Anthropology 437G

Summer 2018
Anth 437 International Field Course

14 Credits
CRN

Instructor: Paul James
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Course Description

Climate change is rapidly altering people’s access to water around the globe and impoverished populations are disproportionately impacted. In the island nations of Indonesia and East Timor, the combination of development and changing rainfall patterns challenge the cultural adaptations, which have served these islands for millennia. In this course, we will immerse ourselves in the rich cultures of Bali and East Timor, where we will apply anthropological methods of interview and participant observation to understand how communities and cultures are adapting to environmental changes. This course demonstrates the complex interplay between ‘solutions’ proposed by transnational business, development and aid organizations and local cultures’ practices and beliefs that govern the daily lives of residents. This course aims to develop your ability to critically analyze and use information in a complex and rapidly changing world. Specifically, the course will acquaint students with the values and viewpoints of Balinese and Timorese cultures, and build upon reflexivity to offer students an educated outlook on the contemporary world.

The program consists of an intensive seven-week field course with academic goals of cultural competency, methodological skills and ethnographic writing. Both Bali and East Timor exhibit a phenomenally distinct and rich concentration of expressive culture as well as some similarities in relationship to Indonesia and colonialism. Focusing on cultural water management, the course offers an introduction to Bali’s unique expression of Hinduism and subak water management organizations as they articulate with tourism, environmentalism and sustainable development approaches to mass consumption, waste and water pollution. In East Timor the program offers an experience in one of the world’s youngest nations where the promise of technological modernization must be balanced against the challenges of sustainability to cope with a rapidly shifting climate. In each country, students will receive basic language instruction (Bahasa Indonesia and Tetum languages) these language skills along with English are used to conduct simple interviews while engaging in participant observation and recording field notes. Qualitative analysis of field notes will inform students’ summary ethnographic writing which may focus on cultural water management issues or a topic of their choice.

Field Sites

In 2012 Bali’s beautiful subak system of water temples, irrigation and terraced rice agriculture plots was inscribed as a UNESCO World Heritage Landscape (UNESCO 2014). The subak system is based on the Tri Hita Karana philosophy, which balances spirituality, human needs and nature into an aesthetic and productive system of water management. This beautiful landscape has been capable of feeding the densely populated island and regenerating the islands underground aquifers since the 9th century as well as attracting generations of tourists. However, due to climate change, water use by the island’s booming population and intensive tourism poses a threat to the island’s water supplies.

East Timor, which became independent from Indonesia in 1999, offers a stark contrast to Bali in the cultural management of water. Rural communities in East Timor rely on surface water catchment and village managed distribution systems for household use. Climate change and drought have caused these systems to provide fewer months of reliable water each year. Most communities have no annual water management plan or capacity for
assessing stored water volume. Students will pursue solutions to water storage and management with communities in the village of Laclo, Manatuto District where during dry months water must be hauled from the river 100 m below, and on the island of Atauro where water management practices interact with the richest marine biodiversity found anywhere in the world.

Prior to departure students will complete readings on the history and culture of Bali and East Timor. The first week we will introduce Balinese culture, geography and Bahasa Indonesia language from Denpasar where we will observe and participate in the Bali Arts Festival or PKB (Pesta Kesenian Bali). Instruction will introduce the anthropological method of participant observation and students will begin recording daily field notes. The second week we will travel to East Timor where we will a partnership with the NGO Ba Futuru will introduce us to the Tetum language and the cultures of East Timor. We will spend just over a week in the village of Laclo, Manatuto, mapping and monitoring the village water system. We will then visit the island of Atauro where we will observe an international water development system intended to support tourism without damaging the highest marine biodiversity found any place in the world. In week 5 we will return to Bali to study the historical rice agriculture water management by the subak system of water temples. We will observe the current function of the network of temples, ascending from the sea temples of Tonah Lot and to the, and on to the principle temples of the island, Pura Ulun Danu, among the high volcanic lakes at Lake Batur and Lake Bratan and the Mother Temple of Besakih. In the next two weeks, groups of students will conduct participant observation engaged in service learning with IDEP collaborators, testing surface water quality, building rain garden runoff catchment infrastructure and participating in community education campaigns about waste and water quality. Community work days will be interspersed with opportunities to enjoy the beaches, reefs, waves and cultural sites across the islands of Bali and East Timor. Student learning will be rigorous and constant while immersed in Balinese and Timorese culture, faculty will demonstrate fieldwork methods and facilitate the reflective learning process through writing exercises, scheduled discussions, and presentations.

**Course Objectives and Assessment**

1. Learn elementary conversational language skills in Bahasa Indonesia and Tetum. Practice using daily phrases and record and share interesting verbal responses.
2. Use participant observation to understand how Balinese and Timorese culture are adapting to rainfall changes and water scarcity management due to climate change.
3. Understand the historic system of Balinese surface water management, specifically through water temples and subak agriculture. Verbally discuss the strengths and threats to this cultural system posed by climate change and economic development on the island.
4. Critically discuss the anthropological theories posed by Lansing to interpret cultural patterns observed as the subak water system adapts to the challenges of global warming and tourism.
5. Observe the political-economic and ecological constraints imposed by the ‘eco’ development or environmentalist movements in Bali and Timor, specifically identifying how these impact surface water ecologies and drinking water supply. Synthesize these ideas through discussion of community water management plans with faculty, peers and community partners.
6. Record field notes, participate in daily discussions and share two ethnographic writing papers with peers and faculty.
7. Develop ethnographic writing skills through instructor and peer feedback on field notes, qualitative analysis of field notes and ethnographic writing.
8. Use ethnological writing to compare indigenous and international concepts and values regarding surface and drinking water practices.

This course addresses each of the Department of Anthropology's Student Learning Outcomes

1. Demonstrate a deep understanding of humankind, both past and present.
2. Acquire knowledge of principles and primary data in each of the four subfields and appreciate interconnections (cultural anthropology; linguistic anthropology; archaeology; and biological anthropology) and understand professional ethics.

3. Analyze and organize the knowledge gained in order to demonstrate an appreciation of the diversity of humankind.

4. Know how to engage in the practical application of anthropology in the community.

5. View their education in anthropology as relevant to their lives post-graduation.

Course Credits
This is a 14 credit course in Anthropology and constitutes a full academic load for the quarter.

a. This course satisfies the Methods degree requirement in the Cultural Anthropology (BA) under advisement is comparable to: 471 - Field Work Methods in Cultural Anthropology (7cr), 473 - Field Course in Ethnography (5-12cr) or 480 - Applied Anthropology (5cr).

b. This course satisfies the Culture Region Component of the Cultural Anthropology (BA) under advisement is comparable to 362 - Peoples of Asia (5cr).

Course Instruction
Paul James is the instructor of record, a Senior Instructor at WWU where he has taught cultural and biological anthropology for the past 12 years. Paul has worked in water quality, water ecology, disease ecology and environmental health since the 1990s, his research focuses on applied cultural interventions in public health, anthropological methods and the evolution of the human immune system.

TBD is the co-instructor, a Southeast Asian scholar of arts and history of Malaysia and Bali.

Gede Sugarta (community partner IDEP Foundation, Kemenuh, Bali, Indonesia)
Eugénio Carceres da Costa (community partner BaFuturu and Laclo East Timor)

Course Requirements
This course requires that students travel to Bali and East Timor as part of the WWU field course.

Total Costs $8,200
Course fee ($7,200)
Airfare ($900-1200)

Course fee covers in-country transportation, accommodation and group meals.

Course fee covers WWU tuition for 14 credits in Anthropology. These credits meet the Anthropology degree requirements for both the Methods and Culture Region Components of the BA in Cultural Anthropology.

Course Grading and Evaluation
Letter grades are based upon the successful quality work demonstrated through writing and discussion activities. Each learning activity will be assessed on a points based rubric with total points for each activity reflected in parenthesis below. (total points 200)

1. Both Bali and East Timor are multilingual communities where many people value English as an economic lingua franca, but also speak Bahasa Indonesia, Balinese, Dutch, Tetum, Portuguese, and 16 indigenous languages of East Timor. Language instruction in the two official languages will forge a deeper understanding of the cultures in which students are enmeshed. After a short language introduction, each student will draft a daily question in Bahasa Indonesia or Tetum and practice asking people the question repeatedly through the day. Verbal responses to the question will be jotted down in a notebook and form the basis of basic language competency as well as offer a deeper understanding of the topics of water, culture and environment. The language question and response portion of the
notebook will be assessed for 5 points per week based upon 5 or more distinct daily questions and at least three new language terms recorded in responses to each question. \((5pt \times 7\text{wks} = 35\text{pts})\)

2. Observational and service activities are tailored to the academic topics of cultural water management in a changing environment and highlight the role of functionalist, political-economic, and development theoretical interpretations as presented in faculty led discussions between students and community partners. In these discussions and field based experiences, students will demonstrate participant observation by recording daily field notes in their notebooks. These field notes will form the basis of reflective ethnographic writing linking experiences to the discussions and assigned readings. Each week a required ethnographic summary 2 pages in length as well as the daily field notes will be reviewed by faculty and assessed for thoroughness (are field notes effectively capturing the pertinent experiences in an accessible way, 5pts) and integration of the theoretical terms and concepts of anthropology (are terms from readings and facilitated discussions used in reflective ethnographic writing, 5pts). \((10\text{pt} \times 7\text{wks} = 70\text{pts})\)

3. Students will demonstrate skills assessing and recording water quality metrics. Student teams will offer self-evaluation of data quality in conjunction with data tables from the water sources sampled (2 points self-evaluation, 3-point data table submission \(\times 2\) sampling sessions = 10 pts)

4. Students will contribute to a collaborative ethnological paper discussing indigenous and development oriented approaches to community water management. Pertinent examples will be selected from each student’s weekly ethnographic writing. Each student is responsible for two 1.5 page single spaced contributions as well as peer feedback on writing contributions. \((25\text{pts})\)

5. Each student will complete a reflection on learning which may be in a written essay or presentation format. The reflection on learning project must address five questions: 1) What did I expect to learn from this field course? 2) Of the roles that I entered into in the field, which were the most meaningful? 3) What knowledge did I gain from playing that role in the field experience? 4) How has that knowledge transformed me? For example, did I develop a new skill or competency, or highlighted strategies for managing personal strengths and weaknesses? 5) How does this educational experience integrate into your plans for your degree and future life experiences? \((4\text{pts per question}, 20\text{pts})\)

6. Student meaningful and respectful participation. \((40\text{ points})\)

If any graded work cannot be completed and submitted by the assigned due date you must make arrangements with me prior to this date to make a plan for completion (in most cases at a loss of credit). If you have not discussed your situation with me on or before the due date, I may not accept the work for credit. For disability accommodation please contact me and DRS [http://www.wwu.edu/drs/students.shtml](http://www.wwu.edu/drs/students.shtml) prior to the course.

The distribution of final letter grades is based on WWU’s standard percentage structure.

In discussions and in all aspects of social interaction during the course you are expected to show respect for the views and opinions of those around you. Many of the topics and experiences may be personal and value laden. Please use the principle of respect to temper the tone of all of your communication. Some strategies to reduce conflict during discussion include:

- give everyone an opportunity to speak (using verbal and non-verbal cues),
- think before you speak (will your statement provide more benefit than harm to listeners?),
- if you disagree or are offended by someone’s statement repeat it back to them and express how the comment makes you feel rather than telling them it is wrong,
- be an active listener by using verbal and non-verbal cues and asking thoughtful questions.

**Required Text**

Other Important Requirements and Notices

Your campus email will be used for important announcements as well as for communicating required readings, assignments, and other requirements. A phone, tablet or laptop will be required for some readings, data collection and writing assignments.

- The terms of this syllabus may be changed during the course of the quarter. It is important to keep in regular communication to have a clear understanding of any of these changes.
- The University Academic Policies (academic honesty policy and others) apply to this course and are printed in the WWU Catalog. Please read them at [http://catalog.wwu.edu/](http://catalog.wwu.edu/).
- It is my goal to provide reasonable accommodation for individual needs to optimize your learning in this course. It is your responsibility to communicate the needs to me so that we can create a workable plan, for additional assistance you can contact [http://www.wwu.edu/depts/drs/](http://www.wwu.edu/depts/drs/).

Course Schedule and Credit Hours
Credit hour requirements 420 hr,
(Expected 420h - Instructional 14x10x1=140h, Reading and assignment preparation 14x10x2=280h)
(Observed 466h – Instructional 355 (see below), Reading and assignments 111h (see below))

<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Activity</th>
<th>Instructional Contact hours (355h total)</th>
<th>Reading &amp; Assignment hours (111h total)</th>
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<tbody>
<tr>
<td>2 weeks prior</td>
<td>WWU Room</td>
<td>Pre-trip meeting (Spring Finals week)</td>
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