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### ANTY 349.01: Social Change in Non-Western Societies

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**Social Change in Non-Western Societies**  
Anthropology 349  
Monday/Wednesday 11:10-12:30  
**Fall 2015**

**Kimber Haddix McKay, Professor**  
213 Social Sciences  
Office hours: 9-12pm Tuesday or by appt.  
**kimber.mckay@mso.umt.edu**



Itinerant blacksmith in Humla, Nepal



Wooden bowl trade in progress

### **Course Description:**

Anthropology 349 is a course about processes of social change in non-western societies. This semester's focus is on social change in the two regions of the world where I am actively involved in social change research—sub-Saharan Africa and South Asia. We will examine the economic, political, demographic, and cultural factors that can become involved in social change, specifically as associated with 'development'. Later in the semester we'll make a brief detour into Central America in the section on tourism and development, but mainly we'll focus on sub-Saharan Africa and South Asia. During the semester I will be showing you a variety of short films or film clips to help bring to life some of the situations and circumstances in our target regions and projects.

Some of the major forces shaping social change in recent decades are controlled by people and institutions involved in "development". Since WWII the so-called "development industry" has developed a life of its own, and the ways in which the major players in international development affect the lives of local people in the developing world will be an important part of the course. We will be looking at the role and impact of the World Trade Organization, the World Bank, the International Monetary Fund, the US Agency for International Development (USAID) and other bilateral aid organizations, and a variety of NGOs (non-government organizations) in recent social change in selected countries of sub-Saharan Africa and South Asia. We will analyze the successes and failures of a variety of development projects in these regions.

The class focuses on four main drivers of social change in the developing world: As associated with major development projects across the sectors of 'development', with resettlement and other forms of internal displacement, with health development projects, and with tourism. Along the way, as we investigate these subjects, we will read a novel by Barbara Kingsolver on the lives of Christian missionaries in Congo-Kinshasa during and after decolonization—missionaries have impacted the pace and forms of social change across the globe for centuries, and their ethic underlies much of development rhetoric.

## Learning Outcomes:

In this course, you will acquire:

- An understanding of how anthropology fits in the field of international development and how it supplements other social sciences concerned with the forces and consequences of social change
- Writing and analytical skills focusing on the summary and critique of the role of anthropology in studies of social change
- A basic understanding of the field of international development and its major sectors, placed in a cross-cultural context
- A basic understanding of the major players in international development, including bilateral, multilateral and non-government entities
- Knowledge of some of the seminal anthropological studies of social change

## Texts:

Gardner and Lewis, Anthropology, Development, and the Post-modern Challenge, Pluto Press, 1996.

Norberg-Hodge and Matthiessen, Ancient Futures: Learning from Ladakh, Sierra Club Books, 1991.

Kingsolver, The Poisonwood Bible, Harper Perennial, 1998.

Readings posted to the Moodle site.

## Requirements:

- Class participation (and thus attendance) is mandatory. I expect you to have read the assigned readings prior to the class for which they are assigned, and to be prepared to discuss them with your peers. Making a few notes to yourself before class about points you find interesting in the readings will help tremendously. Several times during the semester, your participation and preparation for class will be evaluated with discussions, debates, quizzes, problem solving activities, or short writing assignments about the films. Keep in mind that if you miss a class, you may not make up missed class work or attendance, which ultimately lowers your grade.
- There will be three non-cumulative midterm exams and a cumulative final exam
- Your final grade will be calculated on the basis of attendance, class participation in discussions, and your grades **on four of the five exams**. If you are satisfied with your grades on the three midterms, you can skip the final exam.
- Distribution of course grade:

|   |            |
|---|------------|
| Four exams                                      | 75%        |
| Attendance, participation, in-class assignments | <u>25%</u> |
| Total   | 100%       |
- Additional information:
  - Please feel free to come to my office hours, or to catch me before or after class with questions. You can also schedule an appointment to meet outside of office hours.
  - Make up exams – only with a documented health issue or with prior permission. If you cannot come to an exam, you must tell me before on or on the day of the exam that you will be absent. Make ups will be scheduled at my convenience within **one week** of the scheduled exam.
  - If you're taking this class pass/no pass, a pass > 69%.

**Schedule:**

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| <b>Week/Date</b>                     | <b>Topic</b>   | <b>Reading/Notes</b>  |
|--------------------------------------|--|---|
| <b>1</b><br><b>31 Aug and 2 Sept</b> | Monday: Class structure and description of material<br><br>Wednesday: Theoretical background and a Ted talk  | Gardner and Lewis, Chpt 1   |
| <b>2</b><br><b>7 and 9 Sept</b>      | Monday: Labor Day<br><br>Wednesday: Theoretical background, continued and the Major Players: World Bank, IMF, USAID, etc.  | Gardner and Lewis, Chpt 3<br>Moodle: Greg Palast and Gilbert and  |
| <b>3</b><br><b>14 and 16 Sept</b>    | Monday: Inside the World Bank and USAID<br><br>Wednesday: Local participation in rural development – importance of gender and other forms of power   | Moodle: Peters<br>Moodle: Mehta<br>Moodle: Bossen<br>Moodle: Lynam and Gilbert<br><br>Moodle: Armbrecht Forbes<br>Moodle: Michaels and Napolitano |
| <b>4</b><br><b>21 and 23 Sept</b>    | Monday: Who is local? The example of water-related development<br><br>Wednesday: Kariba dam and ‘The cutting edge of progress’ – who benefits, who suffers?  | Gardner and Lewis, Chpt 4<br><br>Moodle: Colson   |
| <b>5</b><br><b>28 and 30 Sept</b>    | Monday: First exam<br><br>Wednesday: History of missions in SSA  | <b>First exam Monday in class</b><br><br>Kingsolver Books 1-3   |
| <b>6</b><br><b>5 Oct and 7 Oct</b>   | Monday: Review exam. Settlements & missions<br><br>Wednesday: Settlements and missions   | Kingsolver Books 4-5<br><br>Kingsolver Books 6-7  |
| <b>7</b><br><b>12 and 14 Oct</b>     | Monday: ‘Traditional’ vs ‘modern’ health and health-seeking behavior – valid categories for the Buganda people of Uganda?<br><br>Wednesday: Health development in Nepal—barriers vs. mere challenges | Moodle: Mungwini<br>Moodle: Chapman<br><br>Moodle: Katz & Biesele<br>Moodle: Nichter & Nichter  |

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| <p><b>9</b><br/><b>19 and 21 Oct</b></p>     | <p>Monday: Health development in Nepal—<br/>successes</p> <p>Wednesday: Second Exam</p>   | <p>Moodle: Walter<br/>Moodle: Haddix McKay</p> <p><b>Second exam Wednesday in class</b></p> |
| <p><b>10</b><br/><b>26 and 28 Oct</b></p>    | <p>Monday: Review exam and begin “Ancient<br/>Futures: Learning from Ladakh”</p> <p>Wednesday: Social change brought by<br/>‘modernization’ in Ladakh</p>   | <p>First ¼ Norberg Hodges</p> <p>Second ¼ Norberg Hodges</p>                                |
| <p><b>11</b><br/><b>2 and 4 Nov</b></p>      | <p>Monday: Are there lessons in Ladakh? The<br/>diseases of development</p> <p>Wednesday: Case study – Permaculture and<br/>the Sunrise Farm</p>  | <p>Third ¼ Norberg Hodges</p> <p>Finish Norberg Nodges</p>                                  |
| <p><b>12</b><br/><b>9 and 11 Nov</b></p>     | <p>Monday: Film and discussion on social<br/>change via education and economic<br/>development -- ‘The Economics of<br/>Happiness”</p> <p>Wednesday: Veterans Day</p>                             | <p>Moodle: Petry</p>  |
| <p><b>13</b><br/><b>16 and 18 Nov</b></p>    | <p>Monday: Continue discussion of syncretic<br/>social change</p> <p>Wednesday: Third exam</p>  | <p><b>Third exam Wednesday in class</b></p>   |
| <p><b>15</b><br/><b>23 and 25 Nov</b></p>    | <p>Monday: Social change and the environmental<br/>movement—‘The spirit of Kuna Yala’</p> <p>Wednesday: Thanksgiving Travel Day</p>   | <p>Gardner and Lewis, 103-135<br/>Gardner and Lewis, Chpt 7<br/>Moodle: Finnis</p>          |
| <p><b>16</b><br/><b>30 Nov and 2 Dec</b></p> | <p>Monday: Managing environmental impacts<br/>through tourism development</p> <p>Wednesday: How to do ‘good development’.<br/>The ethics of involvement in development by<br/>anthropologists</p> | <p>Moodle: Smith<br/>Moodle: Maclaren<br/>Moodle: Bennett</p>                               |
| <p><b>17</b><br/><b>7 and 9 Dec</b></p>      | <p>Monday: Fourth exam</p> <p>Wednesday: Review exam four, review for<br/>final, course evaluations</p>   | <p><b>Fourth exam Monday in class</b></p>   |
| <p><b>18</b><br/><b>15 Dec</b></p>           | <p>Tuesday: Final @ 8:30am</p>  |   |