

SCHOOL: SOCIAL AND POLITICAL SCIENCES
DEPARTMENT: ANTHROPOLOGY
UNIT OF STUDY: ANTH 1002: ANTHROPOLOGY AND THE GLOBAL
SESSION: SEMESTER 2, 2017

ANTH 1002: ANTHROPOLOGY AND THE GLOBAL A GUIDE



Detail from *Dispela air bas bilong PNG i save karim ol turis bilong PNG i go aut long kainkain kantri long wol* [This PNG jet carries tourists from PNG to many different countries in the world] (Kauage 2001).

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KNOW YOUR UNIT COORDINATORS! THEY CAN HELP!

Unit coordinators are listed on undergraduate semester timetables, and can be consulted for help with any difficulties you may have. Unit coordinators (as well as the Faculty) should also be informed of any illness or other misadventure that leads students to miss classes and tutorials or be late with assignments.

READ YOUR UNIT OF STUDY OUTLINE AND THIS GUIDE! THEY HELP!

The unit of study outline (on Blackboard LMS) gives you an overview of the class, the weekly readings, the assignment due dates, and the policies that apply to your work and attendance in this class. It is important to read it because we will go by those policies. This is a separate, supplemental guide which explains how this class works, and what you need to know in order to succeed. Also, the Unit of Study Outline refers to the Faculty of Arts and Social Sciences Student Administration Manual (http://sydney.edu.au/arts/current_students/student_admin_manual.shtml) and all applicable University policies. We expect you know the general policies on attendance, late work, plagiarism, and other matters.

ANTH 1002: ANTHROPOLOGY AND THE GLOBAL—A GUIDE

Welcome to anthropology! Anthropology is unlike any other social science. It is part science, and part art. Anthropologists wish to observe human beings and their social patterns, but we also want to step into the shoes of another person and see the world from that person's point of view. Today, there are many problems and issues which affect all societies and people everywhere. We can say that the most important social problems are global in nature. If that's true, then they also affect people in different cultures, each of whom sees the world and other people in a distinct way. Therefore, you cannot understand contemporary trends from a single culture's point of view. The world needs anthropology and anthropologists, namely you. In this class, Ryan and Linda want to argue that cultural differences not only inform how people confront global problems, but global systems of interaction and interconnection also produce forms of difference. When you look at the world as an anthropologist does, you learn to question everything you thought you knew about society and social change.

"[C]ultural differences not only inform how people confront global problems, but global systems of interaction and interconnection also produce forms of difference."

HOW THIS CLASS WORKS

The class consists of two one-hour lectures on Monday and Wednesday (at 10 a.m.) and several tutorial sections throughout the week. Students should attend the lecture on Monday and on Wednesday every week, and attend their assigned tutorial section once a week from Week 2.

This class is based on a weekly cycle we will follow for the whole semester. The steps in the weekly cycle are:

- **Read** the required readings (and, if you want to know more, read recommended readings)
- **Think** about what they say and what you think of them.
- **Write** something about what you've read, **and submit it to your tutor.**
- **Eat some brain candy.** Explore the topic of the week through new media, and see how the week's issues enter into contemporary cultures.
- **Ask** questions, **discuss**, and **listen** in lecture and tutorial.
- **Receive feedback** from tutors about your ideas.
- Lather, rinse, repeat...

In other words, all the parts of the class—lecture, tutorial, readings, and your ideas—fit together. By completing this cycle each week, you can be sure that each week builds to the next, and by the end you will have constructed an edifice of knowledge rather than collected bits and pieces of information. For all the pieces to come together, **you have to do something for this class every week** for the whole semester.

CLASS READINGS

The reader contains the required and recommended readings for each week. They are generally scholarly articles presenting a single 'case study' of a society, community, or type of population, or an excerpt from a classic text of anthropological or social theory. These readings are also available on the library's e-reserve. In the few cases where digital copies are not available, we will place a print copy on 2-hour loan at Fisher Library.

ONLINE COMPONENTS

This unit requires regular use of the University's Learning Management System (LMS), also known as Blackboard Learn. You will need reliable access to a computer and the Internet to use the LMS.

The easiest way to access Blackboard Learn is by opening a web browser and going to <http://elearning.sydney.edu.au>. Log in with your Unikey and password, and select ANTH 1002 from the list of units of study.

You will be using the Blackboard site every week. You will be using it to submit your weekly writing assignments, to read the study modules for each week's topics, to get the slides, notes or outlines that accompany each lecture, and to find the instructions for the essay. Also on the site are (1) guides on essay writing and style; (2) links to campus centres and resources that can help you improve your writing, notetaking, and other study skills; and (3) links to places to get academic advice and resolve problems.

You have to make sure that you have regular, reliable access to this site on a desktop or laptop computer. If you have any difficulties logging in or using the system, visit the Student Help area of the LMS site, <http://sydney.edu.au/elearning/student/help/>.

Ryan also posts outlines of his lecture and some supplemental information about key topics on his own independent teaching site at

<http://anthro.rschram.org/1002>.

This site is for your reference and enrichment; all the required information will be posted on Blackboard. Links to lecture outlines will be posted under each week's module on Blackboard online. Linda will post slides from her lectures under the module for those weeks, usually after her lectures.

The University's Privacy Management Plan governs how the University will deal with personal information

related to the content and use of its web sites. See <http://sydney.edu.au/privacy.shtml> for further details.

ATTENDANCE IN TUTORIAL AND LECTURE

It's a proven fact that the more time you spend in class, the better you do, the more you understand, and the more fun the whole class is. We want you to come to lecture and tutorial every week.

If your tutorial meets at an inconvenient time or clashes with another class, you have a limited amount of time in which to change it. *Run, don't walk...* to MyUni at <http://myuni.sydney.edu.au/> before Friday, August 4. In MyUni, you can block off the times when you cannot attend class. This can force a change in your tutorial, if your schedule otherwise permits it. However, just because there is a tutorial that fits your schedule, this does not mean you will be allowed to go to that tutorial. After August 4, Ryan cannot help you switch tutorials.

The Faculty has asked us to include this reminder:

The Faculty requires satisfactory attendance at classes as a minimum condition of completion of a Unit of Study. Attendance below 80% of tutorials/seminars without written evidence of illness or misadventure may be penalised with loss of marks.

Attendance at less than 50% of classes, regardless of the reasons for absences, will automatically result in the student's case being referred to a Department examiners' meeting for a determination as to whether the student should pass or fail the unit, or, if a pass is awarded, the level of penalty that should be applied.

What this means in real terms is that you lose points toward your final grade if you miss more than two tutorials. There are 11 tutorials in this semester. It is reasonable that you may miss one or two without documentation, but anything more than this may be penalised. It is a good idea to show documentation (such as a medical certificate) if you have to miss a tutorial and you have a valid excuse.

ASSESSMENTS AT-A-GLANCE

Assessment name	Assessment type	Due	Length	Worth
Weekly writing assignments	Assignment	before Monday lecture from Week 2 (min. 10) on Blackboard	100 words	10%
Tutorial participation	In-class activity	weekly	–	10%
Essay	Assignment	September 13, 2017 online	1750 words	40%
Take-home exam	Assignment	Reading period	1750 words	40%

The Ethnographer's Magic...

If you're enjoying this class, why not major in anthropology and learn the ethnographer's magic...? For students commencing in 2017, a major in anthropology consists of two junior units, ANTH 1001 and ANTH 1002, and 36 credit points of senior units, or 6 units, including an advanced 3000-level 'capstone' class on contemporary theory or ethnography. (The major will have a new structure beginning in 2018.) Some of the topics covered in senior units include kinship, religion, Aboriginal societies, development, contemporary China, the body, gender, medical anthropology, Melanesian societies, and more.

Studying anthropology can lead to so much more than an academic career; learning about culture, society and complexity provides valuable experience and knowledge that helps one think creatively, grapple with ambiguity, and see things from multiple points of view. Did you know that the head of the World Bank, the managing editor of the *Financial Times*, the founder of Partners in Health, Paul Farmer, all studied anthropology? Anthropologists are found in advertising, at tech companies, and consulting for big business too. Everybody wants to acquire "the ethnographer's magic" (Malinowski 1922, 6).

THE WEEKLY PLAN IN BRIEF

Week	Date	Lecture topics	Assignments
1	July 31, August 2	Introduction to the class and key ideas	No tutorial this week
2	August 7, 9	Society as a system of total services Read: Mauss, Bohannan*	See Blackboard for the assignment and guide to the readings.
3	August 14, 16	Gifts and commodities Read: Piot, Sahlins*	See Blackboard
4	August 21, 23	Village and market Read: West, Marx*	See Blackboard
5	August 28, 30	The moral economy Read: Prentice	See Blackboard
6	September 4, 6	Remittance networks Read: Colen	See Blackboard
7	Sept. 11, 13	City air makes you free Read: Brenner	Essay due this week. See Blackboard.
8	Sept. 18, 20	In search of prosperity Read: Haynes	See Blackboard
--	Sept. 25-29	Midterm break	
9	October 4	Anthropology of the environment Read: Milton, Brosius	See Blackboard
10	Oct. 9, 11	The Anthropocene epoch Read: Crutzen and Stoermer, Crate	See Blackboard
11	Oct. 16, 18	Climate change and the future Read: Graham, Wilk*	See Blackboard
12	Oct. 23, 25	Myths of consumerism Read: Graeber	See Blackboard
13	Oct. 30, November 1	Review of the class	See Blackboard
14	Nov. 6-10	Reading period	No tutorials
15	Nov. 13-25	Finals period	No tutorials

Nb. A bibliography of required readings is on page 5. You can look up the full reference by the author's last name. Recommended readings are marked with an asterisk (*). Check the weekly learning module every week on Blackboard for in-depth guide to the readings, topics and assignments for the week.

ASSESSMENTS

There are four forms of assessment in this unit:

- (1) a comparative and analytical essay of about 1750 words worth 40%,
- (2) a comprehensive take-home "examination" worth 40%,
- (3) 10 ungraded weekly writing assignments, collectively worth 10%, and
- (4) tutorial participation (including tasks assigned by your tutor) worth 10%.

The **essay** is due on **September 13, 2017 at 4:00 p.m.** both on Blackboard/Turnitin. We will post a supplemental reading and instructions for the essay several weeks before the deadline. Basically what we want you to do is to consider a key claim made by many anthropologists: Social forces that bind communities also constitute the ways people engage with contemporary conditions. You will then defend this claim by doing a comparative analysis of at least three different ethnographic descriptions, including the supplemental reading, revealing this common pattern across different contexts. The essay asks to you find evidence from specific ethnographic examples, analyze it, and use this analysis and evidence to support an argument.

The **take-home "examination" is not really an exam.** The assigned questions are like those on an "exam" in some ways, but **this is a take-home, open-book, open-notes assignment.** It will consist of a series of essay questions, some of which ask you to demonstrate your understanding of key ideas from the class, and others which ask you to synthesize the different ideas and arguments we have read in terms of unifying themes. You will submit your answers in one document to Blackboard/Turnitin. If you need more time, you can apply for special consideration (with documentation) and receive an extension. Be sure to note that this is an "assignment," **not** an actual seated examination. An extension is the only possible form of special consideration.

Every week, we will post a question for reflection on Blackboard. You submit a response on Blackboard before Monday's lecture in the week's module. These are not graded assignments. We will not be checking if you have the right answer, because in fact, these questions are open to debate, and everyone could answer them differently. Instead you will receive one point for submitting a good faith effort on time (by Sunday at 11:59 p.m.) each week. A good faith effort is something that shows you've done the reading, thought about it, and written something in complete sentences. You only need to write about 50-100 words. **These are not meant to be tests. They are opportunities for you to reflect on your own ideas and get ready to share your ideas in tutorial.**

Your grade is based on how many you submit. You must do at least 10. If you submit 9 out of 10, you get a 90% times 10% or nine marks out of 100 of the final mark. If you submit more than 10, you will still get 10/10 or 100%. Your tutor will give you guidance on how to do this assignment. Each week, tutors will send a digest email summarizing all the different opinions and give general advice.

Finally, your tutor will be noting your **class participation, including preparing an 'Author X argues...'** statement to read to the class. Each week, a student will take a turn presenting the main claim or conclusion made by the author of one of the required readings for the week. Class participation also consists of how much you join in and contribute to the activities and debates of the class. This is why we assign the weekly writings and the tutorial exercises. It helps you get ready for class, and also gives you a reason to go and share your ideas.

For all of your work for this class, especially the essay and weekly writing assignments, be sure to **save a copy** for yourself before you submit it online, and also **regularly back up** your work to a separate disk. **Fun fact:** losing or accidentally deleting your written work is not a 'misadventure' and cannot be used as grounds for an extension or special consideration.

BIBLIOGRAPHY OF REQUIRED AND RECOMMENDED READINGS

Required readings are found in the reader in the order they are assigned. Recommended readings are marked with an asterisk (*). These and the required readings are also available on eReserve.

*Bohannon, Paul. 1959. "The Impact of Money on an African Subsistence Economy." *The Journal of Economic History* 19 (04): 491–503.
doi:10.1017/S0022050700085946.

Brenner, Suzanne. 1996. "Reconstructing Self and Society: Javanese Muslim Women and 'the Veil.'" *American Ethnologist* 23 (4): 673–97.
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Brosius, J. Peter. 2016. "Endangered Forests, Endangered People: Environmentalist Representations of Indigenous Knowledge." In *The Environment in Anthropology*, 2nd ed, edited by Nora Haenn, Richard R. Wilk, and Allison Harnish, 254–73. *A Reader in Ecology, Culture, and Sustainable Living*. New York: NYU Press.

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- Crate, Susan A. 2009. "Gone the Bull of Winter?: Contemplating Climate Change's Cultural Implications in Northeastern Siberia, Russia." In *Anthropology and Climate Change: From Encounters to Actions*, edited by Susan A. Crate and Mark Nuttall, 139–52. Walnut Creek, Calif.: Left Coast Press.
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- Graham, Mark. 2016. "Official Optimism in the Face of an Uncertain Future: Swedish Reactions to Climate Change Threats." In *Environmental Change and the World's Futures: Ecologies, Ontologies and Mythologies*, edited by Jonathan Paul Marshall and Linda Connor. London: Routledge.
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- Mauss, Marcel. 1990 [1925]. *The Gift: The Form and Reason for Exchange in Archaic Societies* [abridged]. Translated by W. D. Halls. New York: W. W. Norton & Company.
- Milton, Kay. 2016. "Cultural Theory and Environmentalism." In *The Environment in Anthropology*, 2nd ed, edited by Nora Haenn, Richard R. Wilk, and Allison Harnish, 250–53. A Reader in Ecology, Culture, and Sustainable Living. New York: NYU Press.
- Piot, Charles. 1999. "Exchange: Hierarchies of Value in an Economy of Desire." In *Remotely Global: Village Modernity in West Africa*, 52–75. Chicago: University of Chicago Press.
- Prentice, Rebecca. 2015. "'Is We Own Factory:' Thieving a Chance on the Shop Floor." In *Thieving a Chance: Factory Work, Illicit Labor, and Neoliberal Subjectivities in Trinidad*, 87–110. Boulder, Colo.: University Press of Colorado.
- *Sahlins, Marshall. 1992. "The Economics of Development Man in the Pacific." *RES: Anthropology and Aesthetics*, no. 21 (April): 12–25.
- West, Paige. 2012. "Village Coffee." In *From Modern Production to Imagined Primitive: The Social World of Coffee from Papua New Guinea*, 101–29. Durham, N.C.: Duke University Press.
- *Wilk, Richard R. 2006. "The Ecology of Global Consumer Culture." In *The Environment in Anthropology: A Reader in Ecology, Culture, and Sustainable Living*, edited by Nora Haenn and Richard R. Wilk, 418–29. New York: NYU Press.

FOR MORE ON ANTHROPOLOGY

These textbooks are on 2-hour loan. They are useful as references and surveys of many of the main concepts we will discuss in class.

Cheater, Angela P. 2003. *Social Anthropology: An Alternative Introduction*. 2nd ed. London: Routledge.

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Eriksen, Thomas Hylland. 2001. *Small Places, Large Issues: An Introduction to Social and Cultural Anthropology*. 2nd ed. London: Pluto Press.

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