

ANTH 384C Modernization and Social Change

Winter 2006

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HSS 214 Hours: M, 10-1, TR 12-2

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Course Description and Objectives

This course will explore the cultural encounters and processes of social change resulting from contact between “the West and the rest.” We will begin with the period of European colonization straddling the late nineteenth and early twentieth centuries, move from there to the post-World War II “Development Age,” and conclude with an extensive inquiry into the political, economic, environmental, and cultural implications of the “Global Era.” Over the course of this historical survey we will see that “globalization” has long been with us, and there is an appreciable continuity between the nineteenth century and our own time, particularly in regard to notions of social evolution and progress. Yet we are experiencing now an unprecedented degree of global interconnection as flows of capital, people, and images move readily across borders. This makes it fascinating, if difficult, to follow the dynamics of cultural and social change in both Western and non-Western contexts. These dynamics have political dimensions, and as scholars, we are not exempt from politics. Thus, finally, this course will encourage us to think about ways in which an engaged, applied social science should behave in the world today. Not only is globalization making us ponder and analyze an enormously complex social world, it is also forcing us to reassess the role of our own research in the context of social change and social policy.

By the end of the term, students should be able to provide answers to the following questions:

- What political, economic, and social ideologies have grounded the Western approach to engagement with the non-Western world?
- What institutions and material political and economic processes have brought different areas of the planet together, and with what results?
- What have been some of the responses by non-Western people to Western influences; and how is the West experiencing trends in the global economy, including flows of people, goods, ideas, and images from elsewhere?
- Through these processes of change from the late nineteenth century forward, what has been the fate of relatively disadvantaged people? What ought the role of social science be in seeking answers to social problems?

Your Work: Writing Journals

This is a writing-intensive course, which requires informal writing. Every Wednesday, Each student will turn in a journal in which s/he has recorded observations, insights, and

analyses of lectures and readings (every reading should be represented). You should maintain your journal either in hard copy (e.g., a notebook) or electronically. Should you choose the first option, you may elect to hand-write (legibly!). Should you choose the electronic option, you must submit a printed hard copy when journals are due. **NOTE:** Please have your journal completed before the class period begins; **do not work on it during the session.**

Beyond fulfilling the writing-intensive requirement, please use your journal as a preparation tool for approaching the course material in general. If you keep a good journal, you will be better prepared to discuss a text. Also, very importantly, if you have been engaging lectures and texts and responding to them, you will be in a stronger position to distill your thoughts into papers.

When I evaluate your journal I will not be looking so much for writing style, argument, or content (write as informally as you wish). **What interests me, rather, is the extent to which you demonstrate a sincere effort to grasp the material. Specifically, I would like to see you making connections between readings, between readings and lectures, and from week to week as we move through themes and topics.**

Papers

The standard requirement for writing-intensive courses at WOU is ~ 20 pages of formal writing. Toward meeting that target, you will write three papers. The first two will concern the course material itself. At least one week prior to a paper's due date I will distribute a set of questions. You will choose *one* of those questions to answer in the form of a **5-page paper**. Alternatively, you may propose a question or issue of interest to you that can be addressed effectively in a paper of that length. **I would encourage this option**, but *you must obtain approval of your question/topic* before exercising it. If you are dissatisfied with your performance on the first paper, you may rewrite it.

The final, ~ **10-page paper** will constitute an independent research project of your choosing. By the end of week 6, I will expect you to have thought about the project and narrowed your focus both in terms of area of the world and topic. On Wednesday of that week, you will submit a prospectus outlining your intentions for the paper. A handout detailing expectations for the final paper will be distributed early in the term. On all papers, you must demonstrate your ability to cite sources appropriately in the text and compose a correct bibliography.

Note on Plagiarism: WOU's policy against plagiarism is very rigorous. If you use another person's words, information, or ideas without acknowledging that source, you have committed plagiarism. Plagiarism is not restricted to simple word-for-word copying; it includes paraphrasing without citing the original source. Plagiarism is subject to one or another penalty, from failing a given assignment to dismissal from the university. For information on WOU's Code of Student Responsibility, go to www.wou.edu/student and click on Services. A PDF file of the Code appears on the Services menu.

Discussion

Nearly every class meeting will contain some sort of discussion period. But on five designated days over the course of the term, marked on the schedule as "dialogues," we will hold intensive discussions on topics of particular interest to anthropologists seeking to understand the impacts of modernization and globalization on cultures around the world. During dialogues, I will hope that you come especially prepared to weigh in on the

issues. Please note that 20% of your grade will rest on the qualities of your class participation. Be mindful of this when you approach your commitment to dialogue days and discussion generally.

Evaluation

Paper 1:	20%
Paper 2:	20%
Final Paper:	40%
In-class Effort (attendance and participation):	20%

Course Schedule

Week 1: Introduction to Modernization, Development, and Globalization

M: Introduction to Course

W: Lecture: Imperialism vs. Development
Rist, 8-47

Dialogue: The Definition of Progress

Week 2: Colonization and the Birth of the Development Era

M: **MLK day: no class**

W: Rist, 47-80; Cooper, "Modernizing Bureaucrats, Backward Africans, and the Development Concept"

Dialogue: Our Duty in Iraq

Week 3: Modernization and World Systems Theory

M: Lecture: Modernization Theory vs. Orientalism
Rist, 93-122; Hall, "The West and the Rest: Discourse and Power"

W: Film: excerpts from "Powaqaatsi"
Pigg, "Belief in Nepal"

Week 4: Economic Globalization and Neoliberal Ideology

M: Film: Excerpts from "Commanding Heights"
Rist, 211-231; Mickelthwaite and Wooldridge, "The Hidden Promise: Liberty Renewed"

Due: Paper 1: Colonialism/World Systems

W: Film: "Global Assembly Line"
Iglesias Prieto, excerpts from *Beautiful Flowers of the Maquiladora*

Week 5: Global Flows, Part 1: Capital and Commodities

M: Arce and Long, "Consuming Modernity"; Schein, "Market Mentalities, Iron Satellite Dishes, and Contested Cultural Developmentalism"

W: Meyer, "Commodities and the Power of Prayer"

Dialogue: Religious Change in the Context of Globalization

Week 6: Global Flows, Part 2: People (i.e. labor)

M: Robbins, "The Laborer in the Culture of Capitalism"; Margold, "Narratives of Masculinity and Transnational Migration: Filipino Workers in the Middle East"

W: Pearson and Bourgois, "Hope to Die a Dope Fiend"; Van Wetering and Van Gelder, "Vital Force, Avenging Spirits, and Zombies..."

Due: Prospectus for Final Paper

Week 7: Global Flows, Part 3: Media

M: Film: "The Dish Ran Away with the Spoon"

Tomlinson, "Cultural Imperialism"; Michaels, "Hollywood Iconography: A Warlpiri Reading"

Due: Paper 2: Cultural Adjustments to Global Flows

W: Abu-Lughod, "The Objects of Soap Opera"; Escobar, "Gender, Place, and Networks: A Political Ecology of Cyberculture"

Week 8: Global Flows, Part 4: Ideologies

M: Barber, "Jihad vs. McWorld"; Stiglitz, "Globalism's Discontents"; Lechner, "Global Fundamentalism"

W: Pasha, "Globalization, Islam, and Resistance"; Tibi, "The Challenge of Fundamentalism"

Dialogue: Explaining Fundamentalism

Week 9: The Meaning of Sustainability

M: Rist, 171-210; Dollar and Kraay, "Growth Is Good for the Poor"; Shiva, "Ecological Balance in an Era of Globalization"

W: Dahl, "Spiral of the Ram's Horn"; Abrash, "The Amungme, Kamoro, and Freeport: How Indigenous Papuans Have Resisted the World's Largest Gold and Copper Mine"

Week 10: A Post-development Era?

M: Rist, 123-139, 231-248; Rahnema, "Towards Post-development..."

W: Gardner and Lewis, "Beyond Development?"

Dialogue: The Role of Social Science in Reconstructing the World

Final Paper due Friday, March 17, by 5 p.m.