 2019

Discontinue Date Summer 1 2019

<u>Instructor</u>	Name	Title
	Carolyn Merritt	Teaching Fellow

Quarters Taught Fall Winter Spring Summer

Department Anthropology

<u>Contact</u>	Name	E-mail
	MICHELLE CHEN	mchen@oid.ucla.edu

Routing Help

ROUTING STATUS

Role: Registrar's Office

Status: Processing Completed

Role: Registrar's Publications Office - Livesay, Blake Cary (BLIVESAY@REGISTRAR.UCLA.EDU) - 61590

Status: Added to SRS on 8/16/2018 11:43:54 AM

Changes: No Changes Made

Comments: No Comments

Role: Registrar's Scheduling Office - Livesay, Blake Cary (BLIVESAY@REGISTRAR.UCLA.EDU) - 61590

Status: Added to SRS on 8/16/2018 11:43:05 AM

Changes: Description

Comments: Course description edited into official version.

Role: Registrar's Scheduling Office - Lin, Jessica (JLIN@REGISTRAR.UCLA.EDU) - 58253

Status: Added to SRS on 8/3/2018 3:42:11 PM

Changes: Short Title

Comments: Within e-mail thread from Mary Ries and Aaron Tornell, FEC Chair Aaron Tornell provided written approval of course proposal on 08/03/2018.

Role: FEC Chair or Designee - Ries, Mary Elizabeth (MRIES@COLLEGE.UCLA.EDU) - 61225

Status: Returned for Additional Info on 8/1/2018 3:25:47 PM

Changes: No Changes Made

Comments: Per 8/01/2018 e-mail from Michelle L. Chen, course proposal was approved by CUTF FAC on 5/08/2018. Copy of approval letter was attached to Michelle's e-mail.

Role: Initiator/Submitter - Chen, Michelle L. (MCHEN@OID.UCLA.EDU) - 53042

Status: Submitted on 8/1/2018 2:29:56 PM

Comments: Initiated a New Course Proposal

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Comments or questions? Contact the Registrar's Office at publications@registrar.ucla.edu or (310) 825-6704