

ANTH 2200
WORLD ETHNOGRAPHY
Spring 2020
(Provisional outline)

Instructor: Andrew KIPNIS; abkipnis@cuhk.edu.hk

Class meeting: Tuesdays 9:30-12:15, NAH213

Tutorial: No tutorial, Discussion and Student Presentations During Class

Instructor Office Hours: by appointment, before or after class

Teaching Assistant: NIE Youping

Course Description: This class takes its title seriously. It is about “Ethnography” and ways of imagining “the World.” To start students will learn about ethnography as both a research method and a type of writing, as well as the relationships among ethnographic research methods, ethnographic writing styles and ethnographic argumentation. Ethnography is a key term for the discipline of anthropology, so it is important for anthropology majors to have a full understanding of all of its connotations and richness. After discussing ethnography, we will spend the rest of the course discussing anthropological ways of imagining “the world.” If anthropology is the study of cultural diversity, then how can we specify the different types of culture that make up the world? Is the world of cultural diversity best conceived by dividing the world into regions (East Asia, sub-Saharan Africa, etc), systems of religious beliefs, levels of economic development or some other way? Various ways of dividing up the world will be introduced and their advantages and disadvantages analysed. Finally, by hearing presentations about ethnographic books depicting many cultures in the world, students will greatly increase their exposure to “world ethnographies.”

Learning Outcomes:

- Learn how to read ethnographies critically
- Understand many of the different ways that anthropologists have theorised “the world” of diverse human cultures
- Increase exposure to the range of world ethnographies
- Learn about the inter-relation of method, theory and writing in ethnography

Language of Instruction: English.

Reading: There is no standard reading assignment for this course. Each student is expected to read three ethnographic books over the course of the semester. Each student will choose the books that she or he reads. The first book is a free choice (as long as it is an ethnography). I would suggest that you pick a book that is related to your Final Year Project so that the reading can “kill two birds with one stone,” but it is up to you. You can even pick an ethnographic book that you have already read as long as you have not yet written a paper about it. The second book will be chosen from the list of world ethnographies at the end of this syllabus. The third book can be another book from the list of world ethnographies, or a book that has won an award from a professional anthropological association. I will also hand out a list of websites that give the names of award winning books. There will be hundreds of books that have won awards, and the range of books here will be much more contemporary than the “classic” books listed on the world ethnographies list. If you choose to read an exceptionally long book (over 400 pages), and write a double-length paper about it, then that book can count as two of your three books, but you should talk to me about this matter if you want to make this choice. Students may also propose books to be added to the list of world

ethnographies. But, again, if you choose to do so you should meet with me to discuss the matter.

For each of the books you read, you need to either write a 1500-word review of the book or make an in-class presentation about the book. Each student will write two reviews and make one presentation. The presentation must be about either the first or second book that you read and will last for 10-15 minutes depending on the number of people in the class. The presentation should be accompanied by a power-point slide show and will include an opportunity for questions and answers. The presentations/reviews should introduce the content of the book, as well as any opinions you have about the contents of the book. I prefer that each student presentation addresses a different book. If two or more students choose the same book, I reserve the right to ask students to change their choice for the presentation. It is perfectly fine if several students write papers about the same book or write a paper about a book that another student has made a presentation about.

If you are making a presentation on February 18, February 25, March 3 or March 10, your presentation should address the question for Book 1 and you will turn in a paper on your second book on the book two deadline. If your presentation comes after March 10, then you must address question two in your presentation and the question for book 1 in your paper. Your paper will be due on the book one deadline.

In addition to reviewing the contents of a given book, the presentation/review should address the following questions.

Book 1: How does the hold together as a whole? How does the organization of the book, the writing style of the book, the topic the book addresses and/or the research methods that the author used contribute to the coherence of the book?

Book 2: In relation to the ways anthropologists have theorised the cultural diversity of the world, where in the world is this book about? Why does it fit into this type of culture? You may answer this question in relation to more than one way of theorising the world.

Book 3: What do you think of this book? If it won an award, why did it do so? Would you have given it an award?

Deadline for Selecting Books: By week three, students must tell the instructor the title of the first and second book that they chose, and specify which of the books will be used for the presentation. In week three, we will also determine who will present in each week. There is no need to tell me your choice for the third book, unless you want to propose a book that is not on the list of world ethnographies and has not won an award.

Assessment:

1. Class participation: 20%. I am counting attendance in this class because I really want you to listen to each other's presentations and ask good questions of each other. The TA will judge who has made an interesting contribution and keep records of these points. Methods for assessing points on ZOOM and in regular classrooms will be slightly different and will be announced through the class list.

2. Class Presentation: 20%. Presentations will be graded on four criteria: your ability to convey the content of the book; the clarity of your language and power point slides and the timing of your presentation; your use of ideas about ethnographies and/or world cultures in your presentation; and your response to questions. The date of your presentation will be determined in week three.

3. Papers: 30% each for a total of 60%: The papers should be submitted through the plagiarism detection engine VERIGUIDE and use the standard department style for citations. If the office is open, a hard copy should be turned into the department office. If not, I may require you to submit the paper on blackboard as well. The papers should be approximately 1500 words long. At the start of the paper, students should give a full citation of the book they are reviewing, including its page length. Papers will be graded on four criteria: the clarity with which they summarize the contents of the book; the richness with which they answer the questions (specified above) for each paper; the organization of the writing and the coherence of the paper as a whole; and the technical aspects of writing (spelling, grammar, formatting, etc.). Extra consideration will be given to students who tackle difficult or relatively long books. The formatting should be double-spaced throughout, 12-point font or larger, with standard one-inch margins.

If you are doing a paper for the first ethnography, it is due on 3 March, before 5pm.

If you are doing a paper for the second ethnography, it is due on 7 April, before 5pm.

The paper for the third ethnography is due on 7 May, before 5pm.

GRADE DESCRIPTORS:

<i>Grade</i>	<i>Criteria for 1) the course and 2) for coursework</i>
A	1) Outstanding performance on all learning outcomes. 2) The work has creatively synthesized course materials and key ideas in an original way. The argument is logical and cohesive, the discussion is well-organized, and the writing is clear. Concrete evidence corresponds to statements and claims.
A-	1) Generally outstanding performance on all (or almost all) learning outcomes. 2) The work synthesizes course materials and key ideas in an original way, but there are areas for improvement.
B-range	1) 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.

	2) The work demonstrates a solid grasp of course materials and key ideas. There are areas for improvement with respect to building a cohesive argument, organizing the discussion, communicating clearly, and/or identifying relevant evidence.
C-range	1) Satisfactory performance on the majority of learning outcomes, possibly with a few weaknesses. 2) The work shows some effort, but course materials have not been sufficiently engaged. The argument and the writing is not clear, and/or there is no evidence for statements and claims made.
D-range	1) Barely satisfactory performance on a number of learning outcomes. 2) The work shows little effort to engage course materials. There are major problems with clarity of argument and writing.
F	1) Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements. 2) The work has failed respond to the assignment prompt.

Course Schedule:

Week One: 07/01 Introduction

- Course Introduction
- What is Ethnography

Week Two: 14/01 Ethnography

- Ethnography as mode of writing
- Ethnography as a form of research
- Holism in many forms

Week Three: 21/01 Alternative Forms of Ethnographic Research and Writing

- Multi-sited Ethnography
- Actor-network Theory
- Selection of Books and Assignment of Presentations

Week Four: 28/01 NO CLASS: CHINESE NEW YEAR HOLIDAY

Week Five: 18/02 Imagining Worlds of Cultural Diversity

- Bands, Tribes, Chiefdoms and States
- Hunting and Gathering, Nomadism, Agriculture, Industry
- 6 Student presentations

Week Six: 25/02 Kinship as a Way of Classifying Cultures

- Patrilineal versus Matrilineal
- Terms of Address
- 6 Student Presentations

Week Seven: 03/03 Philippe Descola's Four Types of Culture

- Introduction to Descola's scheme
- Naturalism and Analogism
- 6 student presentations

Week Eight: 10/03 Descola continued

- Animism
- Totemism
- 6 student presentations

Week Nine: 17/03 Colonial Areas

- Colonialism and Modernity
- Latin America and North America
- 6 student presentations

Week Ten: 24/03 Settler Colonialism

- Issues of settler colonialism
- Australia and New Zealand
- Sub-Saharan Africa
- 6 student presentations

Week Eleven: 31/03 NO CLASS: READING WEEK

Week Twelve: 07/04 Asian Cultural Areas

- North Africa/Arabic speaking world
- South Asia
- East Asia
- Southeast Asia
- 6 student presentations

Week Thirteen: 14/04, Europe and Globalized Cultures

- Europe
- Communism
- Youth/Class/Laboratory/Intellectual Cultures
- 6 student presentations

Week Fourteen: 21/04, Alternative Frameworks

- First-Fourth Worlds
- Global North and Global South
- Other Ideas???
- remaining student presentations

Week Fifteen: 28/04, Optional Movie Week

- See Movie "In a Savage Land"
- For extra credit join class discussion
- Possible extra credit paper to be described later

List of Classic Ethnographies for World Ethnographies

Note: ## means somebody thought it easily readable for undergraduates.

** means someone thought it a classic.

Books on Melanesia

Barker, John 2008. *Ancestral Lines: the Maisin of Papua New Guinea and the fate of the rainforest*. Peterborough, Ont., ; Buffalo N.Y. : Broadview Press. ##

Burridge, Kenlem 1960. *Mambu: a Melanesian millennium*. London, Methuen ## **

Robbins, Joel 2004. *Becoming Sinners: Christianity and moral torment in a Papua New Guinea society*. ## ## **

Schieffelin, Edward, 1977. *The Sorrow of the Lonely and the Burning of the Dancers*. St. Lucia: Univ. of Queensland Press. ##

Wardlow, Holly. 2006. *Wayward Women: Sexuality and agency in a New Guinea society*. Berkeley : University of California Press. ## **

Bashkow, Ira 2006. *The meaning of whitemen: race and modernity in the Orokaiva cultural world*. Chicago : University of Chicago Press xx ##

Knauft, Bruce. 2004. *The Gebusi: lives transformed in a rainforest world*. Boston : McGraw-Hill. xx ## ##

West, Paige 2006. *Conservation is our Government Now: the politics of ecology in Papua New Guinea*. Durham : Duke University Press.

Barth, Fredrick. 1975. *Ritual and Knowledge among the Baktaman of New Guinea*. New Haven, Yale University Press.

Bateson, Gregory 1958. *Naven : a survey of the problems suggested by a composite picture of the culture of a New Guinea tribe drawn from three points of view*. Stanford: Stanford University Press.

Gell, Alfred 1975. *Metamorphosis of the cassowaries: Umeda society, language and ritual*. London, Athlone Press.

Gewertz, Deborah 1983. *Sepik River Societies : a historical ethnography of the Chambri and their neighbors*. New Haven: Yale University Press. ##

Rappaport, Roy. 1984. *Pigs for the Ancestors: ritual in the ecology of a New Guinea people*. New Haven: Yale University Press

Books on Aboriginal Australia

Austin-Broos, Diane (2009). *Arrernte present Arrernte past*. Chicago: Chicago University Press.

***Beckett, Jeremy (1987). *Torres Strait Islanders: custom and colonialism*. Cambridge: CUP.

Burbank, Victoria K. (1994) *Fighting Women. Anger and aggression in Aboriginal Australia*. Berkeley: University of California Press.

**Cowlshaw, Gillian. (1989) *Black, white and brindle*. Sydney: Allen and Unwin.

Cowlshaw, Gillian (2009) *The city's outback*. Sydney: UNSW Press.

Kral, I. 2012. *Talk, text and technology: literacy and social practice in a remote Indigenous community*. Bristol: Multilingual Matters.

Merlan, F. (2018) *Dynamics of difference: Indigenous past and present in a settler country*. Philadelphia: University of Pennsylvania.

Morphy, Howard (1991) *Ancestral connections. Art and an Aboriginal system of knowledge*. Chicago: University of Chicago Press.

##Musharbash, Yasmine (2008) *Yuendumu everyday. Contemporary life in remote Aboriginal Australia*. Canberra: Aboriginal Studies Press.

**Myers, Fred R (1991) *Pintupi country, Pintupi self. Sentiment, place, and [politics among Western Desert Aborigines*. Berkeley, University of California Press.

##Poirier, Sylvie (2005) *A world of relationships. Itineraries, dreams, and events in the Australian Western Desert*. Toronto: University of Toronto Press.

Povinelli, Elizabeth A. (1993) *Labor's Lot. The power, history, and culture of Aboriginal action*. Chicago: University of Chicago Press.

Rose, Deborah Bird (1992) *Dingo Makes us Human. Life and land in an Aboriginal culture*. Cambridge: CUP.

**Sansom, B. 1980. *The Camp at Wallaby Cross*. AIAS, Canberra.

##Trigger, D. 1992. *Whitefella comin': Aboriginal responses to colonialism in northern Australia*. Cambridge: CUP.

**Warner, W Lloyd (1937) *A black civilization. A study of an Australian Tribe*. London: Harper and Row.

**Spencer, Baldwin and FJ Gillen (1898) *The native tribes of Central Australia*. London: Macmillan.

**Strehlow, TGH (1971) *Songs of Central Australia*. Sydney: Angus and Robertson.

##Venbrux, Eric (1995) *A death in the Tiwi Islands. Conflict, ritual and social life in an Australian Aboriginal community*. Cambridge: CUP.

Books on Africa

Comaroff, Jean. 1985. *Body of Power, Spirit of Resistance: The Culture and History of a South African People*. University of Chicago press

Douglas, Mary. 1963. *The Lele of the Kasai* (1963).

Evans-Pritchard, E.E 1937 *Witchcraft, Oracles and Magic Among the Azande*. Oxford University Press. Abridged edition. 1976

Evans-Pritchard, E. E. 1940a *The Nuer: A Description of the Modes of Livelihood and Political Institutions of a Nilotic People*. Oxford: Clarendon Press.

Fortes, Meyer. [1945] 1967. *The Dynamics of Clanship among the Tallensi: Being the First Part of an Analysis of the Social Structure of a Trans-Volta Tribe*. London: Oxford University Press.

Fortes, Meyer. 1949. *The Web of Kinship among the Tallensi*. London: Oxford University Press.

Malkki, Liisa H. 1995. *Purity and Exile: Violence Memory and national Cosmology Among Hutu Refugees in Tanzania*. University of Chicago press.

Turner, Victor. 1968. *The Drums of Affliction*. Cornell University Press.

Turner, Victor. 1957. *Schism and Continuity in an African Society*. 2nd edition Berg publishers 1996.

Weiss, Brad. 1996. *The Making and Unmaking of the Haya Lived World*. U. of Chicago Press.

Other Books on Pacific Islands

Leenhardt, Maurice. 1979. *Do Komo: Person and Myth in the Melanesian World*. University of Chicago Press.

Mead, Margaret. 1928. *Coming of Age in Samoa*. William Morrow and Company. ##

Malinowsky, Bronislaw. 1922. *Argonauts of the Western Pacific* (London: Routledge & Kegan Paul)

Malinowsky, Bronislaw. 1929. *The Sexual Life of Savages*.

Malinowsky, Bronislaw. 1935. *Coral Gardens and their Magic* (either volume one or two) (New York: American Book Company).

Weiner, Annette B. 1976. *Women of Value, Men of Renown: New Perspectives in Trobriand Exchange*. University of Texas Press.

Books on Native Americas

Briggs, Jean L. 1971. *Never in Anger: Portrait of an Eskimo Family*. Harvard University Press. ##

Brightman, Robert. 1993. *Grateful Prey: Rock Cree Human-Animal Relationships*. University of California Press.

Costa, Luiz. 2017. *The Owners of Kinship*. University of Chicago Press.

Jackson, Jean E. 1983. *The Fish People*. Cambridge University Press

Speck, Frank G. *Naskapi: The Savage Hunters of the Labrador Peninsula* (1935, reprint 1977) [ISBN 0-8061-1418-5](#)

Nelson, Richard K. 1983. *Make Prayers to the Raven: A Koyukon View of the Northern Forest*. University of Chicago Press.

Viveiros de Castro, Eduardo. 1992. *From the Enemies Point of View: Humanity and Divinity in an Amazonian Society*. Chicago: University of Chicago Press.

Others

Barth, Frederik. *Nomads of South-Persia; the Basseri tribe of the Khamseh Confederacy*. Oslo: Universitetsforlaget, 1962.

Barth, Frederick. *Political leadership among Swat Pathans*. London : The Athlone Press, 1959.

Buyandelger, Manduhai. 2013. *Tragic Spirits: Shamanism, Memory, and Gender in Contemporary Mongolia*. University of Chicago Press

Cai, Hua. 2008 translated by Asti Hustvedt. *A Society without Fathers or Husbands: The Na of China*. MIT Press.

Gibson, Thomas. 1986. *Sacrifice and Sharing in the Philippine Highlands*. London Athlone Press.

Humphrey, Caroline and U. Onon. 1996. *Shamans and Elders*. Oxford: Clarendon Press.

Levine, Nancy E. 1988. *The Dynamics of Polyandry: Kinship, Domesticity and population on the Tibetan Border*. The University of Chicago press.

Mueggler, Erik. 2017. *Songs for Dead Parents: Corpse, Text and World in Southwest China*. University of Chicago Press.