

Anthropology 127  
University of California, Riverside  
Spring 2011  
Watkins 1350  
T-Th 2:10-3:30 PM  
<http://ilearn.ucr.edu>

Derick A. Fay, Ph.D.  
Derick.Fay@ucr.edu  
Watkins 1314  
Office Hours: T 3:40-4:30 PM  
or by appointment

## Course Overview

This course examines politics and power through an anthropological perspective. It examines older concerns of political anthropology--politics in so-called primitive societies, the evolutionary and historical emergence of the state, and the political legacies of colonialism--in relation to the political anthropology of the contemporary world. Topics covered include the relationships between politics and culture in "the West," as evident through debates over biotechnology; the diversity of forms of resistance to globalization; the transformation of the politics of ethnicity in the context of neoliberalism; and the tensions between universal doctrines of human rights and claims to cultural identity and practices. In doing so, the course examines both "formal" politics and everyday forms of power, domination and resistance, and emphasizes the ways ethnographically grounded anthropological research can shift from the micro-level to illuminate large-scale, national, transnational and global processes.

**Read this syllabus.** Understand the policies stated here. If anything is unclear, contact me for clarification. Always bring your syllabus to class in case changes are announced. Check it frequently to be sure you are aware of upcoming assignments and due dates. The syllabus is subject to change. I will announce all changes in class and post an updated version on the course iLearn site.

**Get an iLearn account**, if you don't have one already. To log on to iLearn you will need the same username and password that you use for logging into your UCR webmail. All emails will be sent through iLearn so please be sure to check your UCR email.

**Attend class.** Attendance at lecture and sections is essential for success in the course. If you miss class it is your responsibility to get notes, find out about any announcements, etc. Questions and comments are always welcome in lecture. Copies of slides will be provided, but these cannot replace active engagement and notetaking.

**Take notes on lecture and readings.** This course requires basic academic skills such as

taking notes in class, identifying the main points in readings, and reviewing for tests and exams. These are learned skills rather than innate talents. If you are not sure that your notetaking and studying techniques are as effective as they could be, I encourage you to make use of the UCR Learning Center, where there are educators, counselors, and advanced students trained to help student succeed in their college courses. Their services are free and open to any student needing help with completing assignments and writing papers. The Learning Center is located on the first floor of the Surge Building. See <http://www.learningcenter.ucr.edu/> for more details.

**Do the readings listed prior to class.** For example, you should read from Gledhill and Dalsgaard for Thursday, March 31. The readings be necessary for adequate engagement in lecture and participation in section.

**Bring your texts to class.** I will frequently refer to specific pages and passages from the readings, and expect you to be ready to do the same. Some of the readings will be fairly

easy, but others will be difficult—lectures and sections will provide the opportunity to work through challenging texts and build your comprehension and understanding of what you've read.

**In the classroom:** Show respect for your fellow students. Do not engage in conversations or other behavior that will interfere with others' learning. Please turn off all cell phones. You are welcome to eat and drink as long as you are not disturbing others. Please think about the environment: use recyclable or reusable containers, and clean up after yourself.

**Appropriate classroom laptop use:** Although having a laptop in class opens up new learning possibilities for students, sometimes students utilize it in ways that are inappropriate. Please refrain from instant messaging, e-mailing, surfing the Internet, playing games, writing papers, doing homework, etc. during class time. Acceptable uses include taking notes, working on assigned in-class activities, projects, and discussions. It is easy for your laptop to become a distraction to you and to those around you. Inappropriate uses will be noted and repeat offenses will affect your final grade. If you use a laptop, you must sit at the back of the class.

**Satisfactory / No-credit.** Students in good academic standing (2.00 GPA or above) may take courses not required in their majors on S/NC grading basis. You have until the end of the eighth week of instruction to decide about grading status. Full details are at <http://chassstudentaffairs.ucr.edu/academicstanding/options.html>.

**Withdrawal.** I hope that you won't withdraw! But if you do so after the second week of classes, a "W" will appear on your transcript, indicating withdrawal from the course. Students are allowed to withdraw until May 6, 2011.

**Disability Accommodations.** If you may need accommodation for any sort of disability, please make an appointment to see me or come to my office hours. You should also

arrange with the Services for Students with Disabilities Office (<http://specialservices.ucr.edu/>) to provide appropriate documentation.

**Academic Integrity.** You should be familiar with UCR's regulations on academic honesty and plagiarism (available from <http://conduct.ucr.edu/learnPolicies/Pages/AcademicIntegrity.aspx>); any instance of cheating or plagiarism will be referred to the University administration for further disciplinary action. If you have questions about how to cite or quote material, ask me or your section leader for assistance.

### **Dissemination of Course Materials**

The unauthorized sale and dissemination of class notes from your course lectures is a violation of campus values and policies. UCR students who sell class notes without permission are subject to disciplinary action. The University of California's student conduct policy prohibits "Selling, preparing, or distributing for any commercial purpose course lecture notes or video or audio recordings of any course unless authorized by the University in advance and explicitly permitted by the course instructor in writing..." (§102.23).

### **Appropriate Use of iLearn**

Please do not use the course iLearn e-mail feature for purposes unrelated to the course (e.g. selling your iPod and computer parts). Such e-mails are a violation of the University's Electronic Communications Policy campus policy # 400-31 section III.A.

## Required Texts

- Comaroff, J. L. and Comaroff, J. 2009. *Ethnicity, Inc.* Chicago: University Of Chicago Press.
- Gledhill, J. 2000. *Power and Its Disguises: Anthropological Perspectives on Politics.* London: Pluto Press.
- Jasanoff, S. 2005. *Designs on nature: Science and democracy in Europe and the United States.* Princeton: Princeton Univ Press.
- Lindholm, C. and Zúquete, J. P. 2010. *The Struggle for the World: Liberation Movements for the 21st Century.* Palo Alto: Stanford University Press.
- Robins, S. L. 2008. *From revolution to rights in South Africa: social movements, NGOs & popular politics after apartheid.* Suffolk: James Currey.

All other readings will be available on the course iLearn site. It's up to you whether you print them out; however, you should always bring them to class and have them available. If you read them electronically, I strongly recommend you use a pdf viewer that lets you add annotations (highlights, comments, etc.) to the pdfs. Three such programs are:  
 Skim - <http://skim-app.sourceforge.net/> - for the Mac  
 Foxit Reader - [http://www.foxitsoftware.com/pdf/rd\\_intro.php](http://www.foxitsoftware.com/pdf/rd_intro.php) - for Windows  
 PDF-Xchange Viewer - <http://www.tracker-software.com/product/pdf-xchange-viewer> - for Windows

## Evaluation

There are 1000 points total for the course, allocated as follows:

<b>Test 1</b>	245 points	In class, April 28
<b>Test 2</b>	245 points	In-class, May 19
<b>Critical Thinking Questions</b>	160 points (16 x 10)	due beginning April 5
<b>Final Paper</b>	350 points	June 9, 8 AM

Tests will involve a combination of multiple choice, short answer and essay questions. Specific formats will be discussed before each test.

For each class beginning April 5, you will be required to write two critical thinking questions based on the readings for that class and/or the prior class.

The final will be a paper of 5-8 pages in which you apply the anthropological concepts and approaches to the study of a topic of your choice, within the wide realm of political anthropology. You should start to think about a possible topic now -- selection of topics will be due at the end of the third week. Further instructions will be provided in a separate handout which will be distributed in class and on the course web site.

There will be no possibilities for extra credit or makeup work.

Week 1

## Course Schedule

### Introduction

#### Tuesday March 29

Introduction to the course and syllabus

#### Thursday March 31

Gledhill, pp. 1-14, 23-38  
Dalsgaard, "Facework on Facebook" (iLearn)  
In-class video: *Kawelka: Ongka's Big Moka*

Week 2

### The State

#### Tuesday April 5

Gledhill, pp. 15-22, 32-44  
Ranger, "European Attitudes and African Realities" (iLearn)  
Whitehead, "Tribes Make States and States Make Tribes" (iLearn)

#### Thursday April 7

Gledhill, pp. 45-58  
Jasanoff, pp. 1-41  
Lakoff, "Framing 101" (iLearn)

Week 3

### Framing and Political Cultures

#### Tuesday April 12

Comaroff, "Talking Politics: Oratory and Authority in a Tswana Chiefdom" (iLearn)  
Jasanoff, ch. 2, ch. 4-5

#### Thursday April 14

Jasanoff, ch. 6, pp. 192-202  
Fortmann, "Talking Claims: Discursive Strategies in Contesting Property" (iLearn)  
Jasanoff, ch. 8

Week 4

### From Europe to its (Post)colonies

#### Tuesday April 19

Jasanoff ch. 9, ch. 11  
Gledhill, pp. 149-152  
Foucault, "Security, Territory, Population" (iLearn)  
Miller and Rose, "Governing Advanced Liberal Democracies" (iLearn)

#### Thursday April 21

Gledhill, ch. 4  
Lonsdale and Berman, "Coping with the Contradictions: The Development of the Colonial State in Kenya, 1895-1914" (iLearn)  
Stoler, "Making Empire Respectable: The Politics of Race and Sexual Morality in 20th-Century Colonial Cultures" (iLearn)

Week 5

**The Anthropology of Colonialism and Resistance**

**Tuesday April 26**

Gledhill, pp. 77-91  
Abu-Lughod, "The Romance of Resistance" (iLearn)  
Moore, "Subaltern Struggles and the Politics of Place: Remapping Resistance in Zimbabwe's Eastern Highlands" (iLearn)

**Thursday April 28**

**Test 1**

Week 6

**Social Movements and Political Action**

**Tuesday May 3**

Gledhill, pp. 184-199  
Lindholm and Zúquete, ch. 1-3

**Thursday May 5**

Lindholm and Zúquete, ch. 4-6

Week 7

**Ethnicity in the Neoliberal Era**

**Tuesday May 10**

Anderson, "Imagined Communities" (iLearn)  
Comaroff and Comaroff, ch. 1-2, ch. 4  
Mackey, "Universal Rights in Conflict" (iLearn)

**Thursday May 12**

Comaroff and Comaroff, ch. 5-7

Week 8

**Actors, Brokers, and Intervention**

**Tuesday May 17**

Gledhill, 127-144  
Brockington, "The Politics and Ethnography of Environmentalisms in Tanzania" (iLearn)

**Thursday May 19**

**Test 2**

Week 9

**Rights and Culture**

**Tuesday May 24**

Alex de Waal, "Anthropology and the Aid Encounter" (iLearn)  
Li, "Rendering Technical?" (iLearn)  
Robins, ch. 1

**Thursday May 26**

Robins ch. 2-3  
Sylvain, "Land, Water and Truth" (iLearn)

Week **10**

**Biomedical Citizenship and the Politics of “Tradition”**

**Tuesday May 31**

Robins, ch. 5-6  
Additional readings TBA

**Thursday June 1**

Robins, ch. 7-8  
Additional Readings TBA

**Final paper due: Friday June 9, 8 AM in Watkins 1350**