

ANTH 1020

ANTHROPOLOGY: THE STUDY OF GLOBAL HUMANITY

The Chinese University of Hong Kong | Fall 2022

Lecture: Tuesday 1:30pm-3:15pm (YIA LT6)
Tutorial 1: Tuesday 3:30pm-4:15pm (YIA 511)
Tutorial 2: Tuesday 4:30pm-5:15pm (YIA 511)
Tutorial 3: Tuesday 5:30pm-6:15pm (YIA 511)
Tutorial 4: TBA

Faculty Instructor: ZHANG Chaoxiong, Ph.D.

Email:

Office Hours: TBD, and by appointment (NAH 408)

Teaching Assistants: XIE Xin; Huzeyfe KIRAN

Course Description:

This course introduces students to the basics of anthropology, its role within the humanities, and its relevance to modern-day society. It addresses the basic question of how our cultural and social shaping in large part makes us what we are as human beings. The course focuses on the similarities and differences in human societies and cultures, in order to promote a fuller and deeper understanding of the nature and meaning of being human in today's world. In this term, this course will focus on the theme of “modernity and its discontents.” We will explore the diversity of culture and humanity by looking at the impact of modernity in different parts of the world.

Learning Outcomes:

1. Students will acquire a holistic understanding of the world's cultural diversity and human universals;
2. Students will be able, using anthropological modes of understanding, to think critically and perceptively about one's society and the world;
3. Students will acquire skills in analyzing contemporary social problems.

Required Texts:

All readings will be posted on Blackboard.

Course Requirements:

- **Tutorial Attendance and Participation (20%):** Come to class on time and having completed the readings. Attendance will be taken for the tutorials. You are allowed **one** unexcused absence (excused absence requires a written documentation). For each unexcused absence thereafter, two points will be deducted from the final grade.
- **Online Response Posts (5% x 4 = 20%):** Students are expected to submit online response posts (150-250 words) in **no fewer than 4 different weeks** of the semester. Please post the post in the “Discussion Board” section of the course Blackboard site **no later than 2pm** on the day **before class** to receive credit. You can either summarize the major arguments of the readings or identify a passage from one of the readings that excites or puzzles you and write your comments. You could also write the posts in bullet points format. In your post, you are also required to raise **one question** for class discussion.
- **Take-home Midterm Exam (25%):** You will be given a take-home midterm exam based on the lectures and required readings through Oct 18 (Week 1-7). The questions will be distributed about one week before the due date (**Nov 1**). Please submit your answers to Blackboard.
- **Final Paper (30%+5%=35%):** Based on what we have learned in this course and other references, write a **5-7 page paper**. You can choose any topic of your interest within the scope of this course. The paper should be written in the following format: Double line spacing, Times New Roman, and font 12. A minimum of **three** academic references are required. Please take the time to learn about citation style. You may find information about Chicago style by searching online or by clicking the link below: http://www.chicagomanualofstyle.org/tools_citationguide.html. A **Topic Statement** is due by **Nov 22** (one page; worth **5%**). Write a brief paragraph or two that includes a clear statement of the issue to be investigated and a justification for why you think the topic is worthy of investigation. The final paper is due by **Dec 13**. Please upload it to VeriGuide, and then upload your paper and VeriGuide Certificate to Blackboard.

Course Schedule

(Subject to modification)

- **Week 1 (Sep 6): Course Introduction**
 - No readings
- **Week 2 (Sep 13): What is anthropology? What is culture?**
 - Ingold, Tim. 2018. "On Taking Others Seriously" in *Anthropology: Why It Matters*. Cambridge: Polity Press.
 - Miner, Horace. 1956. "Body Ritual Among the Nacirema." *American Anthropologist* 58(3): 503-507.
- **Week 3 (Sep 20): Language**
 - Deutscher, G. 2010. "Does language shape how you think?" *The New York Times*.
 - Svoboda, Elizabeth. "Where do new languages come from?" *Sapiens*, 6 February 2019.
 - <https://www.sapiens.org/language/new-languages-discovered/>
- **Week 4 (Sep 27): What is modernity, and does it look the same everywhere?**
 - Ritzer, George. "An Introduction to McDonaldization," in *The McDonaldization of Society*.
- **Week 5 (Oct 4)**
 - No Class 重阳
- **Week 6 (Oct 11): Globalization**
 - Bestor, Theodore. 2000. "How Sushi went global." In *Conformity and Conflict: Readings in Cultural Anthropology*, 2012, edited by James Spradley and David McCurdy, 296-304. Boston: Pearson.
- **Week 7 (Oct 18): Ethnicity in China**
 - Harrell, Stevan. 1995. "Introduction: Civilizing projects and the reaction to them." In *Cultural Encounters on China's Ethnic Frontiers*, edited by Stevan Harrell, 3-36. University of Washington Press.
- **Week 8 (Oct 25): Structural violence in Haiti**
 - Farmer, Paul. 1996. "On Suffering and Structural Violence: A View from Below." *Daedalus* 125(1) 261-283.
- **Week 9 (Nov 1): The Sacred Politics and Social Justice in Cairo**
 - Mittermaier, Amira. "Bread, Freedom, Social Justice: The Egyptian Uprising and a Sufi Khidma." *Cultural Anthropology* 29, no. 1 (February 3, 2014): 54-79.
- **Week 10 (Nov 8): Conspicuous Consumption in Africa and America**
 - Gondola, Ch. Didier. 2009. "Dream and Drama: The Search for Elegance among Congolese Youth," in *African Studies Review* 42(1): 23-48.
 - Optional: Harris, Marvin. 1974. The Potlatch. In *Cows, Pigs, Wars and Witches*.
- **Week 11 (Nov 15): Development in Africa and Southeast Asia**
 - Ferguson, James. 1994. "The anti-politics machine: "Development" and bureaucratic power in Lesotho." *The Ecologists* 24 (5):176-181.
 - Scott, James. 1998. "Introduction." In *Seeing like a state: How certain schemes to improve the human condition have failed*, 1-8. New Haven: Yale University Press.
- **Week 12 (Nov 22): Rituals in the Kalahari and the United States**

- Lee, Richard B. “Eating Christmas in the Kalahari.” In *Conformity and Conflict: Readings in Cultural Anthropology*, 2012, edited by James Spradley and David McCurdy, 13-19. Boston: Pearson.
- Gmelch, George. “Baseball Magic.” In *Conformity and Conflict: Readings in Cultural Anthropology*, 2012, edited by James Spradley and David McCurdy, 266-274. Boston: Pearson.
- **Week 13 (Nov 29): Place and Memory in Hong Kong**
 - Cheung, Sidney C.H. “Remembering through Space: the politics of heritage in Hong Kong.” *International Journal of Heritage Studies*, 9:1. (2010): 7-26.

Course Policies:

- **Penalties for late work:** All assignments are due on the scheduled day and time. No extensions will be given except under extraordinary circumstances. One-third of a letter grade will be deducted for each day an assignment is submitted late.
- **Class Culture:** Classes are a safe atmosphere where ideas can be discussed and different opinions respected.
- **Academic Honesty:** The Chinese University of Hong Kong places very high importance on academic honesty, and adopts a policy of *zero tolerance* on academic dishonesty. Any such offence will lead to disciplinary action including possibly termination of studies at the University. Students should know how to properly use source material and how to avoid plagiarism. Detailed guidelines and examples for the acknowledgement of sources can be found on the University’s website at <http://www.cuhk.edu.hk/policy/academichonesty/>. All papers must be submitted through VeriGuide.
- **Writing Assistance:** For additional help on your writing, consult the expert staff of the **English Language Teaching Unit (ELT)**. ELT’s Peer Tutoring Scheme offers informal opportunities for CUHK undergraduates and postgraduates to consult trained Peer Tutors on English speaking and writing (<https://eltu.cuhk.edu.hk/pts/>).

Grade descriptors are as follows for the assessment of this course:

Grade	Overall course
A	Outstanding performance on all learning outcomes.
A-	Generally outstanding performance on all (or almost all) learning outcomes.
B	Substantial performance on all learning outcomes, OR high performance on some learning outcomes which compensates for less satisfactory performance on others, resulting in overall substantial performance.
C	Satisfactory performance on the majority of learning outcomes, possibly with a few weaknesses.
D	Barely satisfactory performance on a number of learning outcomes.
F	Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements.