

ANTHRO 1600

Grounding the Global: Anthropological Perspectives

Fall 2016



Wednesdays 2-4 PM
Tozzer Anthropology Building #203

Professor: Ieva Jusionyte, jusionyte@fas.harvard.edu

Office Hours: Weds 10:30-11:30 & Thurs 2-3, Tozzer #216

Teaching Fellow: Shuang Lu, shuanglu@fas.harvard.edu

Course Overview: How does social anthropology - the study and representation of contemporary societies through fieldwork and ethnographic writing - critically and constructively intervene in the contemporary world? This course shows the value of anthropological perspective (with its emphases on cultural particularity and everyday experience) for understanding global issues such as transnational migration and the building of border walls; urban marginality, poverty, violence and creative resistance to structures that enforce inequality; environmental concerns, such as water sustainability, and how it is built into city space and urban design, and the politics of crime – its quantification, representation, and effects on social life in the U.S. as well as abroad.

Course Goals:

- To introduce social anthropology's key tenets and relevance for understanding contemporary events and social phenomena, both global and local;
- to offer students hands-on practice in anthropological research methods; and
- To explore selected anthropological subfields via the course modules.

Course Content and Organization: The course begins with an overview of some key concepts and methodological issues in social anthropology, continues through four modules or extensive "cases," and concludes with urgent questions about research ethics. In Fall 2016, the modules address security and

migration in the U.S.-Mexico border region; social abandonment and physical injury of gang members in West Side Chicago; water management and urban design in the Middle East; and the politics of crime and policing in South Africa. Each module is two weeks long, allowing us to explore the case from various angles using anthropological writings and diverse materials (documentary films, news coverage, policy statements, etc.). The modules will include interactive activities that will allow students to talk to scholars who have done fieldwork on the issues discussed; practice reading social and physical environment through an ethnographic and critical anthropological lenses; conduct short research exercises, and explore writing in different genre and for diverse audiences.

Expectations of Student Work:

- **Attendance (10%).** Absence for reasons of illness, religious holiday or official university business is excused. To apply for the absence, please email Shuang Lu (shuanglu@fas.harvard.edu) at least 2 hours before class begins, documenting the reason for the absence to the best of your ability. If you miss class, you are responsible to contact a classmate to obtain notes on the materials covered.
- **Thoughtful contribution (20%).** To succeed in this course, you should complete the assigned readings before the start of class, prepare to share your comments and questions on the topics covered, and actively participate in class discussions.
- **Fieldwork activities (40%).** These two research exercises, each worth 20% of the final grade, will let you practice the craft of ethnography. Detailed instructions will be given in class, at least a week before the assignment is due.
- **Written assignments (30%).** Three short essays, each of them worth 10%. Detailed instructions will be discussed in class at least a week before the assignment is due.

Course Readings (on reserve at the library):

- Jason De León, 2015. *The Land of Open Graves: Living and Dying on the Migrant Trail*. Oakland: University of California Press.
- Laurence Ralph, 2014. *Renegade Dreams: Living Through Injury in Gangland Chicago*. Chicago: University of Chicago Press.

Shorter readings are available on the course website (through Canvas).

There is no midterm and no final exam.

Late Work: Assignments will be graded down by 1/3 of a letter grade for every 24 hours they are late. Exceptions will be made only for medical or personal emergencies, which must be certified by a doctor or a resident dean.

Electronics Policy: Studies show that you learn better if you handwrite your notes, therefore, the use of laptops and other electronic devices (including phones) is not allowed in class. However, if you have important reasons to use a laptop or a tablet in class, send an e-mail to the instructor requesting an exception. Requests must be made before the end of day on Monday, September 5.

The Harvard College Honor Code: Members of the Harvard College community commit themselves to producing academic work of integrity – that is, work that adheres to the scholarly and intellectual standards of accurate attribution of sources, appropriate collection and use of data, and transparent acknowledgement of the contribution of others to their ideas, discoveries, interpretations, and

conclusions. Cheating on exams or problem sets, plagiarizing or misrepresenting the ideas or language of someone else as one's own, falsifying data, or any other instance of academic dishonesty violates the standards of our community, as well as the standards of the wider world of learning and affairs.

Note on Collaboration: Discussion and the exchange of ideas are essential to academic work. For assignments in this course, you are encouraged to consult with your classmates on the choice of paper topics and to share sources. You may find it useful to discuss your chosen topic with your peers, particularly if you are working on the same topic as a classmate. However, you should ensure that any written work you submit for evaluation is the result of your own research and writing and that it reflects your own approach to the topic.

Use of Sources: You must adhere to standard citation practices in this discipline and properly cite any books, articles, websites, lectures, etc. that have helped you with your work. When you cite other people's language or ideas without attribution, giving the impression that they are your own, you commit plagiarism. Even if you do not use the exact words of someone else, it is still plagiarism if you paraphrasing what they have said without attribution. Plagiarism is a serious offense and any student who plagiarizes is liable to receive a failing grade.

Choose one author-date system (Chicago, APA, or other) and use it consistently in your course assignments. In the body of the paper, use in-text citations to show your sources, placing the author's last name, the date of publication and (if applicable) the page number in parenthesis; for example, (Caton 1999: 125). End your paper with a correctly formatted reference list that includes entries for all items cited. For example, the in-text citation mentioned above should have a corresponding reference: Caton, Steven. *Lawrence of Arabia*. Berkeley: University of California Press, 1999. Inform yourself about the specific format for each source type: book, book chapter, article, website, blog article, podcast, etc. There are a number of easy-to-use guides on citation styles on the Web.

Accommodations for Students with Disabilities: Students needing academic adjustments or accommodations because of a documented disability must present their Faculty Letter from the Accessible Education Office (AEO) and speak with the professor by the end of the second week of the term, Thursday, September 15. Failure to do so may result in the Course Head's inability to respond in a timely manner. All discussions will remain confidential, although Faculty are invited to contact AEO to discuss appropriate implementation.

Course Schedule

Social Anthropology: Issues, Questions, Approaches

9/7 What is social anthropology? How does it help us understand issues both global and local?

Recommended readings:

- Clifford Geertz, 1973. "The Impact of the Concept of Culture on the Concept of Man." In *The Interpretation of Cultures*. Pp. 33–54. New York: Basic Books.
- Laura Bohannon, 1966. "Shakespeare in the Bush." *Natural History Magazine*. http://www.naturalhistorymag.com/editors_pick/1966_08-09_pick.html
- Lila Abu-Lughod, 2002. "Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others." *American Anthropologist* 104(3): 783–790.

9/14 Ethnographic fieldwork: Sources of knowledge, subjectivity, ethics, advocacy

Required readings:

- Bronislaw Malinowski, 1932. "Introduction." In *Argonauts of the Western Pacific*. New York: E.P. Dutton & Co. Pp. 1–25.
- Audra Simpson, 2014. "Ethnographic Refusal: Anthropological Need." In *Mohawk Interruptus*. Pp. 95–114. Durham: Duke University Press.
- Ieva Jusionyte, 2015. "Breaking the Code of Silence." In *Savage Frontier: Making News and Security on the Argentine Border*. Oakland: University of California Press. Pp. 37-59.
- Jason De León, 2015. "Documenting the Undocumented." In *The Land of Open Graves: Living and Dying on the Migrant Trail*. Oakland: University of California Press. Pp. 11-14.
- Daniel M. Goldstein, 2014. "Laying the Body on the Line: Activist Anthropology and the Deportation of the Undocumented." *American Anthropologist* 116(4): 839–842.

**Political Anthropology:
Migration and the U.S.-Mexico Border**

9/21 Where and how do anthropologists study the state?

Required readings:

- Michel-Rolph Trouillot, 2001. "The Anthropology of the State in the Age of Globalization: Close Encounters of the Deceptive Kind." *Current Anthropology* 42(1): 125–138.
- Jason De León, 2015. *The Land of Open Graves: Living and Dying on the Migrant Trail*. Oakland: University of California Press. (Part I)

9/28 Borders, Security, Migration

Required readings:

- Jason De León, 2015. *The Land of Open Graves: Living and Dying on the Migrant Trail*. Oakland: University of California Press. (Part II)
- Oscar Martínez, 2014. *The Beast: Riding the Rails and Dodging Narcos on the Migrant Trail*. New York: Verso. Pp. 49–65.

Q&A with Jason de León (via Skype)

Written Assignment #1: Media analysis

Find several examples of how media covers unauthorized migration and/or border security and write a 2-3-page essay, in which you use anthropological concepts to critically discuss and analyze the framing of the issue. You can choose from articles in the print media (newspapers, magazines), television and/or radio reporting. Your news sample should consist of 5-10 items, depending on their length/duration. Due by 5:00 PM on Friday, September 30.

**Medical & Urban Anthropology:
Injury and Survival in Inner-City Chicago**

10/5 Urban poverty, abandonment, development

Required readings:

- Laurence Ralph, 2014. *Renegade Dreams: Living Through Injury in Gangland Chicago*. Chicago: University of Chicago Press. (Part I)
- Paul Farmer, 2004. "An Anthropology of Structural Violence." *Current Anthropology* 45(3): 305–325.

Q&A with Laurence Ralph

10/12 Living with disability: From injury to resilience

Required readings:

- Laurence Ralph, 2014. *Renegade Dreams: Living Through Injury in Gangland Chicago*. Chicago: University of Chicago Press. (Part II)
- Ta-Nehisi Coates, 2014. "The Case for Reparations." *The Atlantic Monthly*.
<http://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/>

Ethnographic activity #1: Interview an expert on urban poverty or violence prevention

Conduct an interview with an individual who is directly involved in a program aimed at youth violence prevention in Cambridge or in the Greater Boston area. This person could work in medical or social services (public or private) that focus on at-risk youth, in the criminal justice system, or in other profession that contributes to policymaking on these issues (as activist, advocate, researcher). Your selection of interview subject must be approved by the instructor. Transcribe the interview; then write a 2-3-page summary. Due by 5:00 PM on Friday, October 14.

Environmental Anthropology:

Water as Resource / Water as Design in the Middle East and in the U.S.

10/19 Water as resource, water as design

Required readings:

- Steven C. Caton and Ben Orlove, 2010. "Water Sustainability: Anthropological Approaches and Prospects." *Annual Review of Anthropology* 39: 401–415.
- Mandana Limbert, 2001. "The Senses of Water in an Omani Town." *Social Text* 19(3): 35–55.

Presentation by Steven Caton ("Water as Resource / Water as Design")

10/26 Public space, tactical infrastructure

Required readings:

- Michel De Certeau, 1984. "Walking in the City." In *The Practice of Everyday Life*. Pp. 91–110. Berkeley: University of California Press.
- Geoff Manaugh, 2016. *A Burglar's Guide to the City*. New York: Farrar, Straus and Giroux. Pp. 59–80.
- Eyal Weizman, 2014. "Introduction: Forensis." In *Forensis: The Architecture of Public Truth*. Pp. 9-32. Berlin: Sternberg Press.

Class tour to the riverfront of the Charles (with Steven Caton)

Ethnographic activity #2: Walking in the city

Go for a walk in a neighborhood of your choice. Try to imagine how the city would look like from a different perspective – a perspective of someone who has a hands-on, material relationship to the built environment: a plumber, a bus driver, an emergency planner, a bank robber. What would they notice? What architectural details and infrastructural features would stand out? How is their relationship to the city different from that of a common user of urban space? Take notes of your observations. Then write a 2-3-page essay discussing how urban design shapes social interactions in the neighborhood you observed. You can also take pictures or film your walk and analyze the visual material. Due by 5:00 PM on Friday, October 28.

**Legal Anthropology:
Crime, Police, and Security in the Global South & North**

11/2 Law and (dis)order

Required readings:

- Jean Comaroff and John L. Comaroff, 2016. *The Truth about Crime: Sovereignty, Knowledge, Social Order*. Chicago: University of Chicago Press. (Chapters 1.1, 1.2 (pages 49-70), 2.3, 2.4, 2.5)
- Antony Altbeker, 2001. "Policing the Frontier: Seven Days with the Hijacking Investigation Unit in Johannesburg." In *Crime Wave: The South African Underworld and its Foes*, ed. by Jonny Steinberg. Johannesburg: Witwatersrand University Press.

Q&A with Jean Comaroff and John Comaroff

11/9 Garrisons: military policing and private security

Required readings:

- Tessa Diphoorn, 2015. "It's All About the Body": The Bodily Capital of Armed Response Officers in South Africa. *Medical anthropology* 34(4): 336–52.
- Teresa Caldeira, 1996. "Fortified Enclaves: The New Urban Segregation." *Public Culture* 8: 303–328.
- ACLU Report, 2014. "War Comes Home: The Excessive Militarization of American Policing" <https://www.aclu.org/sites/default/files/assets/jus14-warcomeshome-report-web-rel1.pdf>

11/16 Political economy of representing violence

Required readings:

- Jean Comaroff and John L. Comaroff, 2016. *The Truth about Crime: Sovereignty, Knowledge, Social Order*. Chicago: University of Chicago Press. (Chapter 1.3)
- Susan Sontag, 2002. "Looking at War: Photography's view of devastation and death." *New Yorker*. <http://www.newyorker.com/magazine/2002/12/09/looking-at-war>

In-class film screening & discussion: *Gangster's Paradise: Jerusalema* (2008) by Ralph Ziman

Written Assignment #2: The power of image

Find one or more images depicting police/policing and write a 2-3-page essay, in which you critically discuss and analyze the visual representation of police/policing. The images can be still (photographs) or moving (video). The course website has links to Susan Sontag's essay "Looking at War," Teju Cole's "The Superhero Photographs of the Black Lives Matter Movement," and

several other classic and contemporary texts on photography, which you can use as examples on how to write about images. Due by 5:00 PM on Friday, November 18.

11/23 Thanksgiving: No Class

**Social Anthropology:
Ends and Ethics of Research**

11/30 **Ethics of research and the human terrain**

Required readings:

- Hope Landsem, 2013. "The Hearts and Minds Brigade." *The Wall Street Journal*, August 14.
- Maximilian Forte, 2011. "The Human Terrain System and Anthropology." *American Anthropologist* 113(1): 149–53.
- David Price, 2012. "Counterinsurgency and the M-VICO System: Human Relations Area Files and Anthropology's Dual-Use Legacy." *Anthropology Today* 28(1): 16–20.
- Montgomery McFate, 2015. "Mind the Gap: Bridging the Military/Academic Divide." In *Social Science Goes to War: The Human Terrain System in Iraq and Afghanistan*, edited by Montgomery McFate and Janice Lawrence, 45-90. London: Hurst.
- Katherine Carroll, 2015. "What Do You Bring to the Fight? A Year in Iraq as an Embedded Social Scientist." In *Social Science Goes to War: The Human Terrain System in Iraq and Afghanistan*, edited by Montgomery McFate and Janice Lawrence, 121-141. London: Hurst.
- David Price, 2014. "Counterinsurgency by Other Names: Complicating Humanitarian Applied Anthropology in Current, Former, and Future War Zones." *Human Organization* 73(2): 95–105.

Class Debate: Human Terrain System

Written Assignment #3: Op-ed

For this last assignment, you will be writing an op-ed. Whether you write about your own research or one of the issues discussed in the modules of this course, your task is to communicate to the general public with no specialized knowledge of the topic. Make sure you convey the significance of the topic to the broadest audience and demonstrate how a "grounded" anthropological perspective enables us to better understand the complexity of the matter. The commentary should be 750-1200-words in length. Due by 5:00 PM on Friday, December 2.