Globalization & Identity in the Himalayas  
ANTH 442  
W 12:30-3:00, Fall 2015  
University of Hawai’i at Manoa

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Office: 309 Saunders Hall  
Office hours: Tue/Thu 1:30-2:30

COURSE DESCRIPTION  
In this course, we will examine the influence of local culture and global flows of information and people on identity formation, as well as the deployment of identity in a political fashion, in the Himalayan region (primarily Nepal). We will use ethnographies that consider local, global, and western perspectives to critically examine the role of power in people’s self-fashioning and in their definitions of others. Topics include Hindu caste and gender hierarchies, constructions of ethnicity, Tibetans and tourists, Sherpas and mountaineers, development ideologies, and consumerism. 3 credits. Prerequisite: ANTH 152 or ANTH 425 or ASAN 202 or graduate standing.

LEARNING OBJECTIVES  
By the end of the course, students should be able to:  
- Explain the ways in which caste, class, and gender intersect in the Himalayan region  
- Illustrate key characteristics of several ethnic groups and give examples of how globalization has impacted Himalayan identities  
- Analyze and critique the role of aid organizations from the Global North operating in the Global South  
- Identify and discuss important current social issues in the Himalayan region  
- Assess newspaper and internet-based news sources in terms of authorship, intended audience, bias, and reliability

EVALUATION  
This course requires intensive reading, active participation in discussions, and independent research on contemporary issues in the region. Evaluation of student learning will be based on the following: contemporary issues reports, participation in the classroom, and two exams. Further details for all assignments will be provided.  
- Class Participation 20%  
  Participation is defined as contributing regularly to class discussions with relevant and insightful comments. Students will be given time to engage substantively in class on issues raised in the readings and materials presented by classmates. Preparation for this part of the course involves coming to class with at least two points or comments that you would like to make about the readings for that day along with a copy of the readings. Discussions require mutual support and respect: all members of the class should try to be aware of others, including asking one another questions and encouraging the more reserved members of the class to join in. Discussions are a place where wider
connections can be made, and where you can try out your own ideas, criticisms, and analyses in a supportive environment. This portion of the grade may include brief exercises and, if necessary, unannounced reading quizzes in class.

- **Contemporary Issues Reports (3 total) 30%**
  Rather than conducting only one major research project on a single topic, students will independently investigate several topics throughout the semester and share them with the class through contemporary issues reports. This is designed to allow you to follow up on points of interest throughout the course, with the goal of maintaining momentum and engagement throughout. Each student chooses 3 topics from the list, reporting on:
  - An aid organization working in Nepal, the Indian Himalayas, or Pakistan
  - Recent news stories of global aid for earthquake relief and recovery in Nepal
  - Recent news stories relating to caste in Nepal
  - Recent news stories of contemporary gender issues in Nepal
  - Recent news regarding an ethnic group in Nepal (janajati)
  - Recent news regarding political conflicts over Tibet or Tibetan Refugees
  - Recent news regarding Sherpas
  - Recent news from Mt. Everest (Sagarmatha)
  - Recent news on class, the elite, the impoverished, migrant workers, or the urban/rural divide
  For each of these assignments, students will be expected to 1) analyze the sources critically, 2) contextualize the information, and 3) determine who the author is and who the intended audience is. Suggested sources for news articles will be provided on Laulima.

- **Mid-Term Exam 25%**
  The mid-term exam will be an opportunity to synthesize and reflect upon the concepts and debates raised and discussed in the 1st half of the semester.

- **Final Exam 25%**
  The final exam will be based on the concepts and debates discussed in the 2nd half of the semester.

**CLASS POLICIES**

- **Attendance:** Participation in the discussion of assigned readings and in class exercises is an essential part of this class and will be reflected by your participation grade. I do not recommend that you miss class, but missing one class because of illness, etc. will not affect your grade. Missing more than one class and arriving late more than once will start to affect your participation grade. If you miss class, you will not be eligible to make up any of the activities or work done in class that day (except in the case of a documented health or personal emergency).

- **Due Dates:** Make-up presentations or exams are not available except in the case of a documented health or personal emergency. Please plan accordingly, and see me at the beginning of the semester if you anticipate a problem with these important scheduled events.

- **Cell Phone:** If your cell phone or other electronic device disrupts class, you will be asked to leave the room for the remainder of the class session. Out of fairness, the rule applies to your professor as well. Similarly, arriving late or leaving early is also disruptive to your peers and the learning environment; therefore please be respectful of others.

- **Learning Differences:** If you have documented learning differences that require special consideration, please contact the Kokua Program [http://www.hawaii.edu/kokua/](http://www.hawaii.edu/kokua/).

- **Academic Dishonesty:** Students caught plagiarizing sources, failing to acknowledge the ideas of others, copying and submitting another student’s work as their own, and/or cheating or conspiring to cheat on examinations or exercises will face disciplinary action. These and other offences are outlined in the University of Hawai‘i at Manoa’s Student Conduct Code available online at [http://studentaffairs.manoa.hawaii.edu/policies/conduct_code/](http://studentaffairs.manoa.hawaii.edu/policies/conduct_code/). By your acceptance of admission to UHM you have agreed to be bound by this Student Code of Conduct. It is your responsibility to read and understand the offences and administrative policies outlined in this document. Depending on the severity of the offence, sanctions may range from the receipt of lower or failing grades for the
exam(s), exercise(s), or course in question to dismissal from the university without possibility of 
readmission.
- Syllabus: The instructor reserves the right to amend, in a fair manner, the class outline and due dates 
if needed as the term progresses.

**REQUIRED TEXTS**
Assigned readings will be posted on Laulima as PDFs, except for the following books that you are 
required to buy. They are available in the bookstore for your convenience.
Cameron, Mary M.
Justice, Judith
Liechty, Mark
Ortner, Sherry B.
1999  Life and death on Mt. Everest: Sherpas and Himalayan mountaineering. Princeton University 
Press.
SCHEDULE

PART I. GLOBAL HEALTH & DEVELOPMENT IDEOLOGIES

Introduction: Selves in Social and Historical Context
Aug 26

Fertility, Morbidity, and Development
Sept 2
- Film clips: Punam & “Gita’s Story: A Day in the Life of a FCHW”
- Read: In the Nepal Demographic and Health Survey 2011:
  7. Family Planning
  8. Infant and Child Mortality
  9. Maternal Health
  11. Nutrition of Children and Women
  13. Women’s Empowerment

Anthropological Contributions and Critiques
Sept 9
- Read: Policies, Plans, People

Sept 16
- Read: “Unintended Consequences: The Ideological Impact of Development in Nepal” Pigg
- Read: “Inventing Social Categories Through Place: Social Representations and Development in Nepal” Pigg
- Read: “The Anatomy of Ephemeral Health Care: ‘Health Camps’ and Short-Term Medical Voluntourism in Remote Nepal” Citrin
- Read: “Nepal’s recovery: Can international aid community break entrenched patterns?” Hindman

PART II. POLITICIZED SELVES: CASTE, GENDER, ETHNICITY

Hindu Caste and Gender
Sept 23
- Read: “Selves in Time and Place: An Introduction,” Skinner, Holland, Pach III
- Read: On the Edge of the Auspicious: Introduction & Chapters 1-3

Sept 30
- Film clip: The Sari Soldiers
- Read: On the Edge of the Auspicious: Chapters 4-8

Ethnic Groups and Gender
Oct 7
- Film clip: The Sari Soldiers
- Read: “Narrative Subversions of Hierarchy” Paris
- Read: “Fate, Domestic Authority, and Women’s Wills” Des Chene
- Read: “Contested Selves, Contested Femininities: Selves and Society in Process”
Skinner & Holland
- Read: “Engendered Bodies, Embodied Genders” March

Oct 14
★ MIDTERM

Reconfigurations of Caste and Ethnicity
Oct 21
- Read: Chapters 1, 2, 3, 7 in Many Tongues, One People: The Making of Tharu Identity in Nepal by Guneratne

PART III. TOURISTS & COMMODIFICATION

Tibetans Exiled, Buddhism Consumed
Oct 28
- Film clip: Tibet: Cry of the Snow Lion
- Film clip: Summer Pasture
- Read: Chapters 1, 2, 3, 6, 9 in Buddhism Observed: Travelers, Exiles and Tibetan Dharma in Kathmandu by Moran

Sherpas and Mountaineers/Tourists
Nov 4
- Film clip: Everest: 50 Years on the Mountain
- Read: Life and Death on Mount Everest: Chapters 1-5

Nov 11
- Read: Life and Death on Mount Everest: Chapters 6-10

PART IV. CLASS, MODERNITY, & VIOLENCE

Modernities and Class
Nov 18
- Read: Suitably Modern 1-5

Nov 25
- Read: Suitably Modern 6-10

The Maoist People’s War
Dec 2
- Film clip: Returned: Child Soldiers of Nepal’s Maoist Army
- Read: “The Path to Jan Sarkar in Dolakha District” Shneiderman and Turin
- Read: “Living Between the Maoists and the Army in Rural Nepal” Pettigrew

Dec 9
- Final discussion

FINAL EXAM
BIBLIOGRAPHY OF ARTICLES AND CHAPTERS

Des Chene, Mary

Moran, Peter


Parish, Steven M.

Pettigrew, Judith

Pigg, Stacy Leigh


Shneiderman, Sara, and Mark Turin

Skinner, Deborah, and Dorothy Holland

Skinner, Deborah, Dorothy Holland, and Alfred Pach III

Whelpton, John