

ANTH 2200
WORLD ETHNOGRAPHY
Spring 2022
(Provisional outline)

Instructor: Andrew KIPNIS; abkipnis@cuhk.edu.hk

Class meeting: TUESDAYS 10:30-1:15

Tutorial: No tutorial, Discussion and Student Presentations During Class

Instructor Office Hours: by appointment, before or after class

Teaching Assistant: Huzeyfe KIRAN huzeyfe@link.cuhk.edu.hk

Course Description: This class takes its title seriously. It is about “Ethnography” and ways of imagining “the world.” To start students will learn about ethnography as both a research method and a type of writing, as well as the relationships among ethnographic research methods, ethnographic writing styles, and ethnographic argumentation. Ethnography is a key term for the discipline of anthropology, so it is important for anthropology majors to have a full understanding of all of its connotations and richness. After discussing ethnography, we will spend the rest of the course discussing anthropological ways of imagining “the world.” If anthropology is the study of cultural diversity, then how can we specify the different types of culture that make up the world? Is the world of cultural diversity best conceived by dividing the world into regions (East Asia, sub-Saharan Africa, etc), systems of religious beliefs, levels of economic development, or some other way? Various ways of dividing up the world will be introduced and their advantages and disadvantages analysed. Finally, by hearing presentations about ethnographic books depicting many cultures in the world, students will greatly increase their exposure to “world ethnographies.”

Learning Outcomes:

- Learn how to read ethnographies critically
- Understand many of the different ways that anthropologists have theorised “the world” of diverse human cultures
- Increase exposure to the range of world ethnographies
- Learn about the inter-relation of method, theory and writing in ethnography

Language of Instruction: English.

Reading: There is no standard reading assignment for this course. Each student is expected to read three ethnographic books over the course of the semester. Each student will choose the books that she or he reads. You must either find a copy of the books in the library yourself or purchase them yourself. The first book is a free choice (as long as it is an ethnography). I would suggest that you pick a book that is related to your Final Year Project so that the reading can kill two birds with one stone, but it is up to you. You can even pick an ethnographic book that you have already read as long as you have not yet written a paper about it. You may also pick a book written in Chinese if you prefer to do so. You can also choose a book that is relatively short. The second book will be chosen from the list of classic world ethnographies at the end of this syllabus. The third book can be another book from the list of world ethnographies, or a book that has won an award from a professional anthropological association. I will also hand out a list of websites that give the names of award winning books. There will be hundreds of books that have won awards, and the range of books here will be much more contemporary than the “classic” books listed on the world ethnographies list. If the total length of your first two books is over 600 pages, then you do

not need to read a third book. You will also only write one paper instead of two, but the length of your single paper will be longer. You should talk to me about this matter if you want to make this choice. Students may also propose books to be added to the list of world ethnographies. But, again, if you choose to do so you should meet with me to discuss the matter.

Unless you are taking the over 600-page option, for each of the books you read, you need to either write a 1500-word review of the book or make an in-class presentation about the book. Each student (as long as you are reading three books) will write two reviews and make one presentation. The presentation must be about either the first or second book that you read and will last for roughly 5 minutes depending on the number of people in the class. The presentation should be accompanied by a power-point slide show and will include an opportunity for questions and answers. The presentations/reviews should introduce the content of the book, as well as any opinions you have about the contents of the book. I will choose which of your first two books that you make a presentation on, with an eye to making sure that no two presentations are about the same book, to keep it more interesting for the audience (i.e. all of you). It is perfectly fine if several students write papers about the same book or write a paper about a book that another student has made a presentation about. In addition to reviewing the contents of a given book, the presentation/review should address the following questions.

Book 1: How does the hold together as a whole? How does the organization of the book, the writing style of the book, the topic the book addresses and/or the research methods that the author used contribute to the coherence of the book?

Book 2: In relation to the ways anthropologists have theorised the cultural diversity of the world, where in the world is this book about? Why does it fit into this type of culture? You may answer this question in relation to more than one way of theorising the world.

Book 3: What do you think of this book? If it won an award, why did it do so? Would you have given it an award?

Deadline for Selecting Books: Before Monday January 24 at 12 noon, students must hand in the book selection form (available on blackboard) that gives the author, title and page length of her or his first two books. It should specify which is the free choice book and which is from the list of classic world ethnographies. Failure to hand this in on time will result in a 15-point deduction (out of 100) for the grade for the course. The teacher and TA will then arrange which book is the presentation book. There is no need to tell me your choice for the third book, unless you want to propose a book that is not on the list of world ethnographies and has not won an award. To turn in the book selection form you should email it to Huzeyfe before the deadline.

Assessment:

1. Class participation: 10%. Based on the quality and quantity of questions asked during class, especially when you are assigned to a “question panel.” Each student will be assigned to two “question panels:” groups of students whose job it is to ask questions and start discussions after lectures and student presentations. One of the question panels will be for lectures and one will be for your classmates’ presentations. The date of your question panels will be determined after week three. After the first three weeks, other than the days of your

presentation and question panels, attendance is not mandatory, though attending the lectures should help you to write better papers.

2. Class Presentation: 30%. Presentations will be graded on four criteria: your ability to convey the content of the book; the clarity of your language and power point slides and the timing of your presentation; your use of ideas about ethnographies and/or world cultures in your presentation; and your response to questions. The date of your presentation will be determined in week three.

3. Papers: 30% each for a total of 60%: The papers should be submitted through the plagiarism detection engine VERIGUIDE and use the standard department style for citations. A hard copy should be turned into the department office. The papers should be approximately 1500 words long. If you are only writing one paper because of the length of your books, then it should be 3000 words and it will count as 60% of your grade. At the start of the paper, students should give a full citation of the book they are reviewing, including its page length. Papers will be graded on four criteria: the clarity with which they summarize the contents of the book; the richness with which they answer the questions (specified above) for each paper; the organization of the writing and the coherence of the paper as a whole; and the technical aspects of writing (spelling, grammar, formatting, etc.). The formatting should be double-spaced throughout, 12-point font or larger, with standard one-inch margins.

If you are doing a paper for the first ethnography, it is due on 22 February, before 5pm.

If you are doing a paper for the second ethnography, it is due on 12 April, before 5pm.

The paper for the third ethnography is due on 9 May, before 5pm.

GRADE DESCRIPTORS:

<i>Grade</i>	<i>Criteria for 1) the course and 2) for coursework</i>
A	1) Outstanding performance on all learning outcomes. 2) The work has creatively synthesized course materials and key ideas in an original way. The argument is logical and cohesive, the discussion is well-organized, and the writing is clear. Concrete evidence corresponds to statements and claims.
A-	1) Generally outstanding performance on all (or almost all) learning outcomes. 2) The work synthesizes course materials and key ideas in an original way, but there are areas for improvement.
B-range	1) Substantial performance on all learning outcomes, OR high performance on some learning outcomes which compensates for less satisfactory performance on others, resulting in overall substantial performance.

	2) The work demonstrates a solid grasp of course materials and key ideas. There are areas for improvement with respect to building a cohesive argument, organizing the discussion, communicating clearly, and/or identifying relevant evidence.
C-range	1) Satisfactory performance on the majority of learning outcomes, possibly with a few weaknesses. 2) The work shows some effort, but course materials have not been sufficiently engaged. The argument and the writing is not clear, and/or there is no evidence for statements and claims made.
D-range	1) Barely satisfactory performance on a number of learning outcomes. 2) The work shows little effort to engage course materials. There are major problems with clarity of argument and writing.
F	1) Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements. 2) The work has failed respond to the assignment prompt.

Course Schedule:

Week One: 11/Jan Introduction

- Course Introduction
- What is Ethnography

Week Two: 18/Jan Ethnography

- Ethnography as mode of writing
- Ethnography as a form of research
- Holism in many forms

Week Three: 25/Jan Alternative Forms of Ethnographic Research and Writing

- Multi-sited Ethnography
- Actor-network Theory
- Selection of Books and Assignment of Presentations and Question panel days

Week Four: 01/Feb NO CLASS: CHINESE NEW YEAR HOLIDAY

Week Five: 08/Feb Imagining Worlds of Cultural Diversity

- Bands, Tribes, Chiefdoms and States
- Hunting and Gathering, Nomadism, Agriculture, Industry
- 4-5 Student presentations

Week Six: 15/Feb Kinship as a Way of Classifying Cultures

- Patrilineal versus Matrilineal

- Terms of Address
- 4-5 Student Presentations

Week Seven: 22/Feb Movie: In a Savage Land

- See “In a Savage Land”
- Discuss Movie
- Where in the World Are We?

Week Eight: 01/March Philippe Descola’s Four Types of Culture

- Introduction to Descola’s scheme
- Naturalism and Analogism
- 4-5 student presentations

Week Nine: 08/March Descola continued

- Animism
- Totemism
- 5-7 student presentations

Week Ten: 15/March Colonial Areas

- Colonialism and Modernity
- Latin America and North America
- 4-5 student presentations

Week Eleven: 22/March Settler Colonialism

- Issues of settler colonialism
- Australia and New Zealand
- Sub-Saharan Africa
- 4-5 student presentations

Week Twelve: 29/March Asian Cultural Areas

- North Africa/Arabic speaking world
- South Asia
- East Asia
- Southeast Asia
- 4-5 student presentations

Week Thirteen: 05/April NO CLASS: READING WEEK

Week Fourteen: 12/April, Europe and Globalized Cultures

- Europe
- Communism
- Youth/Class/Laboratory/Intellectual Cultures
- 4-5 student presentations

Week Fifteen: 19/April, Alternative Frameworks

- First-Fourth Worlds
- Global North and Global South

- Other Ideas???
- Remaining student presentations

List of Classic Ethnographies for World Ethnographies

Note: ## means somebody thought it easily readable for undergraduates.

** means someone thought it a classic.

Books on Melanesia

Barker, John 2008. *Ancestral Lines: The Maisin of Papua New Guinea and the fate of the rainforest*. Peterborough, Ont., ; Buffalo N.Y. : Broadview Press. ##

Burridge, Kenlem 1960. *Mambu: A Melanesian millennium*. London, Methuen ## **

Robbins, Joel 2004. *Becoming Sinners: Christianity and moral torment in a Papua New Guinea society*. ## ## **

Schieffelin, Edward, 1977. *The Sorrow of the Lonely and the Burning of the Dancers*. St. Lucia: Univ. of Queensland Press. ##

Wardlow, Holly. 2006. *Wayward Women: Sexuality and agency in a New Guinea society*. Berkeley : University of California Press. ## **

Bashkow, Ira 2006. *The meaning of whitemen: race and modernity in the Orokaiva cultural world*. Chicago : University of Chicago Press ##

Knauft, Bruce. 2004. *The Gebusi: lives transformed in a rainforest world*. Boston : McGraw-Hill. xx ## ##

West, Paige 2006. *Conservation is our Government Now: the politics of ecology in Papua New Guinea*. Durham : Duke University Press.

Barth, Fredrick. 1975. *Ritual and Knowledge among the Baktaman of New Guinea*. New Haven, Yale University Press.

Bateson, Gregory 1958. *Naven : a survey of the problems suggested by a composite picture of the culture of a New Guinea tribe drawn from three points of view*. Stanford: Stanford University Press.

Gell, Alfred 1975. *Metamorphosis of the cassowaries: Umeda society, language and ritual*. London, Athlone Press.

Gewertz, Deborah 1983. *Sepik River Societies : a historical ethnography of the Chambri and their neighbors*. New Haven: Yale University Press. ##

Rappaport, Roy. 1984. *Pigs for the Ancestors: ritual in the ecology of a New Guinea people*. New Haven: Yale University Press

Books on Aboriginal Australia

Austin-Broos, Diane (2009). *Arnernte present Arnernte past*. Chicago: Chicago University Press.

***Beckett, Jeremy (1987). *Torres Strait Islanders: custom and colonialism*. Cambridge: CUP.

Burbank, Victoria K. (1994) *Fighting Women. Anger and aggression in Aboriginal Australia*. Berkeley: University of California Press.

**Cowlshaw, Gillian. (1989) *Black, white and brindle*. Sydney: Allen and Unwin.

Cowlshaw, Gillian (2009) *The city's outback*. Sydney: UNSW Press.

Kral, I. 2012. *Talk, text and technology: literacy and social practice in a remote Indigenous community*. Bristol: Multilingual Matters.

Merlan, F. (2018) *Dynamics of difference: Indigenous past and present in a settler country*. Philadelphia: University of Pennsylvania.

Morphy, Howard (1991) *Ancestral connections. Art and an Aboriginal system of knowledge*. Chicago: University of Chicago Press.

##Musharbash, Yasmine (2008) *Yuendumu everyday. Contemporary life in remote Aboriginal Australia*. Canberra: Aboriginal Studies Press.

**Myers, Fred R (1991) *Pintupi country, Pintupi self. Sentiment, place, and [politics among Western Desert Aborigines*. Berkeley, University of California Press.

##Poirier, Sylvie (2005) *A world of relationships. Itineraries, dreams, and events in the Australian Western Desert*. Toronto: University of Toronto Press.

Povinelli, Elizabeth A. (1993) *Labor's Lot. The power, history, and culture of Aboriginal action*. Chicago: University of Chicago Press.

Rose, Deborah Bird (1992) *Dingo Makes us Human. Life and land in an Aboriginal culture*. Cambridge: CUP.

**Sansom, B. 1980. *The Camp at Wallaby Cross*. AIAS, Canberra.

##Trigger, D. 1992. *Whitefella comin!*: Aboriginal responses to colonialism in northern Australia. Cambridge: CUP.

**Warner, W Lloyd (1937) *A black civilization. A study of an Australian Tribe*. London: Harper and Row.

**Spencer, Baldwin and FJ Gillen (1898) *The native tribes of Central Australia*. London: Macmillan.

**Strehlow, TGH (1971) *Songs of Central Australia*. Sydney: Angus and Robertson.

##Venbrux, Eric (1995) *A death in the Tiwi Islands. Conflict, ritual and social life in an Australian Aboriginal community*. Cambridge: CUP.

Books on Africa

Comaroff, Jean. 1985. *Body of Power, Spirit of Resistance: The Culture and History of a South African People*. University of Chicago press

Douglas, Mary. 1963. [*The Lele of the Kasai*](#) (1963).

Evans-Pritchard, E.E 1937 *Witchcraft, Oracles and Magic Among the Azande*. Oxford University Press. Abridged edition. 1976

Evans-Pritchard, E. E. 1940a [*The Nuer: A Description of the Modes of Livelihood and Political Institutions of a Nilotic People*](#). Oxford: Clarendon Press.

Fortes, Meyer. [1945] 1967. *The Dynamics of Clanship among the Tallensi: Being the First Part of an Analysis of the Social Structure of a Trans-Volta Tribe*. London: Oxford University Press.

Fortes, Meyer. 1949. *The Web of Kinship among the Tallensi*. London: Oxford University Press.

Malkki, Liisa H. 1995. *Purity and Exile: Violence Memory and national Cosmology Among Hutu Refugees in Tanzania*. University of Chicago press.

Turner, Victor. 1968. *The Drums of Affliction*. Cornell University Press.

Turner, Victor. 1957. *Schism and Continuity in an African Society*. 2nd edition Berg publishers 1996.

Weiss, Brad. 1996. *The Making and Unmaking of the Haya Lived World*. U. of Chicago Press.

Other Books on Pacific Islands

Leenhardt, Maurice. 1979. *Do Komo: Person and Myth in the Melanesian World*. University of Chicago Press.

Mead, Margaret. 1928. *Coming of Age in Samoa*. William Morrow and Company. ##

Malinowsky, Bronislaw. 1922. *Argonauts of the Western Pacific* (London: Routledge & Kegan Paul)

Malinowsky, Bronislaw. 1929. *The Sexual Life of Savages*.

Malinowsky, Bronislaw. 1935. *Coral Gardens and their Magic* (either volume one or two) (New York: American Book Company).

Weiner, Annette B. 1976. *Women of Value, Men of Renown: New Perspectives in Trobriand Exchange*. University of Texas Press.

Books on Native Americas

Briggs, Jean L. 1971. *Never in Anger: Portrait of an Eskimo Family*. Harvard University Press. ##

Brightman, Robert. 1993. *Grateful Prey: Rock Cree Human-Animal Relationships*. University of California Press.

Costa, Luiz. 2017. *The Owners of Kinship*. University of Chicago Press.

Jackson, Jean E. 1983. *The Fish People*. Cambridge University Press

Speck, Frank G. *Naskapi: The Savage Hunters of the Labrador Peninsula* (1935, reprint 1977) [ISBN 0-8061-1418-5](#)

Nelson, Richard K. 1983. *Make Prayers to the Raven: A Koyukon View of the Northern Forest*. University of Chicago Press.

Viveiros de Castro, Eduardo. 1992. *From the Enemies Point of View: Humanity and Divinity in an Amazonian Society*. Chicago: University of Chicago Press.

Others

Barth, Frederik. *Nomads of South-Persia; the Basseri tribe of the Khamseh Confederacy*. Oslo: Universitetsforlaget, 1962.

Barth, Frederick. *Political leadership among Swat Pathans*. London : The Athlone Press, 1959.

Buyandelger, Manduhai. 2013. *Tragic Spirits: Shamanism, Memory, and Gender in Contemporary Mongolia*. University of Chicago Press

Cai, Hua. 2008 translated by Asti Hustvedt. *A Society without Fathers or Husbands: The Na of China*. MIT Press. (if you can find a Chinese copy you may read this in Chinese)

Gibson, Thomas. 1986. *Sacrifice and Sharing in the Philippine Highlands*. London Athlone Press.

Humphrey, Caroline and U. Onon. 1996. *Shamans and Elders*. Oxford: Clarendon Press.

Levine, Nancy E. 1988. *The Dynamics of Polyandry: Kinship, Domesticity and population on the Tibetan Border*. The University of Chicago press.

Mueggler, Erik. 2017. *Songs for Dead Parents: Corpse, Text and World in Southwest China*. University of Chicago Press.

Other ways of finding (some relatively short) ethnographies for the free choice selection (i.e. not a classic ethnography)

A list of ethnographies that one American professor thought were appropriate for undergraduates interested in medical anthropology:

https://docs.google.com/document/d/19gpAu4nz4vHjJJL24_24V86_U3bBFYoz-KIzN9U7T4/edit

A long list of books compiled by an American professor for undergraduates at his university:

<https://www.unl.edu/rhames/courses/212/ethnography.htm>

*****A series of relatively short ethnographies that were written for undergraduates and published in Canada. Some are about indigenous Canadians but others are about people from all over the world. Page lengths for each book are given on the webpage.*****

<http://www.utpteachingculture.com/the-series/>

A guide for finding ethnographic monographs by a teacher at the University of Eastern Michigan

<https://guides.emich.edu/c.php?g=187895&p=1241900>