

Anthropology 330X: People and Cultures of the World

Autumn 2019
Tues/ Thurs 12:30-1:50
LA 106

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Office hours: Tues 2:00-4:30 in SS 216
(or by appointment)

Course description

Anthropological studies encourage a sensitive approach to cultural difference and local-global citizenship. Engagement with the so-called Other—whether through direct experience with unfamiliar communities and practices (at home or abroad), or through ethnographic representation—is indispensable to a non-ethnocentric worldview. Using examples drawn primarily from Southeast Asia, this course will explore the complex relationships between Self and Other negotiated through colonialism, decolonization, nationalism, identity politics, social change, tradition and cultural continuity. Finally, and crucially, throughout the semester we will reflect upon how our own experiences and cultural biases influence our growing understanding of our diverse and dynamic world.

Course outcomes

By the end of this semester, you should be able to:

- Apply anthropological approaches, concepts and frameworks to describe social change, continuity and variation in Southeast Asia
- Describe the relevance of contemporary transitions in political economy (colonialism, decolonization, nation-building and so on) to everyday life in Southeast Asia
- Consider your own positionality and the context in which knowledge of the Other has been produced
- Think critically about naturalized concepts such as civilization, modernity, globalization, nationalism, race, knowledge and tradition
- Individually and collaboratively summarize, analyze and present information and critical reflections thereof

Communication

This syllabus and supplemental materials will be available on Moodle, which I will update regularly. I will do my best to check my email weekly but *email is not the most reliable way to communicate with me*. Please discuss class- and assignment-related matters in class, after class or in my office hours. Your co-learners may have similar concerns or questions, so please do not hesitate to ask for clarification in class!

Required readings

Please complete all assigned and self-selected readings *before* the date listed on the schedule (below). The weekly reading requirement for this course will typically be three to four chapters or articles (between 60 and 90 pages total). Brief notes and questions about the readings will help you prepare for lectures and in-class activities, and will be included in your participation and reading response grades, as outlined below.

Adams, Kathleen & Kathleen Gillogly. 2011. *Everyday Life in Southeast Asia*. Bloomington, IN: Indiana University Press.

* Available as an EBook via Mansfield Library *

Said, Edward. 1979. *Orientalism*. New York: Vintage Books.

Moodle: Additional material for ANTY 330X will be posted on Moodle at least one week before the due date (as .pdf documents or links).

Recommended readings

You will select ONE of the following texts (or an approved alternative) in week 10, for in-class group discussion and presentation.

Fadiman, Anne. 2012. *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*. New York: Farrar, Straus, and Giroux.

Ninh, Bao 1996: *The Sorrow of War: A Novel of North Vietnam*. New York: Penguin Books.

Sen, Amartya. 2005. *The Argumentative Indian: Writings on Indian History, Culture, and Identity*. New York: Farrar, Straus, and Giroux.

Toer, Pramoedya Ananta 1996: *This Earth of Mankind*. New York: Penguin Books.

Zeppa, Jamie. 1999. *Between the Sky and the Earth: A Journey into Bhutan*. New York: Penguin Books.

Course requirements

Final grades will be calculated as follows:

Attendance and participation	20%
In-class exercises (credit/ no credit)	10%
Jigsaw reading summaries (credit/ no credit)	10%

Reading responses (best 2 of 3)	10%
Group presentation	10%
Take-home essays	<u>40%</u>
	100% total

If you are taking this class on a credit/ no credit basis, a 70% is required to pass.

Class attendance and participation is key to your success in this class and to maintaining a cohesive learning community. If you need to arrive late or leave early, please notify me by email or in person beforehand, and be aware that you may not make up an unexcused missed class or assignment. In case of documented emergencies or pre-approved absences, it is your responsibility to contact me within one week of your return to classes to discuss the possibility of a make-up.

After three unexcused absences, you will lose 4% of your total grade per unexcused day missed (up to the 20% attendance/ participation total), in addition to losing points for any in-class exercises that you miss.

Out of respect for our learning community, and in the spirit of active engagement, please silence (or, ideally, turn off) electronic devices while class is in session.

In-class exercises will explore the topic of the day or week through an individual and/ or group activity, may be useful in preparing your mid-term, group presentations and/ or final and will be marked as either done (full credit) or not done (no credit).

Reading notes, outlines and responses will be completed at home and then used in class discussions/ activities, as noted in the schedule below. They may also be used for your mid-term, group presentation and/ or final. In weeks 1-4, reading notes will be used to create/ revise outlines in class or group discussions; in weeks 5-8, reading outlines will be used in class or group discussions to produce additional reflections; in week 10, your final reading response and jigsaw summary will be critical reflections in narrative form.

Jigsaw reading summaries will be marked as either done (full credit) or not done (no credit) at the beginning of class, and then returned for in-class use. Reading responses will be graded as follows:

Presentation of argument	10
Presentation of evidence	10
Presentation of conclusion	10
Clarity, organization and flow	10
Notes or critical reflection	<u>10</u>
	50 points total

Group presentations will collaboratively summarize, analyze and present one recommended reading (selected from the list above, or an approved alternative) in

relation to other course readings, your own experience and/ or other material. It will be graded as follows:

Presentation outline	10
Summary of reading (argument, evidence & conclusion)	30
Discussion of key themes/ context	10
Comparison with other readings	20
Critical reflection on positionality/ representation	20
Full group participation	<u>10</u>
	100 points total

Take home essays will consist of a mid-term and a final, submitted in class by the date listed on the schedule and graded on the following point system:

Outline or draft	20
Thesis paragraph/ argument	20
Evidence	40
Conclusion	20
Critical reflection	50
Application of concepts and depth of analysis	30
Clarity, organization and flow	<u>20</u>
	200 points total

Food security and stable housing are integral to learning. If you are struggling in this class due to food insecurity or a housing crisis, please let me know. The following university programs may also be able to help: the UM Food Pantry and ASUM (including their Rental Center) are both located in the University Center, and confidential support for a range of issues is available at the Student Advocacy Resource Center in Curry Health Center.

Dispensation for disabilities will be provided as per University policy. Please contact me and/ or Disability Student Services (DSS) within the first two weeks of the semester to discuss arrangements.

Preliminary course schedule*

Week/Date	Topics & in-class activities	Assignments/ exercises due	Readings due <i>before</i> class
1 Aug 27	Introductions, expectations and learning communities		
	Observing the Human Condition		
1 Aug 29	Introductions (cont.), Self, Other, positionality and reflexivity		Miner (1956) Kiriakakis (2012)

2 Sept 3	Critical thinking, cultural relativism and moral boundaries (Jigsaw readings assigned for next class)		Iber (2019)
2 Sept 5	Everyday life in anthropology & Southeast Asia Jigsaw 1: aspects of everyday life in Thailand Reading response 1 assigned	Jigsaw 1 reading notes due	Adams & Gillogly (2011) - Introduction Jigsaw (one reading, as assigned in previous class): Merli (2010) Adams & Gillogly (2011) - Ch 6, 7, 15 OR 16
Concepts, contexts and key transitions			
3 Sept 10	Orientalism, occidentalism and essentialism	<i>Reading response 1 notes due</i>	Said (1978) – Introduction
3 Sept 12	Colonialism and geography Balloon Globe, part 1 (Jigsaw readings assigned for next class)	Reading response 1 (notes + outline) due In-class exercise 1: Positionality and knowledge, part 1	Sharp (2009) – Introduction & Ch 2
4 Sept 17	Colonialism(s), “civilization” and anthropology Jigsaw: 2 Colonial legacies Readings assigned for 09/19 debate	<i>Jigsaw 2 reading notes due (optional)</i>	Pels (1997) AND Jigsaw (one reading, as assigned in previous class): Fanon (1967) Ang & Stratton (1995) Trankell & Ovesen (2004) Smith (2012) Allen & Jobson (2016)
4 Sept 19	Development and “modernity” Debate on multiple modernities Flex Day topic assigned	Jigsaw 2 reading outline due In-class exercise 2: Can ‘modernity’ be plural? Rural, urban and otherwise...	Ong (2000) AND Kahn (2001), pp. 651-664 OR Eisenstadt (2000) (as assigned 09/17)

5 Sept 24	Flex Day (Film "Crossing Bhutan" or guest lecturer?) Feedback: course and participation review Poll: countries and topic(s) of interest Reading response 2 assigned		Catch up on readings!
5 Sept 26	War, suffering and structural violence (Jigsaw readings assigned for next class) Mid-term paper assigned	<i>Reading selections for countries/ topics of interest due</i>	Farmer (1996) AND Adams & Gillogly (2011) – Part 6 Introduction (pp. 231-236) and Ch 18, 19 OR 20
6 Oct 1	Nationalism, race and ethnicity Jigsaw 3: Identity and the nation-state	Jigsaw 3 reading outline due	Hutchinson & Smith (1994) AND Jigsaw (one reading, as assigned in previous class): Eriksen (2010) – Ch 6 Spencer (2006) Smith (2018) – Ch 2 Adams & Gillogly (2011) – Ch 12 Fanon (1963)
6 Oct 3	Nation-building and everyday life in Southeast Asia (Jigsaw 3 alternate, depending on interest)	Reading response 2 (outline + reflection) due	Adams & Gillogly (2011) – Part 3 Introduction (pp. 101-106) AND Ch 8, 9 OR 10
7 Oct 8	Globalization, localization and transnationalism Guest lecturer: Kelly Franklin		Eriksen (2003) OR Tambiah (2000)
7 Oct 10	Mid-term paper workshop	<i>Mid-term paper outline or draft due</i>	Mid-term paper readings

Change, continuity and identity

8 Oct 15	Heritage and the (re)invention of tradition (Jigsaw readings assigned for next class)	Mid-term paper due	Hobsbawm (1994) AND Smith (2018) – Ch 1
8 Oct 17	The body politic and “traditional” medicine Jigsaw 4: the body politic in transition	Jigsaw 4 reading outline due	Jigsaw (one reading, as assigned in previous class): Smith (2018) – Ch 3 Puakson (2007) Good & Good (2010) Ferzacca (2002) Wahlberg (2006)
9 Oct 22	Identity politics and personhood Reading response 3 assigned		Eriksen (2010) – Ch 8 AND Adams & Gillogly (2011) - Ch 1, 2, 3 OR 4
9 Oct 24	Science, ideology and power		Nader (1996) OR Scott (1996)
10 Oct 29	Deconstructing “knowledge” and “belief” Group presentation prep (Jigsaw readings assigned <i>to presentation groups</i> for next class)	Reading response 3 (narrative) due	Good (1994) AND Self-selected reading
10 Oct 31	The body ecologic and environmental change TEK & Place-based learning video Jigsaw 5: ecological knowledge and experience Flex Day topic assigned	<i>Presentation reading selections due</i> Jigsaw 5 reading reflection due	Adams & Gillogly (2011) – Part 7 Introduction (pp. 269-272) AND Jigsaw (one reading, as assigned in previous class): Smith (2018) – Ch 5 Adams & Gillogly (2011) – Ch 11, 21, 22 OR 24
11 Nov 5	Flex Day (Film “Tiger’s Apprentice” or guest lecturer?) Feedback: course and participation review	In-class exercise 3: Building better questions	Presentation reading
11	Knowledge, power and		Day & Reynolds (2000)

Nov 7	practice		AND Presentation reading
Reflection and reflexivity			
12 Nov 12	Voice, positionality and privilege Balloon Globe, part 3 Presentation outline & prep day discussion	In-class exercise 4: Statement of positionality	Sharp (2009) – Ch 6 AND Presentation reading
12 Nov 14	Group presentation prep		Presentation reading
13 Nov 19	Group presentations & discussion	Presentation outlines due	
13 Nov 21	Group presentations & discussion Final essay assigned	In-class exercise 5: Group presentation comparisons and feedback	Said (1978) – Ch 1
14 Nov 26	Cross-cultural comparison and fetishism	<i>Final essay reading selections due</i>	Radcliffe-Brown (1951) AND Parkin (1993)
14 Nov 28	Thanksgiving (no class)		
15 Dec 3	TBD		Final essay readings
15 Dec 5	Essay draft workshop	<i>Final essay outline or draft due</i>	Final essay readings
16 Dec 09	Finals week	Final essay due 10:10-12:10	

* This schedule is provisional; any significant changes will be announced in class and an updated syllabus will be posted on Moodle.