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s2023 [Canvas Modules](#)

[Module 9](#)

s2023 GC [Simple Syllabus](#)



[Tim Roufs](#), Brisbane, Australia, 2017

Welcome Back!

Global Cultures Week 9

What's
Happening?

*****In-the-News**

Live Chat
Tuesday 7:00-8:00 p.m.

Questions /
Comments

Video
Explorations

Slides


Readings

***Discussion**

Project

Other
Assignments

Exam

(click links for details)
 = leave page

(optional)
For Fun Trivia

(optional)
Extra Credit

(optional)
Other

Items DUE this week:

***enter on-line**

****upload file**

***** if you signed up for this
week's news**

What's Happening Week 9?

This week we're off to China and Singapore, and to Malaysia where we'll have a look at Chinese pigs. We'll see the importance of pigs and eating pigs in the religions of the Chinese and Malay populations in Malaysia. We'll see how religious questions of what you eat or do not eat can tear families, and whole cultures, apart. And that's all part of their *religion*.

And, on the other hand, in "Food for Body and Spirit" we'll see how food as part of the Buddhist religion *holds Chinese culture together*. . . . We'll see a Taoist monastery, a sacred Taoist retreat high on Blue City Mountain in Sichuan Province, which has a thousand year history. . . .

Those two video presentations are part of *a controlled comparison* involving Chinese : Buddhism : Food in China and Malaysia.

Remember from Weeks 1 & 2 that "The Comparative Method" is one of the main characteristics of American Anthropology? (*cf.*, [.pptx](#).)

Major Characteristics of Anthropology

slides: ([.pptx](#))

([Download PowerPoint Viewer Free](#)) ([Download Adobe .pdf Reader Free](#))

[see note on slide formats]

(NOTE: This is a long slide set as it covers some very important background information that will be referred to often as we go through the semester. Please bear with it to the end. And it will take a little longer to load, so please bear with that also.)

- the **four fields** of general anthropology
- **culture** as a primary concept
- **comparative method** as major approach
- **holism** as a primary theoretical goal
- **fieldwork** as a primary research technique

[WebPage Summary](#)

Chart: "[Anthropology and . . . It's Parts](#)"

And speaking about religion, we'll see what the Pope has to say, and what you have to say about what the Pope has to say.

These are debates of the times. And some of the debates have been going on for two thousand years or more. Towards the end of the semester we'll have a closer look at three of the perennial classic debates. Till then, we're off to China, Singapore, and Malaysia.

IN-THE-NEWS WEEK 1

Be sure to have a look at the news reports of the week . . .

Sign Up in your Course Google Drive Folder:

s2023 external<https://docs.google.com/document/d/11hUOIyA_1pFSywnkTfBMni1ACH8WUax7sx-g2kkHFE/edit?usp=sharing>

[click ↑ here]

China – Alyssa E.
Singapore – Olivia S.



Global Cultures News-of-the-Week Summaries

(optional) **LIVE CHAT: OPEN FORUM / OFFICE HOURS . . .**

[Contact Information](#)

Tuesday, 7:00-8:00 p.m. (CDT)

“ZOOM”

[click ↑ here]

or

e-mail anytime: <mailto:troufs@d.umn.edu>

[click ↑ here]



Live Chat is optional.

VIDEO EXPLORATIONS WEEK 9 . . .

Real People . . . Real Places . . .

[Videos for the Semester](#)

The Pig Commandments

[Chinese and Malay in Malaysia]

(72 min., 2005)

[on-line access](#)

[click ↑ here]

[transcript](#)

肉

[course viewing guide](#)

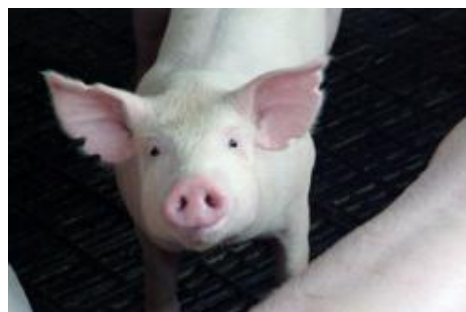
In this film we see how religion *tears apart* traditional Malaysian Chinese culture.


"To Chinese, pig symbolizes prosperity and health. Pork is the principal ingredient of the main course of Chinese feasts and it is the best choice of offerings. In contrast, pig is unclean to Muslims. It surely would not be found on their dining table. Conflict is inevitable when these two values meet. The scene is set in Malaysia, home to 12 million Muslims and 6 million Chinese. A group of Chinese who make their living in the pig business confronts Muslims who are forbidden to eat pork; Chinese Muslims are often caught in the crossfire. What is the solution to this deep-rooted ethnic dilemma?"

"This fascinating film illustrates how religious differences, even on the basic level of dietary prohibitions, can affect the way neighbors interact. It focuses on Malaysia, home to 12 million Muslims and 6 million Chinese. Islam bans the eating of pork, considering it unclean, while the Chinese have treasured pork for thousands of years. The ancient Chinese character for 'home' was a pig. For the Chinese the pig is a symbol of prosperity and all celebrations involve a pig roast."

"*Pig Commandments* outlines the ways in which the Muslim prohibition to eat pork affects the relationship between the Chinese and Muslims in this part of the world. There is legislation to keep pig farms away from the Muslim population. Many Chinese in Malaysia have converted to Islam. For them, the Koran has been translated into Chinese; and four chapters of the Koran deal with the prohibition to eating pork. One Chinese convert describes the problem with eating with her family. Only once a year when the Chinese celebrate the New Year with a vegetarian meal, can she join her family at dinner."

"*The Pig Commandments* shows how dietary laws can divide people or bring them closer together. It demonstrates dramatically the social effects of food regulations and the sensitivity of people who are offended by another culture's eating habits. Scholars, religious leaders, and people of both religions express their feelings about this contentious issue. In addition we see how generations of pig farmers are proud of their succulent product."



 **Taste of China, Part 2,**
“Food for Body and Spirit”
[China]
(29 min., 1984)

[on-line access](#)

[click  here]

[course viewing guide](#)



"Investigates the impact of religious influences on Chinese cuisine. Takes the viewer into a Taoist temple kitchen and an herbal medicine restaurant. A visit to a monastery illustrates the role of Buddhism in the development of China's extensive and elaborate vegetarian cuisine."

"The Tao of cooking and eating – the Way to health and well-being! This film investigates the impact of religious influences on Chinese culture and cuisine. This is the second film in the classic four-part series, 'A Taste of China,' which remains perhaps the best introduction for Westerners to traditional Chinese culture."

"At a sacred Taoist retreat, high on Blue City Mountain in Sichuan Province, a priestess marinates pickling vegetables and demonstrates how the contrasting forces of yin and yang are balanced and harmonized in food and cooking."

"Following a look behind the scenes of one of China's oldest and best-known herb shops, the film visits an unusual herbal medicine restaurant where the *maitre d'* 'prescribes' meals according to the ailments of each diner."

"Visits to two monasteries illustrate the role of Buddhism in the development of China's extensive and elaborate vegetarian cuisine. At the first, monks demonstrate

the making of tofu in the time-honored way. The second monastery, Ling Ying in the city of Hangzhou, is famous both for its enormous golden Buddha and its enormously popular restaurant. Here water chestnuts are cut to resemble cooked shrimp and a fanciful vegetarian 'fish' takes shape in the hands of a talented chef."

WEEK 9 SLIDES . . .

[Class Slides for the Semester](#)

Metaphorical Analysis: Italy as a Case Study, Part 2

"Italy: Demography"

[\(.pptx\)](#)

[click ↑ here]

"Italy: Language and Communication"

[\(.pptx\)](#)

[click ↑ here]

"Italy: Forces of Nature"

[\(.pptx\)](#)

[click ↑ here]

Metaphorical Analysis: Italy as a Case Study II

After watching "Italy: Introduction" and one other slide deck of your choice last week, this week have a look at "Italy: Demography", "Italy: Languages and Communication," and "Italy: Forces of Nature"

Metaphorical Analysis: Italy as a Case Study

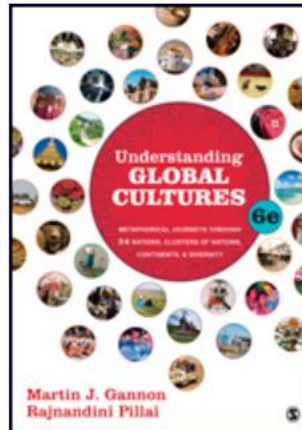
- Italy: Introduction
 - slides: (pptx)
(This is a long set. You may want to do this in two or more sessions.)
 - Italy: Demography
 - slides: (pptx)
 - Italy: Languages and Communication
 - slides: (pptx)
 - Italy: Regions
 - slides: (pptx)
 - Italy: Forces of Nature
 - slides: (pptx)

READINGS FOR WEEK 9 . . .

[Readings for the Semester](#)

[Textbook](#)

REM: Links on screenshots are not “hot” (active)



PART VIII: THE BASE CULTURE AND ITS DIFFUSION
ACROSS BORDERS (CLUSTERS OF NATIONS): THE
EXAMPLE OF CHINA

**Chapter 23: China’s Great Wall and Cross-Cultural
Paradox**

**Chapter 24: The Chinese Family Altar: The
Expatriate Chinese Outside of China**

Chapter 25: The Singapore Hawker Centers

(assigned readings are in **bold** letters)

OTHER ASSIGNMENT INFORMATION . . .

[Main Due Dates](#)

s2023 **Module 9 – Week 9**

FINAL EXAM . . .

[General Final Exam Information](#)

PROJECT INFORMATION . . .

[Basic Information](#)

[Main Due Dates](#)

REM: **Project Time**

If you haven't already done so, *schedule* some serious time blocks to work on your Project. And think about is how you might present your findings to others.



Demosthenes Practising Oratory (1870)

[Details of Presentation](#)



Charles Dickens (1842)

[Details of Term Paper](#)

DUE: DISCUSSION WEEK 9 . . .

(optional) [Online Discussions Information, Rubric, and Sample Posts](#)

“What Role Should the Pope Play in Global Cultures?”



(optional) **FOR FUN TRIVIA FOR THE WEEK**

**“What is the smallest country [sovereign entity]
recognized by international law?”**



[Answer](#)

(optional) **EXTRA CREDIT . . .**

[Basic Extra Credit Information](#)

OTHER (OPTIONAL) . . .

REM: The Course in a Nutshell

REM: Links on screenshots are not “hot” (active)

COURSE STRUCTURE

ANTH 1080 Understanding Global Cultures [☞]
consists of three main segments:

I Orientation and Background

Introduction

Basic Concepts

History

Theory

Methods and Techniques

II Explorations

Comparative / Cross-Cultural

Holistic ([holism slides.pptx](#)) [☞]

Ethnographic Case Studies from the Real World: Real People . . . Real Places from Around the Globe

III Student Presentations on Term Research Project

[Additional General Course Information](#) [☞]

For **the first part** of the course much of the material for the week will be presented in the form of **text and video materials and on-line slide materials**. Please note that many of the slide sets go hand-in-hand with the materials in the anchor text. If your learning style is visual, focus first/more on the

slides. **In the second section** of the semester, once you have mastered the basic information relating to Global Cultures, we will look (generally comparatively, *cf.*, Main Characteristics of Anthropology in Week 1) at **a series of additional video materials from around the world. The final section** will focus on your research projects.

REM: Links on screenshots are not “hot” (active)

COURSE CONTENT

primarily comes from the following sources . . .

- MAIN MEMO FOR THE WEEK . . .
- **IN-THE-NEWS** . . .
- **VIDEO EXPLORATIONS** . . .
- **SLIDE PRESENTATIONS** . . .
- **READINGS FOR THE WEEK** . . .
- OTHER ASSIGNMENT INFORMATION . . .
- MIDTERM AND FINAL EXAMS . . .
- **RESEARCH PROJECT INFORMATION** . . . on a topic of your choice related to the course
- **DISCUSSIONS** . . . including your personal experiences
- (optional) **EXTRA CREDIT** . . . on a topic of your choice related to the course
- OTHER (optional) . . .

QUESTIONS? / COMMENTS . . .

If you have any **questions or comments** right now, please do not hesitate to post them on the  canvas “Discussions”, or e-mail troufs@d.umn.edu, or ZOOM <https://umn.zoom.us/my/troufs>. (E-mail is fastest, and most generally best as quite often URLs need be sent.)

Best Wishes,

Tim Roufs

<<http://www.d.umn.edu/~troufs/>>

<<https://umn.zoom.us/my/troufs>>

<other contact information>