

McMaster University
Anthropology 3F03

Anthropology and the “Other” (3F03)
Term 2 – (Jan – April 2014)

Instructor: Dr. Kee Howe Yong
Office Hours: Thurs. 13:00 –14:00
xtd: 23907

Thurs. 14:30 – 17:20 @ UH 112
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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 “Others”? 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 a midterm and a final essay. Essay questions will be distributed in advance.

ACADEMIC DISHONESTY

Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and 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. It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, Appendix 3, www.mcmaster.ca/senate/academic/ac_integrity.htm

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g., the submission of work that is not one’s own for which other credit has been obtained. (*Insert specific course information, e.g., style guide*)

2. Improper collaboration in group work. (*Insert specific course information*)
 3. Copying or using unauthorized aids in tests and examinations.
- (*If applicable*) In this course we will be using a software package designed to reveal plagiarism. Students will be required to submit their work electronically and in hard copy so that it can be checked for academic dishonesty.

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.**

Email Forwarding in MUGSI:

<http://www.mcmaster.ca/uts/support/email/emailforward.html>

*Forwarding will take effect 24-hours after students complete the process at the above link

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.

Grading:

Attendance and class participation	20%
Midterm essay	30%
Final essay	50%

Books for the Course:

The follow books will be put on reserve at the Mills Library:

Lutz, Catherine and Jane Collins. 1993. *Reading National Geographic*. Chicago: University of Chicago Press.

Day, Sophie (ed). 1999. *Lilies of the Field: Marginal People who live for the Moment*. Boulder, CO: Westview Press.

Steet, Linda. 2000. *Veils and Daggers: A Century of National Geographic’s Representation of the Arab World*. Philadelphia: Temple University Press.

Course Schedule:

Jan 9: British Social Anthropology

Under what context did anthropology developed into a professional discipline?

How has anthropology changed since the mid-nineteen century?

Jan 16: 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*. Thomson Wadsworth, pp. 81-112.

Jan 23: First World, Other World

- Arturo Escobar, “The Making and Unmaking of the Third World,” in *The Post-Development Reader*, pp. 85-93.

- Cooper, Frederick and Randall Packard. 2005. "The History and Politics of Development Knowledge." In *The Anthropology of Development and Globalization*, Marc Edelman and Angelique Haugerud, eds., Oxford: Blackwell Publishing, pp. 126-139.

Jan 30: The Meanderings of Mass Media

What are the increasing 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? This section also aims to show that when it comes to global cultural influence, the West is not the only player in town.

- Lutz, Catherine and Jane Collins. 1993. Chapter 2 – “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.

- Lutz, Catherine and Jane Collins. 1993. Chapter 7 – “The Photograph as an Intersection of Gazes.” In *Reading National Geographic*. Chicago: University of Chicago Press, pp. 187-216.

Feb 6: Mass Media (continuation)

- Lutz, Catherine and Jane Collins. 1993. Chapter 8 – “The Readers’ Imagined Geographic: An Evolutionary Tale.” In *Reading National Geographic*. Chicago: University of Chicago Press, pp. 217-258. (two students here)

Feb 13:

- Lutz, Catherine and Jane Collins. 1993. Chapter 9 – “The Pleasures and Possibilities of Reading.” In *Reading National Geographic*. Chicago: University of Chicago Press, pp. 259-280.
- Steet, Linda. 2000. Chapter 2 – “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.

Feb 20: Midterm Recess**Feb 27:**

- Steet, Linda. 2000. Chapter 4 – “The Arabian Nightmares.” in *Veils and Daggers: A Century of National Geographic’s Representation of the Arab World*. Philadelphia: Temple University Press, pp. 107-128.
- Steet, Linda. 2000. Chapter 5 - “Anonymous Women.” in *Veils and Daggers: A Century of National Geographic’s Representation of the Arab World*. Philadelphia: Temple University Press, pp. 129-152.
- **MIDTERM ESSAY DUE IN CLASS**

Mar 6: Eco/Indigenous Tourism

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

- Sylvain, Renee. 2005. Disorderly Development: Globalization and the Idea of “Culture” in the Kalahari. In *American Ethnologist* 32(3): 354-70.
- 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.

Mar 13: Marginal People: Life Without Thought for Tomorrow

This section deals with ethnographic accounts of marginalized people who are associated with life that are focus in the present and with autonomy, 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*. Sophie Day (ed.), Boulder, CO: Westview Press, pp. 119-136.
- Day, Sophie. 1999. “Hustling: Individualism among London Prostitutes.” In *Lilies of the Field: Marginal People who live for the Moment*. Sophie Day (ed.), Boulder, CO: Westview Press, pp. 137-157.

Mar 20: Internal Others:

- Karnik, Niranjana S. 2001. Locating HIV/AIDS and India: Cautionary Notes on the Globalization of Categories. *Science, Technology, and Human Values*, Vol. 26, No. 3: 322-48.
- Hankins, Joseph. 2012. Maneuvers of Multiculturalism: International Representations of Minority Politics in Japan. *Japanese Studies* 33(1): 1-19.

Mar 27: 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) *Surveillance Society: Monitoring everyday life*. Introduction pp. 1-11, and Chap. 4 pp. 51-68.
- Majid Yar (2003) “Panoptic Power and the Pathologisation of Vision: Critical Reflections on the Foucauldian Thesis” in *Surveillance & Society* (1) 3: 254-271

April 3: Voluntary and Involuntary Footsteps

We will next address issues of others that transcend the nation-state. 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. We will discuss the connections between post-colonialism, cities, and racial and political identities.

- 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.
- Wrapping Up!!

Final Exam Essays due on April 15th at my office CNH 535 (from twelve noon to 4 p.m.)

Updated December 24, 2013

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.