

**DEPARTMENT OF ANTHROPOLOGY  
ST. FRANCIS XAVIER UNIVERSITY  
Winter 2014**

**ANTH 425 Power and Change**

Power and change can be volatile processes. This course allows students to understand and analyse them from an anthropological point of view. We will examine theories of power and change, and processes at levels from the individual to beyond the state.

**INSTRUCTOR:** Dr. Susan Vincent [Office: JBB 335L; tel: 867- 5281; email: svincent@stfx.ca]

**READINGS:** All readings are available through the library's electronic database.

**EVALUATION:**

Participation/assignments/links to current events:	10%
Reading arguments:	10%
Presentation:	10%
Paper proposal (due February 5):	10%
Paper (due March 19):	30%
Take home exam (due):	30%

**RE TESTS AND ASSIGNMENTS AND CLASS CONDUCT:** the following rules have been designed to ensure fairness to all students, to facilitate your academic success, and to allow me to fulfill my responsibilities.

1. Assignment dates are fixed and cannot be changed.
2. Assignments must be submitted in **HARD COPY**. Electronic submissions will **NOT** be accepted.
3. Written assignments are due at the beginning of class on the day specified. **I WILL NOT ACCEPT LATE PAPERS**. If you have a legitimate reason for missing an assignment, inform me **AS SOON AS POSSIBLE**, preferably ahead of time. Be prepared to provide documentation. Understand that I will accept only fully documented and clearly justifiable reasons, out of fairness to students who have worked hard to get the assignments in on time. I do not accept papers after I have returned those already submitted. Papers handed in after the last day of the term in which they are due will receive a 0.
4. You are required to keep a copy of assignments when you hand them in. Keep the returned marked assignment until the end of the course.
5. **PLAGIARISM AND CHEATING WILL NOT BE TOLERATED:** Suspected cases of plagiarism will be reported to the appropriate authorities and proven cases will result in a mark of zero for the assignment. See the University's policy on plagiarism and cheating. It is covered in Section 3.8, "Academic Integrity Policy" in the Academic Calendar.
6. You are expected to attend all classes and are responsible for all in-class discussion and assigned material. **IF YOU MISS THREE CLASSES OR MORE, WHETHER FOR ILLNESS OR FOR ANY OTHER REASON, YOUR ABILITY TO PASS WILL BE SEVERELY COMPROMISED.**
7. You are expected to refrain from using electronic devices in class, unless you have been given permission by the instructor to use a device to assist you.
8. My responsibility is to maintain the academic standards of St Francis Xavier University as well as of

my discipline as I: transmit knowledge about the course subject to the students; and foster the development of critical academic reading, researching, analytical and writing skills. I will endeavour to do this in a way that recognizes that students have other demands on their time, and within the constraints presented by my other teaching, administrative and research duties. I will return marked assignments as quickly as I can and am happy to meet with students to discuss the course.

### **EQUITABLE LEARNING ENVIRONMENT**

Everyone learns more effectively in a respectful, safe and equitable learning environment, free from discrimination and harassment. I invite you to work with me to create a classroom space—both real and virtual—that fosters and promotes values of human dignity, equity, non-discrimination and respect for diversity. These values and practices are in accord with the StFX Discrimination and Harassment Policy which can be found at <http://www.mystfx.ca/campus/stu-serv/equity/>.

Please feel free to talk to me about your questions or concerns about equity in our classroom or in the StFX community in general. If I cannot answer your questions or help you address your concerns, I encourage you to talk to the Chair of the Department of Anthropology (Dr. Mikael Haller, [mhaller@stfx.ca](mailto:mhaller@stfx.ca)), or the Human Rights and Equity Advisor (Marie Brunelle at [mbrunell@stfx.ca](mailto:mbrunell@stfx.ca)).

### **TENTATIVE COURSE SCHEDULE**

Theoretical positions: are power and change evolutionary processes? Is power a structure? Is power a process? Is change the result of political struggle?

Jan. 6 Introduction

Jan. 8 READ: Curtis, Jennifer and Jonathan Spencer (2012) "Anthropology and the Political." in Richard Fardon, et al. Eds. *The SAGE Handbook of Social Anthropology*. London: SAGE, 168-183. (On Moodle)

Additional reading: Gledhill, John (2009) "Power in Political Anthropology." *Journal of Power* 2(1): 9-34 <http://dx.doi.org/10.1080/17540290902760857>

Jan. 13 A structural functionalist view: READ Gluckman, Max (1963) "Papers in Honor of Melville J. Herskovits: Gossip and Scandal." *Current Anthropology*, 4(3): 307-316. Stable URL: <http://www.jstor.org/stable/2739613>

Additional reading: Gluckman, Max (1955) "The Peace in the Feud." *Past and Present* 8:1-14 JSTOR. <http://www.jstor.org/stable/pdfplus/649774.pdf>

van Vleet, Krista (2003) "Partial Theories: On Gossip, Envy and Ethnography in the Andes." *Ethnography*. 4(4):491 - 519. Sage

Jan. 15 Foucault: READ: Abelès, Marc (2009) "Foucault and political anthropology." *International Social Science Journal* 59(191): 59-68. Wiley

Additional readings: Foster, Kevin Michael (2003) "Panopticonics: The Control and Surveillance of Black Female Athletes in a Collegiate Athletic Program." *Anthropology & Education Quarterly*. 34(3): 300-323. Anthrosource.

Redfield, Peter (2005) "Doctors, Borders, and Life in Crisis." *Cultural Anthropology*. 20(3): 328-361. Anthrosource.

Shore, Cris and Susan Wright (1999) "Audit Culture and Anthropology: Neo-Liberalism in British Higher Education." *The Journal of the Royal Anthropological Institute*, 5(4): 557- 575 JSTOR URL: <http://www.jstor.org/stable/2661148>

Jan. 20 Marxism: READ Wolf, Eric (1990) "Distinguished Lecture: Facing Power – Old Insights, New Questions." *American Anthropologist*. 92(3): 586-596. JSTOR.

Additional reading: Gledhill, John. (2005) "Some histories are more possible than others: Structural power, big pictures and the goal of explanation in the anthropology of Eric Wolf." *Critique of Anthropology*. 25(1):37-57. Sage

Jan. 22 Gramsci and hegemony: READ Kurtz, Donald V. (1996) "Hegemony and Anthropology: Gramsci, exegeses, reinterpretations." *Critique of Anthropology*. 16(2):103 - 135. Sage.

Additional reading: Nader, Laura, et al. (1997) "Controlling Processes: Tracing the Dynamic Components of Power [and Comments and Reply]." *Current Anthropology*. 38(5): 711-737. JSTOR.

Jan. 27 Applying the theories: In-class exercise.

#### Anthropology and Activism

Jan. 29: READ: Low, Setha M and Sally Engle Merry (2010) *Engaged Anthropology: Diversity and Dilemmas: An Introduction to Supplement 2*. *Current Anthropology* (Special Issue: Engaged Anthropology: Diversity and Dilemmas) 51(S2): S203-S226.

Feb. 3: READ: Chollett, Donna (2011) 'Like an ox yoke': Challenging the intrinsic virtuousness of a grassroots social movement. *Critique of Anthropology* 31(4): 293-311.

Feb. 5: PAPER PROPOSAL DUE!!! READ: Abu-Lughod, L. (2012) Living the "revolution" in an Egyptian village: Moral action in a national space. *American Ethnologist*, 39: 21–25.

ALSO READ Hamdy, S. F. (2012) Strength and vulnerability after Egypt's Arab Spring uprisings. *American Ethnologist*, 39: 43–48. [see also other articles in this issue of AE]

#### Additional reading:

Biehl, João, and Ramah McKay, (2012) *Ethnography as Political Critique*. *Anthropological Quarterly*, 85(4): 1209–1228.

Collins, J. (2012) Theorizing Wisconsin's 2011 protests: Community-based unionism confronts accumulation by dispossession. *American Ethnologist*, 39: 6–20

Garces, Chris (2013) *People's Mic and democratic charisma: Occupy Wall Street's frontier assemblies*. *Focaal*, 66: 88-102(15)

Graeber, David. (2009) *Direct Action: An Ethnography*. Oakland, CA: AK Press

Juris, Jeffrey S., Alexander Khasnabish, and Alex Khasnabish, eds. (2013) *Insurgent Encounters: Transnational Activism, Ethnography, and the Political*. Duke University Press Books.

Juris, J. S. (2012), Reflections on #Occupy Everywhere: Social media, public space, and emerging logics of aggregation. *American Ethnologist*, 39: 259–279

Marcus, Anthony, and Charles Menzies. "Towards a Class-Struggle Anthropology." *Anthropologica* 47 (2005): 13-33.

Maskovsky, J. (2013) Protest Anthropology in a Moment of Global Unrest. *American Anthropologist*, 115: 126–129.

Nugent, D. (2012), Commentary: Democracy, temporalities of capitalism, and dilemmas of inclusion in Occupy movements. *American Ethnologist*, 39: 280–283

Petray, Theresa L. (2012) "A walk in the park: political emotions and ethnographic vacillation in activist research." *Qualitative Research* 12(5): 554-564.

Razsa, M. and Kurnik, A. (2012), The Occupy Movement in Žižek's hometown: Direct democracy and a politics of becoming. *American Ethnologist* 39(2): 238–258.

Willow, Anna J. (2011) Conceiving Kakipitatapitmok: The Political Landscape of Anishinaabe Anticlearcutting Activism. *American Anthropologist*, 113(2): 262–276,

Identity politics: Micro and macro politics of race, class, gender

Feb. 10-19 READ: Abu-Lughod, Lila (2010) "The Active Social Life of 'Muslim Women's Rights': A Plea for Ethnography, Not Polemic, with Cases from Egypt and Palestine." *Journal of Middle East Women's Studies*, 6(1): 1-45 Project Muse.

READ: Dunk, Thomas (2002) "Hunting and the politics of identity in Ontario." *Capitalism, Nature, Socialism*. 13(1): 36-66.

Read: Stoler, Ann (1989) "Making Empire Respectable: The Politics of Race and Sexual Morality in 20th-Century Colonial Cultures." *American Ethnologist* 16(4): 634-660.

Reactions READ: Garland, James and James Treadwell (2012) The New Politics of Hate? An Assessment of the Appeal of the English Defence League Amongst Disadvantaged White Working-Class Communities in England. *Journal of Hate Studies* 10(1): 123-142. Available at SSRN: <http://ssrn.com/abstract=2184339>

Additional readings: Alcalde, M. Cristina.(2006) "Migration and Class as Constraints in Battered Women's Attempts to Escape Violence in Lima Peru." *Latin American Perspectives*. 33: 147- Sage

Alcalde, M. Cristina (2007) "'Why Would You Marry a Serrana?' Women's Experiences of Identity-Based Violence in the Intimacy of their Homes in Lima." *Journal of Latin American and Caribbean Anthropology* 12(1): 1-24. AnthroSource.

Cattell, Maria G. (1992) "Praise the Lord and Say No to Men: Older Women Empowering Themselves in Samia, Kenya." *Journal of Cross-Cultural Gerontology* 7: 307-330 Springer online

Hale, Charles (1994) "Between Che Guevara and the Pachamama: Mestizos, Indians and identity politics in the anti-quincentenary campaign." *Critique of Anthropology* 14(1): 9-39. Sage

Kingfisher, Catherine (2007) "Discursive constructions of homelessness in a small city in the Canadian prairies: Notes on deconstruction, individualization, and the production of (raced and gendered) unmarked categories." *American Ethnologist* 34(1): 91-107. Anthrosource

Sacks, Karen Brodtkin (1989) "Toward a Unified Theory of Class, Race, and Gender." *American Ethnologist* 16(3): 534-550. JSTOR

Class, politics and post-work

Mar. 3-5 READ: Sherman, Rachel (2011) Beyond interaction: customer influence on housekeeping and

room service work in hotels. *Work Employment Society* 25(1) 19–33

ALSO READ: Van Oort, Madison (2013) Making the neoliberal precariat: Two faces of job searching in Minneapolis. *Ethnography* <http://eth.sagepub.com/content/early/2013/10/08/1466138113506636>

Additional readings: Burawoy, Michael (1979) *Manufacturing Consent*. Chicago: University of Chicago Press.

Burawoy, Michael and Pavel Krotov (1992) "The Soviet Transition from Socialism to Capitalism: Worker Control and Economic Bargaining in the Wood Industry." *American Sociological Review*, 57(1):16-38. JSTOR Stable URL: <http://www.jstor.org/stable/2096142>.

Burawoy, Michael (1985) *The Politics of Production*. London: New Left Books.

Gill, Lesley (2009) "The limits of solidarity: Labor and transnational organizing against Coca-Cola." *American Ethnologist* 36(4):667-680. AnthroSource.

Mollana, Massimiliano (2009) "Community unionism versus business unionism: The return of the moral economy in trade union studies." *American Ethnologist* 36(4): 651-666. AnthroSource.

State processes of power and change

Mar. 10-12 State power: READ: Sider, Gerald (2006) "The Production of Race, Locality, and State: An Anthropology." *Anthropologica*. 48( 2): 247-263.

READ: Rai, Candice (2011) "Positive loitering and public goods: The ambivalence of civic participation and community policing in the neoliberal city." *Ethnography* 12(1): 65-88.

Additional readings: Anderson, Benedict R O'G (1999) "Indonesian nationalism today and in the future." *Indonesia*.67: 1-12.

Ong, Aihwa (2006) "Experiments with Freedom: Milieus of the Human." *American Literary History* 18(2):229-244; doi:10.1093/alh/ajj012 Oxford Journals.

Worby Eric (1998) "Tyranny, Parody, and Ethnic Polarity: Ritual Engagements with the State in Northwestern Zimbabwe." *Journal of Southern African Studies* 24(3):561-578. JSTOR

Fear, terror and war

Mar. 17 READ: Klinenberg, Eric (2001) "Dying Alone: The Social Production of Urban Isolation." *Ethnography* 2(4): 501-531. Sage.

Mar. 19 READ: Smith, Gavin (2009) Formal Culture, Practical Sense and the Structures of Fear in Spain. *Anthropologica* 51.2: 279-288 (and other articles by Binford, Kalb, Green, Gill, Carbonella, Li and Gordillo in this issue)

Gill, Lesley (2009) Parastate in Colombia: Political Violence and the Restructuring of Barrancabermeja. *Anthropologica*. 51(2): 313-325

Additional readings: Aretxaga, Begoña (2001) "Terror as thrill: First thoughts on the 'war on terrorism.'" *Anthropological Quarterly* 75(1): 138-150.

Bourque, Susan C and Kay B. Warren (1989) "Democracy without Peace: The Cultural Politics of Terror in Peru." *Latin American Research Review* 24(1): 7-34.

Ferguson, R. Brian (2001) "Materialist, cultural and biological theories on why Yanomami make war."

Anthropological Theory 1(1): 99-116.

Gill, Lesley (1997) "Creating Citizens, Making Men: The Military and Masculinity in Bolivia." *Cultural Anthropology*. 12(4): 527-550. AnthroSource

González, Roberto (2007) "Towards mercenary anthropology? The new US Army counterinsurgency manual FM 3-24 and the military-anthropology complex." *Anthropology Today* 23(3): 14-19.

Green, Linda (1994) "Fear as a Way of Life." *Cultural Anthropology*. 9(2): 227-256. Isla Alejandro (1998) "Terror, Memory and Responsibility in Argentina." *Critique of Anthropology*. 18(2):134 - 156. Sage

Kanaaneh, Rhoda (2005) "Boys or men? Duped or 'made'? Palestinian soldiers in the Israeli military." *American Ethnologist*. 32(2): 260-275. JSTOR.

Lutz, Catherine (2002) "Making War at Home in the United States: Militarization and the Current Crisis." *American Anthropologist* 104(3): 723-735 AnthroSource

Lutz, Catherine (2006) "Empire is in the details." *American Ethnologist* 33(4):593-611. AnthroSource

Mahmood, Cynthia (2001) "Terrorism, myth and the power of ethnographic praxis." *Journal of Contemporary Ethnography*. 30(5): 520-545. <http://www.faculty.fairfield.edu/dcrawford/mahmood.pdf>

Margold, Jane A (1999) "From 'Cultures of Fear and Terror' to the Normalization of Violence: An ethnographic case." *Critique of Anthropology*. 19(1): 63-88 Sage

McFate, Montgomery (2007) "Building bridges or burning heretics? A response to González in this issue." *Anthropology Today* 23(3): 21.

Nagengast, Carole (1994) "Violence, Terror, and the Crisis of the State." *Annual Review of Anthropology*. 23:109-136. JSTOR

Nash, June (1995) "The Reassertion of Indigenous Identity: Mayan Responses to State Intervention in Chiapas." *Latin American Research Review*. 30(3): 7-41. JSTOR

Razack, Sherene (2000) "From the 'Clean Snows of Petawawa': The Violence of Canadian Peacekeepers in Somalia." *Cultural Anthropology*. 15(1):127-163. Anthrosource.

Robben, Antonius (2009) "Anthropology and the Iraq war: An uncomfortable engagement." *Anthropology Today* 25(1) 1-3.

Rosen, David M (2007) "Child Soldiers, International Humanitarian Law, and the Globalization of Childhood." *American Anthropologist*. 109(2):296-306. JSTOR

Sluka, Jeffrey (2010) "Curiouser and curiouser: Montgomery McFate's Strange Interpretation of the Relationship between Anthropology and Counterinsurgency." *PoLAR: Political and Legal Anthropology Review* 33(s1): 99-115.

Starn, Orin (1991) "Missing the Revolution: Anthropologists and the War in Peru." *Cultural Anthropology*.6(1):63-91. JSTOR

Wilson, Richard A. (2001) "Children and War in Sierra Leone: A West African Diary." *Anthropology Today* 17(5): 20-22. JSTOR

Zulaika, Joseba and William Douglass (1996) *Terror and taboo: The Follies, fables and faces of terrorism*. New York: Routledge.

Mar. 24: READ: Lutz, C. (2009). *Anthropology in an era of permanent war*. *Anthropologica*, 51(2), 367-379 *Is terrorism overdone?*

Mar. 26: READ: Hota, Pinky (2013) "Rape as National Crisis in India." *Anthropology News* 54(9-10): 4-5.

## **EXPLANATION OF ASSIGNMENTS**

Exam: The final exam will be composed of essay questions.

Participation and assignments: Students are expected not only to attend class, but to participate in class discussion. This class will be run as a seminar, with input from everyone. You will be expected to have prepared by reading the required readings before class and thought about them. During at least five classes, you comment on current events, linking themes from the course to items in the news; alternatively, you could comment on the links between course themes and musical lyrics from a song that you present to the class. There may also be assignments on occasion to provide opportunities to work through some of the material.

Reading arguments: For the reading arguments assignment, students must provide two sentences about five of the required readings in the course. The first sentence states the argument of the reading. The second sentence gives your argument about the reading. It must begin "I agree/disagree with (author) because (the basis for your agreement or disagreement)." Each sentence must be 45 words or less. You may choose which readings you do this assignment on, but must complete five throughout the course. You will be given a pass or fail, depending on whether you can capture the argument of the reading, and on whether you can put together a good reason for agreeing or disagreeing with it.

Presentation: You will present one of the required readings in class on the day scheduled for that reading. Ideally this reading will be one related to your essay topic, however only one student may present on a reading. We will schedule the reading presentations through in-class discussions by January 15. Your presentation will be 15 minutes in length. It will not simply summarize the reading, but will point to key arguments and evaluate those arguments. You will NOT use audiovisual props such as PowerPoint. You will be expected to summarize the main argument, outline the theoretical approach, explain the kind of evidence the author uses to support it, and critique the argument. To help in your critique you might want to search for articles which engage with the author or the theoretical perspective used by the author. After the presentation you will lead class discussion.

Term paper proposal: Due February 5. This is the first stage of the term essay. The outline MUST include:

- a) a title (one that lets the reader know what the paper is about);
- b) an introduction to the topic and why it is important to study;
- c) a thesis statement (one sentence of no more than 35 words stating what you will argue in your paper);
- d) an outline of the sections of your paper that makes it clear how you will structure your argument; include references to the sources you will use in each section and how they will be used (e.g. for theory, for comparative purposes, for ethnographic data, etc.);
- e) a list of the major sources that you plan to use in your essay. Note that you must use the proper bibliographic form for your list of sources. You MUST use ethnographic sources to provide the data you will analyse. You MUST use at least one required reading from the theory section of the course for your theoretical framework. You should have between 5 and 10 sources.

The whole assignment should be about 3 to 5 pages long. The major purpose of this assignment is to encourage you to identify the topic; develop a strategy for answering a question about it; and locate appropriate sources to assist you in the analysis.

Default topic for proposal and paper: Focussing on one of Spain, Egypt or Canadian First Nations, write a paper on popular political activism. Locate three or more ethnographic sources about this activism. Develop an argument that addresses issues raised by either the required reading by Donna Chollett or that by Low and Engle Merry.

Term paper: Write a paper which is 12-15 pages in length (around 3000 words). Style and format MUST follow the guidelines available at <http://stfx.libguides.com/content.php?pid=53968&sid=395159>

Addendum:

So if there is power, is there also resistance?

Read: Abu-Lughod, Lila (1990) "The Romance of Resistance: Tracing Transformations of Power Through Bedouin Women." *American Ethnologist*. 17(1): 41-55 JSTOR.

Additional readings: Ortner, Sherry (1995) "Resistance and the problem of ethnographic refusal." *Comparative Studies in Society and History* 37(1): 173-193. JSTOR.

Seymour, Susan (2006) "Resistance" *Anthropological Theory* 6(3):303-321. Sage journals online. DOI: 10.1177/1463499606066890