9-2013

ANTY 349.01: Social Change in Non-Western Societies

Kimber Haddix McKay
University of Montana - Missoula, kimber.mckay@mso.umt.edu

Let us know how access to this document benefits you.

Follow this and additional works at: https://scholarworks.umt.edu/syllabi

Recommended Citation
McKay, Kimber Haddix, "ANTY 349.01: Social Change in Non-Western Societies" (2013). Syllabi. 481.
https://scholarworks.umt.edu/syllabi/481
Course Description:

Anthropology 329 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 bring to help bring to life the current 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 studies of social change, from anthropology

Texts:

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 three of the four exams. If you are satisfied with your grades on the three midterms, you can skip the final exam.
- Distribution of course grade:
  - Three exams 75%
  - Attendance, participation, in-class assignments 25%
  - 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%.
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic</th>
<th>Reading/Notes</th>
</tr>
</thead>
</table>
| 1 26 and 28 Aug | Monday: Class structure and description of material  
Wednesday: Theoretical background, short film: ‘Another world is possible’                                                                                                              | Gardner and Lewis, Chpt 1                          |
| 2 2 and 4 Sept | Monday: Theoretical background, continued and the Major Players: World Bank, IMF, USAID, etc.  
Wednesday: Theoretical background, continued and the Major Players: World Bank, IMF, USAID, etc.  
Gardner and Lewis, Chpt 3  
Moodle: Greg Palast                                                                                     |                                                  |
| 3 9 and 11 Sept | Monday: Local participation in rural development – importance of gender and other forms of power  
Wednesday: Who is local? Using the example of water-related development                                     | Moodle: Peters  
Moodle: Mehta  
Moodle: Bossen  
Moodle: Armbrecht Forbes  
Moodle: Michaels and Napolitano                                                                         |                                                  |
| 4 16 and 18 Sept | Monday: Kariba dam and ‘The cutting edge of progress’ – who benefits, who suffers?  
Wednesday: Gwembe Tonga                                                                                                                                       | Gardner and Lewis, Chpt 4                          |
| 5 23 and 25 Sept | Monday: First exam  
Wednesday: Impacts of missions                                                                                                                                   | First exam Monday in class                          |
Wednesday: Settlements and missionization, cont.                                                                                                                  | Kingsolver, books 4-5                              |
| 7 7 and 9 Oct | Monday: ‘Traditional’ vs ‘modern’ health and health seeking behavior —valid categories for Buganda people of Uganda?  
Wednesday: Continue with analysis of the concepts ‘traditional’ vs. ‘modern’ in the context of health and health seeking behavior among the Buganda | Moodle: Mungwini  
Moodle: Chapman                                                                                           |                                                  |
| 8 14 and 16 Oct | Monday: Religion, healing and health care  
Wednesday: Health development in Nepal—barriers vs. mere challenges                                                                                   | Moodle: Katz & Bieselee                            |
<p>|           |                                                                                                                                                                                                                                                                   | Moodle: Nichter &amp; Nichter                         |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Monday</th>
<th>Wednesday</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Monday: Health development in Nepal—successes</td>
<td>Second Exam</td>
<td>Moodle: Walter</td>
</tr>
<tr>
<td>21 and 23 Oct</td>
<td>Moodle: Haddix McKay</td>
<td><strong>Second exam Wednesday in class</strong></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Monday: Review exam and begin “Ancient Futures: Learning from Ladakh”</td>
<td>First ¼ Norberg Hodges</td>
<td></td>
</tr>
<tr>
<td>28 and 30 Oct</td>
<td>Wednesday: Social change brought by ‘modernization’ in Ladakh</td>
<td>Second ¼ Norberg Hodges</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Monday: Are there lessons in Ladakh? The diseases of development</td>
<td>Third ¼ Norberg Hodges</td>
<td></td>
</tr>
<tr>
<td>4 and 6 Nov</td>
<td>Wednesday: Film and discussion on social change via education and economic development — ‘The Economics of Happiness’</td>
<td>Finish Norberg Nodges</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Monday: Veterans Day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 and 13 Nov</td>
<td>Continue discussion of syncretic social change</td>
<td>Moodle: Petry</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Monday: Social change and the environmental movement—‘The spirit of Kuna Yala’</td>
<td>Moodle: Smith</td>
<td></td>
</tr>
<tr>
<td>18 and 20 Nov</td>
<td>Wednesday: Thanksgiving Travel Day</td>
<td>Moodle: Maclaren</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Monday: Managing environmental impacts through tourism development</td>
<td>Guest speaker: Libby Khumalo</td>
<td></td>
</tr>
<tr>
<td>25 and 27 Nov</td>
<td>Moodle: Bennett</td>
<td>Moodle: Finnis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wednesday: How to do ‘good development’. The ethics of involvement in development by anthropologists</td>
<td>Gardner and Lewis, 103-135</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gardner and Lewis, Chpt 7</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Monday: Third exam</td>
<td><strong>Third exam Monday in class</strong></td>
<td></td>
</tr>
<tr>
<td>2 and 4 Dec</td>
<td>Wednesday: Review exam three, review for final, course evaluations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Monday: Optional Final @ 10:10-12:10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 Dec</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>