

ANTH 290A GLOBAL CELEBRATIONS

MWF 2:50-3:50 AH121

Course Syllabus

Fall 2012

Instructor: Audrey Ricke, audreyricke@depauw.edu

Office Hours: MF 11-12 W 4:00pm -5:00pm & by appointment
Asbury Hall 331; 765-658-4814

Course Description: From Chinese New Year celebrations in California to Oktoberfest in Brazil, there is a growing popularity of celebrations outside their place of origin. This course will explore the political, economic, and social ramifications of the increase in this type of public celebration. How do such events, which cross national boundaries, impact the ethnic or national group hosting the event and the tourists who attend? How are these global events used on the local level? How are stereotypes and symbols manipulated at these events and for what purposes? Are certain themes preserved across borders? Through drawing upon approaches from anthropology, history, folklore, and tourist studies, this course will analyze the impacts of celebrations that cross borders.

Students will gain an in-depth knowledge of Carnival, Chinese New Year, Oktoberfest, and beauty pageants as well as other global rituals, festivals, and celebrations. Classroom readings, discussions, and outside assignments are designed to help students analyze the multiple political, social, and economic meanings of global celebrations.

Learning Objectives: Upon successful completion of this course, the student will be able to

- describe the significance of similarities and differences in celebrations that occur in multiple countries
- isolate authors' main points in response papers in order to explain how race, gender, politics, and economics are negotiated through global celebrations
- explain and apply anthropological theory and approaches used to study rituals and festivals
- conduct participant observation as a means to evaluate academic writings on the impact that a global celebration has on tourists and the host community
- analyze primary and secondary data about a global celebration in order to demonstrate how power relations are embedded in a global celebration

Required Readings: Please bring a copy of the assigned reading to class on the day it is scheduled to be discussed.

1.) Dewey, Susan

2008 Making Miss India Miss World: Constructing Gender, Power, & the Nation in Postliberalization India. Syracuse: Syracuse University Press.

2.) Marchi, Regina

2009 Day of the Dead in the USA: the Migration and Transformation of a Cultural Phenomenon New Brunswick: Rutgers University Press.

3.) Yeh, Chiou-ling

2008 Making an American Festival: Chinese New Year in San Francisco's Chinatown. Berkeley: University of California Press.

4.) Articles and chapters on Reserves

Assignments: Out of class assignments **must be both submitted to Moodle and a typed, stapled hard copy must be turned in by the beginning of class on the due date** to potentially receive full credit. Typed work should be in 12pt Times New Roman or similar font with 1 inch margins. Unless prior arrangements are made, 10% will be deducted from the earned grade each day the paper is late. All citations must follow the American Anthropological Association style guide which is found at http://www.aaanet.org/publications/style_guide.pdf

1.) Participation	50pts (10%)	
2.) Topics Presentation	50pts (10%)	based on your selection
3.) Response Papers	60pts (12%)	Aug 29, Sept 12, Sept 28, Oct 24
4.) Tourism Paper	75pts (15%)	due Nov 9
5.) Global Celebrations Project	105pts (21%)	
Portfolio	85pts	due Dec 3
Presentation	15pts	on Dec 3-7
Peer Evaluation	5pts	on Dec 3-7
6.) Exams		
Midterm	75 pts (15%)	Oct 8
Final	85 pts (17%)	Dec 12

Total Points =500 pts

1.) **Participation-** Contributions to class discussions are essential and will prepare you for the assignments and exams. Please read the assigned texts **before** the date they are scheduled to be discussed. After reading, be sure that you can summarize the author's main point, explain how the reading connects to the week's topic, and how the information in the reading relates to prior readings and your own life experiences. What are some new questions that are raised about the topic after reading the work? Be prepared to discuss these and other related questions in class.

10 times throughout the course, you will be asked to bring to class or complete in class short exercises. The in-class graded exercises will NOT be announced in advance, but the out-of-class exercises will be announced in advance. Each exercise will be graded on a 5pt scale: 5pts for well-completed, 3pt for adequate completion, 0 pts for late, incomplete, or below average completion. For documented excused absences, in-class exercises may be made-up; however only 3 absences from class are allowed, and each subsequent absence will result in 10 points deducted from your participation score. Excused absences will be in accordance with DePauw policy and the instructor's discretion and prior arrangements with the instructor, if feasible, are required.

In order to limit distractions for your fellow students, please arrive on time and remain until the class officially ends. Participation points will be deducted for arriving late or leaving early multiple times.

2.) **Response Paper:** This project is designed to help you isolate the main points in academic scholarship and prepare you to critically evaluate the work. Each paper is worth 15 pts & should be 2 double-spaced pages.

For Stoeltje (due Aug 29), Avieli (due Sept 12), Yeh (due Sept 28), Marchi (due Oct 24), summarize the author's main point(s) and evaluate how well the author supports his/her point(s).

Reference at least one other reading or video from class to support your evaluation of the author's point, to draw a connection with another reading, and/or to explain the contribution that the reading makes to our understanding of the topic.

3.) **Topic Presentation** - This assignment will give you practice connecting common themes within academic work and further develop your analytical and public speaking skills.

During week 2, you will sign up for one of the readings for the following topics on the syllabus: politics of representation, race, economics, gender, or German celebrations. On the day that your reading is scheduled, you will lead the class in a 15 to 20 minute discussion of the reading based on the response paper (see above for instructions), newspaper article review, and 3 discussion questions. You will submit all three works in class the day you are scheduled to present. For the newspaper article review, find a newspaper article from a major newspaper or magazine about the topic and write a 1 to 2 pg summary of the important facts of the article, explain how they relate to the assigned reading, and critique the article based on what you have learned about global celebrations. Connections to the assigned reading should be developed beyond one sentence, such as "Both are about x". Please incorporate within the class discussion a summary of the newspaper article that you found and bring a copy of the article to class to turn in with your response paper, review, and discussion questions. Rather than yes or no questions or questions focused on recalling facts stated in the reading, good discussion questions focus on the themes within the readings and are why and how-type questions which encourage conversation and could be discussed by anyone who has read the course material.

4.) **Tourism Paper**- This project is designed to help you learn how to connect theory to the real world as well as introduce you first-hand to a global celebration and to participant observation, a research methodology for gathering information on celebrations.

Select one of the celebrations from the list posted on Moodle or suggest another that must be approved by me beforehand. Conduct participant observation at the event and take notes. (Remember that participant observation involves total engagement-talking with locals & those in attendance, watching, joining in on the activities etc. for multiple hours) and write a 3 pg double-spaced paper on your observations and how they relate to Bruner's article on how tourism impacts the tourist. For this assignment, the term tourist is used to broadly refer to anyone who attends the event and is not an organizer, volunteer, or performer. In your paper, you should summarize Bruner's position and supporting data, and answer the following questions: how did your participation in the celebration affect you and others around you? While more research is needed, based on your observations and own experiences at one of the global celebrations, do you agree with Bruner's conclusions? Please back up your reasons with examples from your participant observation and references to Bruner's article. Rather than a summary of the event and the article, your paper should focus on your position in regards to Bruner's article and analysis of your experiences. Well-written notes should be at least one single-spaced 8.5" x 11" notebook-sized paper front and back. (The notes do not count toward the page minimum). Be prepared to discuss your results in class.

This assignment will involve some planning and travel outside of Greencastle. Please let me know immediately if you are unable to attend any events. I will update the list as information about other celebrations becomes available. Please let me know about any local events that may qualify as a global celebration.

5.) **Global Celebrations Project**: This project is designed to refine the skills that you have been developing in critically evaluating articles and give you additional experience conducting library research.

Part 1: Portfolio: The multiple components to this assignment will help you critically analyze the power dynamics embedded in global celebrations. Select one of the celebrations which we have discussed this semester and select one country where it is celebrated. Compile a portfolio in which you analyze the

celebration in terms of 3 of the following concepts: gender, race, class, or politics. All of the information and photos that you include must be properly cited. Cite at least 4 academic sources, 2 of which must NOT be from the class readings, and cite at least 5 mainstream newspaper or journal articles which provide information on the history of the event and/or the three concepts you selected in regards to the celebration.

Your portfolio should include:

- 1.) Summary of the history of the celebration (2 to 3 double-spaced pages)
- 2.) Summary of the history of the group who hosts the event (2 to 3 double-spaced pages). For example, if you selected Chinese New Year in California than include a summary of the history of Chinese immigrants in the United States.
- 3.) A photo that pertains to each of the 3 concepts you selected for analysis (3 photos total)
- 4.) Analysis Paper (4 to 6 double-spaced pages of analysis): in this paper you should draw upon your library research, newspaper articles, and photos to explain how the three concepts are negotiated through the global celebration. For example, to what extent does the Chinese New Year challenge or reinforce racial and class hierarchies or gender norms? Norms and hierarchies for which country-US or China? Are there any political motives for celebrating this event? Discuss the photos that you selected and explain how they serve as evidence for your points about gender, politics, race, or class. Some important factors to consider in your analysis include: organizers, sponsors, layout of the celebration, music, food options, dance, and costumes. Use the readings from the semester as guides for conducting the analysis.
- 5.) Copies of the 5 mainstream newspaper or journal articles that you cited
- 6.) Referenced cited page

Research suggestions: Search major newspapers like the New York Times and Washington Post for articles about your selected celebration as well as the local and national newspapers where the celebration takes place. Many celebrations also have their own websites. Avoid using information from wiki and other similar websites for facts. However, you can analyze the postings on blogs or youtubes dedicated to the celebration in order to demonstrate how class, gender, race, or politics are reinforced or challenged through the celebration. Please start your portfolio well in advance of the due date as English-sources for certain celebrations may be difficult to locate.

Part 2: Presentation: Prepare a 10 minute PowerPoint presentation on your global celebration portfolio. Presentations will take place during the last week of classes. In the presentation, you should concisely and clearly explain your most important points for at least two of the concepts that you focused on. Include photos, video, music, and/or food to illustrate the points you make about gender, race, politics, or class. Audio-visual clips should be limited to 2 minutes maximum.

Part 3: Peer Evaluation: You will draw upon what you have learned in this class and in your research to evaluate one person's presentation for each presentation day. Answer the below questions in complete sentences for each of the presentations that you review. Include in your review references to the texts that we have read and your own research. You cannot review your own presentation.

How well did the person justify their points?

Did the person overlook or misrepresent any facts?

What was the most innovative suggestion in the presentation? Explain why.

6.) **Exam:** The exams will be essay-based and comprehensive with an emphasis on the material covered since the last exam. Make-ups for those who miss the exams will only be allowed in extreme circumstances and prior arrangements must be made with the instructor.

Evaluation:

	B+ 87-89%	C+ 77-79%	D+ 67-69%	F 59-0%
A 94%+	B 84-86%	C 74-76%	D 64-66%	
A- 90-93%	B- 80-83%	C- 70-73%	D- 60-63%	

Asking questions and making mistakes are important components of learning. Please come see me in my office for any questions related to your scores on assignments or exams. Email or speaking immediately before or after class does not allow for sufficient discussion of questions and concerns. I will schedule appointments no earlier than 24 hours after returning the work. This 24-hour waiting period is to ensure that you have enough time to thoroughly look over my comments and your work as well as collect your thoughts before coming to see me. These discussions may result in a decrease, increase, or no alteration in the score; however, the main goal is to promote and ensure your mastery of the material as well as analytical and writing skills.

The following description written by Professor Angela Castaneda will help you better understand the criteria for graded material:

“A= exceptionally thought-provoking, original, creative in both content and manner of presentation, and a skillful use of concepts and/or materials which are fully supported.

B= presents a solid understanding of the subject matter and an ability to handle the issues and materials encountered in the subject with only minor errors.

C= demonstrates an adequate understanding of the subject matter with central ideas present, but too general, repetitious and not clearly supported or integrated with evidence and details.

D= a minimally acceptable performance with a confusing central idea and lacking details. Parts of the assignment are missing and/or incomplete.

F= shows lack of effort and minimal comprehension of material with major mechanical errors, no thesis, and misuse of key concepts.”

Policies and Accommodations

*The syllabus is subject to change, and every effort will be made to notify you well in advance.

EXCUSED ABSENCES – Per university policy, students may be excused from class in order to observe religious or official University athletic obligations. Please contact me immediately about a possible excused absence in order that accommodations, if applicable, may be made.

ACADEMIC INTEGRITY POLICY – DePauw’s policy states that “cheating, plagiarism, submission of the work of others, etc. violates DePauw policy on academic integrity and may result in penalties ranging from a lowered grade to course failure or expulsion” (<http://www.depauw.edu/files/resources/tipsplanningcoursesyllabi2.pdf>).

Please see the following link for more information about the university’s academic integrity policy.
<http://www.depauw.edu/handbooks/academic/policies/integrity/>

A self-tutorial, which includes examples and a detailed explanation of plagiarism, can be found at <http://www.indiana.edu/~istd/>. I strongly encourage you to visit this website in order to confirm your understanding of plagiarism.

STUDENT DISABILITY SERVICES – “DePauw University is committed to providing equal access to academic programs and University administered activities with reasonable accommodations to students with disabilities, in compliance with the Americans With Disabilities Act and Amendments (ADAAA). Any student who feels she or he may need an accommodation based on the impact of a disability or learning challenge is strongly encouraged to contact Pamela Roberts, Coordinator of Academic Success and Student Disability Services for further information on how to receive accommodations and support. Academic Success and Student Disability Services is located at 101 E Seminary St. 765-658-6267. It is the responsibility of the student to share the letter of accommodation with faculty and staff members. Accommodations will not be implemented until the faculty or staff member has received the official letter. Accommodations are not retroactive. It is the responsibility of the student to discuss implementation of accommodations with each faculty and staff member receiving the letter.”-*quoted from Pamela Roberts’s Handbook on Academic Success & Student Disability Services*

ELECTRONIC DEVICES IN THE CLASSROOM - In order to promote a distraction-free, learning environment, please keep all cell phones and other similar devices **TURNED OFF** throughout the duration of the class period. **During class, you may use a laptop to take notes for THIS class and to complete in-class activities for THIS class.** If you choose to use your laptop for any other purposes, you will no longer be able to bring a laptop to class for the remaining semester.

READINGS/TOPICS

Week 1

Global Celebrations: Introduction to the course

Aug 22 Introduction

Aug 24 Stoeltje, B. 1992. "Festival." In *Folklore, Cultural Performances, and Popular Entertainment*. Richard Bauman, ed. Pp. 261-271. New York: Oxford University Press.

Kertzer, D. 1988. *Ritual, Politics, Power*. New Haven: Yale University Press.

The Power of Rites Pp 1-14

The Virtue of Ambiguity Pg 69-75

Turner, V. 1969. *The Ritual Process: Structure and Anti-Structure*. Chicago: Aldine Publishing.
Liminality & Communitas Pp 94-113

Week 2

Theory and Methods:

Aug 27 Gilmore, D. 1998. *Carnival and Culture: Sex, Symbol, and Status in Spain*. New Haven: Yale University Press.

Carnival in Spain pg 9-12

Carnival, Ritual, and Anthropologists pg 26-36

DaMatta, R. 1991. *Carnivals, Rogues, and Heroes*. Notre Dame: University of Notre Dame Press.
Carnival in Rio and Mardi Gras in New Orleans: A Contrastive Study pg 116-136

Aug 29 Stoeltje, B. 1993. Power and the Ritual Genres: American Rodeo. *Western Folklore* 52:135-156

Response Paper Due

Library Presentation- please bring a laptop & meet in Instruction Room A in Roy Library

Aug 31 Stoller The Sorcerer's Body in *Sensuous Scholarship* pg 4-23

Dewalt, Kathleen & Billie. 2002. *Participant Observation: A Guide for Fieldworkers*. Walnut Creek: Altamira Press. Doing Participant Observation Pg 67-79

Sign-up in class for topic presentation

Week 3

Understanding Tourism & its Impact

Sept 3 Urry, J. 2002. *The Tourist Gaze*. 2nd Edition. London: Sage
Chapter 3 The Changing Economics of the Tourist Industry pg 38-59
Chapter 8 Developing the Gaze pg145-161

Sept 5 Lalioti, V. 2005. "Photographing the 'Other': Immigration and New Images of the Greek Ethnic 'Self'" *Visual Anthropology* 18:439-456.

Bruner, Edward. 1991. "Transformation of Self in Tourism." *Annals of Tourism Research* 18:238-250.

Sept 7 Chambers, E. 2005. Can the Anthropology of Tourism Make us Better Travelers? *NAPA Bulletin* 23:27-44

Week 4

Symbols of Belonging and Politics

Sept 10 McDowell, J. and P. Shukla. 2001. *Dancing the Ancestors: Carnival in South America*. Bloomington: Mathers Museum of World Culture. Pg 1-23

Sept 12 Avieli, Nir. 2005. Vietnamese New Year Rice Cakes: Iconic Festive Dishes and Contested National Identity. *Ethnology* 44(2):167-187.

Response Paper Due

Leshkovich, Ann. 2003. "The Ao Dai Goes Global: How International Influences and Female Entrepreneurs Have Shaped Vietnam's 'National Costumes.'" In *Re-Orienting Fashion: The Globalization of Asian Dress*. Sandra Niessen, Ann Marie Leshkovich, Carla Jones, ed. Pp 79-115. New York: Berg.

Sept 14 Taylor, J. M. 1982. "The Politics of Aesthetic Debate: the Case of Brazilian Carnival." *Ethnology* 21(4):301-311.

Week 5

Politics of Representation:

Sept 17 Nagle, John. 2005. "Everybody is Irish on St. Paddy's": Ambivalence and Alterity at London's St. Patrick's Day 2002. *Identities: Global studies in culture and power* 12(4): 563-583.

Sept 19 Chiou-ling Yeh. *Making an American festival: Chinese New Year in San Francisco's Chinatown* Intro: Cold War Politics, Ethnic Celebrations, and Chinese Americans. Pp. 1-11
Chapter 1: Transnational Celebrations in Changing Political Climates. Pp. 12-28

Sept 21 Chiou-ling Yeh. *Making an American festival: Chinese New Year in San Francisco's Chinatown*. Chapter 2: "In the Traditions of China and in the Freedom of America": The Making of the Chinese New Year Festival. pp. 29-55.

Week 6

Maneuvering Race

Sept 24 Pravaz, Natasha. 2003. "Brazilian Mulattice: Performing Race, Gender, and the Nation." *Journal of Latin American and Caribbean Anthropology* 8(1):116-147.

Chiou-ling Yeh. *Making an American festival: Chinese New Year in San Francisco's Chinatown*
Chapter 3: "Constructing a 'Model Minority' Identity" pp. 56-74

Sept 26 Chiou-ling Yeh. *Making an American festival: Chinese New Year in San Francisco's Chinatown*.
Chapter 4: "Yellow Power: Race, Class, Gender, Activism" pp. 75-101

Sept 28 Chiou-ling Yeh. *Making an American festival: Chinese New Year in San Francisco's Chinatown*.
Chapter 6 Hybridity in Culture, Memory, and Politics pg 122-149

Response Paper Due

Week 7

Economic Implications:

Oct 1 Chiou-ling Yeh. *Making an American festival: Chinese New Year in San Francisco's Chinatown*
Chapter 7: Selling Chineseness and Marketing Chinese New Year: Corporate Sponsorship,
Television Broadcasts, and Counter Memory 150-173.

Oct 3 Cohen, Eric. 1988. Authenticity and Commoditization in Tourism. *Annals of Tourism Research*
15(3):371-386.

Oct 5 Sheriff, R. 1999. "The Theft of Carnival: National Spectacle and Racial Politics in Rio de Janeiro."
Cultural Anthropology 14 (1) 3-28.

Week 8

Economics of Border Crossing

Oct 8 **Midterm**

Oct 10 Marchi, Regina. Day of the Dead in the USA: the migration and transformation of a cultural
phenomenon Chapter 1 and 2 pg 1-33

Oct 12 Marchi, Regina. Day of the Dead in the USA: the migration and transformation of a cultural
phenomenon Chapter 3 and 4 pg 34-69

Week 9

Oct 15-19 - NO CLASS FALL BREAK

Week 10

Economics of Border Crossings

Oct 22 Marchi, Regina. Day of the Dead in the USA: the migration and transformation of a cultural phenomenon Chapter 5 and Chapter 6 Day of the Dead and US Media pg 70-96

Oct 24 Marchi, Regina. Day of the Dead in the USA: the migration and transformation of a cultural phenomenon Chapter 7 & 8 pg 97-136

Response Paper Due

Oct 26 Leal, João. 2005. "Traveling Rituals: Azorean Holy Ghost festivals in the United States." *Narodna umjetnost* 42(1): 101-24

Week 11

Gender- Beauty Pageants: Global celebrations centered on the female body

Oct 29 Cohen, Colleen Ballerino, Richard Wilk, and Beverly Stoeltje. 1996. "Introduction." *Beauty Queens on a Global Stage: Gender, Contest, Power*. New York : Routledge. Pp. 1-12

Wilk, Richard. 1995. "The Local and the Global in the Political Economy of Beauty: From Miss Belize to Miss World." *Review of International Political Economy* 2(1):117-134

Oct 31 Chiou-ling Yeh. *Making an American festival: Chinese New Year in San Francisco's Chinatown*. Chapter 5 Heated Debate on the Ethnic Beauty Pageant pg 102-121

Nov 2 Dewey, Susan. 2008. *Making Miss India Miss World: Constructing Gender, Power, and the Nation in Postliberalization India*. Syracuse: Syracuse University Press.
Chapter 1 Part I pg 1-17

Week 12

Gender- Beauty Pageants: Global celebrations centered on the female body

Nov 5 Dewey, Susan. 2008. *Making Miss India Miss World: Constructing Gender, Power, and the Nation in Postliberalization India*. Syracuse: Syracuse University Press.
Chapter 1 Part II pg 18-50

Nov 7 Dewey, Susan. 2008. *Making Miss India Miss World: Constructing Gender, Power, and the Nation in Postliberalization India*. Syracuse: Syracuse University Press
Chapter 2 pg 51-90

Nov 9 Dewey, Susan. 2008. *Making Miss India Miss World: Constructing Gender, Power, and the Nation in Postliberalization India*. Syracuse: Syracuse University Press
Chapter 3 pg 91-126

Tourism Paper due

Week 13

Gender Continued

Nov 12 Dewey, Susan. 2008. *Making Miss India Miss World: Constructing Gender, Power, and the Nation in Postliberalization India*. Syracuse: Syracuse University Press
Chapter 4 pg 127-156

Nov 14 Dewey, Susan. 2008. *Making Miss India Miss World: Constructing Gender, Power, and the Nation in Postliberalization India*. Syracuse: Syracuse University Press
Chapter 5 Pg 157-194
Video on Beauty Pageants

Nov 16 Dewey, Susan. 2008. *Making Miss India Miss World: Constructing Gender, Power, and the Nation in Postliberalization India*. Syracuse: Syracuse University Press
Chapter 6 & 7 Pg 195-227
Virtual Class – *Submit to Moodle a discussion question based on this reading or respond in complete sentences to a discussion question that has already been posted.*

Week 14

German Celebrations- Germany

Nov 19 McMahon, Felicia Faye. 2000. "The Aesthetics of Play in Reunified Germany's Carnival"
The Journal of American Folklore 113(450):378-390.

Nov 21 & 23 = **Thanksgiving Break – NO CLASSES**

Week 15

German Celebrations- North & South America + Middle East

Nov 26 Conzen, K. 1989. "Ethnicity as Festive Culture: Nineteenth-Century German America on Parade." In *The Invention of Ethnicity*, Werner Sollors, ed. Pp. 44-76. Oxford: Oxford University Press

Nov 28 Adams, Joy Kristina. 2006. *Going Deutsch: Heritage tourism and identity in German Texas*. Ph.D. dissertation, The University of Texas at Austin
Chapter 3 German Heritage Festivals & Ethnic Identity pg 60-101
Chapter 4 Ethnic Representation & Perception in German TX excerpt pg 102-124

Nov 30 Seyferth, Giralda. 1998. German Immigration and the Formation of German-Brazilian Ethnicity. *Anthropological Journal of European Cultures* 7(2):131-154.

Klapper, Bradley. 2008. Dirndls, Oom-pah, Sausages? Oktoberfest in Iraq, Electronic document. http://www.usatoday.com/news/world/2008-10-12-13347507_x.htm

Week 16

Dec 3 PRESENTATIONS

Global Celebrations Portfolio due

Dec 5 PRESENTATIONS

Dec 7 PRESENTATIONS

Week 17

FINAL = DEC 12 1-4PM