

NEW COURSE PROPOSAL - SAMPLE SYLLABUS

ANTH 214/ASIA 214 - FOCUSED CULTURAL STUDY: SOUTH ASIA

Instructor:	Dr. Bambi Chapin	Email:	bchapin@umbc.edu
Course No.:	ANTH 214-01/ASIA 214-01	Phone:	410-455-2082
Classes:	M/W 2:30-3:45	Office Hrs:	M 4:15-5 and by appointment
Classroom:	Math and Psychology 010	Office:	Public Policy 211

COURSE DESCRIPTION

This course will examine how people are making and making sense of their lives in a changing South Asia. Students will read recent ethnographic accounts from different parts of South Asia, including India, Sri Lanka, and Pakistan, each with their own particular histories, languages, and religious and ethnic identities. We will use these readings to examine how people in these different places are drawing on deeply held cultural beliefs and practices in the context of social change and globalization. These examinations will focus on people at different points along a life course – be they children, young people, parents, or elders. These accounts will allow us to investigate key concepts in anthropology, including the concept of "culture," processes of culture change and continuity, kinship and identity, gender and life course, and the active ways that people negotiate, transform, and produce their own lives.

COURSE GOALS (Note: goals for all ANTH "Focused Cultural Study" courses are underlined)

- Familiarize students with the diversity and dynamics of particular people's experiences and actions in contemporary South Asia. *(Met through readings, lectures, discussion, and student investigation; assessed through book responses, attendance, independent reports, and group presentations.)*
- Allow student to investigate aspects of life in contemporary South Asia that particularly interest them. *(Met through student investigations, individually and in groups; assessed independent reports and group presentations.)*
- Investigate key concepts and questions within anthropology through the analysis of material focusing on everyday lives in contemporary South Asia, including culture, agency, change and continuity, life course, gender, kinship, and identity. *(Met primarily through lectures, discussion, and readings; assessed through attendance and book responses.)*
- Give students the practice and capacity to apply and think critically about these concepts. *(Met primarily through discussion, written work, and group project; assessed through participation, written work, and group presentation.)*
- Allow students to work on their writing, reading, team-work, and speaking proficiency. *(Met through writing activities, reading assignments, discussions, and group projects; assessed through written assignments, attendance, and group presentation.)*

REQUIRED READING

BOOKS: The following books are available at the campus bookstore and also have been placed on reserve at the Kuhn Library.

Hewamanne, Sandya. 2007. *Stitching Identities in a Free Trade Zone: Gender and Politics in Sri Lanka*. Philadelphia: University of Pennsylvania Press.

Huberman, Jenny. 2012. *Ambivalent Encounters: Childhood, Tourism, and Social Change in Banaras, India*. New Brunswick, NJ: Rutgers University Press.

Lamb, Sarah. 2009. *Aging and the Indian Diaspora: Cosmopolitan Families in India and Abroad*. Bloomington: Indiana University Press.

Ring, Laura. 2006. *Zenana: Everyday Peace in a Karachi Apartment Building*. Bloomington: Indiana University Press.

ARTICLES/CHAPTERS: Supplementary readings may be assigned during the course of the semester and posted to the course Blackboard site (<http://blackboard.umbc.edu>) under “Course Documents.”

ASSIGNMENTS AND GRADING

ATTENDANCE (10%): Since class discussion, along with lecture and other classroom activities, are key ways through which learning and skill development will take place in this course, students are required to attend and participate in all classes. One point will be deducted for each class missed, although students will begin with 11 points so as to allow for one free absence. Partial points will be deducted for lateness or failure to participate. Explanations for missed classes are appreciated, but points will still be deducted. Students missing more than 10 classes (1/3 of the course) will receive 0 points. Those with perfect attendance will retain the eleventh point as a bonus.

Students may earn back some portion of lost attendance points by working to cover missed class material and then writing up a response to demonstrate that work and engage with the ideas. To do this, students should do the following as soon as possible after the missed class:

1. Copy class notes from the time missed from a fellow student.
2. View any media used in missed class.
3. Read any supplemental material related to that day's class.
4. Write at least a two-page (double-spaced, typed) response to the above material, demonstrating what material the student has read/viewed, engaging with the ideas entailed, and asking any questions that arise.
5. Group work and class discussion is more difficult to make up. This might be made up in part by submitting additional written work, as arranged with professor.

The quality of class participation will also be taken into account when determining final grades.

BOOK RESPONSE PAPERS (40% - 4 responses): In order to focus and assess their reading, to prepare for class discussions, and to develop their writing and analytic skills, students are required to write four papers (approx. 3 pages, typed, double-spaced) in responses to prompts given for each of the four assigned books, as indicated on the schedule. The specific prompts and instructions will be posted under “Assignments” on the course Blackboard site. Students may be asked to share these responses with the class in order to facilitate discussion.

Responses must be submitted in hard copy at the beginning of the class period in which they are due and must also be submitted through SafeAssign. Points will be deducted for late papers.

INDEPENDENT REPORTS RELATED TO READINGS (20% - 4 reports): For each of the books we read, students will identify a source of information related to an assigned topic and prepare a written report to submit and discuss in class. For each book, students will be directed to find an item such as a news article, a viral video, or a popular film that relates to a particular aspect we are discussing. These reports will be informal, journal-style responses that should 1) summarize the selected item and its context, and 2) discuss it in relation to course themes and material. These assignments will be further specified under "Assignments" on the course Blackboard site as the course progresses. Reports should be two pages long, double-spaced. They must be submitted in hard copy at the beginning of the class period in which they are due and must also be submitted through SafeAssign. Points will be deducted for late papers.

GROUP PROJECT AND PRESENTATION (25%): This assignment is an opportunity for students to work together to use and to demonstrate what they have learned in the course as they explore an area of that is of particular interest to them. Students will work in groups to identify a topic of mutual interest related to the course, and divide up aspects of the topic to investigate. Each student will conduct their own independent research, producing a research report with an annotated bibliography containing at least 5 significant sources that they have read and summarized, including at least one original research article by an anthropologist. Students will share their research reports with their group members, who together will use them to produce a presentation for the class. Grades will be based on the individual research reports (10 pts.), presentation (5 pts.), analysis and content of presentation (5 pts.), and group cooperation (5 pts.) – for a total of 25 points. Further instructions will be presented in class and posted under "Assignments" on the course Blackboard site.

FINAL REFLECTION PAPER (5%): Student will write a 2-page reflection on the course, due Friday, May 16 by 1:00 under my office door (PUP 211), unless prior arrangements have been made. Instructions for this assignment will be given towards the end of the course and posted to Blackboard under "Assignments".

EXTRA CREDIT (1-2 points each – 2 assignments max.): During the semester, there may be opportunities to attend lectures or events related to the course. If students attend such an event and write a brief (1-2 pages) response summarizing it and connecting it to course themes, they may earn 1-2 points of extra credit, depending on the thoughtfulness of the response. When possible, students should check with the instructor in advance about the appropriateness of an event.

DIVERSITY AND INCLUSION

Each person has a rich personal, social, and intellectual history, one that continues to develop with new experiences. This diversity is part of what we study in the social sciences. It is also what makes a classroom experience and a university education at a place like UMBC so engaging.

The Department of Sociology, Anthropology, and Health, Administration, and Policy Program is committed to creating an inclusive environment for students of all backgrounds to learn and to thrive. We expect our students to be part of this work. We encourage anyone who has concerns or suggestions to talk with their faculty and advisers.

UMBC'S DISABILITY ACCOMMODATION STATEMENT

UMBC is committed to eliminating discriminatory obstacles that may disadvantage students based on disability. If you have a disability and want to request accommodations or services, contact the Office of Student Disability Services at UMBC by email (sss@umbc.edu), call them (410-455-2459), or go to their office in Math/Psych Room 213. If they approve any accommodations for this class, please make an appointment to discuss them.

MASTER OF ARTS IN APPLIED SOCIOLOGY

The Department of Sociology and Anthropology offers a Master of Arts degree in Applied Sociology that is open to students in all majors. Students can begin the program at any time of year and can be full-time or part-time. The program focuses on health, aging, and aspects of diversity and prepares students for careers in research and policy. Most graduates are employed in federal and state health and aging agencies, research organizations, and health facilities in the Baltimore-Washington area.

The program is 30 credits and can be completed in three semesters plus one summer or winter course. A few assistantships are available that require 20 hours work per week and provide tuition remission, health insurance, and a stipend. All courses are offered in the evening.

The department also offers a combined BA/MA degree program in which students who are admitted to the program take up to 9 graduate credits as undergraduate seniors that count for both the BA and MA degrees. When students complete their undergraduate degrees, they are automatically admitted to the MA program with full credit for the graduate courses that they have taken as undergraduates. For example, MA students who have completed 9 graduate credits as undergraduates need to take only 21 credits to complete the MA. These can be completed in two semesters plus a summer or winter course. Undergraduates may be admitted to the combined BA/MA program at any time beginning in their junior year but no later than the semester before the semester in which they graduate.

The department also offers a 12 credit graduate certificate in the non-profit sector which can be taken as part of the MA degree or separately.

Interested students should contact Dr. John Schumacher, Graduate Program Director at jschuma@umbc.edu.

STUDENT PARTICIPATION AND ACADEMIC INTEGRITY

By enrolling in this course, each student assumes the responsibilities of an active participant in UMBC's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct could result in disciplinary action that may include, but is not limited to, suspension or dismissal. To read the full Student Academic Conduct Policy, consult the UMBC Student Handbook, the Faculty Handbook, or the UMBC Policies section of the UMBC Directory.

[UMBC Office of the Provost,
http://www.umbc.edu/provost/integrity_faculty.html, accessed September 1, 2009]

Students in this class are expected to want to learn and to make this happen through their active participation in this course. This means engaging in the activities of the course: reading the assigned material by the time it is due, attending and attending to class sessions, contributing to class discussions in a productive way, and completing assignments on time. These assignments are designed to allow students to practice and develop the skills taught in this course as well as to demonstrate what and how well they are learning.

Accordingly, it is essential that students prepare and submit their own original work, being explicit and honest about what pieces they are borrowing from others. This means making it clear whose ideas and work you are engaging with, citing sources, and indicating when you are quoting, directly or indirectly. The basic guidelines of these practices have been outlined on countless syllabuses, including Seth Messinger's for ANTH 211 in 2006:

If you take three or more words from any source, it must be in quotations marks [or indented for longer quotations] and followed by the author's last name, year of publication, and page number. This includes content from the web. Web content should be cited with the web page, author, and date accessed. If you take ideas or facts from a source but use your own words, you must still use a citation (author's last name and year of publication) to give credit to the source of the work.

[Messinger 2006:2]

However, doing honest, original work does not mean that you may not talk with others about the course material. Students are encouraged to talk with each other about the course material, assignments, and their own developing ideas. In fact, one of the primary goals of this class is for students to develop the ability to talk intelligently about the issues and ideas presented in this course. Of course, one part of talking intelligently about something is knowing where the ideas one is using have come from and who else has had something to say about those issues.

If you have questions about what is and is not expected in this course, please see the instructor. For further information on definitions of academic misconduct, policies, procedures, and penalties, see the Provost's Resources for Students at http://www.umbc.edu/provost/integrity_students.html.

SCHEDULE

NOTE: In the unlikely event that the campus is closed during scheduled class time, instruction will continue on line using the Blackboard platform. The exact nature of the on-line instruction will depend on when such a closing occurs. Students should look to Blackboard for instructions and syllabus revisions. For longer closures, students can expect short written assignments that will mirror the material identified in the regular syllabus. These assignments and student responses will be posted on Blackboard. We will also use the Blackboard discussion board and designate times for real-time conversations where appropriate.

WEEK 1:

MONDAY, JANUARY 27: **Introductions**

WEDNESDAY, JANUARY 29: **South Asia – Individual reports**

Assignment Due: Independent Report – Oral Report on South Asia

WEEK 2:

MONDAY, FEBRUARY 3: *Ambivalent Encounters*

Reading Due: Preface, Ch. 1-3 (pp. ix-xi, 3-66)

WEDNESDAY, FEBRUARY 5: *Ambivalent Encounters*

Reading Due: Ch. 4-5 (pp. 67-115)

Assignment Due: Independent Report #1 – Option A: Tourists in India

[FRIDAY, FEBRUARY 7: ADD/DROP DEADLINE]

WEEK 3

MONDAY, FEBRUARY 10: *Ambivalent Encounters*

Reading Due: Ch. 6-7 (pp. 119-164)

Assignment Due: Independent Report #1 – Option B: Children in India

WEDNESDAY, FEBRUARY 12: *Ambivalent Encounters*

Reading Due: Ch. 8-9 (pp. 165-188)

WEEK 4:

MONDAY, FEBRUARY 17: **Transition and Discussion**

Assignment Due: Book Response #1 (GRF)

WEDNESDAY, FEBRUARY 19: *Stitching Identities*

Reading Due: Ch. 1-2 (pp. 1-51)

WEEK 5:

MONDAY, FEBRUARY 24: *Stitching Identities*

Reading Due: Ch. 3 (pp. 51-91)

Assignment Due: Independent Report #2: FTZ and Garment Work

WEDNESDAY, FEBRUARY 26: *Stitching Identities*

Reading Due: Ch. 4 (pp. 92-133)

WEEK 6:

MONDAY, MARCH 3: *Stitching Identities*

Reading Due: Ch. 5-6 (pp. 134-213)

WEDNESDAY, MARCH 5: *Stitching Identities*

Reading Due: Ch. 7-Epilogue (pp. 214-247)

Assignment Due: Summary of Haywamanne's Argument and basic idea for BR #2

WEEK 7:

MONDAY, MARCH 10: Wrapping up *Stitching Identities*, **Intro Group Presentation**

Assignment Due: Book Response #2 - DRAFT

WEDNESDAY, MARCH 12: **Intro Zenana**

Reading Due: *Zenana* Ch. 1 (pp. 1-32)

Assignment Due: Book Response #2 - FINAL

WEEK 8: SPRING BREAK

MONDAY, MARCH 17: NO CLASS

WEDNESDAY, MARCH 19: NO CLASS

WEEK 9:

MONDAY, MARCH 24: *Zenana*

Reading Due: Ch. 2-3 (pp. 40-102)

Assignment Due: Independent Report #3

WEDNESDAY, MARCH 26: *Zenana*

Reading Due: Ch. 4 (pp. 103-128)

WEEK 10:

MONDAY, MARCH 31: *Zenana*

Reading Due: Ch. 5-6 (pp. 137-182)

Assignment Due: Book Response #3 (GRF) - DRAFT

WEDNESDAY, APRIL 2: *Zenana and Aging in the India Diaspora*

Reading Due: Preface, Ch. 1 (pp. ix-xi, 1-28) of *Aging in the India Diaspora*

WEEK 11:

MONDAY, APRIL 7: *Aging in the India Diaspora*

Assignment Due: Book Response #3 (GRF) - FINAL

Reading Due: Ch. 2-3 (pp. 29-89)

WEDNESDAY, APRIL 9: **Group Work**

Assignment Due: Individual Reports

[FRIDAY, APRIL 11: COURSE WITHDRAWAL DEADLINE]

WEEK 12:

MONDAY, APRIL 14: *Aging in the India Diaspora*

Reading Due: Ch. 4-5 (pp. 90-171)

Assignment Due: Independent Report #4

WEDNESDAY, APRIL 16: *Aging in the India Diaspora*

Reading Due: Ch. 6 (pp. 172-205)

WEEK 13:

MONDAY, APRIL 21: *Aging in the India Diaspora*

Reading Due: Ch. 7-Afterword (pp. 206-271)

Assignment Due: Book Response #4 - DRAFT

WEDNESDAY, APRIL 23: **Group Work**

WEEK 14:

MONDAY, APRIL 28: **Presentations**

Assignment Due: Book Response #4 - FINAL

WEDNESDAY, APRIL 30: **Presentations**

WEEK 15:

MONDAY, MAY 5: **Presentations**

WEDNESDAY, MAY 7: **Presentations**

WEEK 16: Connecting and Concluding

MONDAY, MAY 12: **Wrapping-up**

[TUESDAY, MAY 13: SEMESTER WITHDRAWAL DEADLINE]

FINAL REFLECTIONS DUE: FRIDAY, MAY 16 by 1:00 under my office door (PUP 211), unless prior arrangements have been made.