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 Ranciérean 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 in four one-page synopses, a midterm and final essay. Essay questions will be distributed in advance.

Grading
Attendance, participations, discussions 20%
Four one-page synopsis essays 10%
Midterm essay 30%
Final essay 40%

Daily discussions
Students should be prepared to participate in class discussion every class period. In addition, each student will be responsible for presenting on selected chapters from the assigned ethnography, book chapters, or articles and leading subsequent class discussion during the semester. Presentations must outline the main arguments in the text, provide some supporting examples for these arguments from the text, and evaluate those arguments in terms of supporting or opposed scholarship.

Four one-page synopsis, Midterm, and Final essays
Students are also expected to hand four one-page synopsis, a mid-term and final essay. Topics of these essays and their due dates will be distributed in advance. Written assignments must be handed on the assigned due date. Late assignments will only be accepted in extenuating circumstances.

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.

**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, [http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf](http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf)

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](http://www.mcmaster.ca/uts/support/email/emailforward.html)

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

**MSAF**
- The MSAF should be used for medical and non-medical (personal) situations.
- Approval of the MSAF is automatic (i.e. no documentation required)
- Rules governing the MSAF are as follows:
  - The timeframe within which the MSAF is valid has been reduced from 5 days to 3 days.
  - The upper limit for when an MSAF can be submitted has been reduced from ‘less than 30%’ to ‘less than 25%’ of the course weight.
  - The ‘one MSAF per term’ limit is retained.
o As per the policy, an automated email will be sent to the course instructor, who will determine the appropriate relief. Students must immediately follow up with their instructors. Failure to do so may negate their relief.

- Policy: The MSAF policy can be found in the Undergraduate Calendar under General Academic Regulations > Requests for Relief for Missed Academic Term Work or here: http://academiccalendars.romcmaster.ca/content.php?catoid=11&navoid=1698#Requests_for_Relief_for_Missed_Academic_Term_Work

**AODA**

If you require this information in an alternate/accessible format, please contact Eszter Bell at 905-525-9140 extension 24423 or email bellesz@mcmaster.ca

**Reading Schedule**

**Sept. 12: Introduction to the Course**

Under what context did anthropology developed into a professional discipline? The “Others” then were the noble savages, or the exotic natives. How has anthropology changed since the mid-nineteen century? Who are some of our contemporary “Others.”

**Sept. 19: 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.


**Sept. 26: Handmaiden debate** - Was/is anthropology a handmaiden of colonialism/imperialism? More importantly, is this debate valid?


**Oct. 3: First World, Other World**


**Oct. 17: 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?
Oct. 24:

❖ Movie: The Battle of Algiers

➢ MIDTERM ESSAY DUE IN CLASS

Oct. 31: 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.


Nov. 7: 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?


Nov. 14: Internal Others: In any nation-state, internal others are produced in many ways: through wars, diseases, sexuality, refugees, migration, commodification, and so on.


Nov. 21:


❖ Movie: When Ruoma was Seventeen

Nov. 28: 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?”


Dec. 5: Voluntary and Involuntary Footsteps: The parts with no part to play
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.


➢ Wrapping Up!!

Final Exam Essays due on December 12th at my office CNH 535 (from twelve noon to 4 p.m.)

*Updated August 3, 2016*

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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.