

Emory University
Department of Anthropology

Professor Bruce M. Knauft

Co-instructors:
Cristina Lopez-Gottardi Chao
Daniel Mains

Anthropology 190-01P
Living Across Cultures
ICIS, 1385 Oxford Road, Room 108
Wednesdays 2:00 - 4:00pm

SYNOPSIS

This course explores what it is like to live in alternative cultural environments, including in foreign countries, amid the cultural diversity of the U.S., and in the experience of migrant or diasporic communities here and abroad. The course combines reading and classroom exposure to different cultural experiences with independent projects through which students experience some of the international diversity of the metropolitan Atlanta area and on campus.

Following a general overview concerning cultural diversity and contemporary social change, the course considers the following issues and themes: (a) cultural diversity in Western and non-Western societies; (b) migration and diasporic experience; (c) the international world of Atlanta; (d) the future of global experience; (e) the life of contemporary peoples and cultures in: (i) Melanesia; (ii) Africa; (iii) Asia; (iv) Latin America.

Books to be bought:

Alvarez, Julia. 1991. *How the Garcia Girls Lost Their Accents*. New York, NY: Penguin Group

Knauft, Bruce M. 2013. *The Gebusi, Lives Transformed in a Rainforest World*, 4th ed. New York, NY: McGraw Hill.

Lee, Stacey. 1996. *Unraveling the Model Minority Stereotype, Listening to Asian American Youth*. New York, NY: Teachers College Press.

Stoller, Paul. 2002. *Money has No Smell*. Chicago, IL: University of Chicago Press.

Books are all available in paperback from the University Bookstore. Readings will be posted on LearnLink or on reserve at Candler.

Note: It is **important** that readings be done in advance and that students come to class

prepared for discussion. Check your syllabus ahead for assignments!

Honor Code

The honor code is in effect for this class. Please be sure all written work is your own, not shared, and that any quoted or paraphrased material from public or published sources is appropriately noted and cited. Closely paraphrased material from published sources must be cited by page number (or web page); directly quoted material must be enclosed by quotation marks and cited by page number. Course books can be cited simply by indicating author and page number, e.g., (Lee, p. 45).

Course Requirements

Notes:

Missed classes. Students who miss class must within one week submit a 500-word (one and one-half page) description of the reading or topic for that day.

(1) Attendance and class participation = 15% of grade

Note: Please arrive on time and turn off cell phones, blackberries, and related devices during class.

Regular class attendance and participation are crucial to successful completion of the course.

Initiating Discussion: Each student will sign up to initiate one class discussion and will email two questions concerning the readings to the instructors. The questions are due *the Saturday before the class date in session*. On the day of the discussion, the student will introduce her/his questions and will help begin the class discussion.

(2) Reading quizzes x 5 = 20% of grade

Quizzes entail a few simple objective questions based on main points or principle facts drawn from the reading for that day. Quizzes will be taken at the *beginning* of class on the following days: Jan. 25, Feb 1, Feb 22, Mar 22, Apr 12.

(3) Analytic essays on books x 2 = 30% of grade

Analytic essays on any two books are due at the beginning of class on the date the book is discussed as follows: *Gebusi*, Feb. 8; *Congo-Paris*, Feb 22; *Money Has No Smell*, Mar. 22; *Garcia Girls*, Apr. 12. If your paper has not been sent to the instructor via LearnLink by the beginning of class, please submit a hard copy at the beginning of class and post it later that same day.

Essays should be three pages, double spaced, 12pt. type as follows:

Describe and analyze for one main topic or issue in the book:

- (a) the author's depiction, development, and illumination of the issue/topic
- (b) your own reaction, interpretation, and evaluation -- using specific examples from the book as support
- (c) further implications or questions raised by the author's presentation of this theme or topic.

(4) Reflection comments based on field trip experiences x 3 = 15% of grade

At the beginning of class the week after each of the three field trip experiences, submit a 300-word (one page) descriptive commentary and reflection concerning what you experienced. Feel free to be creative and individual.

EITHER #5 OR #6 BELOW

(5) Foreign experience project = 20% of grade

- (a) Attend one meeting or event sponsored by an Emory student foreign or ethnic organization or club
- (b) Meet and talk with one of the student leaders or members of this group;
- (c) Look up relevant research, including at least one book or journal article and one relevant web site, chat site, or blog.

Based on a-c above, write a short paper of three pages on one of the following:

- (1) What are the locally experienced challenges posed by foreign, ethnic, or racial heritage in the group in question? – for example, (a) maintaining hybrid or overlapping identities, (b) tension between competing role expectations and identities – e.g., concerning career aspiration, gender roles or sexual morality, religious affiliation, social activities and social life; (c) discrimination; (d) economic, political, or legal challenges or difficulties
- (2) What differences and similarities are there between students and their parents, grandparents, and/or extended families with respect to ethnic, national, or racial identity?
- (3) What similarities and differences are there between the student group at Emory and the foreign, ethnic, or racial heritage of the same community in the Atlanta metropolitan area

The foreign experience project is *due* via LearnLink posting to course instructors on **Wed., May 4.**

(6) Final Take-home Exam (open book) = 20% of grade

The take-home final will entail four double-spaced pages of writing. The questions for the final will be sent via e-mail on LearnLink at **noon on Tues, May 10; your answers are due 24 hours later at noon, Wed May 11.** This is an open-book exam.

Page limits: The instructor will not read material in excess of the page limits for each assignment.

Late penalties: Assignments handed in after class on the due date listed on the syllabus will have points deducted for each day late up to a maximum deduction of a grade and a half.

Instructor contacts:

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Writing assignment summary (12 pages total)

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| -2 book essays @ 3 pp. = | 6 pages |
| -3 experience reflections @ 1p. = | 3 pages |
| -1 foreign experience project @ 3pp. OR | |
| -1 take-home final @ 3pp. = | 4 pages |

SYLLABUS

Jan 18, Wed Introduction. Goals and requirements of the course. The experience of living across cultures. Cultural polarization versus culture-crossing. The challenges of life in a global world.

Jan 25, Wed The Gebusi Part I. Immersion in a foreign culture: pushing the personal envelope. Coming to terms with differences of daily life, religion, life & death, gender and sexuality. Understanding, criticizing, and appreciating cultural difference.

READING QUIZ #1: Knauft Pt. I & Kottak & Kozaitis from chs 2, 8-10.

Reading: (a) Knauft, *Gebusi*: Preface through chapter 6 (pp. xiii – 92)

(b) Kottak and Kozaitis, from chs 2, 9, 10.

Feb 1, Wed The Gebusi Part II. Opportunities and challenges of cultural change and transformation. Cultural loss, cultural replacement, and cultural continuity. Alternative ways of becoming modern – in daily lifestyle, subsistence and economics, politics, gender and sexuality, religion, and public culture.

READING QUIZ #2: Knauft Pt II and remainder of Kottak and Kozaitis, chs. 8-9.

Reading: (a) Knauft, chapter 7 through the end (pp. 94-168).

(b) Kottak and Kozaitis, ch 8.

Feb 8, Wed Class trip to Clarkston Community Center

Reading: Begin (a) Stoller, *Money Has No Smell*

(b) Kottak and Kozaitis, ch 4.

Feb 15, Wed Introduction to the peoples and cultures of Africa

Reading: Stoller, *Money Has No Smell*

Feb 22, Wed Discussion of *Money Has No Smell*. Add topics to discuss....

READING QUIZ #3: *Money Has No Smell*; Kottak and Kozaitis, chs. 4-6

Reading: Finish reading Stoller, *Money Has No Smell*

Mar 1, Wed Class trip to Cary Reynolds Elementary School for S. Asian festival celebration or other trip alternative TBA

Mar 8, Wed Introduction to the peoples and cultures of Asia.

Reading: Begin Lee's, *Unraveling the "Model Minority" Stereotype*

Mar 15, Wed No class, Spring Break.

Mar 22, Wed Discussion of *Unraveling the "Model Minority" Stereotype*. American high

schools: integration and segregation across cultures. Clubs, cliques, classes, and castes. The diversity of international experience in the U.S.
READING QUIZ #4: *Unraveling the Model Minority Stereotype* & Kottak and Kozaitis ch. 14

Reading: (a) Finish Lee's, *Unraveling the "Model Minority" Stereotype*

Mar 29, Wed Class trip to Refugee Family Services

Reading: (a) Start Julia Alvarez, *How the Garcia Girls Lost their Accents* (pp. 3-67, 86-149, 166-167, 195-224, 275-290).

(b) Start Kottak and Kozaitis, ch. 13

Apr 5, Wed Introduction to the peoples and cultures of Latin America.

Reading: (a) Continue reading *How the Garcia Girls Lost their Accents* (pp. 3-67, 86-149, 166-167, 195-224, 275-290)

Apr 12, Wed Film Viewing, *Maria Full of Grace*

Apr 19, Wed Discussion of *How the Garcia Girls Lost their Accents*. Background to the recent history of the Dominican Republic. Literary accounts of living across cultures: what is gained, what is lost in fiction versus fact? Gender and sexuality, family ties, and tensions in immigrant experience.

READING QUIZ #5: *Garcia Girls* & Kottak and Kozaitis ch 13

Reading: Finish reading *How the Garcia Girls Lost their Accents* (pp. 3-67, 86-149, 166-167, 195-224, 275-290).

Apr 26, Wed Final Class: Conclusions, reflections, and connections. Foreign futures, international challenges, global lives.

May 4, Wed Foreign experience projects due.

May 10, Tues **Noon:** Take-home final exam posted on LearnLink.

May 11, Wed Student exam postings due via email to instructors