CORE SEMINAR IN SOCIAL AND CULTURAL ANTHROPOLOGY
Fall 2019: Anthropology 511, CRN 14468
Cramer Hall 321, MWF 10:15 – 11:20

Dr. Michele Gamburd
Office: Cramer Hall 141-F
Phone: (503) 725-3317
Email: gamburdm@pdx.edu
Office Hours: WF 1:00 – 2:00 & by appointment

COURSE DESCRIPTION
This course offers a graduate-level introduction to key areas of historical and contemporary theory in socio-cultural anthropology. The class asks how anthropologists think about land and nature, money and things, categories and characteristics of people, and state power. It also asks, “When, why, and under what constraints do people act?” It concludes by offering a historical road-map to connect the dots. Students will gain experience in exploring how theory informs ethnographic practice and shapes analysis of data. They will also have the opportunity to apply theoretical perspectives to contemporary issues and to their own research and/or applied projects. Students will interact with texts through reading responses, discussions, presentations, and essays.

READINGS
Most class readings are available on D2L (see below).
Required text (available at the PSU bookstore)

Recommended texts (available at the PSU bookstore)
Strunk, William and E.B. White
Hacker, Diana and Nancy Sommers

Good writing skills will serve students well in this and other classes. Students who already own a style guide do not need to purchase another one, but the instructor will assume that all students in the course have access to such a resource.

LEARNING OBJECTIVES
In conversation with the Anthropology Department’s Graduate Learning Objectives, by the end of the quarter, students will be able to
• Recognize and understand some basic tenets of key theories in socio-cultural anthropology
• Visualize the evolution of theory within the field of anthropology and the social sciences in general
• Analyze ethnographic work to uncover and identify the theoretical frameworks in use and understand how theory has shaped the research and writing
• Use theories to think critically about contemporary social issues (e.g., on topics related to their thesis research or applied project)
• Write with increased awareness of structure, logical flow, and argument and with increased mastery of stylistic niceties

**D2L (Desire 2 Learn – Online Learning Management System)**

Most course materials and readings will be available on D2L, and all student work will be submitted online through D2L. Students can access D2L using an Odin username and password to login at [https://d2l.pdx.edu](https://d2l.pdx.edu). Please visit the [online class support website](https://d2l.pdx.edu) if you encounter difficulties accessing or using D2L, and contact the instructor immediately if the difficulties interfere with ability to complete assignments in a timely manner.

**CLASS REQUIREMENTS**

**Assignments**

The final grade will be evaluated based on classroom participation, discussion leadership, and attendance (5 points), reading responses (35 points), and two additional scholarly endeavors (30% each, for a total of 60 points) chosen from the options listed below.

**Attendance, discussion leadership, and participation (5 points)**

Class participation provides an important aspect of the learning experience in this class, and is therefore both expected and required. Legitimate reasons to miss class are few and dire, and anticipated absences should be reported to the instructor before the start of class. *Students with more than 3 unexcused absences will receive no points for class participation.* Barring illness, accidents, or other unexpected emergencies, please plan on attending class regularly.

All students should come to class prepared to discuss the readings assigned for the day. Students will also be asked to lead discussion on particular articles throughout the term.

**Reading responses (35 points)**

Regularly (at least once a week) throughout the term, students are asked to engage with the course materials in writing. In these musings, students will articulate their understandings of key points in specific readings and put the readings into conversation with each other. Discussion questions for specific readings and comparative questions relating readings to each other are provided on D2L for each segment of the course; students may choose to address questions posed on these lists or to reflect on other themes and ideas of their own choosing related to the readings.

On days for which reading responses are due, those responses are due before the start of class (i.e., by 10:14 AM). See syllabus for due-dates. Responses will be evaluated on a check (4 points), check plus (5 points), check minus (2-3 points) basis, with a “check” constituting full credit. Responses that demonstrate that students have read and engaged with the material will receive a check.
Late responses will receive some credit, but not as much as responses that come in on time.

Choose options from the list below to add up to 60 points

Students are responsible for distributing their work in a manageable way through the term.

Critical reflective book review and presentation (30 points; can do two)

Note: students may choose to write two book reviews, for a total of 60 points.

Reviews due by midnight on Monday, November 4 and Wednesday, December 11

Presentation dates: Monday, November 4 and Wednesday/Friday Dec 4/6

Choose a book and write a 4-6 page (double spaced) critical reflective essay about it. Make a short (5-minute), informal presentation to the class about the book.

Suggested books for review related to course topics are listed at the end of each section; if you wish to review a book not on the list, please run it by the instructor before starting work on the essay. Further instructions for this assignment are posted on D2L.

For due-date Monday Nov 4: Choose an ethnography to review from the options listed on the syllabus below from sections two, three, or four or select a different book in conversation with the instructor. For due-date Wednesday Dec 11: Choose an ethnography to review from the options listed on the syllabus below from sections five or six, or select a different book in conversation with the instructor.

Apply theory to project and make a brief presentation (30 points)

Due by midnight on Wednesday, December 11

Presentation dates: Wednesday Dec 4 or Friday Dec 6.

Write a 5-8 page paper exploring how to use theories discussed during the term in designing and implementing your own research and analyzing the data gathered. What sorts of methods would work well in generating data for the project, what types of data would be analyzed, and how might the chosen theory/theories speak to those data?

Students are welcome to dovetail the “apply theory to project” essay with ethnographic projects that they are doing in a research methods course or performing for their thesis or applied endeavors. The essay can either contemplate how theory could or would be used in the future, or it can undertake an analysis of primary data already gathered. (Further instructions will be posted on D2L.)

Students are asked to give a brief (5 minute) informal presentation on their project in class Wednesday Dec 4 or Friday Dec 6.

3 short essays applying theory to contemporary issues (10 points apiece; write 3)

Due dates: All essays should be turned in by midnight on Monday, Dec 2.

Students taking this option should write a media analysis or a letter to the editor and a critical reflective essay (10 points) on 3 of the 5 topical sections of the course (i.e., Sections 2 thru 6). Each analysis/reflective essay should be 2-3 pages long (~700-1000 words). Further instructions are available on D2L.

Students are responsible for keeping track of how many essays they have written and getting those essays turned in in a timely fashion (preferably within a week after
reading the materials for that section of the course). Please avoid leaving all of these essays for the end of the term!

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Option 1</th>
<th>Option 2</th>
<th>Option 3</th>
<th>Option 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation and discussion leadership</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Reading response essays</td>
<td>35</td>
<td>35</td>
<td>35</td>
<td>35</td>
</tr>
<tr>
<td>Book Review 1</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Book Review 2</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Short essays</td>
<td></td>
<td>30</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Apply theory to your own project</td>
<td></td>
<td></td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total points</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**POLICIES**

*Illness and Extensions*

During the fall and winter, viruses spread through many colleges and universities across the country. If you feel ill (fever, sore throat, runny nose, headache, cough, aches), please stay home until you have been without fever for 24 hours without the use of fever-reducing medication. *Let the instructor know* about your illness. You will not be penalized for illness-related absences, and you will have the opportunity to make up missed assignments.

Students live busy, complicated lives. Sometimes schedules and events conspire against timely submission of assignments. The instructor will grant no-questions-asked extensions on deadlines. *Students who require extensions on due-dates are asked to notify the instructor in writing in advance.*

Assignments turned in late (i.e., those without extensions or those turned in after the new due-date) will lose a letter grade for each day past due except in the event of severe illness or emergency; the clock stops ticking when the student contacts the instructor to arrange a new deadline.

*Courteous use of technology*

*Courteous use of technology* is allowed in the classroom, including accessing reading materials on laptops or tablets and typing notes into an electronic document. Checking email and accessing social media websites is disrespectful and distracting; students who engage in these activities while class is in session will be asked to shut down their technology immediately and will be barred from using it for the remainder of the quarter. All cell phones should be silenced during class.

*Academic honesty*

*Plagiarism* (intellectual theft) is a serious academic offense. Students are responsible for reading the Anthropology Department *handout on academic honesty* and the *student code of conduct*, both of which are also linked on D2L. Note that PSU supports the plagiarism-check program *Turnitin*, and this function is linked to the
“Assignment” dropboxes on D2L. Suspected infractions will be turned over to the Office of the Dean of Student Life for investigation. Please ask the instructor or contact the Writing Center if you have any questions about plagiarism.

Statement on names and pronouns
Dialogue and activism characterize the history of how we address one another. Students and faculty should refer to others by their preferred name and pronoun, with the proper pronunciation. We will go over preferred forms of address on the first day of the course.

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 are expected to 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.

COURSE OUTLINE:
Section 1: Introduction – Why study theory?

Section 2: How do we think about land and nature?
Nature and Power
On the ethnographic end – read Cronon or Spoon

On the theoretical end – read both Escobar and Vayda & Walters

Critical Political Ecology
On the ethnographic end – read either Thornton or Muehlmann

On the theoretical end
Read either Vaccaroa & Norman or Robbins; read Forsyth


*Suggested book review options*
Tim Forsyth: *Critical Political Ecology* (rest of the book) or another book by this author
James Fairhead and Melissa Leach: *Misreading the African Landscape*
Donna Haraway: *Primate Visions*
Anna Tsing: *Friction*
Page West: *Conservation is Our Government Now*

**Section 3: How do we think about money and things?**

*On the ethnographic end: Read 3 of the following*

*On the theoretical end (read all of the following)*

Suggested book review options
Chang: Disposable Domestics: Immigrant Women Workers in the Global Economy
Gardner: City of Strangers: Gulf Migration and the Indian Community in Bahrain
Holmes: Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States
Mintz: Sweetness and Power: The Place of Sugar in Modern History
Schuller: Killing with Kindness: Haiti, International Aid, and NGOs
Stoller: Money has no Smell: The Africanization of New York City
Taussig: The Devil and Commodity Fetishism in South America

Section 4: How do we think about (categories and characteristics of) people?
On the ethnographic end: Read Said
Read any 2 among the many following options
On Nationality
On Gender
On Age
On Race
On Class


On the theoretical end (read all of the following)


Suggested book review options
Huberman: *Ambivalent Encounters: Childhood, Tourism, and Social Change in Banaras, India*


Malkki: *Purity and Exile: Violence, Memory, and National Cosmology among Hutu Refugees in Tanzania.*

Ortner: *New Jersey Dreaming: Capital, Culture, and the Class of ‘58*

Raj: *Where Are You From? Middle-Class Migrants in the Modern World*

Said: *Orientalism* (rest of the book)

**Section 5: When, why, and under what constraints do people act?**

On the ethnographic end: Read 2 of the following 3


Agency: On the theoretical end (read all of the following)


*Resistance: On the theoretical end (read all of the following)*


*Suggested book review options*

Abu-Lughod: *Veiled Sentiments*

Ahearn: *Invitations to Love: Literacy, Love Letters and Social Change in Nepal*

Jean Comaroff: *Body of Power, Spirit of Resistance*

Ortner: *Making Gender* (the rest of the book)

**Section 6: How do we think about (state) power?**

*On the ethnographic end: Read 3 of the following many options*


On the theoretical end


Read two of the following three essays by Foucault:


*Suggested book review options*

Feldman: *Formations of Violence*

Foucault: *Discipline and Punish* (the rest of the book); *The History of Sexuality*, Volume I; another book by Foucault (check with instructor)

Gupta: *Red Tape: Bureaucracy, Structural Violence, and Poverty in India*

Scheper-Hughes: *Death without Weeping: The Violence of Everyday Life in Brazil*
Scott: *The Art of Not Being Governed* (rest of the book)

**Section 7: A Historical Roadmap**

Read one of the following two:


**COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Wk</th>
<th>Day</th>
<th>Date</th>
<th>Mth</th>
<th>Sctn</th>
<th>Readings and assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>M</td>
<td>30</td>
<td>Sept</td>
<td>1</td>
<td>Introductions</td>
</tr>
<tr>
<td></td>
<td>W</td>
<td>2</td>
<td>Oct</td>
<td></td>
<td>Read: Lowie; Bernard</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>4</td>
<td></td>
<td>2</td>
<td>Read: 1 of 2; Escobar; Vayda &amp; Walters</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Due:</strong> Response #1</td>
</tr>
<tr>
<td>2</td>
<td>M</td>
<td>7</td>
<td></td>
<td></td>
<td>Read: One of 2 ethnographic; 1 of 2 theoretical</td>
</tr>
<tr>
<td></td>
<td>W</td>
<td>9</td>
<td></td>
<td></td>
<td>Guest: Jeremy Spoon</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>11</td>
<td>3</td>
<td></td>
<td>Read: 3 of 5</td>
</tr>
<tr>
<td>3</td>
<td>M</td>
<td>14</td>
<td></td>
<td></td>
<td>Read: Giddens; Simmel; Marx + Marx</td>
</tr>
<tr>
<td></td>
<td>W</td>
<td>16</td>
<td></td>
<td></td>
<td>Guest: Mrinalini Tankha</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>18</td>
<td></td>
<td></td>
<td>Read: Baudrillard; Carrier &amp; Heyman; Ong</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Due:</strong> Response #3</td>
</tr>
<tr>
<td>4</td>
<td>M</td>
<td>21</td>
<td>4</td>
<td></td>
<td>No face-to-face class</td>
</tr>
<tr>
<td></td>
<td>W</td>
<td>23</td>
<td></td>
<td></td>
<td>Read: Said</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>25</td>
<td></td>
<td></td>
<td>Read: 2 of many</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Due:</strong> Response #4</td>
</tr>
<tr>
<td>5</td>
<td>M</td>
<td>28</td>
<td></td>
<td></td>
<td>Read: Hall</td>
</tr>
<tr>
<td></td>
<td>W</td>
<td>30</td>
<td></td>
<td></td>
<td>Read: Brubaker &amp; Cooper; Kuper</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>1</td>
<td>Nov</td>
<td>5</td>
<td>Read: 2 of 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Due:</strong> Response #5</td>
</tr>
<tr>
<td>6</td>
<td>M</td>
<td>4</td>
<td></td>
<td></td>
<td>Presentations</td>
</tr>
<tr>
<td>Day</td>
<td>Week</td>
<td>Assignment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>------</td>
<td>------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Due: Critical Reflective Book Review Essay</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W 6</td>
<td>Read: Ortner ‘89; Williams</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F 8</td>
<td>Read: Bourdieu; Ahearn</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M 11</td>
<td>PSU CLOSED: VETERANS DAY</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W 13</td>
<td>Read: Ortner ’96; Ortner ’06</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F 15</td>
<td>Read: Scott; Gal; Mitchell</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M 18</td>
<td>Read: Foucault ‘78; Abu-Lughod; Ortner ‘06</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W 20</td>
<td>Read: 3 of many</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F 22</td>
<td><strong>No face-to-face class</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M 25</td>
<td>Read: Weber; Rose</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W 27</td>
<td>Read: 2 of 3 essays by Foucault</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F 29</td>
<td>PSU CLOSED: THANKSGIVING</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M 2 Dec</td>
<td>Read: Agamben ‘10; Agamben ‘05; Scott</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W 4</td>
<td>Read: Dirks, Eley &amp; Ortner; 1 of 2 Student Presentations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W 11</td>
<td>Due: Second Essay (Critical Reflective Book Review or Application of Theory)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>