

ANTH 166: Introduction to Sociocultural Anthropology

Spring 2017

Matthew Wolf-Meyer, Associate Professor; S1-218

Office Hours: 11:45-2:45 on Thursdays, other days and times by appointment

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Teaching Assistants:

Office location:

Office hours:

All registration and enrollment requests should be directed to the TA.

Course Overview

Among the social sciences, sociocultural anthropology stands out for its longstanding focus on the effects of globalization, the local changes brought about through the global contact between societies and individuals, and the robust description of the life experiences of people across society, from the very poor to the very rich. In this course, we look at how anthropologists – as social scientists – develop and test ideas about local and global societies, particularly as ideas disseminate as a function of colonialism, global capitalism, and modernization. Central to our discussions of sociocultural anthropology will be the role of empiricism as a method in the social sciences, and how anthropologists produce data in order to test social-scientific theories. How, in other words, do the lives of individuals, the everyday functioning of institutions, and the organization of society shape and get shaped by social-scientific theories? And how, in turn, do empirical studies of social-scientific theories change dominant understandings of those theories? To address these questions, our focus will largely be on the effects of global capitalism in the late 20th and early 21st centuries and how it is leading to both increasing homogeneity across the globe, but also, paradoxically, increasing heterogeneity, as global forces interact with local histories and get reshaped through these contact zones. We will look primarily at anthropological studies of the United States and compare these studies to cross-cultural evidence around changing ideas about social categories like gender, sexuality, ethnicity, race, class, and kinship, as well as macro-level processes like modernity, globalization, capitalism, and social change and revolution.

Learning Outcomes

This course is organized around social scientific keywords. Students will complete the course with a finer understanding of key ideas in the social sciences, and how sociocultural anthropologists define and challenge these ideas. Students will also come to understand the methodologies that are a hallmark of knowledge production in sociocultural anthropology and foundational to anthropological concerns about

objectivity and representation. Moreover, students will learn how to read social scientific writing, including being able to identify theses, the relationship between evidence and theory, and the structure of argumentation.

Students in N courses will demonstrate:

1. Knowledge of major concepts, models, and issues (and their interrelationships) of at least one of the social sciences: anthropology, economics, geography, history, political science, or sociology.
2. An understanding of the methods used by social scientists to explore social phenomena, including, when appropriate to the discipline, observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and analysis by mathematics or other interpretive frameworks.

Students in G courses will demonstrate knowledge of how two or more distinctive world regions have influenced and interacted with one another and how such interactions have been informed by their respective cultures or civilizations.

Reading List:

Books are available at the campus bookstore. All other readings are available through Blackboard.

Gibson-Graham, J. K.

2013 *Take Back the Economy: An Ethical Guide to Transforming Our Communities*. Minneapolis: University of Minnesota Press.

Harden, Jacalyn

2003 *Double Cross: Japanese Americans in Black and White Chicago*. Minneapolis: University of Minnesota Press.

Ho, Karen

2009 *Liquidated: An Ethnography of Wall Street*. Durham: Duke University Press.

Kulick, Don and Jens Rydstrom

2015 *Loneliness and Its Opposite: Sex, Disability, and the Ethics of Engagement*. Durham: Duke University Press.

Ralph, Laurence

2014 *Renegade Dreams: Living through Injury in Gangland Chicago*. Chicago: University of Chicago Press.

Required Documentaries:

The following documentaries are required viewing for the beginning of each week. They will not be shown in class, but will be discussed in lecture and section. Many are available on the free streaming service, Kanopy (available through the university library website). Additionally, assignments and exam questions will be based on their content. It is strongly suggested you subscribe to Netflix for the quarter in order to watch them; they are also available in the library or through interlibrary loan to watch on DVD.

General Idi Amin Dada (Schroeder, 1974) (Kanopy)

God's Country (Malle, 1985) (Kanopy)

Grey Gardens (Maysles, 1976) (Kanopy)

Harlan County, USA (Kopple, 1976)

Into the Abyss (Herzog, 2011) (Netflix)

Jesus Camp (Ewing and Grady, 2007) (Netflix)

My Crazy Life (Gorin, 1992)

The Queen of Versailles (Greenfield, 2012) (Netflix)

The Times of Harvey Milk (Epstein, 1984) (Kanopy)

Grading & Assignments:

Reading Guides (40%) – Each week of class will have 3-4 readings. Students are required to complete at least 1 reading guide each week, and a total of 40 reading guides over the course of the semester (there are more readings than required Reading Guides, so students have some latitude in which readings they submit Reading Guides for). Reading Guides must be turned in to your TA at the beginning of section each week. Late Reading Guides will not be accepted for credit.

Book Guides (5 @ 3% each; 15% total) – In addition to the Reading Guides for the articles, students will be required to complete Book Guides for each of the books we will be reading. Book Guides (see Appendix B) are longer, and worth more points; they are due in section the week that we discuss the book at hand.

Midterms (3 @ 10% each; 30% total) – Each exam will be administered through Blackboard and be composed of approximately 15-20 questions based on the lecture material, readings, and the required films and podcasts. Exams will include multiple choice, short answer, and mini-essay questions (about 4-8 sentences long). The midterms **will not be** comprehensive (i.e. they will only cover the preceding four weeks of course content).

Final Exam (15%) – The final exam will be given through Blackboard during the final exam period (which will be scheduled in February) and be comprised of approximately 60 questions based on the lecture material, readings, and the required films and podcasts. The exam will include multiple choice, short answer, and mini-essay questions. The final exam **will be** comprehensive.

To prepare for the Midterms and Final Exam, you are strongly encouraged to fill out a Reading Guide for each of the readings (see Appendix A). Additionally, Appendix C is intended to help you organize your notes and provide a basis for review.

Policies:

No exceptions to policies will be made for students who add the class late.

There is no extra credit available.

A curve will be applied to the final grades in the course based upon the highest attained grade (i.e. the highest grade will be rounded up to 100 and every other student will receive the same number of points).

No late work will be accepted for credit.

Students taking the course Pass/Fail must earn a C to receive a Pass.

Workload: This course is a 4-credit course, which means that in addition to the scheduled lectures, students are expected to do at least 9.5 hours of course-related work each week during the semester. This includes things like: completing assigned readings, participating in lab sessions, studying for tests and examinations, preparing written assignments, completing internship or clinical placement requirements, and other tasks that must be completed to earn credit in the course.¹ I assume that undergraduate students can read 1 page of academic writing in 3 minutes; 100 pages of reading should require about 300 minutes, or 5 hours. You may need to read some of the texts more than once to fully understand them. In most cases, you should expect to be reading about 75 pages per week (approximately 4 hours) in addition to other course requirements, which include listening to a required podcast (about an hour) and watching a documentary (about two hours).

Disability-related Equal Access Accommodations: Students wishing to request academic accommodations to insure their equitable access and participation in this course should notify the instructor as soon as they are aware of their need for such arrangements. Authorizations from Services for Students with Disabilities (SSD) are generally required. We encourage you to contact SSD at 607-777-2686 to schedule an appointment with the Director or Learning Disabilities Specialist. The SSD website (www.binghamton.edu/ssd) includes information regarding their Disability Documentation Guidelines. The office is located in UU-119.

Attendance: Students who miss section during the first week of class will be administratively dropped from the course and under no circumstances will be given a permission code to add the course.

Academic Integrity – Academic misconduct of any sort will not be tolerated. Evidence of academic misconduct – which is not limited to plagiarism and cheating – will result in an

¹ <http://www.binghamton.edu/academics/provost/documents/syllabus-credit-hours-0314.pdf>

immediate failing grade in the course and actions as dictated by university policy regarding academic integrity for undergraduate students.²

Contacting Me: I only check my email between 9-11 AM on weekday mornings and during my office hours. I will always respond to emails within 24 hours, except for emails received on Fridays, which will be responded to on the following Monday. If you plan to stop by my office hours, please contact me ahead of time, either by email (mwolfmey@binghamton.edu) or in person before or after class. However, if you have a grading question, before you email me, email your teaching assistant. If the teaching assistant is unable to resolve your concern, email me and include your previous emails to the teaching assistant.

Correspondence with instructors: Only correspondence that follows professional conventions of correspondence will be replied to by me or the teaching assistant. For example, your email should begin 'Dear Professor Wolf-Meyer,...' or 'Dear Mr. or Ms. Teaching Assistant,' and end with your signature. Beginning an email without a salutation, a 'Hey' or other informal forms of address will ensure your email will not be responded to. If the answer to your question is clearly stated in the syllabus or assignment guidelines, instructors may not respond to your email.

Style Matters: All written work should be double-spaced, 12 point font, in Times New Roman, with 1 inch margins on all sides, and page numbers. Citation should look like this: (Author Year: Page), e.g. (Wolf-Meyer 2009: 408). Failure to meet these standards will result in a reduced grade.

² http://www.binghamton.edu:8080/exist9/rest/Bulletin2014-15/xq/2_academic_policies_and_procedures_all_students.xq?_xsl=/db/Bulletin2014-15/xsl/MasterCompose.xsl

Week 1: Subjects and Objects of Sociocultural Anthropology

What is sociocultural anthropology, and what are the ways that it operates in the world?

Sociocultural anthropology has a history that stretches back to the late 19th century, when ethnologists studied lifeways in remote parts of the world often through second-hand reporting. Over the course of 20th century, sociocultural anthropologists have refined a method for studying diverse societies, referred to as participant-observation or ethnography. Central to this method is the study of everyday experience of people across the social spectrum as a means for generating knowledge and testing existing social science theories. In this week, we discuss how ethnography has changed over the latter half of the 20th century, particularly in relation to the study of the political economy of globalization in the United States and the world.

Keywords: Empiricism, Ethnography, Emic, Etic, Subjective, Objective, Culture, Society, Political Economy, Rationality, Agency vs. Structure, Language, the Body

Required podcast: Jean Briggs interviews on CBC Ideas --
<http://www.cbc.ca/player/Radio/Ideas/ID/2263113692/>

January 17th – Introduction to the Course; Syllabus overview
In Class Film – *Seven Up* (Almond, 1964)

January 19th – What is Social Science?; What does Ethnographic Data Look Like?
Bourgeois, Philippe

2010 Useless Suffering: The War on Homeless Drug Addicts. *In The Insecure American: How We Got Here and What We Should Do About It*. H. Gusterson and C. Besteman, eds. Pp. 238-254. Berkeley, CA: University of California Press.

Gibson-Graham, J. K.

2003 An Ethics of the Local. *Rethinking Marxism* 15(1):49-74.

Graeber, David

2011 "1971-The Beginning of Something Yet to be Determined" *In Debt: The First 5,000 Years*. New York: Melville House, 361-391.

Week 2: Colonialism, Postcolonialism, Neocolonialism

How does sociocultural anthropology study global processes?

From its beginnings, sociocultural anthropology has focused on changes brought about by the increasing interconnection of people around the world, first as a result of imperialism and latterly as a byproduct of economic globalization. What characterizes much of sociocultural anthropology in the 20th and early 21st centuries is its engagement with the globe and societies outside of the North Atlantic; anthropologists are interested in these other places in order to show how what seem to be universal concepts – like ‘modernity’ – are highly specific to local contexts, and influenced by local histories. In this week, we look at how North Atlantic colonialism has shaped and been shaped by anthropology, and how anthropology has arisen in the late 20th and early 21st centuries as a discipline particularly attuned to global interconnectivity.

Keywords: Primitive, Indigenous, Nature vs. Culture, Civilization, Modernity, Tradition, Universal, Imperialism, Globalization, Nation and Nationalism, Ritual, Identity, Alterity, Postcolonialism, Colonialism

Required film: *General Idi Amin Dada* (Schroeder, 1974)

Required podcast: “1492: Columbus in American Memory” on Backstory --
<http://backstoryradio.org/shows/1492-columbus/>

January 24th – Is There a Single Modernity? How does Globalization Produce History?
Wolf, Eric R.

1982 Selections from *Europe and the People without History*. Berkeley: University of California Press.

Handler, Richard, and Jocelyn Linnekin

1984 Tradition, Genuine or Spurious. *Journal of American Folklore* 97(385):273-290.

January 26th – How do the Modern and Traditional Interact?

Rofel, Lisa

1992 Rethinking Modernity: Space and Factory Discipline in China. *Cultural Anthropology* 7(1):93-114.

Week 3: Social Organization

How have social forms changed over time?

Central to sociocultural anthropological understandings of society have been ideas about social complexity and evolution, where over time small bands of individuals eventually become modern states – a transition that takes thousands of years. These ideas are not solely anthropological, but also circulate popularly to shape everyday politics and action. But, recently, these models of social transformation have been challenged to unsettle assumptions about a move from less to more complex societies, from less to more permissive social forms, from repression to freedom. In this week, we address the relationship between the individual and society, and how particular ideas about social forms shape understandings of the individual and communities. Moreover, we focus on how particular social forms – like the State – are taken as representative of modernity and how this shapes local and global politics.

Keywords: Ideology, Power, the Individual, Hierarchy, Egalitarianism, Class, Unilinear Evolution (e.g. band, tribe, chiefdom, state), Development, the State, Public and Private Spheres, Diaspora

Required film: *Grey Gardens* (Maysles, 1976)

Required podcast: “The Middling Sort” on Backstory --
<http://backstoryradio.org/shows/middle-class/>

January 31st – How are Individuals Organized through Society?

Gershon, Ilana

2011 Un-Friend My Heart: Facebook, Promiscuity, and Heartbreak in a Neoliberal Age. *Anthropological Quarterly* 84(4):865-894.

Greenhouse, Carol

1992 Signs of Quality: Individualism and Hierarchy in American Culture. *American Ethnologist* 19(2):233-253.

February 2nd – What is the State? How does the State Shape Everyday Life?

Dunn, Elizabeth

2008 Postsocialist Spores: Disease, Bodies, and the State in the Republic of Georgia. *American Ethnologist* 35(2):243-258.

Scott, James C

1995 State Simplifications: Nature, Space and People. *Journal of Political Philosophy* 3(3):191-233.

Week 4: Political Organization

How do political forms shape action? How has political power changed over time?

Along with changing ideas of social form, sociocultural anthropologists have long been interested in how forms of political organization and power have changed over time, particularly in relation to ideas about modernity. From small-scale societies led by chiefs and big men, to classical monarchies led by royalty, to modern representative forms of politics, anthropologists have focused on how political organization shapes the everyday lives of individuals. Central to anthropological approaches to politics has been an interest in kinship, or the legal and blood-based ties between individuals in a society, and how these ties form the foundation upon which social organization is built. In this week, we look at how kinship is employed by anthropologists to study society, and how that base is used to conceptualize classical and modern forms of sovereignty.

Keywords: Kinship, Matrilineal, Patrilineal, Matrilocal, Patrilocal, Moeity, Sovereignty, Classical and Modern Forms of Power, Governance, Citizenship, Cosmopolitanism

Required film: *God's Country* (Malle, 1985)

Required podcast: "A Not-So-Simple Majority" on This American Life --

<http://www.thisamericanlife.org/radio-archives/episode/534/a-not-so-simple-majority>

February 7th – Is Kinship the Basis of Society?

Yanagisako, Sylvia

1978 Variance in American Kinship: Implications for Cultural Analysis. *American Ethnologist* 5(1):15-29.

February 9th – How has Sovereignty Changed over Time?

Exam #1 delivered through Blackboard at noon; due by 2/10 at noon

Cattelino, Jessica

2010 The Double Bind of American Indian Need-Based Sovereignty. *Cultural Anthropology* 25(2):235-262.

Cook, Susan, and Rebecca Hardin

2013 Performing Royalty in Contemporary Africa. *Cultural Anthropology* 28(2):227-251.

Week 5: Power in Action

How do practices of power shape the lives of those who are its subjects?

Sociocultural anthropologists, like many social scientists, have recently become interested in forms of power that move away from politics in the strict sense and towards power and its operations in everyday life. In order to explore these ideas, cultural anthropologists have focused on spaces where power is integral to conceptions of the individual and society, spaces like prisons and workplaces. Alongside this interest in power has been steady attention to how power is resisted – that is, how individuals and communities attempt to escape from the scrutiny and coercion demanded by those in power. In this week, we look at how anthropologists conduct research on modern forms of power and what these studies show about life and death and their relation to everyday life.

Keywords: Carceral and Disciplinary Power, Coercion, Domination, Hegemony, Biopower and Biopolitics, Panopticism, Surveillance, Resistance, Subjectivity

Required film: *Into the Abyss* (Herzog, 2011)

Required podcast: “Act V” on This American Life --

<http://www.thisamericanlife.org/radio-archives/episode/218/act-v>

Suggested podcast: “Hans Sluga on Michel Foucault” on Entitled Opinions --

<https://french-italian.stanford.edu/opinions/sluga.html>

February 14th – How does Power Shape Life and Death?

Rhodes, Lorna A.

2005 Changing the Subject: Conversation in Supermax. *Cultural Anthropology* 20(3):388-411.

February 16th – Can there be Resistance to Power?

Abu-Lughod, Lila

1990 The Romance of Resistance: Tracing Transformations of Power Through Bedouin Women. *American Ethnologist* 17(1):41-55.

Van Maanen, John

1978 The Asshole. *In Policing: A View from the Street*. P.K. Manning and J. Van Maanen, eds. Pp. 221-238. Santa Monica, CA: Goodyear Publishing.

Week 6: Knowledge Production

How does knowledge shape society and individual action?

One of the central tenants of theories of modernity has been the gradual shift of societies from a state of superstition and irrationality to that of a rational, scientifically-founded society. Often, this is portrayed as a movement from magic, through religion, to science. But contemporary anthropologists are interested in how these forms of knowledge production are similar to one another and how they often coexist in modern societies. In this week, we look at how magic, religion and science shape understandings of the individual, rationality, and what counts as knowledge worth having. In addition, we will be talking about semiotics and the anthropological approach to language and sign systems as a way to think about how power operates in the context of communication and knowledge production.

Keywords: Semiotics (e.g. Signs and Signifiers), Rhetoric, Discourse, Magic, Science, Religion, Superstition, Rational, Irrational, Secularism

Required film: *Jesus Camp* (Ewing and Grady, 2007)

Required podcast: "The Myth of the Secular, Part 3" on CBC Ideas --
<http://www.cbc.ca/player/Radio/Ideas/ID/2295911408/>

Suggest podcast: "Semiotics and Structuralism" on Partially Examined Life --
<http://www.partiallyexaminedlife.com/2012/02/24/episode-51-semiotics-and-structuralism-saussure-et-al/> (you can start at the 15 minute mark)

February 21st – What does it Mean to be "Irrational"?

Evans-Pritchard, Edward Evan

1929 The Morphology and Function of Magic: A Comparative Study of Trobriand and Zande Ritual and Spells. *American Anthropologist* 31(4):619-641.

Harding, Susan

1987 Convicted by the Holy Spirit: The Rhetoric of Fundamental Baptist Conversion *American Ethnologist* 14(1):167-181.

February 23rd – Are Scientific Societies Rational Ones?

Taussig, Karen-Sue

2004 Bovine Abominations: Genetic Culture and Politics in the Netherlands. *Cultural Anthropology* 19(3):305-336.

Week 7: The Economy

Is the economy an autonomous system? How does human action shape the economy?

At times, one might be led to think that the economy operates separate from human action. But sociocultural anthropologists have long held just the opposite, namely that the economy is shaped by humans and their intentions. In this week, we examine how the economy comes to take the shape that it does, how it affects the lives of individuals both at its center and margins, and what alternatives there might be to contemporary capitalism. This takes us to consider non-monetary forms of exchange, like gifting, which has long been central to anthropological analyses of the origins of society and the maintenance of relationships between individuals and groups. Key to much of our discussion this week will be the works of Karl Marx, particularly his ideas about exchange as a mechanism for capitalist economic forms.

Keywords: Value (e.g. Use- vs. Exchange- vs. Symbolic-), Money, Currency, Alienation, the Market, Liberalism, Neoliberalism, Regulation, Gifting, Reciprocity, Consumption, Commodity, Fetish, Debt

Required film: *The Queen of Versailles* (Greenfield, 2012)

Required podcast: "Freakonomics Goes to College, Parts 1 & 2" on Freakonomics -- <http://freakonomics.com/2012/07/30/freakonomics-goes-to-college-part-1-a-new-freakonomics-radio-podcast/> & <http://freakonomics.com/2012/08/16/freakonomics-goes-to-college-part-2-a-new-freakonomics-radio-podcast/>

February 28th – Who Makes the Market?

Maurer, Bill

2003 Uncanny Exchanges: The Possibilities and Failures of 'Making Change' with Alternative Monetary Forms. *Environment and Planning D: Society and Space* 21(3):317-340.

West, Paige

2010 Making the Market: Specialty Coffee, Generational Pitches, and Papua New Guinea. *Antipode* 42(3):690-718.

March 2nd – Are there Exceptions to Capital?

Carrier, James G.

1990 Gifts in a World of Commodities: The Ideology of the Perfect Gift in American Society. *Social Analysis: The International Journal of Social and Cultural Practice* (29):19-37.

Week 8: Gender, Sex and Social Reproduction

How does gender shape society? How do ideas about sex and reproduction reinforce social roles?

Sociocultural anthropologists have long been drawn to gender, sex and sexuality as sites to think about how human biology is shaped by cultural expectations and social obligations. Are heterosexuality and homosexuality based in nature or are they socially constructed? Or is it both? These kinds of questions raise concerns about how gender is enacted or performed in social contexts, and how these performances vary across societies and their particular histories. Moreover, gender, sex and sexuality are sites where cultural expectations about individuals and their behaviors are reproduced in the service of reproducing society more generally; in focusing on how cultural norms are reproduced by society and individuals, anthropologists show how ideas about normalcy are made and maintained through power relations.

Keywords: Gender, Sex, Sexuality (e.g. Heterosexual vs. Homosexual), Reproduction (e.g. Social and Biological), Categorization, Performance, Performativity, Feminism (e.g. First, Second and Third Wave), Normalcy and Normative

Required film: *The Times of Harvey Milk* (Epstein, 1984)

Required podcast: "81 Words" on This American Life --

<http://www.thisamericanlife.org/radio-archives/episode/204/81-words>

Suggested podcast: Astrid Henry interviewed on Feminist Current --

<http://feministcurrent.com/9396/podcast-astrid-henry-on-her-new-book-feminism-unfinished-a-short-surprising-history-of-american-womens-movements/>

March 9th – How are Sex and Gender Shaped by Society?

Exam #2 delivered through Blackboard at noon; due by 3/10 at noon

Ahmadu, Fuambai

2000 Rites and Wrongs: An Insider/Outsider Reflects on Power and Excision. *In* Female "Circumcision" in Africa: Culture, Controversy, and Change. B. Shell-Duncan and Y. Hernlund, eds. Pp. 283-312. Boulder, CO: Lynne Rienner.

Curtis, Debra

2004 Commodities and Sexual Subjectivities: A Look at Capitalism and Its Desires. *Cultural Anthropology* 19(1):95-121.

Kulick, Don

1997 The Gender of Brazilian Transgender Prostitutes. *American Anthropologist* 99(3):574-585.

Rapp, Rayna

1987 Moral Pioneers: Women, Men and Fetuses on a Frontier of Reproductive Technology.
Women & Health 13(1-2):101-116.

Week 9: A Case Study in Gender, Sex, and Sexuality

March 14th – How are Gender and Sexuality Socially Produced?

Kulick, Don and Jens Rydstrom

2015 Loneliness and Its Opposite: Sex, Disability, and the Ethics of Engagement.
Durham: Duke University Press. Chapters 1-3.

March 16th – How are Gender and Sexuality Socially Facilitated?

Kulick, Don and Jens Rydstrom

2015 Loneliness and Its Opposite: Sex, Disability, and the Ethics of Engagement.
Durham: Duke University Press. Chapters 5-6.

Week 10: Race, Ethnicity, and Racism

How real are ethnicity and race? How do they intersect with class, gender, sexuality, and other bases of identity and belonging?

Like gender, sex and sexuality, race and ethnicity have long been a focus for anthropologists to think about biology and its relationships to identity, society and cultural norms. But as much as ethnicity and race are seen as having social effects, anthropologists have long held that there is actually no biological basis for them, bolstered by recent findings in the biological sciences. Nonetheless, race and ethnicity both have become ways to differentiate groups from one another, often framed by relations between those in power and those subject to it. Moreover, because ethnicity and race are shaped by local and global historical understandings of them as meaningful categories, they have become means for legitimating and justifying particular forms of power and the domination of specific groups within society. In this week, we look at the local and global histories of ethnic and racial categories and the effects they have in the lives of individuals and their communities.

Keywords: Categorization (e.g. Internal vs. External), Ethnicity, Race, Whiteness, Authenticity, Cultural Capital, Stratification, Class (e.g. underclass), Social Network

Required film: *My Crazy Life* (Gorin, 1992) -- <https://www.youtube.com/watch?v=5Q5YnhY-I4>

Required podcast: "Is Black English a Dialect or a Language?" on Lexicon Valley -- http://www.slate.com/articles/podcasts/lexicon_valley/2012/02/lexicon_valley_is_black_english_a_dialect_or_a_language.html

March 21st – How are Ethnic Differences Produced?

Jenkins, Richard

1994 Rethinking Ethnicity: Identity, Categorization and Power. *Ethnic and Racial Studies* 17(2):197-223.

March 23rd – How does Race Shape Social Life?

Hartigan, John

2000 Remembering White Detroit: Whiteness in the Mix of History and Memory. *City & Society* 12(2):11-34.

Jackson, John L.

2001 "Birthdays, Basketball, and Breaking Bread: Negotiating with Class in Contemporary Black America" *In Harlemworld: Doing Race and Class in Contemporary Black America*.

Chicago, IL: University of Chicago Press, 88-122.

Week 11: A Case Study in Race & Ethnicity

March 28th – How do Immigration and Race Intersect?

Harden, Jacalyn

2003 Double Cross: Japanese Americans in Black and White Chicago. Minneapolis: University of Minnesota Press. Chapters 1-3.

March 30th – Race and Ethnicity Beyond Black & White

Exam #3 delivered through Blackboard at noon; due by 4/1 at noon

Harden, Jacalyn

2003 Double Cross: Japanese Americans in Black and White Chicago. Minneapolis: University of Minnesota Press. Chapters 4 & 5.

Week 12: Poverty and Ideology

April 4th

Becker, Gay

2004 Deadly Inequality in the Health Care "Safety Net": Uninsured Ethnic Minorities' Struggle to Live with Life-Threatening Illnesses. *Medical Anthropology Quarterly* 18(2):258-275.

Buch, Elana D.

2013 Senses of care: Embodying inequality and sustaining personhood in the home care of older adults in Chicago. *American Ethnologist* 40(4):637-650.

April 6st

Scheper-Hughes, Nancy

1985 Culture, Scarcity, and Maternal Thinking: Maternal Detachment and Infant Survival in a Brazilian Shantytown. *Ethos* 13(4):291-317.

Week 13: No Classes – Spring Break (4/8-4/17)

Week 14: A Case Study in Poverty

April 18th – What Social Forms does Poverty Produce?

Ralph, Laurence

2014 Renegade Dreams: Living through Injury in Gangland Chicago. Chicago: University of Chicago Press. Pages 1-86.

April 20th – How do Violence and Poverty Intersect?

Ralph, Laurence

2014 Renegade Dreams: Living through Injury in Gangland Chicago. Chicago: University of Chicago Press. Pages 117-186.

Week 15: Corporations, Governments, Kleptocracy

How does the economy structure everyday life and the actions of individuals? How has capitalism produced particular subjectivities and social forms? How has capitalism change over time?

Anthropologists have long considered how the economy and market are cultural systems and thereby influenced by expectations of how they should behave and what relationships they have to human action. Following from this, anthropologists have also considered how ideas about the economy have come to structure ideas about individuals and their behaviors, particularly around being productive and law-abiding. In this week, we take a closer look at the underlying assumptions of American capitalism and how it deeply structures expectations about work, personhood, kinship, and social belonging. Moreover, we look at two examples of how the economy might be structured otherwise, and what effects these changes might have on local and global communities.

Required film: *The Yes Men Fix the World* (Bichlbaum & Bonanno 2009)

< <https://www.youtube.com/watch?v=OazUh0Ym8rc> >

Required podcast: Backstory's "America, Inc":

<http://backstoryradio.org/shows/america-inc-2/>

April 25th:

Benson, Peter

2014 Corporate Paternalism and the Problem of Harmful Products. *PoLAR: Political and Legal Anthropology Review* 37(2):218-230.

April 27th: Who Makes the Market?

Ho, Karen

2009 *Liquidated: An Ethnography of Wall Street*. Durham: Duke University Press. Introduction, Chapters 1-2.

Week 16: A Case Study in the Economy

May 2nd:

Ho, Karen

2009 *Liquidated: An Ethnography of Wall Street*. Durham: Duke University Press. Chapters 5-7.

May 4th: (Monday classes meet)

Week 17: Change, Revolution and Social Movements

Do the social sciences have the power to change the world for the better?

Since its inception, sociocultural anthropology has been drawn to political debates. Ethnography as a mode of social scientific research has provided anthropologists with both a means to engage with activists as subjects of research, but have also put anthropologists in political contexts where they have attempted to understand local concerns and find ways to alleviate them. In this week, we look at very different contexts in which anthropologists have advocated for change – all based in ethnographic understandings of what is at stake in things staying the same or things being altered for the better.

Keywords: Social Movements, Activism

Required film: *Harlan County, USA* (Kopple, 1976) --
<http://documentaryheaven.com/harlan-county-usa/>

Required podcast: “Discussing ‘Mafia Capitalism’ with David Graeber” on Huffington Post UK -- <http://www.russellbrand.com/2014/10/talking-mafia-capitalism-with-david-graeber/>

May 9th – Can We Make a Difference?

Gibson-Graham, J. K.

2013 *Take Back the Economy: An Ethical Guide to Transforming Our Communities*. Minneapolis: University of Minnesota Press.

Final Exam Week

Blackboard final exam date and time to be determined in February