

ANTH 399 VD

Spring 2009

University of Illinois at Urbana-Champaign, Department of Anthropology

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

Professor Virginia R. Dominguez

Class meeting time: Wed., 5-7:50 p.m.

Office Hours:

Wednesdays 1:15-3:15 p.m.

Classroom: 113 Davenport Hall

Thursdays 2-3 p.m.

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

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Department Staff Offices: 109 Davenport Hall

Department Head: Steve Leigh (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.

Video screenings and distinguished guest speakers located outside the U.S. will supplement in-class discussion.

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. 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 and videos will be used frequently and form an integral part of the course.

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

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 the overall course grade and is due on **Wed. March 11**. Paper #2 (10-12 double-spaced pages) is worth 30% of the overall course grade and will be due on Wednesday **May 13**.
- (3) 2 short Response Papers (double-spaced, 800-1000 words each). The first (due **January 28**) concerns 9/11, your reactions to the 5 articles assigned for Week #2, and the media links posted on the course Website about the image of the U.S. abroad since 9/11. The second (due **April 8**) will have you engage closely with the April 1 in-class Roundtable with distinguished scholars from outside the U.S. who study the U.S. 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.

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.

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 21--Introduction: Fears, Desires, Exposure, Experiences

(2) January 28—Legacies of 9/11

- ASSIGNMENTS FOR Jan. 28:

- DUE January 28: your first Response Paper engaging with the texts assigned for January 28**

- Required readings:

- (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

- (3) February 4--Contextualizing the Lure I
 •ASSIGNMENTS FOR Feb. 4:
 (a) Read: Walter LaFeber's Michael Jordan and the New Global Capitalism
 (b) Begin: your regular reading of a non-U.S. newspaper from one country or region
- (4) February 11-- Contextualizing the Lure II
 •ASSIGNMENTS FOR Feb. 11:
 (a) Continue reading your chosen non-U.S. newspaper
 (b) Read: first 3 sections of Saskia Sassen's Globalization and Its Discontents
- (5) February 18-- Contextualizing the Lure III
 •ASSIGNMENTS FOR Feb. 18:
 (a) Continue reading your chosen non-U.S. newspaper
 (b) Read: Jean Baudrillard's America
- (6) February 25--Contextualizing the Lure IV
 •ASSIGNMENTS FOR Feb. 25:
 (a) Continue reading your chosen non-U.S. newspaper
 (b) Read: James Watson's Golden Arches East
- (7) March 4—Contextualizing the Lure V
 •ASSIGNMENTS FOR March 4:
 (a) Continue reading your chosen non-U.S. newspaper
 (b) Read: Ian Condry's Hip-Hop Japan
- (8) March 11--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
 •**DUE** March 11: Your first **Research Paper**. -----8-10 double-spaced pages

**These papers need to be based on your reading of one non-U.S. newspaper from one country or part of the world between Feb. 4, 2009, and March 11, 2009. 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.

ALSO: 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)

(9) March 18-- Contextualizing Rejection: Othering and Its Modes I

•ASSIGNMENTS FOR March 18:

(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
- 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

*****SPRING BREAK MARCH 20-MARCH 30*****

(10) April 1--Contextualizing Rejection: Othering and Its Modes II

•ASSIGNMENTS FOR April 1:

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

(b) Read/browse through at least 15-20 pages of works on the U.S. by scheduled guest professors Ulf Hannerz (Stockholm U., Sweden), Helena Wulff (Stockholm U., Sweden), Moshe Shokeid (Tel Aviv U., Israel), Dieter Haller (Bochum U., Germany), Jasmin Habib (U. of Waterloo, Canada), and Keiko Ikeda (Doshisha U., Japan). Some essays are online and easily accessed through the UIUC library system. Reviews of their books are also online. It may also be possible to get suggestions or unpublished papers from our guests themselves.

(11) April 8--Contextualizing Rejection: Othering and Its Modes III

•ASSIGNMENTS FOR April 8:

•**DUE April 8: your second Response Paper (engaging with the Roundtable guests and the works you read by them)**

Also:

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

(b) Read: pp. xi-133 of Richard Pells' Not Like Us

(12) April 15--Contextualizing Rejection: Othering and Its Modes IV

•ASSIGNMENTS FOR April 15:

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

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

(13) April 22--Contextualizing Rejection: Othering and Its Modes V

•ASSIGNMENTS FOR April 22:

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

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

(14): April 29--A Classic (Re)Considered: Perception, Consumption, Critique,
Canonization, and Knowledge

•ASSIGNMENTS FOR April 29:

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

(b) Read:

•pp. 185-241 of Tzvetan Todorov's The Conquest of America; and

•Part I of Alexis de Tocqueville's Democracy in America

(15) May 6--Synthesis and Reflection: (Re)Visiting 9/11

•ASSIGNMENT FOR May 6:

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

(b) Reread/revisit: the readings assigned for January 28; and

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

****DUE Wednesday May 13—Your second Research Paper.---** 10-12 double-spaced pages

**These papers 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.