

ANTH 511: CORE SEMINAR IN SOCIAL AND CULTURAL ANTHROPOLOGY

Fall 2017

Monday/Wednesday: 2:00 – 3:50 p.m.

Cramer 254

Charles Klein

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Course Description

This course is a graduate-level, discussion-focused exploration of contemporary theory in socio-cultural anthropology. Over the course of the quarter, we will investigate key concepts such as society, culture, space & place, agency, power, gender/sexuality, post-colonialism, citizenship, neoliberalism, governmentality, networks and globalization. Our readings and videos draw from theories developed over the past 160 years, including classics from Marx and Foucault, selections from the ethnographic tradition, and more recent developments in feminist, queer, post-colonial, and globalization studies. Because each theory comes from a particular place and time, we begin by asking what motivated theorists to ask certain questions and for what ends they intended their work. We will then consider:

- How do the theorists understand the structures and processes of “cultures,” “societies” and social life?
- How do they explain the relationship between individual agency and culture/society?
- How do they believe sociocultural change occurs?
- How do they position themselves in their writing?
- Which topics do they consider most important, and which do they downplay or ignore?
- How does their work fit within the intellectual landscape of their times?

Finally – and perhaps most importantly – we will examine the ways in which each theory has been – or might be -- used in practice. Toward this end, all of our assignments provide an opportunity to apply these concepts to your own projects and interests.

Learning Objectives

By the end of the term, you will have developed your ability to

- Assess the strengths, limitations, and historical contexts of different theoretical approaches
- Understand your own cultural beliefs and epistemological biases
- Assess the ethical dimensions of social science research methods and scholarly production
- Communicate persuasively in multiple genres
- Read and comprehend difficult theoretical articles in the most efficient manner possible
- Engage in dialogue on complex and contentious issues in a respectful manner
- Efficiently conduct research to support theory-based, analytical arguments

For more information, see The Anthropology Department’s undergraduate learning objectives.

Course Materials

All class readings and video links are available on D2L.

Policies

Late assignments lose 5 points for each 24 hours past due. **Requests for extensions must be made in writing ahead of the due date.**

Please keep a copy of all assignments for your records.

Plagiarism (intellectual theft) is a very serious academic offense. You are responsible for reading and understanding the Anthropology Department handout on plagiarism, which is available on D2L and at www.anthropology.pdx.edu/docs/plagiarism.pdf. Please ask me if you have questions about this information. Any assignment containing plagiarized material will receive a failing grade, and cases of academic dishonesty, I am required to report such occurrences to the Office of the Dean of Student Life.

Grading and Rewrites. If you would like to have a grade reconsidered, submit a written re-evaluation request in an email, at least 24 hours after the graded assignment was returned. This email should state why you think your grade should be reconsidered. The two short assignments, the critical book review, and the theoretical framework may also be rewritten and resubmitted, with all rewrites due the last day of class in week 10. The new grade will be the average of the new grade and the old grade.

Accommodations

Access and Inclusion for Students with Disabilities. PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment. If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu, <http://www.pdx.edu/drc>.

If you already have accommodations, please contact me to make sure that I have received a faculty notification letter and discuss your accommodations. Students who need accommodations for tests and quizzes should schedule their tests to overlap with the time the class is taking the test. Please be aware that the accessible tables or chairs in the room should remain available for students who find that standard classroom seating is not useable. For information about emergency preparedness, please go to the Fire and Life Safety webpage(<http://www.pdx.edu/environmental-health-safety/fire-and-life-safety>) for information.

Title IX Reporting Obligations

Portland State is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment (sexual assault, domestic and dating violence, and gender or sex-based harassment and stalking). If you have experienced any form of gender or sex-based discrimination or harassment, know that help and support are available. PSU has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and on-housing accommodations, helping with legal protective orders, and

more. Information about PSU's support services on campus, including confidential services and reporting options, can be found on PSU's Sexual Misconduct Prevention and Response website at: <http://www.pdx.edu/sexual-assault/get-help> or you may call a confidential IPV Advocate at 503-725-5672.

Please be aware that all PSU faculty members and instructors **are required to report** information of an incident that may constitute prohibited discrimination, including sexual harassment and sexual violence. This means that if you tell me about a situation of sexual harassment or sexual violence that may have violated university policy or student code of conduct, I have to share the information with my supervisor or the University's Title IX Coordinator or the Office of Affirmative Action. For more information about Title IX please complete the required student module [Creating a Safe Campus](#) in your D2L.

Expectations

You are required to complete all readings and watch all videos **BEFORE** coming to class. At this point, I am not requiring you to do reading and video commentaries, but if I find that many students are not doing the readings and watching the videos before class, I will begin requiring written commentaries as part of your participation and facilitation grade.

Course Requirements

Your final grade will be based on participation/classroom facilitation (20%), two short assignments (10% each), a critical reflective book review (20%), a theoretical framework for a research project (20%), and a grant application(20%). All components will be graded on a 0-100 scale.

Participation and Class Facilitation (20%)

Regular attendance and active participation in class is expected and required. You should always come to class prepared to discuss the readings and videos assigned for the day – I will assume you have done this and will not be providing overviews of the material. You may miss two classes without losing any points. Should you have additional, unexcused absences, you will lose 7.5 points of your 100 point Participation and Class Facilitation score for each class missed.

Over the course of the term, you will each facilitate classroom activities. This facilitation has two components:

1. A 5 to 10 minute overview of the day's readings and videos. This includes
 - situating the theorists in their historical context(s)
 - discussing the overall scope of their work, in addition to the reading(s)/video(s) in our syllabus
 - describing their impact on social theory over time, including current anthropologists who build on their work.

2. A 30 minute activity. There is no required format, other than that you have 30 minutes. Possible activities include watching and discussing a short video from YouTube, having small or large group discussions based on questions you develop, or enacting a dramatic exercise (e.g. a talk show or debate). Be creative – this is your chance to take the class in new directions and keep us from getting into a rut in which we do the same routine every class.

Assignment 1/Op Ed (10%)

Due Monday, October 9

Write a short essay (475-500 words) for a popular (non-scholarly) audience in which you examine a contemporary social/political issue using anthropological theory from Module 1. Think about submitting your essay for publication in the Oregonian in “In My Opinion” section (www.oregonlive.com/opinion/), another journalistic outlet, or a blog.

Critical Reflective Book Review (20%)

Due Wednesday, November 1

Read an **ethnography** that is related to a topic from one of our six course modules. Write a **4-5 page, double-spaced essay** discussing how the author talks about and uses theory. Be sure to consider:

- What theories and theorists are referenced?
- How have those theories informed the methods, research questions, positioning, and writing style?
- How does the author present theory to the reader? In which chapter(s) does it show up explicitly? Do you see it at work even when it is not highlighted?
- How does the author put the theory into conversation with the data and themselves?
- Do you think the theories provide insights that might affect policy and action on the topics addressed?
- How might a different theoretical perspective have changed the nature of the research and its utility?

It’s up to you to find the book, but let me know if I can help you make a selection. **In all cases, you must receive my approval before you get too far into reading the book.**

Assignment 2 - Talk Show Script (10%)

Due Monday, November 6

You are the producer, writer and host of a comedic cable television show (think The Daily Show or the Colbert Report). You have decided to feature a theorist from Module 4, 5 or 6 for a 30-minute segment. In the episode, you and the theorist will discuss ONE of their key concepts and make it accessible to a general audience.

Your task: Develop a two page, single-spaced overview for the segment using the following format.

- 1a. The theorist and, in your own words, the concept that will be presented (a sentence or two)
- 1b. What you hope to accomplish with your audience (a few sentences)
- 2a. How you and the theorist will present the concept in a way that engages, educates and **entertains** (think laughter and short attention spans!) the general public (half to $\frac{3}{4}$ of a page)
- 2b. A few concrete examples of your own – and other than those presented in the article from which you draw the concept – that apply the concept to contemporary social/political issues (half to $\frac{3}{4}$ of a page)

If you like, you can present 2a and 2b in script format.

Theoretical Framework (20%)

Due Wednesday, November 15

Your task: Develop a **four to five page, double-spaced**, theoretical framework for your Master’s research project using concepts from our course and outside materials.

The format:

1a. A one paragraph, mini Background & Significance section that lays out the topic/issue your project addresses (one-half page)

2a. Your theoretically-informed research questions. I'd recommend no more than three. You should embed the key theoretical concepts you will use within these questions (one-half page)

2b. Discuss your theoretical framework. You should engage with at least 8 articles from the course. You may also add outside readings as needed, particularly if a particular approach or conceptual category is missing from our readings. But the focus should be the course readings. Rather than simply presenting and discussing the readings one-by-one, you should have them in dialogue with each other and yourself. The goal is your own unique and multidimensional theoretical framework (three to four pages)

Grant (20%)

Due Wednesday, December 6

Your task: Create a five page, single-spaced, grant application for the Klein Foundation, which funds projects that apply concepts from this course to anthropology Master's Degree thesis projects.

1. Background and Significance/Research Questions (1.5 pages). Lay out the issue you will address and why your research matters. This section will be part literature review, part statistics on the topic, and part persuasion. You should include your research questions at the end of this section.

2. Theoretical framework (2 pages). Rework your theoretical framework assignment, being sure that it is well integrated with your Background and Significance and Specific Aims/Methods sections.

3. Specific Aims and Methods (1.5 pages). Present your specific aims. Then, discuss your methods and the data you will collect to address your research questions.

As part of this assignment, you will make a 15 minute grant pitch during the last week of classes.

Course Outline

Module 1: Starting Points

Mon 9.25 Course Overview

Wed 9.27 In the Field

Nancy Scheper-Hughes

1993 Introduction: Tropical Sadness. *Death without Weeping: The Violence of Everyday Life in Brazil*. Pp. 1-30. Berkeley: University of California Press.

Malinowski, Bronislaw

1922 Introduction: The Subject, Method and Scope of This Inquiry. *Argonauts of the Western Pacific*. Pp. 1-25. New York: E.P. Dutton & Co: Prospect Heights.

Ulyse, Gina

2002 Conquering duppies in Kingston: Miss Tiny and me, fieldwork conflicts, and being loved and rescued. *Anthropology and Humanism*, 27(1), 10-26.

[Video: Scheper-Hughes: The Public Anthropologist \(0:00 – 7:29\)](#)

Mon 10.2 Writing It Up

Rappaport, Roy A.

- 2008 Ritual Regulation of Environmental Relations among a New Guinea
[1967] People. *Environmental Anthropology: A Historical Reader*. M.R. Dove
and C. Carpenter (eds). Pp. 254-264. Oxford: Blackwell Publishing.

Douglas, Mary

- 1989 Secular Defilment. In *Purity and Danger: An Analysis of the*
[1966] *Concepts of Pollution and Taboo*, 29-40. London: Ark Paperbacks.

Behar, Ruth

- 2003 Ethnography and the Book that was Lost. *Ethnography* 4(1): 15–39.

Videos: Writing Culture at 25 – James Clifford (0:00 – 4:42), Writing Culture at 25 –
George Marcus (0:00 – 4:43), Indigenous Research Methodologies: chuutsqa's
Story (0:00 – 6:54)

Wed 10.2 Space/Place

Anderson, Benedict

- 1991 Introduction and Census, Map, Museum. In *Imagined Communities:
Reflections on the Origin and Spread of Nationalism*. Pp. 1-7, 162-185
London: Verso.

Karis, Timothy

- 2013 "Unofficial Hanoians: Migration, Native Place and Urban Citizenship in
Vietnam". *The Asia Pacific Journal of Anthropology*, 14, 3, 256-273.

Video: Doreen Massey: Spatial Justice Introduction: Chantal Mouffee and Doreen
Massey (0:00 – 28:06)

Mon 10.9 Feeling

Williams, Raymond

- 1977 Structure of Feelings. In *Marxism and Literature*. Oxford, Oxford
University Press, 128-135

Garcia, Angela

- 2008 The Elegiac Addict: History, Chronicity, and the Melancholic Subject.
Cultural Anthropology, 23, 718–746.

Video: Angela Garcia - Memory's Touch: Love, Drugs, and the Politics of Inheritance
(0:00 – 18:52)

Assignment 1 Op-Ed Due

Module 2: All Those Things

Wed 10.11

Marx, Karl

- 1967 Commodity Fetishism. In *Das Kapital: A Critique of Political Economy*.
Abridged version. Friedrich Engels, ed., 50-63. Chicago: Gateway.

Ho, Karen

2015 Finance. In *A Companion to Moral Anthropology*, Didier Fassin, 413-431. Oxford: Willey Blackwell.

Video: Slavoj Zizek on Commodity Fetishism, Ideology, and Belief (0:00 – 5:59)

Mon 10.16

Baudrillard, Jean

2003 Advertising. In *Social Theory: Roots and Branches*, Peter Kivisto (ed), [1968] 403-409. Los Angeles: Roxbury Publishing Co.

Notar, Beth

2008 Producing Cosmopolitanism at the Borderlands: Lonely Planeteers and "Local" Cosmopolitans in Southwest China. *Anthropological Quarterly*, 81(3), 615-650.

Videos: Stuart Hall – Representation and the Media (0:00 – 5:53) and Race, The Hidden Signifier (0:00 -5:05)

Module 3: Power Play: Structure & Agency

Wed 10.18 Power Pairing 1

Foucault, Michel

1977 The Body of the Condemned. In *Discipline and Punish: The Birth of the Prison*. Pp. 3-31.

Farmer, Paul

2004 Anthropology of Structural Violence. *Current Anthropology*, 45(3): 305-3:25.

Videos: Chomsky v. Foucault (0:00 – 6:50) and 10 Questions for Paul Farmer (0:00 – 3:48)

Mon 10.23 Power Pairing 2

Williams, Raymond

1977 Chapter II.6: Hegemony. In *Marxism and Literature*. Pp. 108-114. Oxford: Oxford University Press.

Bourdieu, Pierre

1994 Chapter 4: Structures, Habitus, Power: Basis for a Theory of Symbolic Power. In *Culture/ Power/ History: A Reader in Contemporary Social Theory*. Nicholas B. Dirks, Geoff Eley, and Sherry B. Ortner, eds. Pp. 155-199. Princeton: Princeton University Press.

Video: Phillipe Bourgois (0:00 – 6:18)

Wed 10.25 Resistance is Futile?

Kulick, Don

2009 [2003] No. In *Linguistic Anthropology: A Reader, Second Edition*, Alessandro Duranti, ed. Pp 493-503. Oxford: Wiley-Blackwell.

Ahearn, Laura M.

1999 Agency. *Journal of Linguistic Anthropology* 9(1-2):12-15.

Abu-Lughod, Lila

1990 The Romance of Resistance: Tracing Transformations of Power through Bedouin Women. *American Ethnologist* 17(1):41-55.

Videos: [James Scott – The Art of Not Being Governed](#) (0:00 – 18:09)

Module 4: Shifting the Gaze

Mon 10.30 Theories of the Post-Colonial

Said, Edward

1978 Latent and Manifest Orientalism. In *Orientalism*, 201-225.

Comaroff, Jean and John

2003 Ethnography on an Awkward Scale: Postcolonial Anthropology and the Violence of Abstraction. *Ethnography* 4(2):147-179.

Video: [Said – On Orientalism](#) (0:00 – 7:04)

Wed 11.1 Feminist Theories

Haraway, Donna

1991 Situated Knowledge: The Science Question in Feminism and the Privilege of Partial Perspectives, 183-201. In *Simians, Cyborgs, and Women: The Reinvention of Nature*. New York: Routledge Press.

Butler, Judith

1990. Bodily Inscriptions, Performative Subbversion, 128-142. In *Gender Trouble: Feminism and the Subversion of Identity*. New York: Routledge.

Video: [bell hooks – Critical Theory and Transformation](#) (0:00 – 9:23)

Critical Book Review Due

Mon 11.6 Queer Theories

Sedgwick, Eve Sosofsky

1990 Selection from “Introduction: Axiomatic.” In *The Epistemology of the Closet*, 22-63. Berkeley and Los Angeles: University of California Press.

Mitchell, Gregory

2015 Godfather Gringos: Sexual Tourism, Queer Kinship, and the Families of the Future. In 2015. In *Tourist Attractions: Performing Race and Masculinity in Brazil’s Sexual Economy*. Chicago: University of Chicago Press, 119-144.

Video: [Kate Bornstein – Gender Outlaw](#) (0:00 – 5:17)

Assignment 2/Talk Show Script Due

Module 5 Political Ecology

Wed 11.8 The Framework

Escobar, Arturo

1999 After Nature: Steps to an Antiessentialist Political Ecology. *Cultural Anthropology* 40(1):1-30.

Vayda, Andrew P and Bradley B. Walters

1999 Against Political Ecology. *Human Ecology* 27(1):167-179.

Videos: [Paul Robbins and the Ecology in Political Ecology](#) (0:00 – 2:41) and [Challenges to Political Ecology](#) (0:00 – 2:49)

Mon 11.13 Case Studies

Spoon, Jerney. & Richard Arnold

2012. Collaborative Research and Co-Learning: Integrating Nuwuvi (Southern Paiute) Ecological Knowledge and Spirituality to Revitalize a Fragmented Land. *Journal for the Study of Religion, Nature & Culture*, 6(4).

Vaccaroa, Ismael and Karma Norman

2008 Social Sciences and Landscape Analysis: Opportunities for the Improvement of Conservation Policy Design. *Journal of Environmental Management* 88:360–371.

[Video: Seven Stones Plaza](#) (0:00 – 6:49)

Module 6 Theories of Governmentality, Neoliberalism and Globalization

Wed 11.15 The State and Governance

Foucault, Michel

1991 Governmentality. In *The Foucault Effect: Studies in Governmentality*. Graham Burchell, Colin Gordon, and Peter Miller (eds), 87-104.

Ferguson, James and Akhil Gupta

2001 Spatializing States: Toward an Ethnography of Neoliberal Governmentality. *American Ethnologist* 29(4):981-1002.

Trouillot, MichelRolph

2001 The Anthropology of the State in the Age of Globalization 1: Close Encounters of the Deceptive Kind. *Current Anthropology*, 42(1), 125-138.

Videos: [Iver Neumann on Governmentality](#) (0:00 – 11:57) and [Max Weber & Modernity – Sociology Crash Course # 9](#) (0:00 -

Theoretical Framework Due

Mon 11.20 Neoliberalism & Citizenship

Ong, Aiwaha

2007 Neoliberalism as a mobile technology. *Transactions of the Institute of British Geographers*, 32(1): 3-8.

Ferguson, James

2010 The Uses of Neoliberalism. *Antipode*, 411: 66-184.

Video: David Harvey - Crises of Capitalism (0:00 – 11:10)

Wed 11.22 Doing Ethnography in a Global World

Appadurai, Arjun

1991 Global Ethnospaces: Notes and Queries for a Transnational Anthropology. In *Recapturing Anthropology: Working in the Present* (Richard Fox, ed). Pp. 191-210. Santa Fe: School of American Research Press.

Tsing, Anna

2015. Introduction. In *Friction: An Ethnography of Global Connection*. Princeton, Princeton University Press. Pp. 1-18.

Videos: Manuel Lima – The Power of Networks (0:00 – 10:57) and A Conversation with Mira Nair (0:00 – 6:37)

Course Schedule

Week	Day	Date	Module	Readings and Assignments (see above for videos)
1	M	9.25	1	
	W	9.27		Malinowski, Scheper-Hughes, Ulysse
2	M	10.2		Rappaport, Douglas, Behar
	W	10.4		Anderson, Karis
3	M	10.9		Williams, Garcia Assignment 1/OpEd Due
	W	10.11	2	Marx, Ho
4	M	10.16		Baudrillard, Notar
	W	10.18	3	Foucault, Farmer
5	M	10.23		Williams, Bourdieu
	W	10.25		Kulick, Ahearn, Abu-Lughod
6	M	10.30	4	Said, Comoraff
	W	11.1		Haraway, Butler Critical Book Review Due
7	M	11.6		Sedgwick, Mitchell
	W	11.8	5	Escobar, Vayda Assignment 2/Talk Show Script Due
8	M	11.13		Spoon & Arnold, Vaccaroa & Norman
	W	11.15	6	Foucault, Ferguson & Gupta, Trouillot Theoretical Framework Due
9	M	11.20		Ong, Ferguson
	W	11.22		Appadurai, Tsing
10	M	11.27		Grant Pitches
	W	11.29		Grant Pitches
11	W	12.6		Grant Proposal Due