

Special Topics in Anthropology
Contemporary South Asia
AN 385 R

Class Time: Tu – Th 10:00 – 11:15 a.m.	Instructor: Dr. Alicia DeNicola
Office: Language Bldg 101	Office Hours: 11:30am -12:45pm T, Th
Classroom: Language Bldg 107	2:00pm – 3:00pm M, W, F & by appt.
Ext: 4-4614 / Better to email (really!)	Email: adenico@emory.edu

Course description: This course is an introductory-level survey of contemporary South Asia. Our aim is to explore the lived experiences of class, caste, gender, religion and politics through contemporary issues and concerns. The course examines changes in South Asian cultures in relation to European colonization, national independence, and recent development issues. Drawing on a diversity of materials (including anthropological ethnography, short stories, novels, newspapers, and film) students will learn to question and critically examine popular assumptions and to appreciate the contemporary and complex character of South Asian lives. The comparative and critical nature of this course is particularly useful for understanding the complexities of academic writing as we question and analyze nationalism and ethnicity through images, discourses and cultural understandings of self and other.

Course Objectives:

- To learn to think anthropologically about “culture” as a concept and a way of understanding the world: to ask, in effect, about the *contexts* of people’s lives that make things make sense to them, and in turn to question the context of one’s *own* life that makes certain things seem “obvious” or “common sense”.
- To become more familiar with the history and contemporary culture of South Asia through map recognition, film, folklore and ethnography
- To think deeply about one’s own culture on a college campus and its relationship to knowledge production here and elsewhere
- To use writing as an analytical and deconstructive tool that will help you take apart and question different aspects of culture

The following books can be found in the bookstore:

Liechty, Mark. 2003. *Suitably Modern: Making Middle-Class Culture in a New Consumer Society*. Princeton University Press.

Mines, Diane P. and Sarah Lamb (eds). *Everyday Life in South Asia*. Bloomington: Indiana University Press

Narayan, Kirin 1989. *Storytellers, Saints, and Scoundrels: Folk Narrative in Hindu Religious Teaching*. New York: Oxford University Press

Reserve Readings

Reserve readings will be on electronic reserve and will appear with bibliographical references in your schedule of assignments and will be posted on blackboard.

Assignments and Grading

- Two (short) 3-4 page essays @ 10 and 15% respectively
- In-class short answer and vocabulary exam @ 10%
- Class participation and attendance 25%
 - journal/blog
 - in-class participation (very important!)
 - pop quizzes

- leading class in group
- final presentation of work
- Rough draft (includes outline) @ 15%
- Final research paper/project @ 25%

Class Participation:

As you can see from the percentages above, I take class participation VERY seriously. In nearly every classroom, and in anthropology *especially*, sharing your ideas of culture and your understandings of the readings are a critical part of the learning experience. If you have a question, it's likely that someone else does, also. Class participation includes attendance, timely completion of reading assignments (by the class in which the material is to be discussed), and regular and thoughtful contributions to class discussions. This class is based on a student-centered and active-learning approach because I think anthropology is a discipline best experienced through a combination of texts and practical engagement. I expect students to come to class prepared to discuss the readings and share their experiences with others. Your class participation will be graded on whether or not you demonstrate that you have actually read and engaged with the assigned readings. Questions regarding the readings are *highly encouraged* and are an excellent way of helping yourself and other students. You will also get bonus points for making connections between readings that show you are actively engaging with the concepts and ideas expressed in class. Included in your class participation grade are journal entries, assigned leading of class discussions, and random **pop quizzes**. Quizzes are designed to encourage timely reading, and will be graded as follows: a – means that you have not demonstrated that you did the readings. ☹ means that it seems you have done the readings but perhaps not had much time to think about them. ☹+ means you have demonstrated that you did a careful reading of the assignment and have thought about their implications and connections to other readings.

Attendance and being on time:

Though your attendance is part of your class-participation grade, it warrants a separate heading. One of the major premises of this class is that we are here to help one another learn. If you're not in class you can't participate in this critical experience. You get two free absences, no questions asked. But, if you miss more than two classes, you should be aware that your FINAL grade will suffer BY 1/3 A GRADE FOR EACH CLASS THAT YOU MISS AFTER YOUR SECOND ABSENCE. Absences are only excused if ALL absences (including the first two) are excused. If you are late to class more than three times it will be counted as an absence. Much of this class is focused on in-class discussion and activities that you will not be able to make up and will affect your grade. If *you* miss class, *everyone* suffers.

Assignments:

All papers and assignments must be turned in on time. Turning in a paper late causes significant problems both for me (in trying to keep track of individual papers and juggling assignments) and also for you, because you will then continue to be behind throughout the class. In addition, turning in late papers is unfair to those who completed their papers on time. It is up to my discretion whether I will accept a late paper. Generally, I will not. However, on those rare occasions when I do, the paper's grade will fall by 1/3 grade for each day it is late (i.e. a B+ will become a B, or an A- will become a B+). Any paper turned in more than 15 minutes after the start of class will be considered a day late.

Exams: I do not have the authority to allow alternative times for the final exam. If you have a family emergency, such as a valid, documented medical emergency you may talk to Dean Ken Anderson about alternative arrangement. Be prepared to provide documentation.

Computers, Cell Phones, and Other Electronic Devices:

Note taking in this class is critical, but you should not need to rely on a computer. My experience with computers in the classroom is that they provide more of distraction than assistance, and I ask that they remain put away during class time unless they are being used for presentation purposes. Cell phones should be turned OFF (not on vibrate or silent) in the classroom and leaving in the middle of class to have a phone conversation is not only obvious, but I (and the majority of your classmates) also consider it rude and unacceptable. The same goes for texting underneath the table during class. Other electronic devices should be turned off and put away unless they are being shared with the class in a presentation/demonstration context.

Written Work:

Academic Honor Code: Oxford College takes its responsibility for teaching and maintaining the highest standards of academic honesty and integrity very seriously. In keeping with this commitment, the college is intolerant of any academic misconduct and is especially concerned about cheating and plagiarism. You are each responsible for knowing and understanding the very high standards you are expected to uphold at Oxford College and to read and understand Oxford's policy on plagiarism, which can be found here (plagiarism is Article 13:

http://oxford.emory.edu/audiences/current_students/Academic/academic-success/student-honor-code/

All papers must include a full bibliography and in-text citations that include the author's last name, date of publication and page number. For instance: (Durkheim 1984: 35). Papers turned in without citations and a bibliography will not be graded.

Library research assignment: Three times during the term we will meet with a research librarian who will work with us on how to find anthropological references related to your topic and writing papers that contribute to the conversation we are having in class. Topics will include: how to find useful search terms; when to ask for help and from which librarian(s); how to use journals and journal databases within particular disciplines; what is an annual review; how to use your class materials and the first resources you find to discover other resources.

First short paper assignment [3-4 pages]: Your first paper will be a limited "literature review." Choose carefully two articles from among your class readings and at least two examples that you acquired in your library research work (but not the Annual Review article – though you *should* use that to find other articles). Based upon these pieces, tell the reader what these articles have in common and why you chose them. What do the articles contribute to our understanding of a particular issue having to do with South Asia? While you must give us a clear overall sense of how the articles are connected, you must also discuss why the articles contribute something unique. Be specific. What particular ideas from each reading are critical in your analysis? Keep in mind that you are not trying to prove your own ideas with these texts, but instead should be studying the texts to see how, together, they can provide new and interesting information. How do they fit together, argue with, or converse with one another to make you think differently about South Asia through the particular issue you have chosen? Structure your paper so that it has a clear (and specific) thesis [These articles, as a group, address what question, issue, or problem?]; body [how does a group of articles change what you have to say in relation to having just one article to draw from] and conclusion [what can we know, observe, contemplate, understand from looking at these articles together that we could not if we were to just read a single article and why do they tell us something interesting or intriguing together]. When you are finished, re-read your paper and construct an outline based on a single sentence from each paragraph. Do the paragraphs follow one another logically? Does each one contribute to answering the question you posed in your thesis? Turn in the outline attached to the back of your paper.

Bibliography: All papers for this class must have a bibliography in order to be graded. For your first paper you must provide an ANNOTATED bibliography. Though you must use and cite two outside articles and two class articles, you will need to have consulted many more resources and articles in order to choose those that are best or give you the most interesting ideas. In your bibliography cite all the articles you consulted and provide a short paragraph about their relevance to your topic, but put an asterisk beside the ones that you cite in your paper.

Second short paper assignment [3-4 pages]: Your second short paper is designed to help you begin to research the final paper. It has two parts.

1) Based upon our readings so far in class, propose a topic for your final paper. This proposal will take the form of a proposal *abstract* and should be no more than 200 words. It may be helpful to look at other examples of abstracts before beginning your own. While keeping in mind that your abstract will change over time, imagine your final paper and describe for the reader in a single concise paragraph what specific questions you intend to ask, how you will attempt to answer the question, and why you believe it is important to a study of South Asia. Turn this in as part of the same file, but on a separate sheet of paper labeled “final paper abstract”. Remember to keep the topic SMALL and manageable.

2) For this paper you must collect a piece of material or popular culture that reflects ideas about South Asia that we have discussed in class. This may include a series of 2 newspaper articles, a portion (no more than 2 minutes) of a movie, fan or music magazines, music lyrics, clothing, photos, travel websites, or folklore (be creative). Using at least two of our class readings and one journal article on whatever subject you choose, write a 5- to 7-page paper analyzing the data that you collect (your outside article can either reflect the subject matter *or* the methodology – for instance you could read an article on film analysis (in anthropology) on a movie from another culture if that is the method you choose). This is a short paper, only 3-4 pages long. You will not have time to do a comparative study (save that for the final, if you like), but must rely on analyzing a particular piece of data in great depth.

Final Paper [6 pages]: Your final paper is a reworking and extension of your second short paper with the addition of a short piece of ethnography. You may do participant observation somewhere. You may do an interview with someone you know, or collect a kinship chart from a friend or relative. For ideas on ethnographic projects you could do, the library has the following book on reserve: *Crane, Julia G. and Michael V. Angrosino 1992. Field Projects in Anthropology, A Student Handbook. Waveland Press.* You will also pull in information from your first paper. Based upon what you wrote about in your second short paper, you will expand and strengthen your research to address any questions that were left unanswered, or provide examples and depth. The proposal abstract (and my response to it) will provide the prompt for this final paper. A full rough draft (discussed below) will be due two weeks prior to the deadline for the final paper. Final papers are due on the last day of class. The final paper will be graded based upon the following criteria: 1) Clarity of Essay Structure (is the paper clearly outlined for the reader? Does each paragraph contribute clearly to the thesis in a logical manner? Are transitions clear and effective?); 2) Convincing and well thought-out evidence (Are you aware of *what* your evidence is? Is it convincing *beyond* “common knowledge” claims? Do you provide examples and describe specific instances for the reader? Have you read deeply enough to understand the context of the evidence you use?) 3) Voice (Are you respectful of both your audience and the academic discipline? Are words and ideas descriptive and specific? Do you use the materials and data to extrapolate your own thoughts and explorations?) 4) Sentence Structure (Do your sentences flow from one to the other so the reader moves easily through your ideas? Do your sentences reflect complex ideas yet remain structurally correct and readable? Can the reader understand most sentences the first time without tripping?) 5) Grammar and editing mistakes (Do you have a good grasp of standard writing conventions and have you had your paper both spell checked *and* proof read by another human?). I strongly suggest you make at *least* one appointment with the writing center each term. The writing center is helpful for strong writers as well as those who feel they need help. The writing center is not for

Rough Draft Writing Assignment: Two weeks prior to our final paper you will be required to bring a finished rough draft into class. Students will break into partnerships and read one another's drafts. This is *not* the time to edit for sentence structure, spelling or punctuation. HOWEVER, if your draft is unclear or unreadable because it needs excessive editing help, your peer reviewers will be at a significant disadvantage when trying to help you organize and present your thoughts. So, *at the very least* please make sure your paper is spell checked and that you read over your draft for sentence clarity (try to eliminate fragments and overly long sentences). As a reader you will answer the following questions about your partner's draft. Be clear and give your partner plenty of explanation.

1. The assignment: Does the draft follow the assignment? What parts of the paper seem to do a good job of answering the assignment question? What could the writer do better to adhere to the assignment?
2. Title: Does the title give the reader a clear idea of what the draft is about? Is it interesting, and if so, how? What does the title accomplish (Does it give the reader an idea of what the draft is about? Does it foreshadow a point of view? Does it clarify how a writer will make his/her points?)?
3. Thesis: Is the thesis clear? Is it small and manageable (this may be the most important question you ask). Can you answer the following questions after reading the thesis: a) What is the author's purpose in the draft? b) How will the author go about accomplishing her/his task? c) Can the thesis be defended in the space available, with the details the author has available to him/her?
4. Support and Evidence: What is the author's stance on the issues she/he is writing about? What assumptions does he/she make in supporting the main point? Does he/she address those assumptions? Has he/she addressed "common knowledge" claims and eliminated them as evidence? List the author's main points, paragraph by paragraph, and review each of them. Do each of the points you identified fit squarely with the thesis statement? Do they shift away from the main point? Where/how? How many clear references to the primary text(s) can you find in the paper? Star those you find effective and put a "?" in front of those you have questions about. Which claims has the writer worked out most clearly? Which need more work? Can you suggest AT LEAST one further, specific place in the primary texts where you believe the writer may gain support?
5. Paragraphs and Sentences: Does each paragraph clearly support the thesis points? Does it make sense to the reader why it is there? Does each sentence state its objective clearly within the paragraph? Do the paragraphs follow logically from one to the other? Scrutinize each paragraph for its evidentiary claims (what is the data used – does it rely on the data available as required in the assignment?).
6. Organization: Can you identify the author's organizational plan? Does he/she use spatial, chronological, logical, or some other kind of order? Does it work? Why or why not?¹

If you are a student with a documented disability on record and wish to have a reasonable accommodation made for you in this class please see me immediately. Or, if you must miss class for a religious holiday, please notify the instructor IN WRITING 1 week before class in order to be excused (assignments due on a particular day must still be turned in on or before the day specified).

¹ These guidelines were loosely adapted from "Questions on Reviewing a Draft" in Connors, Robert and Glen, Cheryl 1999. The New St. Martin's Guide to Teaching Writing. Bedford, St. Martin's Press (51-52).

CLASS SCHEDULE**ANTH 385 / Special Topics: Contemporary South Asia****Fall Term 2011: TU/TH 10:00-11:15 a.m. Languages Building 107****This syllabus is subject to change. All changes will be posted on blackboard and announced in class.**

DATE	DISCUSSION TOPIC	READINGS DUE (<i>by</i> class date listed)	pp#	E/T*	ASSIGNMENTS DUE
TH 8/25	Introduction to South Asia				Introductions, ice breakers, expectations
TU 8/30	History: Maps and Moguls	Historic Prologue in Wolpert, India	23-39	E	Lecture/Discussion : Environment, geography & population
TH 9/1	History: Colonial Period	Historic Prologue in Wolpert, India	40-70	E	Discussion/Lecture (Jewel in the crown excerpt)
TU 9/6	The eve of Independence	The Nation Clothed in Trivedi, Clothing Gandhi's Nation	67-101	E	The semiotics of Nationalism, Orientalism
TH 9/8	Independence	The Quest, in Nehru, The Discovery of India	37-57	E	Post colonialism in anthropology DUE: IDEA FOR PAPER SUBJECT, ABSTRACT
TU 9/13	Culture as construction, as seen through violence and Nationality	Introduction and Of Heritage and History, Val Daniels in Charred Lullabies	3-42		
TH 9/15	Researching like an anthropologist	Library Meeting			Meet in the library
TU 9/20	Fiction	Dhowli, Mahasweta Devi in Women, Outcasts Peasants and Rebels	185-205		DUE: Must have signed up for seeing librarian between 9/20 and 9/27.
TH 9/22	Family and Life Course	Part 1 in Mines and Lamb, Everyday Life in South Asia	1-25		
TU 9/27	“	Continued	25-74		
TH 9/29	Culture as story telling	Introduction and Orientation in Narayan, Storytellers, Saints and Scoundrels	ix-37		
TU 10/4		The Meos of Mewat in Mayaram, Resisting Regimes	37-112		
TH 10/6	Genders	Part 2 in M&L	75-109		
TU 10/11	“	Part 2 continued in M&L	110-143		Pass out second paper prompt
TH 10/13	Caste, Class & Community	Part 3 & 4 in M&L			Bring in abstract of second paper – focus on thing you want to analyze
TU 10/18	Practicing Religion	Part 4 in M&L			Return abstracts
TH 10/20	Finding Culture in the	SECOND LIBRARY DAY, required			Bring abstract to library with you!! DO NOT

	databases	(finish any reading you need catching up on)			FORGET
TU 10/25					
TH 10/27	Religion as storytelling	Narayan			
TU 11/1	Reading as storytelling	Narayan			
TH 11/3	Nation Making	M&L			Second short papers due
TU 11/8	Nation Making	M&L			
TH 11/10	Globalization	M&L			
TU 11/15	Globalization	M&L			
TH 11/17	Contemporary S Asia	Liechty			
TU 11/22		RESEARCH DAY AT LIBRARY			
TH 11/24	Thanksgiving	Liechty			Rough draft due in class
TU 11/29		PAPER PRESENTATIONS			
TH 12/1		PAPER DISCUSSIONS AND PRESENTATIONS			
TU 12/6		PAPER PRESENTATIONS			Bollywood music and food day Final paper due
TH 12/8	Final Exam Period				FINAL PAPER DUE ON OUR FINAL EXAM DAY VIA BLACKBOARD
TU 12/13	Final Exam Period				
TH 12/15	Winter Break Begins				

*E = Reading is on electronic reserve on Blackboard (All electronic reserves should also be on 2 hour reserve at the library)

T = Reading is in your textbook