Anthropology 330m 1/15/16
Culture, Gender, and Politics in South Asia
Afghanistan, India, Pakistan, Bangladesh

Dr. Erin P. Moore, epm@usc.edu,

Lectures GFS 104: Mon, Wed. 2-3:20 pm
Office: Kaprielian 340, Monday, Wed., 12-1:40 and by appt., pls. email beforehand so I do not have an appointment with another student.

Meets the Geographical requirement for Anthropology.
Meets USC Dornsife DIVERSITY requirements.

Anthropology is the study of what it means to be human across time and species. Anthropologists study cultural, biological and historical perspectives. This course introduces students to parts of South Asia: India, Pakistan, Afghanistan, and Bangladesh. The class will emphasize contemporary culture and society in the context of the history and traditions of the region. It is a brief introduction to many parts of South Asia -- a vast and very complex subcontinent with a diversity of religions, political agendas, traditions and exceptions to those traditions. We will examine law and politics at a global and local level, Islam and the veil, caste and Hinduism, gender roles within the family, goddesses, development projects and labor migration. We also have two field trips: to the USC mosque and to the Malibu Hindu temple.

Since the events of September 11th have turned the world’s attention to South Asia, this course will begin with the Pashtuns of Pakistan and Afghanistan. The story of international markets in oil and drugs and the concern over the fate of women complicate the story of the Taliban. From veiled Islamic women we turn to a culture of non-Islamic (non-Hindu) peoples in the Northwest Frontier Province of Pakistan. These people pride themselves in being “free” in the face of growing Islamization. In India, we examine Hinduism and the caste system through the everyday experiences of villagers and more recent communal violence in Gujarat. Through my work on village law we look at the Indian family, gender, local level politics and affirmative action. To understand forces of change, we study microcredit loans in Bangladesh. This is the diversity of South Asia.

Diversity

USC is a global university on the Pacific Rim that prides itself on having the most diverse student body of any private university. The University has expressed particular interest in Indian and South Asian students over the last decade. This course is designed to equip USC students with the background knowledge to understand and respect different customs and traditions that the students may encounter both on campus and in the workplace.

The course focuses on South Asia but in every field we will bring attention back to the American social context both in lecture and readings as well as with guest speakers and fieldtrips. This course will prepare students to be global citizens.

This course fulfills the Diversity Requirement by examining how groups express themselves and their group identity, particularly in terms of ethnicity, nationality, gender, religion, caste and social class. This class will also examine inter-group contestations and communications, in such issues as ethnonationalism, multi-culturalism, and the tension between individual and group identity.
Students will learn about the intersection of religious ideology coupled with ethnic identity, as well as political and economic conflicts. These issues emerge in Taliban controlled Afghanistan, an animist minority group in Pakistan’s Hindu Kush who are trying to remain independent of the dominant majority, and in the multi-caste, multi-religious communities in India.

For the American context we examine the U.S. role in the Afghan war and reconstruction, issues of veiling in both the U.S. and South Asia, and finally issues in Islam with a visit to the USC mosque for Friday prayer, a tour and guest lecture. When we turn to Hinduism in India, we will visit the Malibu Hindu temple with its goddess idols. India has attempted to ameliorate social prejudices from the caste system by their extensive system of reservations. We will contrast this with the very controversial affirmative action debates in the United States.

**Student Learning Goals:** Analyzing, Sharing Perspectives, Writing and Presentations

1. Students will see the application of anthropological concepts, theory and methodology to their own lives.
2. They will learn that we all see the world with our own eyes. Through discussion in class, our texts, and field trips to Los Angeles’ sacred sites, students will be introduced to a wide variety of perspectives.
3. Students will practice their critical thinking, reading and writing skills through the daily responses due to the professor.
4. Students will practice anthropological research by participating in and observing the rituals of a variety of South Asian religions. These experiences will be analyzed and presented in light of the classroom materials.
5. Students will practice their oral communication skills through participating in class discussion and debates.

**Required Readings:**
- Maggi, Wynne 2001. *Our Women Are Free: Gender and Ethnicity in the Hindukush*
- Moore, Erin P. 2001. *Gender, Law and Resistance in India*
- Rahman, Aminur 1999. *Women and Microcredit in Rural Bangladesh*
- Yousafzai, Malala 2014. *I am Malala*

There is also a small READER that will be available in the bookstore.

Some materials are on Ares. Pls. figure out how to do **Ares electronic** reserve today, through myusc or the libraries website under course reserves, classes.

Link is: [https://reserves.usc.edu/ares/](https://reserves.usc.edu/ares/) OR USC libraries, locations and services, course reserves sign in with your USC password.

**Sideways??** Click to open the article you need. Click “View This.” It is sideways? Save to your desktop (under file at top of computer, “Save As…..”), once on your desktop you can open in acrobat reader or just under View, “Rotate View” (counter clockwise) to see it straight.

**Course Requirements:**
- Class Participation (10%)
- Written Reflections: (15%)
- 2 Field Trips and write-ups (15%)
- Three Exams (20%, 20%, 20% )
1. **Class Participation (10%)** This class is a seminar/lecture format. Please come to share your knowledge and inquiring mind. We learn from each other.

   **Please be on time.** Please no food, drink, chewing gum or **texting** in the class. If this is a problem see me early in the semester. If you are surfing the web on your computer, I will ask you to permanently switch to pen and paper notes.

2. **Written Reflections: (15%)** All students must write approx. 400 word response on the readings assigned for each class.

   Write your own thoughts, experiences and connections with other readings. Write on all the readings assigned for the day and cite page no. where appropriate. I use these in our class discussion that day. This tells me what you are thinking, what you liked and did not like, and what you might not have understood.

   Send by **11:00 am the day of the class.** You can always mail these early.

   **This may not be turned in LATE.** Remember, even if you can’t attend the class, you can e-mail the comment to me on time.

   NOTE: E-mail to: epm@usc.edu, WRITE 330 in the subj. line. Please PASTE it into the email.

3. **Three Exams (20%, 20%, 20%)** They will be a combination of short answers and essays. Bring a bluebook to be reshuffled. There are no phones or bathroom trips allowed during the exams.

4. **Field Trips (15%): This is the practice of anthropology.** Observe, see what makes you uncomfortable and why? What surprised you and not? How did this relate to our readings and discussions (cite page numbers). What did you learn about Islam? Or Hinduism? So bring pen and paper for notes. Think about all your senses as you do participant observation.

   **2 page reports relating the trip to our course materials.**

Two field trips.

1. **1/22 Friday,** USC Mosque, Friday prayer, corner Vermont and Exposition.

   Meet 12:50 outside mosque for 1 -1:45 prayers. If you are not Muslim you can sit in a section in the back right wall with chairs for observers. **Or if you are adventuresome you are welcome to sit with the followers.** (Men and women’s sections). Dress: modest, pants are acceptable, ladies have a headscarf.


   Address is at Vermont and Exposition: 1025 Exposition Blvd. Los Angeles, Ca. 90007

   Hasan Shalluf: hshalluf@yahoo.com, (Abdulla or Mustafa (Turkey, will give us a tour) 323 733-9938. Ext. 0.

   Reflection due: Monday 25th in class.

2. **3/5 Saturday:** Fieldtrip to a Hindu Temple, meet at USC at 8:30 AM, at the Temple we will see two temples (Vishu and Shiva), a service and lunch, 1600 Las Virgenes Canyon Rd., Calabasas, 91302 (60 minutes away), Bring $4. (no leather jackets, etc. don’t point your feet toward a shrine). We should be back at USC at about 1-1:30.
Students who get **special accommodations** please advise me during the first week of school.

**Special help:** USC has a variety of options if you need special help. If you need special help for this class or any other, pls. see the Center for Academic Support (http://sait.usc.edu/academicsupport/) and the Writing Center (http://dornsife.usc.edu/writingcenter/) or the Counseling Office at the Student Health Center (http://engemannshc.usc.edu/counseling/).

Come talk to me in my office as well.

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**Part 1: Cultural Identity, Gender, Islam and the war in Afghanistan.**

**What part does the U.S. play?**

1/11: **Introduction** to the Field: The Nations of South Asia.

**Remember:** your first written response is due Wednesday at 11:00 am.

1/13 **Afghanistan, Pakistan (both Islamic nations), Men, Women and Nation-building**

Afghanistan Prior to the Soviet Invasion: Islam

1. Ares Reserve: sections from *Kite Runner* (Historical Fiction) Chapter 2 pg. 3-11, drag to desktop and rotate. Chapter 3 pg. 12-23

2. Read following materials from a scan on Blackboard from *Kite Runner* pgs. 24-47 (or the book is on reserve at Leavey library under this class).

Written reflection: How is this view of Afghanistan (from *Kite Runner*) different than you expected?

**I will ask you in class to read some part from Kite Runner that interested you.**

1 min. reflection in class?

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1/18 **Holiday MLK Jr. HOMEWORK**

**Read and respond:** *I am Malala* (teenager’s mémoire of the days of the Taliban in Pakistan, Nobel Peace Prize winner), pg. 3-9, 13-26, due today by 11 am.

1/20 The Background of the Conflict: Rise of the Taliban


Rec: Malala pg. 26-57

In class: Documentary: A visual view of the soccer stadium

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1/22 **Walking Fieldtrip to the USC Mosque (see notes above).** 12:50 pm at the entrance.

Reflection due 1/25 in class.

1/25 **Schools and Gender**

Rec: Malala pg. 58-69, 80-101,

Ares Reserve: Taliban Ch. 8 A Vanished Gender: Women, Children and Taliban Culture pg. 105-116. (see also on reserves: the Appendix on Taliban Decrees, 217-219)

France: take a selfie with a yamaki.

1/27  Guest: Veiling in California post 911, Guest: UCLA Ph.D. in Chemistry
Shereen.Sabet@csulb.edu  (I have a Buddhist monk coming this morning at 10-11:30 to my morning class on healing, pls. come and bring friends: The Buddhist Idea of the Body). Rm. KAP 159

Veiling as Communication:
1. Blackboard Scan (Assignments): Fadwa El Guindi, Chapters from Veil, Introduction  pgs. 3-12
2. Blackboard Scan: Chapter from the Veil: Sacred Privacy 77-89
3. Ares Reserve: El Guindi: Ch. 8 The Veil Becomes a Movement, pgs. 129-145.
   (FYI, just for fun) Ares Reserve: Veil of Masculinity, 117-128

2/1  Scan on Blackboard: Taliban  pgs. 117-140 Drugs and Bin Laden;
What role did the U.S. play in the war on drugs and Bin Laden? Quiz today, up and including today.
FYI (just for fun): Manhunt by Bergen pgs. 1-17, Bin Laden wives, Ph.D.s and home schooling their kids.

2/3 Malala  pg. 111-164
Radio Mullah: The Black Turbaned Brigade (Taliban rules)
No girls to school??
Pakistani Army and Taliban fight.

2/8 Malala 176- 217, War with the Army and the Taliban
Fleeing and Returning, Trips, Floods, more Taliban cruelty, Osama is found, Prizes

2/10  1. Malala 227- 242
2. Blackboard Scan: “I am NOT Malala”
3. Ares Reserve: Abu Lughod: Do Muslim Women Really Need Saving?
The main point of this article is that Americans should look at their own fault in the Afghan situation. This is towards the end of the article.

Exam review together. Bring questions from the Blackboard review sheet to class. You will do the review in class for others.

2/15  USC Holiday Presidents’ Day (Lincoln and Washington)

2/17th  First Exam, bring a blue book.

II. Resisting Islam: Maintaining a Separate Ethnic Identity, An Alternative Pakistan

What do we mean by Freedom: In the U.S. and in the Hindukush?
2/22  Our Women Are Free: Gender and Ethnicity in the Hindukush  pgs. 1-43
2/24  Our Women Are Free  pgs. 44-50, pgs. 57-63, 66-72  (this is the key chapter, Praganta: notions of boundaries), pgs. 73-93, women and work
see Kalashapeople.org

2/29  Our Women are Free: pgs. 117-166, menstrual houses

3/2  Our Women Are Free Cont. pgs. 167-212, Marriage rules and eloping
QUIZ today.

III. India, Hinduism, the Caste system, Village Law and Gender
3/5  Saturday: Fieldtrip to a Hindu Temple, Tour, lunch and ritual, 1600 Las Virgenes Canyon Rd., Calabasas, 91302 (60 minutes from USC). Bring $3. for lunch and $1. donation. We will meet about 10 in Malibu/Calabasas for a tour, then ritual, and lunch. Plan 10-1, at the outside.  
Write a two page report comparing the temple to our material about Hinduism, the Kalasha religion and the Mosque visit. How does this Hindu community in Malibu practice an American version of Hinduism?  Or do they?  Due 3/11 --- after our class discussion of the gods.

3/7  Field trip for today.
3/9  India Intro: Hindu Gods and Goddesses: Big and Little Traditions
    Reader: “The Hindu Gods in a South Indian Village” pp. 236-248
    Compare to Dezalik.
    Reader: Marvin Harris, “Mother Cow”, Why Protect the Cow? Materialist perspective
Pixar: https://www.youtube.com/watch?v=fOZXU4EUOPE; https://www.youtube.com/watch?v=zwUURalazJFY

Spring Break March 14-16th

3/21  Communal Violence and Godhra, Gujarat
    Reader: “The Carnage at Godhra,” pgs. 45-71 and a few random pages: “The Victims” pg. 102-103, and “Nothing New?” pgs. 215-219,
    Jai Shri Ram means Praise Ram (God).  See vocabulary list and background in the question sheet posted.
    In Class: Film on this communal violence (Hindu –Muslim) in Gujarat.


3/28  Second Exam, Bring Blue Book

3/30  Introduction to Caste:
    And “God Chariots in a Garden of Castes: Hierarchy and Festival in a Hindu City”
4/4 Caste Cont.
Reader: And “Seven Prevalent Misconceptions about India’s Caste System” pgs. 227- 228.

Note the Comparison with Caste and Class in the United States. Do you agree with the comparisons?

In Class: FILM on Caste in Gujarat, India, “Lesser Humans”

4/6 The Reservation System in India, (Afghanistan, Bangladesh, etc. also)
Affirmative Action
Ares Reserve: Affirmative Action around the World, Sowell
Reservations for women, tribals and untouchables in towns and city governments.

What side are you on? Debate.
http://www.cnn.com/2014/12/08/world/meast/jordan-female-parliament/ (Jordan has quotas, tape went viral, Hind Al-Fayaz, want 33% representation)

4/11 Gender, Law and Resistance in India: my research on Legal Anthropology pg. Read 1-62;
My film: “Keep her under control: Law’s Patriarchy in India.” Or “India’s Daughter”

4/13 Continue reading: 63-113, note the reservation in the local tribunals.
1. Case of the Stolen Wife;

4/18 Hunni’s Divorce, etc., Somatization of Conflict, Gendered Justice
E. Moore: Gender, Law and Resistance in India pgs.113-163, Power Point update on Hunni and Nara

IV. The Microcredit Experiments, Nobel Peace Prize winner Yunis’ project began in Bangladesh.

4/20 Bangladesh, Muslim dominated, secular Bangladesh,
Begin: Women and Microcredit in Rural Bangladesh, parts of Ch. 1 pgs. 1-8, 12-19, Ch. 4 53- 69, Ch. 5 70-97
Note that there is a glossary, pg. 155 and the 16 Decisions, pg. 159
Discussion and Film: “Sixteen Decisions.” Life in a Bangladesh village

4/25 Women and Microcredit in Rural Bangladesh,
Ch. 6 98-127, and Ch. 8 147- 153, 159 (16 Decisions)
Film clip: “Community” (the Uttarund Bank)
Class discussion with question sheet.
4/27 Exam review. (see learning goals in syllabus above)

5/9 Third Exam bring a blue book, 2-4 pm

Statement for Students with Disabilities
Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to your course instructor (or TA) as early in the semester as possible. DSP is located in STU 301 and is open from 8:30am to 5:00pm, Monday through Friday. Website and contact information for DSP http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html
(213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX) ability@usc.edu

Statement on Academic Integrity
USC seeks to maintain an optimal learning environment. General Principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. Scampus, The Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: http://usc.edu/dept/publications/SCAMPUS/gov/ Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review should there be any suspicion of academic dishonesty. The Review process can be found at: http://usc.edu/student-affairs/SJACS/ Information on intellectual property at USC is available at: http://usc.edu/academe/acsen/issues/ipr/index.html

Emergency Preparedness/Course Continuity in Crisis
In case of emergency, when travel to campus is difficult, if not impossible, USC executive leadership will announce a digital way for instructors to teach students in their residence halls or homes using a combination of the Blackboard LMS (Learning Management System), teleconferencing, and other technologies. Instructors should be prepared to assign students a "Plan B" project that can be completed 'at a distance.' For additional information about maintaining your classes in an emergency, please access: http://cst.usc.edu/services/emergencyprep.html