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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
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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 bring 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:

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

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