

ANTHROPOLOGY AND THE OTHER(ED) (3FO3)
Winter Term 2022

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Virtual Office Hour: Tues 1:00 – 2:00 p.m.
Lecture: BSB 121 Tues 2:30 p.m. – 5:20 p.m.

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Course Description and Objectives

This course provides an introduction to some of the concepts in socio-cultural anthropology with which you are probably familiar - culture, race, ethnicity, nationalism, memory, and so on. We will use these concepts to address the question of human universals and where do cultural differences come from. Are these more or less significant than biological differences and what is the cause of social inequality? We will use what anthropology has to say about both the distant and “exotic” locales that have been its traditional focus of study, as well as anthropological studies of urbanized and familiar locations. At the base of all our “conversations” for this course, we will attend to the questions of the “Other.” Who are the “Othered”? Under what foundational history are the “Others” created and maintained? In a Ranciéan sense, who among these “Others” have speech, and who among them have only noises? How intrinsic are the “Others” to the creation of the modern? Indeed, how have these dialectical underpinnings affected our emotion, our creativity, representation, and so on?

Course Policy

All readings must be completed before the week in which the given topic(s) is being discussed. Class attendance and active participation is part of the grade. Students who are absent more than two times will have a point taken off their final grade. Latecomers may, at the discretion of the instructor, incur an official absence. Students must accept the responsibility to respect the ethical standards in meeting their academic assignments and are encouraged to be active co-producers of knowledge. Students will hand in four one-page summaries, a midterm and final essay. Essay questions will be distributed in advance.

Late essays will only be accepted in extenuating circumstances.

Absences, Missed Work, Illness

Please use an MSAF to cover missed work that is worth less than 25% of your grade. An MSAF exception can be requested through your faculty office for work worth greater than 25% (with appropriate documentation).

Avenue to Learn

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Weekly discussions

Students should be prepared to participate in class discussion during the entire term. In addition, each student will be responsible for one presentation from the assigned book chapters or journal articles and leading subsequent class discussion. Presentations must outline the main arguments in the text, provide some supporting examples for these arguments from the text and beyond.

Course Evaluation – Overview

Attendance, participation, discussions	20%
Four one-page summaries	10%
Midterm essay	30%
Final essay	40%

Four one-page summary, Midterm, and Final essays

Students are also expected to hand four one-page summary, a mid-term and final essay. The one-page summary is a brief description of an article/chapter. Essay questions for the midterm and final essays (and their respective due dates) will be distributed in advance. Written essays must be handed in on the assigned due date. Late essays will only be accepted in extenuating circumstances.

You may hand in any of your one-page summary anytime during the course of the semester, so long as I have all of four of them by April 12, 2022. The due dates for your midterm and final essays are March 1 and April 12, 2022 respectively.

Instructor responsibilities

To present class material in clearly understandable language, to assist students in thinking critically about concepts and ideas, to respect student opinion and value each student's contributions equally, and to give feedback on student progress early and often; to be accessible during office hours, and to return all course materials, graded, in a timely fashion.

Weekly Course Schedule and Required Readings

All reading materials, including my weekly lecture notes are accessible on Avenue to Learn. On Avenue, go to "Content," then "Reading Materials," and "e-Reserves" for reading materials. On Avenue, go to "Content," then "Lecture Notes" for my weekly lecture notes.

Week 1 – Jan 11: Introduction to the Course

Under what context did anthropology developed into a professional discipline? The "Others" then were the noble savages, or the exotic natives. How has anthropology changed since the mid-nineteen century? Who are some of our contemporary "Others."

Week 2 – Jan 18: The aesthetic of the nation-state

One of the hallmarks of the modern nation-state is the ability to camouflage violence and disorder beneath the construction of its nationalized imagined glorified past and intended destiny. Some scholars have called this the "aestheticizing impulse" of the nation-state.

- Kuper, Adam. 1988. The Idea of Primitive Society. In *The Invention of Primitive Society: Transformations of an Illusion*. London: Routledge, pp.1-14.
- Robbins, Richard. 2006. The Construction of the Nation-State. In *Cultural Anthropology: A Problem-Based Approach*. Thomsom Wadsworth, pp. 81-112.

Week 3 – Jan 25: The handmaiden debate

Was/is anthropology a handmaiden of colonialism/imperialism? More importantly, is this debate valid?

- Cohn, Bernard. 1996. The Translation of Objects into Artifacts, Antiquities, and Art in Nineteen-Century India. In *Colonialism and its Forms of Knowledge: The British in India*. Princeton, NJ: Princeton University Press, pp. 76-105.
- Asad, Talal. 1973. "Introduction." In *Anthropology and the Colonial Encounter*. Edited by Talal Asad, pp. 9-19. New York: Humanity Press, pp. 9-19.

Week 4 – Feb 1: First World, Other World

- Arturo Escobar, "The Making and Unmaking of the Third World," in *The Post-Development Reader*. Edited by Victoria Bawtree and Majid Rahnema, pp. 85-93. Fernwood Publishing.
- Cooper, Frederick and Randall Packard. 2005. "The History and Politics of Development Knowledge." In *The Anthropology of Development and Globalization*. Edited by Marc Edelman and Angelique Haugerud, pp. 126-139. Oxford: Blackwell Publishing.

Week 5 – Feb 8: The meanderings of mass media

What are the increasingly important roles the mass media play in the quotidian realities of people all over the world? Are we seeing a homogenize subjectivities in a global sense or distinctively parochial through the discourses of nation and sexual desire as well as a sense of linkage to distant but familiar Others?

- Lutz, Catherine and Jane Collins. 1993. "Becoming America's Lens on the World: National Geographic in the Twentieth Century." In *Reading National Geographic*. Chicago: University of Chicago Press, pp. 15-46. (31 pgs – two students)
- Steet, Linda. 2000. "The Arab is an Anachronism." in *Veils and Daggers: A Century of National Geographic's Representation of the Arab World*. Philadelphia: Temple University Press, pp. 32-77. (45 pgs – two students)

Week 6 – Feb 15: Marginal People: Life Without Thoughts for Tomorrow

This section deals with ethnographic accounts of marginalized people who are associated with life that are focus in the present, that present-oriented self where duration is transformed into a present without beginning or end.

- Gill, Tom. 1999. "Wage Hunting at the Margins of Urban Japan." In *Lilies of the Field: Marginal People who live for the Moment*. Edited by Sophie Day, pp. 119-136. Boulder, CO: Westview Press.
- Gupta, Akhil. 1995. Blurred Boundaries: The Discourse of Corruption, the Culture of Politics, and the Imagined State. *American Ethnologist*, Vol. 22, No. 2: 375-402.

Week 7 – Feb 22: Midterm Recess

Week 8 – March 1: Violence and Steadfastness

- Allen, Lori. 2008. Getting by the Occupation: How Violence Became Normal during the Second Palestinian Intifada. *Cultural Anthropology* 23(3): 453-487.
- Asad, Talal. 2012. Fear and the Ruptured State: Reflections on Egypt after Mubarak. *Social Research: An International Quarterly* Vol. 79(2): 271-298.

➤ **MIDTERM ESSAY DUE (30% of total grade)**

Midterm Essays are to be handed in as a Microsoft Word document via email.

Week 9 – March 8: Eco/Indigenous Tourism

What are some of the politics and economics behind the development of Eco Tourism, even Indigenous Tourism? Why are Ecology and Indigenoussness marketed along the same narratives?

- Sylvain, Renee. 2005. Disorderly Development: Globalization and the Idea of “Culture” in the Kalahari. *American Ethnologist* 32(3): 354-70.
- Hankins, Joseph. 2012. Maneuvers of Multiculturalism: International Representations of Minority Politics in Japan. *Japanese Studies* 33(1): 1-19.

Week 10 – March 15: Internal Others

In any nation-state, internal others are produced in many ways: through wars, diseases, sexuality, refugees, migration, commodification, and so on.

- Starn, Orin. 1986. Engineering Internment: Anthropologists and the War Relocation Authority. *American Ethnologist* 13(4): 700-720.
- Karnik, Niranjan S. 2001. Locating HIV/AIDS and India: Cautionary Notes on the Globalization of Categories. *Science, Technology, and Human Values* 26(3): 322-48.

Week 11 – March 22:

- Hyde, Sandra Teresa. 2007. “Sex Tourism and Performing Ethnicity in Jinghong.” In *Eating Spring Rice: The Cultural Politics of AIDS in Southwest China*. Berkeley: University of California Press, pp. 105-127.
- Yong, Kee Howe. 2006. Silences in History and Nation-State: Reluctant Accounts of the Cold War in Sarawak. *American Ethnologist* 33(3): 462-473.

Week 12 – March 29: Controlled spaces / Surveillance Society

Urban spaces are becoming increasingly surveilled where various technologies are being used to monitor populations. What are the impacts of these technologies on daily life and how do they shape our experience of the city? Are we living in “surveillance societies?”

- David Lyon (2001). “Introduction.” In *Surveillance society: Monitoring everyday life*. Buckingham, UK: Open University Press, pp. 1-11.
- Majid Yar (2003). Panoptic Power and the Pathologisation of Vision: Critical Reflections on the Foucauldian Thesis. *Surveillance & Society* (1) 3: 254-271.

Week 13 – April 5: Involuntary Footsteps: The parts with no part to play

This section traces the transnational roots and histories of immigrant populations, analyzing the nature of transnational identity, global politics, and the adaptive strategies of new immigrants.

- Todd May. 2010. "Equality among the Refugees: Montreal's Sans-Statuts Algerian Movement." In *Contemporary Political Movements and the Thought of Jacques Rancière: Equality in Action*. Edinburgh University Press.
- Kristin Ross. 2011. "Democracy for sale." In *Democracy in what state?* New York: Columbia University Press, pp. 88-99.

Week 14 – April 12:

➤ **FINAL ESSAY DUE (40% of total grade)**

Final Essays are to be handed in as a Microsoft Word document via email.

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

UNIVERSITY POLICIES

Academic Integrity

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. It is your responsibility to understand what constitutes academic dishonesty.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one's own or for which other credit has been

obtained.

- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

Authenticity / Plagiarism Detection

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

Courses with an On-Line Element

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Online Proctoring

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a

communication has come from an alternate address, the instructor may not reply at his or her discretion.

Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact [Student Accessibility Services \(SAS\)](#) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University's [Academic Accommodation of Students with Disabilities](#) policy.

Requests for Relief for Miss Academic Term Work

McMaster Student Absence Form (MSAF): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar "Requests for Relief for Missed Academic Term Work".

Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office *normally within 10 working days* of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

Course Modification

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

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