

SEMESTER AT SEA COURSE SYLLABUS

Anthropology

Fall 2008

ANTH 326Z: Globalization and Development

Upper Division

Tracy Bachrach Ehlers

No Prerequisites

COURSE DESCRIPTION

This class presents an anthropological approach to some of the developing world's most pressing social problems. In some ways the class is a dramatic departure from what anthropologists have normally studied. For many years cultural anthropologists considered their discipline peripheral to Third World issues of poverty, inequality, racism, hunger, etc. Even applied anthropologists were reticent change agents. Recently, however, many researchers working in developing countries have come to grips with the realities facing the people they study, thus reshaping anthropology's contribution to our appreciation of globalization, poverty, human rights, overpopulation, disease, etc. This course is an example of the new, and still controversial, involvement of anthropologists in confronting, studying, and changing the nature of underdevelopment.

COURSE OBJECTIVES

1. To help students understand major global issues from an anthropological perspective
2. To overcome inherent ethnocentric perspectives by working in different cultural settings and with people of diverse cultural backgrounds
3. To demonstrate the relevance of underdevelopment to students' lives
4. To engage in historical, cultural, and socioeconomic analysis to identify the dynamics of globalization
5. To provide research skills and experience to illustrate linkages between poverty, powerlessness, and globalization
6. To connect students to the role of activist scholars in addressing many of the problems they will confront in the class

TOPIC OUTLINE OF COURSE

Class 1 – Anthropology and Social Responsibility

Read:

1. Overing, Joanna
2006 What's the Difference Between a Peace Corps Worker and an Anthropologist? *In Human Impacts on Amazonia*, Darrell Posey and Michael Balick, eds. New York: Columbia University Press, p. 286-306.

Class 2 – Squatter Settlements in Urban Brazil

Read:

1. Child of the Dark: The Diary of Carolina Maria de Jesus

Class 3 – The Amazon

Read:

1. Hemming, John
2006 Romance and Reality. The First European Vision of Brazilian Indians. *In Human Impacts on Amazonia*, Darrell Posey and Michael Balick, eds. New York: Columbia University Press, p. 5-16.
2. Lutzenberger, Jose A.
2001 Who is Destroying the Amazon Rainforest? *In Tropical Rainforests. Latin American Nature and Society in Transition*, Wilmington, Del.: Scholarly Resources, p. 123-130.
3. Caufield, Catherine
1991 Chapter One - A Town in Brazil. *In In the Rainforest: Report from a Strange, Beautiful, Imperiled World*. Chicago: University of Chicago Press, p. 3-31.

Class 4, 5, 6 – Indigenous Peoples of West Africa and Social Change

Read:

1. Biesele, Megan and Robert K. Hitchcock
1999 The Ju/'hoansi San under Two States. *In Hunters and Gatherers in the Modern World*, Peter Schweitzer, ed., New York: Berghahn Books, p. 305-326.
2. Lee, Richard B. and Megan Biesele
2002 Local Cultures and Global Systems: Ju/'hoansi-!Kung and Their Ethnographers Fifty Years On. *In Chronicling Cultures: Long-Term Field Research in Anthropology*, Robert V. Kemper and Anya Peterson Royce, eds., Walnut Creek, CA: Altamira Press, p. 160-190.
3. Susser, Ida
2006 The Other Side of Development: HIV/AIDS among Men and Women in Ju/'Hoansi Villages. *In The Politics of Egalitarianism*, Jacqueline Solway, ed., New York: Berghahn Books, p. 205-220.
4. Sylvain, Renee
2006 Class, Culture, and Recognition: San Farm Workers and Indigenous Identities. *In The Politics of Egalitarianism*, Jacqueline Solway, ed., New York: Berghahn Books, p. 189-203.

Class 7: Apartheid and Poverty

Read:

1. Scheper-Hughes, Nancy
2002 Who's the Killer? Popular Justice and Human Rights in a South African Squatter Settlement Camp, *Social Justice* 22(3): 143-64.

Class 8, 9,10: Fertility and Family Planning in India

Read:

1. Mamdani, Mahmood
1972 The Myth of Population Control: Family, Caste, and Class in an Indian Village.
New York: Monthly Review Press.
2. Prugh, Thomas and Ed Ayres
2004 Population and Its Discontents. *World Watch*, September/October, p. 13-17.

Class 11, 12: Kerala – An Ironic Model of Development

Read:

1. Franke, Richard W. and Barbara H. Chasin
1989 Kerala: Radical Reform as Development in an Indian State (excerpts)

Class 13: World Hunger Basics

Read:

1. Kutzner, Patricia L.
1991 Chapter One: Seeing the Problem. *In* World Hunger. A Reference Handbook,
Santa Barbara, CA: ABC-Clío, p. 1-28.

Class 14: Colonialism, Agriculture and Malnutrition in Southeast Asia

Read:

1. Franke, Richard W.
1987 The effects of colonialism and neocolonialism on the gastronomic patterns of the Third World. *In* Food and Evolution. Toward Theory of Human Food Habits, Marvin Harris and Eric B. Ross (eds.) Philadelphia: Temple University Press, pp. 455-479.

Class 15, 16: Factories and 100 Million Workers

Read:

1. Fallows, James
2007 China Makes, the World Takes. *Atlantic Monthly*, July/August, p. 49-72.
2. Sun, Wanning
2004 Indoctrination, Fetishization, and Compassion: Media Construction of the Migrant Woman. *In* On the Move: Women in Rural-to-Urban Migration in Contemporary China, Arianne M. Gaetano and Tamara Jacka, eds., New York: Columbia University Press, p. 109-128.

Class 17: Population Strategies - The One-Child Policy

Read:

1. Mosher, Steven W.
2006 China's One-Child Policy. Twenty Five Years Later. *The Human Life Review*, Winter, p. 76-101.

Class 18, 19: Indigenous Peoples of Hawaii

Read:

1. du Plessix Gray, Francine
1973 Hawaii: The Sugar-Coated Fortress, Vintage (excerpts)

Class 20, 21: Sustainability and Tourism in Hawaii

Read:

1. Farrell, Bryan H.

1992 Tourism as an Element in Sustainable Development: Hana, Maui. *In Tourism Alternatives*, Valene L. Smith and William R. Eadington, eds., Philadelphia: University of Pennsylvania Press, p. 115-134.

2. Pattullo, Polly

2004 Sailing into the Sunset: The Cruise-Ship Industry. *In Tourists and Tourism: A Reader*, Sharon Bohn Gmelch, ed., Long Grove, Ill: Waveland Press, p. 339-358.

3. McLaren, Deborah

1999 The History of Indigenous Peoples and Tourism. *Cultural Survival Quarterly* 23(2): 27-30.

4. Trask, Haunani-Kay

2000 Tourism and the Prostitution of Hawaiian Culture. *Cultural Survival Quarterly* 24:20-23.

Class 22, 23 Coffee, Commodities, and Costa Rica

Read:

1. Alvarez, Julia

2004 A Cafecito Story. Vermont: Chelsea Green Publishing.

2. Bingham Hull, Jennifer

1999 Can Coffee Drinkers Save the Rainforest? *Atlantic Monthly*, September.

3. Ryan, John C. and Alan Thein Durning

1997 The Consequences of a Cup of Coffee. *In Stuff: The Secret Lives of Everyday Things*. Seattle: Northwest Environment Watch

Required Texts:

1. Julia Alvarez A Cafecito Story. Vermont: Chelsea Green Publishing. 2004. ISBN 1931498547.

2. Child of the Dark: The Diary of Carolina Maria de Jesus. New York: Signet Classics. 2003. ISBN 0451529103

3. Mahmood Mamdani – The Myth of Population Control. New York: Monthly Review Press. 1973. ISBN 0853452849

4. Course Packet of Readings

FIELD COMPONENT

By confronting global problems of underdevelopment, this class allows students to apply anthropological methods to understanding some of the “burning issues” of our time. As such, we anticipate fieldwork experiences that will dramatically illustrate and enhance materials and discussion from class. Students will be assigned a series of fieldwork research questions that they will discuss in class and then include in essay exams covering that course module.

Students are required to complete at least three Fieldwork practica. One of these must be led by Prof. Ehlers. The other two Fieldwork practica may be led by another faculty member or on your own. But in all cases, practica must come from the list below.

SUGGESTED PRACTICA:

BRAZIL:	Cachoeira (FDP); Service Visit: Calabar Community
NAMIBIA:	Ovahimba Tribe
SOUTH AFRICA:	Khayelitsha Township; Operation Hunger
INDIA:	Socioeconomic Problems in Chennai (FDP); Working Women’s Forum
MALAYSIA:	Ethnic Communities; Prime Commodities
VIET NAM:	Indigenous Music/Jazz Fusion (FDP); Ben Thanh Market
HONG KONG:	Women in the Marketplace
CHINA:	Being a Foreign Service Officer- Consular Visit (FDP)

METHODS OF EVALUATION

Grades will be made up as follows:

Seven Take-Home Essays will be assigned, one for each module. Students are expected to complete 6 = 60% of grade

Class discussions of field component exercises to be assigned = 40% of grade