

ANTH 399 VD

Spring 2011

University of Illinois at Urbana-Champaign, Department of Anthropology

'America' in the World: Contextualizing the Lure and Rejection of the U.S.

Class meeting time and place: Wed., 6-8:50 p.m., 109A Davenport Hall

Course WebSite: <http://compass.illinois.edu>

Professor Virginia R. Dominguez

Office Hours:

Wednesdays, 4-5:50 p.m.

Thursdays, 4:30-5:40 p.m.

Research/Writing Coach: **Tomi Tusia**

Office Hours:

Mondays, 10-11:30 a.m.

Tuesdays, 2-3:30 p.m.

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Department Staff Offices: 109 Davenport Hall

Department Head: Paul Garber (109 Davenport Hall)

Course Description:

Do you sometimes ask yourself why “they” hate “us” and have in mind much of the world outside the U.S.? Have you ever heard Americans ask that? How do you respond? And what about its corollary? Do you sometimes ask yourself why “they” love “us” and have in mind much of the world outside the U.S.? Have you ever heard Americans ask that? How do you respond?

This course draws on long-standing anthropological approaches to peoplehood, selfhood, otherness, and the histories in which they are embedded to put these questions in perspective. It will focus on "anti-Americanism" and pro-Americanism in the world, the forms they take, their presence in various parts of the globe, and the historical, political, cultural, economic, and social contexts in which they have arisen.

The course considers theories and approaches that illuminate the lure and rejection of "America" in the late twentieth and early twenty-first centuries. It draws on economic history, popular culture studies, international American Studies scholarship, communication studies, popular journalism, social philosophy, political science, and international Cultural Studies, as well as contemporary social theory and cultural anthropology.

Readings will include newspapers abroad online, along with academic writings drawing on scholarship from different national contexts. DVD/Video screenings and **distinguished guest speakers located outside the U.S.** will supplement in-class discussion. Planned guests include Prof. [Richard Ellis](#) (Head, Department of American Studies, [University of Birmingham, England](#)); Prof. [Sanjung Jeong](#), Director, Center for American Studies, [Seoul](#)

National University, South Korea); and Prof. Radmila Nastic (Head of Department of English Language and Literature, University of Kragujevac, Serbia).

Course Materials: The eight books below were ordered through the local bookstores and have been put on reserve at the UIUC Undergraduate Library. All are available in paperback; used copies are available in many cases as well. For those weeks when the assigned readings are journal articles or book chapters, you will find them on e-reserves for this course. The course also requires the regular reading of non-U.S. newspapers, most of them online. Additional materials to be analyzed will be handed out in class or made available electronically, as needed. Films/DVDs/videos will be used frequently and form an integral part of the course.

- (1) Baudrillard, Jean America (1986 original edition; or 1989 or later Verso editions)
- (2) Condry, Ian Hip-Hop Japan: Rap and the Paths of Cultural Globalization
(Duke University Press, 2006)
- (3) LaFeber, Walter Michael Jordan and the New Global Capitalism (Norton, 2002)
- (4) Pells, Richard Not Like Us: How Europeans Have Loved, Hated, and Transformed American Culture since World War II
(Basic Books, 1997)
- (5) Sassen, Saskia Globalization and Its Discontents (The New Press, 1999)
- (6) Tocqueville, Alexis de Democracy in America (Penguin Classics, 2003 edition;
original publication in 1835 and 1840)
- (7) Todorov, Tzvetan The Conquest of America: The Question of the Other
(University of Oklahoma Press, 1999; original French
edition published in 1982)
- (8) Watson, James Golden Arches East: McDonalds in East Asia (Stanford U.
Press, 2006, edition; original publication in 1997)

ATTENTION concerning Special Accommodations

Students with special needs or disabilities that may require some modification of seating or other class requirements should inform Professor Dominguez at the very beginning of the course, so that appropriate arrangements may be made.

Requirements:

- (1) Committed, timely, and active class participation throughout the semester. **Regular attendance each Wednesday is fully expected.** This is **worth 15%** of your overall course grade.
- (2) 2 medium-length media-based Research Papers requiring regular reading of **non-U.S. newspapers** throughout the semester, and requiring integration of assigned readings and visual material shown in class. Paper #1 (8-10 double-spaced pages) is **worth 25%** of your overall course grade and is due on **Friday March 11 in 109 Davenport Hall.**

Paper #2 (10-12 double-spaced pages) is **worth 30%** of the overall course grade and will be due on Friday **May 13.** **A “Helpful Guide” for these research projects and papers will be posted on the course website. Hard copies will also be handed out and discussed in class.**
- (3) 2 short Response Papers to be posted to the course website (double-spaced, 800-1000 words each). The first (due **January 29**) concerns 9/11, your reactions to the 5 articles assigned for Week #2, the media links posted on the course Website about the image of the U.S. abroad since 9/11, and the films/excerpts shown in class. The second (due **April 23**) will have you engage closely with the visits to class by several distinguished scholars who are specialists on the U.S. (both those from outside the U.S. and those from inside the U.S. who have spent long periods of time living elsewhere). **Each Response Paper is worth 10% of your overall course grade.**
- (4) One team-presentation, engaging with the readings assigned for a class selected by the team and then **extending** it in appropriate ways. This will count as **10% of your overall course grade.**

HONOR CODE

By enrolling in this course you agree to abide by its honor code. UIUC prohibits all forms of academic dishonesty and this course takes that very seriously. To make sure you understand and abide by the university policies concerning plagiarism, see the explanations available online. The best link is <http://www.cte.uiuc.edu/Did/Resources/TA/plagiarism.htm>. To help you avoid it, you should also check the following website: <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>. Plagiarized work will result in an F just like any in-class form of cheating.

Weekly Outline:

(1) **January 19**--Introduction: Fears, Desires, Exposure, Experiences

(2) **January 26**--Legacies of 9/11

•**ASSIGNMENTS to be completed by Jan. 26:**

•**Read:**

(a) the newspaper articles and columns posted on the course Website in folder titled "Image of U.S./Legacies of 9/11"; and

(b) the following 5 scholarly essays about 9/11 and different U.S. reactions to them:

- Geoffrey M. White, "National Subjects: September 11 and Pearl Harbor," American Ethnologist 31(3), pp. 293-310 (August 2004)
- Setha M. Low, "The Memorialization of September 11: Dominant and Local Discourses on the Rebuilding of the World Trade Center Site," American Ethnologist 31 (3), pp. 326-339 (August 2004)
- Catherine Lutz, "Making War at Home in the United States: Militarization and the Current Crisis," American Anthropologist 104 (3), pp. 723-735 (September 2002)
- Cheryl Mattingly, Mary Lawlor, and Lanita Jacobs-Huey, "Narrating September 11: Race, Gender, and the Play of Cultural Identities," American Anthropologist 104 (3), pp. 743-753 (September 2002)
- Lila Abu-Lughod, "Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others," American Anthropologist 104 (3), pp. 783-790 (September 2002)

•**Make plans to meet with Professor Dominguez, or with research/writing coach, Tomi Tusia, to help you select your first non-U.S. newspaper to read and research.**

*******YOUR FIRST RESPONSE PAPER---DUE (AND TO BE POSTED ON THE COURSE WEBSITE) BY NOON, SAT. JANUARY 29: This first Response Paper needs to engage with the texts assigned for January 26 and films/excerpts shown in class**

- (3) **February 2**--Contextualizing the Lure I
•**ASSIGNMENTS to be completed by Feb. 2:**
- (a) Read: Walter LaFeber's Michael Jordan and the New Global Capitalism
 - (b) **Reflect on contrasts, connections, and similarities between the readings (and films) for Week 2 and the readings for Week 3, and bring written notes to class (with your thoughts and observations about these contrasts, connections, and similarities)**
- (4) **February 9**-- Contextualizing the Lure II
•**ASSIGNMENTS to be completed by Feb. 9:**
- (a) Begin systematic reading of your chosen non-U.S. newspaper
 - (b) Read: first 3 sections of Saskia Sassen's Globalization and Its Discontents
- (5) **February 16**-- Contextualizing the Lure III
•**ASSIGNMENTS to be completed by Feb. 16:**
- (a) Continue reading your chosen non-U.S. newspaper
 - (b) Read: Jean Baudrillard's America
- (6) **February 23**--Contextualizing the Lure IV
•**ASSIGNMENTS to be completed by Feb. 23:**
- (a) Continue reading your chosen non-U.S. newspaper
 - (b) Read: James Watson's Golden Arches East
- (7) **March 2**—Contextualizing the Lure V
•**ASSIGNMENTS to be completed by March 2:**
- (a) Continue reading your chosen non-U.S. newspaper
 - (b) Read: Ian Condry's Hip-Hop Japan

(8) **March 9**--Is There Really a Lure? Class based on student's findings and papers, and interaction with guest scholar, **Professor Jane Desmond, Director of the UIUC-based International Forum for U.S. Studies**

• **ASSIGNMENTS to be completed by March 9**

(a) Read:

•Jane C. Desmond, "As Others See Us': Fetishizing the Foreign at the Whitney, American Quarterly 56 (4): 1051-1066 (December 2004)

•Jane C. Desmond, "Toward a Prismatic 'American Studies'," Safundi: The Journal of South African and American Studies 8 (1), pp. 5-13 (January 2007)

(b) **Come to class ready to share the key, surprising, curious, and intriguing findings from your research on the non-U.S. newspaper you have been reading for the past 5 weeks.**

*******Your first RESEARCH PAPER----DUE BY 4:30 p.m., Friday March 11 in 109 Davenport Hall (in hard copy):**

****REMEMBER** that these papers (8-10 double-spaced pages long) need to be based on your reading of one non-U.S. newspaper from one country or part of the world for at least the 5 weeks ending on March 11, 2011. To be acceptable they will need to relate visibly to the five books, 4-5 films, 7 essays, and any other materials used in the course up to this point.

(9) **March 16**-- Contextualizing Rejection: Othering and Its Modes I

•**ASSIGNMENTS to be completed by March 16:**

(a) Begin: your regular reading of a newspaper from one country or region **other than the one addressed in your first Research Paper;**

(b) Read:

•Nadia Abu El-Haj, "Edward Said and the Political Present," American Ethnologist 32 (4), pp. 538-555 (November 2005)

•Edward Said, pages 63-113 in The Edward Said Reader, edited by Moustafa Bayoumi and Andrew Rubin and published by Random House's Vintage Books in 2000

(c) Re-read: Lila Abu-Lughod, "Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others," American Anthropologist 104 (3), pp. 783-790 (September 2002)

*****SPRING BREAK MARCH 19-MARCH 27*****

(10) **March 30**--Contextualizing Rejection: Othering and Its Modes II

•ASSIGNMENTS to be completed by **March 30**:

(a) Continue reading your chosen non-U.S. newspaper;

(b) Read:

•Rob Kroes, “Advertising: The Commodification of American Icons of Freedom,” in "Here, There, and Everywhere: The Foreign Politics of American Popular Culture" (pp. 273-287). This book was edited by Reinhold Wagnleitner and Elaine Tyler May and published by the University Press of New England in 2000

• pp. xi-133 of Richard Pells' book, Not Like Us

(11) **April 6**--Contextualizing Rejection: Othering and Its Modes III

•ASSIGNMENTS to be completed by **April 6**:

(a) Continue reading your chosen non-U.S. newspaper

(b) Read: pp. 134-324 of Richard Pells' book, Not Like Us

(12) **April 13**--Contextualizing Rejection: Othering and Its Modes IV

•ASSIGNMENTS to be completed by **April 13**:

(a) Continue reading your chosen non-U.S. newspaper

(b) Read: pp. ix-182 of Tzvetan Todorov's The Conquest of America

(13) **April 20**--Contextualizing Rejection: Othering and Its Modes V

•ASSIGNMENTS to be completed by **April 20**:

(a) Continue reading your chosen non-U.S. newspaper

(b) Read: pp. 185-241 of Tzvetan Todorov's The Conquest of America;

*******Your SECOND RESPONSE PAPER----DUE (POSTED ON THE COURSE WEBSITE) BY NOON, SAT. APRIL 23: This Response Paper needs to**

engage with at least 2 of the distinguished visitors to class this semester, their remarks in our class, the readings for those specific weeks, the visitors' direct or indirect engagement with them, and a sample of their written work (to be located online, in our UIUC library, in an English-language journal, or provided by them).

(14) **April 27**--A Classic (Re)Considered: Perception, Consumption, Critique, Canonization, and Knowledge

•ASSIGNMENTS to be completed by **April 27**:

(a) Continue reading your chosen non-U.S. newspaper

(b) Read: Part I of Alexis de Tocqueville's Democracy in America

(15) **May 4**--Synthesis and Reflection: (Re)Visiting 9/11

•ASSIGNMENT to be completed by **May 4**:

(a) Continue reading your chosen non-U.S. newspaper

(b) Reread/revisit: the readings assigned for January 26; and

(c) Reread/revisit: Walter LaFeber's Chapter VII ("September 11 and After: The Struggle over the New Global Capitalism")

****Your second RESEARCH PAPER---DUE FRIDAY May 13, BY NOON---**

**Remember that these papers (10-12 double-spaced pages long) need to be based on your reading of a non-U.S. newspaper from a region of the world other than the one discussed in your first Research Paper. To be acceptable these papers will need to relate visibly to the books, articles, films, and any other materials used in the second half of the course, although you are expected to draw as well, as needed, from the first half of the course. Additional scholarly materials may also be used, if needed, but not as substitutes for the assigned readings.