

DEPARTMENT OF ANTHROPOLOGY
ST. FRANCIS XAVIER UNIVERSITY
Fall 2017

ANTH 499: Directed Study – 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 political processes at levels from the individual to beyond the state. Topics to be discussed include: terrorism; the state; gastro-politics; engaged anthropology; everyday politics;

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 or on the internet.

EVALUATION:

Paper (due Nov. 23): 100%

TESTS, 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 or test, inform me **AS SOON AS POSSIBLE**, preferably ahead of time. I do not accept papers after I have returned those already submitted; in this situation you will be given an alternate assignment. Similarly, if you miss the test, you will be given an alternate assignment. Papers handed in after the last day of the term in which they are due will receive a mark of zero.
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 (see http://sites.stfx.ca/registrars_office/academic_integrity). Not intending to plagiarise is not a legitimate excuse. Know what is included in the definition and ensure that the paper you submit meets acceptable academic standards according to the policy. When in doubt, consult with me.
- 6.
7. You are expected to refrain from using electronic devices (i.e. computers, mobile phones, etc.) 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.

AS PER DEPARTMENT POLICY, STUDENTS WILL DEVELOP THE FOLLOWING KNOWLEDGE AND SKILLS IN THIS COURSE:

Content

- an ability to understand the advanced and focussed content of courses at this level
- an ability to understand and begin to apply first hand anthropological data-gathering techniques

Skills:

- an understanding of anthropological methods such that students can evaluate the appropriateness of different standard methods for solving problems;
- students should be able to justify the use of specific methods
- an ability to critique published research on the basis of its methodology and its analysis
- an ability to review, present and critically evaluate a range of anthropological and other information to:
 - a) frame an appropriate question for the purpose of solving a problem;
 - b) develop a clear hypothesis in response to the question;
 - c) articulate a sound and advanced theoretical framework to analyse the information in support of the argument;
 - d) conduct research to generate or locate relevant information;
 - e) critically review and analyse this information;
 - f) present the argument in a clear written format
- an ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences

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. L.J. McMillan, ljmcmill@stfx.ca), or the Human Rights and Equity Advisor (currently vacant).

TENTATIVE COURSE SCHEDULE

Weeks 1-3: **Theoretical positions: are power and change evolutionary processes? Is power a structure? Is power a process? Is change the result of political struggle?**

Introduction

Escalona Victoria, José Luis (2016) Anthropology of power: Beyond state-centric politics. **Anthropological Theory** 16(2-3): 249-262.

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>

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

Carrier, James G. (2016) The concept of class. In James Carrier and Don Kalb, eds. **Anthropologies of class: Power, practice and inequality**. Cambridge: Cambridge University Press, pp. 28-40. (The whole book is really good.)

Weeks 4-8: **Using food as a lens to examine power: gastro-politics**

Caplan, Pat (2017) Win-win? Food poverty, food aid and food surplus in the UK today. **Anthropology Today**. 33(3): 17-22.

Mintz, Sidney (1979/2008) Time, sugar and sweetness. In Carole Counihan and Penny van Esterik. **Food and Culture: A reader**, second edition. <http://annhetzelgunkel.com/uj/food/image/Time,%20Sugar%20&%20Sweetness%20-%20Mintz.pdf>.

Alison Leitch (2003) Slow food and the politics of pork fat: Italian food and European identity. **Ethnos**, 68:4, 437-462, DOI: 10.1080/0014184032000160514

Deutsch, Jonathan (2005) “Please pass the chicken tits”: Rethinking men and cooking at an urban firehouse. **Food and Foodways**, 13(1-2): 91-114, DOI: 10.1080/07409710590915382

Mincyte, Diana (2011) Unusual ingredients: Gastronationalism, globalization, technology, and zeppelins in the Lithuanian Imagination. **Anthropology of East Europe Review**. 29(2): 1-21.

Wilk, R. (2010). Power at the table: Food fights and happy meals. **Cultural Studies – Critical Methodologies**. 10(6): 428-436.

García, María Elena (2013) The taste of conquest: Colonialism, cosmopolitics and the dark side of Peru's gastronomic boom. **Journal of Latin American and Caribbean Studies**. 18(3): 505-524.

Matta, Raúl (2016) Food incursions into global heritage: Peruvian cuisine's slippery road to UNESCO. **Social Anthropology** 24(3): 338-352.

DeLind, L.B., 2011. Are local food and the local food movement taking us where we want to go? Or are we hitching our wagons to the wrong stars?. **Agriculture and human values**, 28(2):.273-283.

Weeks 9-12: **Fear, terror and war**

Taussig, Michael (1984) Culture of terror – space of death. Roger Casement's Putumayo report and the explanation of torture. **Comparative Studies in Society and History**, 26(3): 467-497.

Spencer, Jonathan (2010) The perils of engagement: A space for anthropology in the age of terror? **Current Anthropology** 51(S2): S289-299.

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.

Klinenberg, Eric (2001) Dying alone: The social production of urban isolation. **Ethnography** 2(4): 501-531. Sage.

Nader, Laura (2017) Anthropology of law, fear, and the War on Terror. **Anthropology Today** 33(1): 26-28.

Stefan Schütte (2015) Peacebuilding and pasture relations in Afghanistan. **Peacebuilding**, 3:3, 238-260, DOI: 10.1080/21647259.2015.1081125

Moran, Mary (2010) Gender, militarism, and peace-building: Projects of the postconflict moment. **Annual Review of Anthropology** 39:261–74.

Boesten, Jelke. (2010) Analyzing rape regimes at the interface of war and peace in Peru. **International Journal of Transitional Justice**. 4 (1): 110-129. doi: 10.1093/ijtj/ijp029

Coulter, C., 2008. Female fighters in the Sierra Leone war: challenging the assumptions? **Feminist Review**, 88(1): 54-73.

Fiddian-Qasmiyeh, E., 2010. "Ideal" refugee women and gender equality

mainstreaming in the Sahrawi Refugee Camps: "Good Practice" for Whom? **Refugee survey quarterly**, 29(2): 64-84.

Issue of **Current Anthropology** 51(S2) October 2010, supplement

Week 13: Course conclusion

Term paper: Write a paper which is 20 to 30 pages in length. You will develop a topic through discussion with me. You will prepare a proposal, due in mid October, to set out what you will study in the paper. Style and format **MUST** follow the guidelines available at <http://stfx.libguides.com/content.php?pid=53968&sid=395159>

Term paper proposal: Prepare an outline of the paper. 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 10 and 20 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.