Course Description
The USA as an anthropological region is marked by diversity, not simply from the First Nations indigenous inhabitants, but from the settler societies that have been arriving in waves for now over five hundred years. Despite this seemingly fractured and fractious constitution, early sociological writings by authors such as Weber and Alexis de Tocqueville emphasized modes of constructing collective sociality through a host of associations, organizations, and denominations.

This balance of centripetal and centrifugal forces, always tested, has been given particular shocks during the twentieth and twenty-first centuries. During that time accelerations in the flow of capital, shifts in the inter- and intra-American circuits of human movement, new technological capacities, and religious revivals and mutations all catalyzed each other, transforming some modes of sociality, while intensifying others. And this concatenation of forces has had effects that have played out well beyond the USA borders.

This course will attempt to trace out the intersections of these phenomena, using the above-mentioned four aspects (capital flows; population movement; technology; and religious change) as unifying thematics to guide the selections from the nine key ethnographic texts that will be covered.

Summary of Intended Learning Outcomes
By the end of the course students should have extensive and specialist knowledge of the ethnography of the United States of America, of the current set of debates animating this sub-field, and of the methodology and the evidential and representational conventions found in contemporary American ethnography as a subfield.

Specifically, students will be in a position to discuss four sets of phenomena that are important to contemporary ethnographic discussions of the United States. The first set (1) of phenomenon are changes in economic structure, and particularly the advent of neoliberal political economies on the trans-national scale.
The second set (2) are changes to immigration patterns, to internal movement of populations, and to demographics that are all both the effects of, and are also affected by, the economic transformations discussed in (1). The third set (3) are changes in forms and techniques of bio-technological governmentality that simultaneously catalyze and restrain the economic and population changes discussed in (1) and (2). The final set of phenomena that will be considered are (4) changes in the cultural and social constitution of forms of religiosity, which at times function as modes of governmentality of all the forces enumerated above, but which at times may simultaneously operate as forms of resistance or protest to these demographic, macro-economic, and bio-technological changes.

Through participation in course readings, lecture, discussions, exercises and assessment, students will:

A. Gain a substantive knowledge of the four sets of phenomena outlined above, as they are expressed in the current ethnographic literature addressing the United States.
B. Students will also gain a capacity to critique and evaluate the assigned ethnographic material that illustrate these concerns.
C. They will also develop a capacity to critique and evaluate the theoretical resources that anthropologists rely on, both in the specific texts encountered in the course, but also in the wider regional academic discussion.
D. Students will also gain a capacity to themselves identify and discuss other instantiations of the phenomena and concerns enumerated above.
E. Students will also be able to place these phenomena and concerns within the context of other contemporary anthropological debates that take up the same or parallel problematics, so that they will be able to critically evaluate the degree to which, and in what ways, these concerns are either 1) particular to the United States as a region, 2) are particular to the present moment, or 3) are instances of anthropological problematics that may transcend the case and moment at hand.
F. Students will also develop a capacity to work with (in the form of texts and audio-visual recordings) ‘raw’ ethnographic data from the United States, that is, material either not collected by an ethnographer, or not placed with an ethnographic text in the service of an argument; they will be able to analyze this material in light of the above texts, problematics, and disciplinary discussions. This exercise will prepare them for a capacity to think both ethnographically and critically about the United States as a region, but will also train them to possible produce their own ethnographic texts at a latter stage of their academic development.

Teaching
The course will consist of one two-hour session a week for the whole class (20 contact hours), supported by small-group teaching (seminars) in separate one-hour sessions – there will be one seminar every two weeks (5 contact hours) for MSc program students. The two-hour sessions will involve a mixture of lectures, presentations, debates, and videos. The small-group teaching will be organized around a list of discussion topics (available at the beginning of the semester). Attendance and participation in the small group teaching sessions will be compulsory for MSc students.
Communications:
You are strongly encouraged to use email for routine communication with lecturers. We shall also use email to communicate with you, e.g., to assign readings for the second hour of each class. All students are provided with email addresses on the university system, if you are not sure of your address, which is based on your matric number, check your EUCLID database entry using the Student Portal.

This is the ONLY email address we shall use to communicate with you. Please note that we will NOT use ‘private’ email addresses such as yahoo or hotmail; it is therefore essential that you check your university email regularly, preferably each day.

Assessment
This course will be assessed by a combination of (i) a short essay (word-limit: 1,500) and (ii) a long essay (word-limit: 2,500). Both of these will be take home, open book. Each essay prompt may have multiple parts, and may at times offer an option of answer only one question out of a range of possible questions, so please read the prompt carefully and be sure that your essay is complete.

The short essay carries a weighting of 20% towards the final overall mark for the course as a whole, and the long essay carries a weighting of 80%. The shorter essay will be due by 12 noon on Tuesday 15 October 2013, and the prompt will be given at one week before that date. The longer essay will be due by 12 noon on Wednesday 11 December 2013 and the prompt for it will be posted immediately after the last day of instruction.

Please refer to the Honours Handbook for more complete information about assessment procedures.

Assessment Criteria
The mark will be an overall assessment of quality, based as appropriate on the following criteria:

a) Does the assignment address the question set, and with sufficient focus?
b) Does the assignment show a grasp of the relevant concepts and knowledge?
c) Does the assignment demonstrate a logical and effective pattern of argument?
d) Does the assignment, if appropriate, support arguments with relevant, accurate and effective forms of evidence?
e) Does the assignment demonstrate reflexivity and critical thinking in relation to arguments and evidence?
f) Is the assignment adequately presented in terms of: correct referencing and quoting; spelling, grammar and style; layout and visual presentation.

Submitting your coursework
Course work will be submitted online using our submission system – ELMA. You will not be required to submit a paper copy.

Marked course work, grades and feedback will be returned online – you will not receive a paper of your marked course work or feedback.

For information, help and advice on submitting coursework and accessing feedback, please see the ELMA wiki at http://www.wiki.ed.ac.uk/display/SPSITWiki/ELMA
Length Penalties
Essays over the word limit will lose 10% of their marks. (This applies as much to essays of 5 words over as to essays of 500 words over). This word limit includes footnotes and appendices but not the bibliography.

Any apparently deliberate misrepresentation of the word count or failure to declare a word count will lead to a deduction of 20 marks. N.B. This can affect your final result.

Late submission of assessed items
Unlike coursework in Years 1 and 2, for all Social Anthropology Honours assessment, NO EXTENSIONS ARE GRANTED WITH RESPECT TO THE SUBMISSION DEADLINES FOR ANY ASSESSED WORK.

Please refer to the Honours handbook for additional information regarding late submission of coursework and essays and instructions on how to submit a Lateness Penalty Waiver.

Special Circumstances:
If you find yourself struggling due to illness, an accident or bereavement, you can ask your Personal Tutor and Student Support Officer for advice on applying for Special Circumstances. You should also read the Special Circumstances section of the Honours Handbook.

LECTURE PROGRAMME

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<td>Ethnography of the United States: Its conditions of emergence and chief problematics</td>
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<td>2</td>
<td>23 September</td>
<td>Territorializing and Deterritorializing Peoples and Capital Part One: Native Americans and Sovereignty</td>
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<td>3</td>
<td>30 September</td>
<td>Territorializing and Deterritorializing Peoples and Capital, Part Two: Reterritorialized Whiteness</td>
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<td>Territorializing and Deterritorializing Peoples and Capital, Part Four/Technological Management and Crisis, Part One: Local Forms of Global Capital</td>
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<td>Religious Mutations and Intensification</td>
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<td>Coda: Affect, Intensity, and Atmospheric</td>
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Reading List
Lectures, discussions, and examines will presume that students have taken the time to read everything listed under the heading “Main Readings.” Additionally, everything that is listed in “Recommended” or “Of Additional Use, Relevance, or Interest,” and is marked by an asterisk (*) should be also be read by MSc students, and will be referenced during small group teaching sessions.

WEEK 1: Ethnography of the United States: Its conditions of emergence and chief problematics

Main Readings:

Recommended:

Of Additional Use, Relevance, or Interest:

WEEK 2: Territorializing and Deterritorializing Peoples and Capital Part One: Native Americans and Sovereignty

Main Readings:

Of Additional Use, Relevance, or Interest:
WEEK 3: Territorializing and Deterritorializing Peoples and Capital, Part Two: Reterritorialized Whiteness

Main Reading:
Stewart, Kathleen. 1996. A space on the side of the road: cultural poetics in an "other" America, Chapters 2 & 5.

Of Additional Use, Relevance, or Interest:

WEEK 4: Territorializing and Deterritorializing Peoples and Capital, Part Three: Transnational America

Main Reading:

Recommended:

Of Additional Use, Relevance, or Interest:

WEEK 5: Territorializing and Deterritorializing Peoples and Capital, Part Four/Technological Management and Crisis, Part One: Local Forms of Global Capital

Main Reading

Of Additional Use, Relevance, or Interest
WEEK 6: Technological Management and Crisis, Part Two: Security and Risk

Main Readings:

Recommended:

Of Additional Use, Relevance, or Interest:

WEEK 7: Technological Management and Crisis, Part Three: Life as an object

Main Readings:

Of Additional Use, Relevance, or Interest:

WEEK 8: Technological Management and Crisis: Technologies of Addiction

Main Readings:

Of Additional Use, Relevance, or Interest:
Deleuze, Gilles. 1992. “Postscript on Societies of Control.” *October* 59:3-7.*

WEEK 9: Religious Mutations and Intensification

Main Readings:
Week Nine continued

**Recommended:**

**Of Additional Use, Relevance, or Interest:**

**WEEK 10: Coda: Affect, Intensity, and Atmospheric**

**Main Readings:**