

## Colonialism and Cosmopolitanism

### Topical Introduction

The term “cosmopolitanism,” which derives from Greek (i.e. Κόσμος + πολίτης), means “world citizenry.” In recent years, disciplines in the humanities and the social sciences have seen a revival of interest in this idea. There are, in a general sense, three distinct – though related – strands in these discussions. First, as a political ideal, cosmopolitanism proposes that, despite differences in terms of political affiliation, all human beings belong to a single community. Second, as a moral ideal, cosmopolitanism requires us to care for, understand and respect other people, even if they are not related to us by ties of family or a shared citizenship, and uphold values which we do not share. Third, as a cultural phenomenon, cosmopolitanism bespeaks of how, because of the mutual influence of diverse cultures, cultures themselves – and hence our cultural identity – are constantly changing. In this course, we will be reading, discussing and writing about discourses on the second and third meanings of cosmopolitanism. We will, in particular, examine the *second* and the *third* meanings in relation to colonialism.

### Organization of the Module

The module is divided into two units. In the first unit, we will read and contrast two sets of theoretical texts: Appiah’s well-known *Cosmopolitanism*, and the 1947 Statement of the American Anthropological Association (AAA). We will then make use of an actual case study (i.e. female genital mutilation) to test the validity of theories proposed by Appiah and the AAA. In the second unit, we will explore cosmopolitanism as a cultural phenomenon, as well as its relation to cultural imperialism.

### Skill Objectives

The primary objective of this course is to develop our skills in writing academic arguments. A good academic argument, however, very often begins with a careful reading of and exciting intellectual exchanges about source texts. Hence, we will make use of a variety of source texts as our starting point. Students are required to do the readings in advance, and actively engage in class discussions about them. In addition to enabling us to understand source texts, class discussions give us the opportunity to practice the skills that we need in argumentative writing, for example, skills in formulating and defending an interesting thesis, critically analyzing passages, effectively addressing counter-arguments, and logically structuring multiple strands of argument. Students will also be required to peer-review one another’s written

work, so that they will in turn improve in diagnosing problems in their own essays and in coming up with fixes for those problems.

## Unit 1      **Cosmopolitanism and Colonialism**

### Skill Objectives:

- How to do close-reading
- How to identify a research question
- How to formulate a thesis
- How to work with evidence
- How to write an introduction
- How to work with more sources: making use of one (set of) text to analyze another
- How to structure an essay
- How to structure individual paragraphs
- How to anticipate and respond to counter-arguments

Week 1      Cosmopolitanism in the Age of Globalization

Aug 11      Introduction to the Module  
Appiah, *Cosmopolitanism*, “Introduction,” pp.xi-xxi

Aug 14      Appiah, *Cosmopolitanism*, “Introduction,” pp.xi-xxi (cont’d)  
Statement of the American Anthropological Association (1947), pp.539-43

Week 2      Cultural and Moral Relativism

Aug 18      Statement of the American Anthropological Association (1947), pp.539-43

In addition, please watch the following three-part video on your own. It will tell you what anthropologists do. The video is called *Between Two Worlds: The Hmong Shaman in America*.

<http://www.youtube.com/watch?v=UWtqpXm-g2U> (Part I)

<http://www.youtube.com/watch?v=fciBMs7aJG4> (Part II)

<http://www.youtube.com/watch?v=aBbgBbc7toI> (Part III)

- Aug 21 Appiah, *Cosmopolitanism*, Chapter 2, “The Escape from Positivism,” pp.13-22  
 Booth, *The Craft of Research*, Chapter 7, pp. 108-112  
 Booth, *The Craft of Research*, Chapter 10, pp.139-51  
 A Past Student Paper (Wagner and Curtis—lensing), to be distributed by instructor in class
- Week 3 Appiah’s *Cosmopolitanism* in Greater Detail
- Aug 25 Appiah, *Cosmopolitanism*, Chapter 2, “The Escape from Positivism,” pp.23-31  
[http://www.nytimes.com/2013/08/31/world/middleeast/obamas-remarks-on-chemical-weapons-in-syria.html?\\_r=0](http://www.nytimes.com/2013/08/31/world/middleeast/obamas-remarks-on-chemical-weapons-in-syria.html?_r=0)
- Aug 28 Appiah, *Cosmopolitanism*, Chapter 3, “Facts on the Ground,” pp.33-44  
 Paper 1 Assignment Handout  
 A Past Student Paper (Salwaar Kameez Ethnic Dress--correction)
- Week 4 Appiah’s *Cosmopolitanism* in Greater Detail
- Sep 1 “The Cut” Documentary - Female Genital Mutilation/ Cutting (FGM/C) In Kenya (2009) (13:01)  
<http://www.youtube.com/watch?v=rMCQk-TBHPA>  
 Truth about British Girls and Female Genital Mutilation (8:59)  
<http://www.youtube.com/watch?v=y0NuCMKaRpY>  
 FGM - A ritual of agony – English (30:32)  
<http://www.youtube.com/watch?v=U7p0tXicIzM>  
 Fuambai Ahmadu and Richard Schweder, “Disputing the Myth of Sexual Dysfunction of Circumcised Women,” pp.14-17  
 Carlos D. Londono Sulkin, “Anthropology, Liberalism and Female Genital Cutting,” pp.17-19  
 Students must have organized the evidence they have collected from the five FGC sources. Detailed instructions to be given later.
- Sep 4 Booth, *The Craft of Research*, Chapter 14, pp.84-99  
**Paper 1 Outline workshop. Please bring four copies of your outline.**  
**Paper 1 Revised Outline due Saturday.**

Week 5      Evaluating Our Theories

Sep 8      Paper 1 Outline workshop  
Please bring four copies of your outline.

Sep 11      General Elections; class cancelled

**Paper 1 First Draft due Thursday.**

Week 6

Sep 15      No class; one-on-one conferences

Sep 18      Paper 1 Revised Introduction and Outline Workshop (Four copies please)

**Recess; no class (Sep 20-26)**

**Paper 1 Final Draft due during Recess Week**

## **Unit 2      Cosmopolitanism and Cultural Imperialism**

Skill Objectives:

- How to work with multiple sources
- How to do library research
- How to textualize a non-written object of analysis
- How to write a conclusion

Week 7

Sep 29      Assignment Handout  
Abstracts of Previous Projects  
Paper 2 Writing Samples; *folio*  
Library research

Oct 2      Edward Said, *Orientalism*, pp.1-9

(Please watch a 40-minute documentary, *On Orientalism – Edward Said*, before coming to class. Here is the link to the first part of the documentary: <http://www.youtube.com/watch?v=tIF5ED-gE5Y&feature=relmfu>. Please follow the links on Youtube to find the other three parts.)

- Week 8      Cultural Imperialism
- Oct 6      Edward Said, *Orientalism*, pp.31-49  
 A Past Student Paper  
 Brainstorming about what we can do with Said's book in our paper  
 Eighteenth-century stuff
- Oct 9      Appiah, *Cosmopolitanism*, Chapter 7, "Cosmopolitan Contamination," pp.101-13  
 What to do if we want to engage with Appiah's theory in Paper 2
- Week 9      Imperialism or Cosmopolitanism?
- Oct 13      Ritzer, "An Introduction of McDonaldization," pp.1-23  
 Passages from Marx's "On Imperialism in India"
- Oct 16      Ritzer & Stillman, "Assessing McDonaldization, Americanization and  
 Globalization," pp.30-48  
 Literature Review (examples)
- Week 10      Paper 2 Preparation
- Oct 20      Yin, *Case Study Research: Design and Methods* (pages TBA)  
 Literature Review (examples)
- Oct 23      Writing Lessons in Review  
 Paper 2 Proposal Workshop (four copies please)
- Revised Paper 2 Proposal (400 words) due Saturday.**
- Week 11      Paper 2 Preparation
- Oct 27      No class; one-on-one conferences

- Oct 30 No class; one-on-one conferences
- Week 12 Paper 2 Preparation
- Nov 3 Paper 2 outline workshop: Literature review section (one to two paragraphs) plus the rest of the outline (four copies please)
- Nov 6 Paper 2 first draft workshop: 1000-word outline or first draft (four copies please)
- Paper 2 Revised Draft due Nov 7
- Week 13
- Nov 10-12 no class; one-on-one conferences

**Paper 2 Final Draft due Nov 19 (no extension).**

**Articles on IVLE:**

- Ahmadu, Fuambai & Richard Schweder, "Disputing the Myth of Sexual Dysfunction of Circumcised Women." *Anthropology Today*. 25.6(2009): 14-17.
- American Anthropological Association. "Statement on Human Rights." *American Anthropologist*. 49.4 (1947): 539-43.
- Beck, Ulrich. "Rooted Cosmopolitanism: Emerging from a Rivalry of Distinctions." *Global America? the Cultural Consequences of Globalization*. Ed. Ulrich Beck, Nathan Sznajder & Rainer Winter. Liverpool: Liverpool UP, 2003. 15-29.
- Ritzer, George & Todd Stillman. "Assessing McDonaldization, Americanization and Globalization." *Global America? the Cultural Consequences of Globalization*. 30-48.
- Ritzer, George. "An Introduction of McDonalization." *The McDonalization of Society: Revised New Century Edition*. Thousand Oaks, CA: Sage, 2004. 1-23.
- . "Assessing McDonaldization, Americanization and Globalization." *Global America? The Cultural Consequences of Globalization*. Ed. Ulrich Beck, Nathan Sznajder and Rainer Winter. Liverpool: Liverpool UP, 2003. 30-46.
- Said Edward. *Orientalism*. London: Penguin, 1991. 1-9, 31-49.
- Sulkin, Carlos D. Londono. "Anthropology, Liberalism and Female Genital Cutting." *Anthropology Today*. 25.6(2009): 7-19.

## Requirements

1. **Papers (70%):** Students are required to write two papers, each of which requires one first draft and one revised final draft. The instructor will hold conferences with individual students on their first draft. Students cannot pass an assignment if they do not hand in the first drafts. First drafts and final papers are due on the dates noted, and no late submissions are accepted. The breakdown is as follows:
  - Paper 1 Final Draft (30%)
  - Paper 2 Final Draft (40%)
2. **Class Participation (15%):** Students are responsible for preparing texts assigned for discussion.
3. **Peer Review Comments (8%)**
4. **Facilitation of Class Discussion (7%):** Students will form small groups with one another and lead the class discussion once in the semester.
5. **Attendance:** only **three absences** are allowed, whether excused or unexcused.

## Additional Notes

If you have any questions at any point in the semester, please feel free to come see me or email me. Please be precise and concise in your email, and give me twenty-four hours to respond. If you would like to speak with me in person, please write to me and make an appointment in advance. Do not just stop by. I may not be in my office.