

The Social Life of Policy
SOAN 325
Fall 2017

Professor: Jennifer Hubbert
Class Time: Monday/Wednesday 3-4:30
Classroom: Howard 114
Office: Howard 364
Phone: x7672
Email: hubbert@lclark.edu
Office Hours: Monday 1:45-2:45, Friday 10:30-12:30 or by appointment

COURSE DESCRIPTION AND GOALS:

As the mission statement of the Association for the Anthropology of Policy suggests, the study of policy deals with issues at the heart of anthropology such as institutions and power; ideology and discourse, identity and culture; and interactions between the global and the local, public and private, and bureaucracy and market. Understanding the dynamics of policy processes is ever more important because of greater global interconnectedness; decisions made in one place or arena increasingly have major effects of in other places and arenas. The complexity of relations among individuals, networks, and entities—both governmental and nongovernmental—involved in formulating and implementing policy presents theoretical, methodological, and ethical challenges for the researcher that are central to this course.

This course takes policy itself as an object of analysis, from its moment of conception to its implementation and consumption and has two main goals. **First**, it deconstructs the concept of policy and how it works as a political technology and socio-cultural category. It thus begins by examining taken-for-granted assumptions that channel policy debates, inform the ways policy problems are identified, enable particular classifications of target groups, and legitimize certain policy solutions while marginalizing others. It focuses on policy to explore the emergence over the past several decades of new forms of governance and new ways of brokering power and influence. **Second**, it examines specific *policies*, their history, character, and conditions of existence. This course will consider policy in a variety of fields ranging from immigration, foreign policy, and education, to drug trafficking and health care. The course is organized into five sections: 1) Methods for studying policy; 2) Policy methods; 3) studying policy as a way of studying the state; 4) how policy constructs the subjects; and 5) case studies/ethnographies of policy.

CLASS REQUIREMENTS

	<u>% of GRADE</u>
1. Midterm Exam or Equivalent	25%
2. Book Presentation/Class Facilitation	25%
3. Final Paper	25%
4. Engagement	25%

Note: These assignments are described in greater depth after the course reading and assignment schedule.

REQUIRED TEXTS

- Bregnbæk, Susanne. 2016. *Fragile Elite: The Dilemmas of China's Top University Students*. Stanford: Stanford University Press. (bookstore, library reserves)
- De Leon, Jason. 2015. *The Land of Open Graves: Living and Dying on the Migrant Trail*. Berkeley: University of California Press. (bookstore, Watzek ebook, library reserves)
- Jaffe-Walter, Reva. 2016. *Coercive Concern: Nationalism, Liberalism, and the Schooling of Muslim Youth*. Stanford: Stanford University Press. (bookstore, library reserves)
- Shore, Cris, Susan Wright and Davide Pero. 2011. *Policy Worlds: Anthropology and the Analysis of Contemporary Power*. New York: Berghahn Books. (reserves)
- Tate, Winifred. 2015. *Drugs, Thugs, and Diplomats : U.S. Policymaking in Colombia*. Stanford: Stanford University Press. (bookstore, Watzek ebook, library reserves)

A note on attendance and due dates:

- Attendance will be taken in class and more than more than one week of absences (i.e. two classes) will result in 1% decrease in your grade per day. Lateness will be considered in the same manner. It is disruptive for everyone when individuals saunter in late. For every two late days after one week (i.e. two classes) your grade will be reduced by 1%.
- Assignments are due at the **start** of class – late papers are docked 10% each day or portion of a day they are turned in late. After two days, they will no longer be accepted. That means that if you don't get to campus in time to print something, or if the library printers are malfunctioning before class, or there is a long line, it is still 10% off your grade. It is unfair to grant extensions to individual students, when others have turned in their work on time. Therefore, points are taken off on any assignment that is turned in late, for whatever reason. *Please do not email/call/etc. me with reasons for late assignments, either before or after the fact.* Just turn them in and understand this is not negotiable.

Statement on Disabilities: If you have a disability that may have an impact upon your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in Albany Quadrangle (x7156). Staff in that office will notify me of the accommodations for which you are eligible.

Statement on Academic Integrity: As a student in this course, you will be expected to abide by the Lewis & Clark College honor code; instances of plagiarism, cheating, or other types of academic dishonesty will result in severe penalties, to include failing grades on either a particular assignment or for the entire course based on instructor discretion. All assignments should be produced specifically for this class and reflect your original thoughts and writing. If you are not sure how to reference sources that you have used for an assignment, please see me for guidelines.

Course Reading and Assignment Schedule

Section 1: Methods for Studying Policy

September 6 Introduction

September 11 What Does It Mean to Study Policy Anthropologically?

- Besteman, Catherine. 2010, "In and Out of the Academy: Policy and the Case of a Strategic Anthropology," *Human Organization* 69:407-417. (Moodle)
- Wedel, Janine, Cris Shore, Gregory Feldman, Stacy Lathrop. 2005. "Towards an Anthropology of Public Policy." *The Annals of the American Academy of Political and Social Sciences* 600: 30-51. (Moodle)

September 13 What is the Object of Study?

- *Policy Worlds*, chapter 2 (Feldman).
- Ortner, Sherry. 1997. "Fieldwork in the Postcommunity." *Anthropology and Humanism* 22(1): 61-80. (Moodle)

September 18 Studying Up and Studying Through

- Nader, Laura. 1972. Up the Anthropologist: Perspectives Gained from Studying Up. In *Reinventing Anthropology*, Dell Hymes, ed., pp. 284-311. New York, NY: Pantheon Books. (Moodle)
- *Policy Worlds*, chapter 5 (Wright and Reinhold).

Section II: Policy Methods

September 20 Quantification

- Matthew Kohrman. 2003. "Why Am I Not Disabled? Making State Subjects, Making Statistics in Post-Mao China," *Medical Anthropology Quarterly* 17(1): 5-24. (Moodle)
- Shore, Cris. 2008. "Audit Culture and Illiberal Government." *Anthropological Theory* 8(3):278-299. (Moodle)

September 25 Experts and Authoritative Knowledge

- Moore, Sally Falk. 2001. "The International Production of Authoritative Knowledge: The Case of Drought-Stricken Africa." *Ethnography*. 2(2): 161-189. (Moodle)
- *Policy Worlds*, chapter 3 (Mosse).

September 27 Language and Discourse

- Pigg, Stacy Leigh. 1997. "Found in Most Traditional Societies" Traditional Medical Practitioners between Culture and Development." In *International Development and the Social Sciences*, Frederick Cooper and Randall Packard, eds., pp 259-290. Berkeley: University of California Press. (Moodle)
- Seidel Gill and Vidal Laurent. 1997 "The Implications of 'Medical,' 'Gender in Development' and 'Culturalist' Discourses for HIV/AIDS Policy in Africa." In *Anthropology of Policy*:

Critical Perspectives on Governance and Power, Cris Shore and Susan Wright, eds. pp. 59-87. London: Routledge. (Moodle)

*****Proposal for alternative midterm due October 1**

Section III: Studying Policy as a Way of Studying the State

October 2 On the Difficulty of Studying the State

- *Policy Worlds*, chapters 8 (Wedel) and 9 (Shore).

October 4 Governmentality

- Foucault, Michel. 1991. Governmentality. In *The Foucault Effect*. Graham Burchell, Colin Gordon, and Peter Miller, eds. Pp. 87-104. Chicago: University of Chicago Press. (Moodle)
- Li, Tania. 2005. "Beyond 'the State' and Failed Schemes." *American Anthropologist* 107(3): 383-394. (Moodle)

Section IV: How Policy Constructs the Subject

October 9 Neoliberalism and the Responsible Subject

- *Policy Worlds*, chapter 6 (Hyatt)
- Greenhalgh, Susan. 2001. "Planned Births, Unplanned Persons: 'Population' in the Making of Chinese Modernity." *American Ethnologist* 30(2): 196-215. (Moodle)

October 11 Peopling Policy

- *Policy Worlds*, chapter 4 (Nielsen) and chapter 14 (Kugelberg)

October 16 In-class exam

Section V: Policy in Practice

October 18 Tate, Part I

October 23 Tate, Part II

October 25 Tate, Part III

*** Book Presentation/Class Facilitation Day

October 30 Bregnbæk, pp. 1-78

November 1 Bregnbæk, pp. 79-146

*****Final paper proposal due in class. See course assignments for more information.
Schedule meeting time with professor to discuss.**

November 6 De Leon, Introduction and Part I

November 8 De Leon, Part II

November 13 De Leon, Part III

*** Book Presentation/Class Facilitation Day

November 25 Jaffe-Walter, pp. 1-76

November 20 Jaffe-Walter, pp. 77-132 (remember that we will be combining these two days)

November 20 Jaffe-Walter, pp. 133-188

*** Book Presentation/Class Facilitation Day

November 27 TBA

November 29 TBA

December 4 TBA

December 6 TBA

*** Book Presentation/Class Facilitation Day

December 11 Policy paper presentations

December 19, 1-4, final exam period: policy paper presentations

Course Assignments

1. Midterm Exam. This course will have one exam that consists of two parts. The first part will consist of identifications and explications of terminology that is central to the study of policy. The second part will be an essay that allows you the space to apply the concepts to a particular topic.
 - a. **OR**, choose your own equivalent assignment. The midterm exam/project is intended to insure you fully grasp the theoretical, terminological, and methodological concepts that will undergird the remaining readings and discussions of the semester. If you prefer an alternative format, you may create one that would be the equivalent of a midterm, both in terms of rigor and in terms of its ability to demonstrate your grasp of the material. This could be a visual art project; a web-based project; a performative project; an alternative writing-based project. It's up to you. There are **TWO** caveats: 1) you must turn in your proposal and discuss it with me by October 1; and 2) you must include a rubric for evaluation.
2. Book presentation/Class facilitation: On the final day of each full ethnographic text on policy, a group of three students will lead class. The group is required to meet with the professor prior to class to discuss the materials and strategies for leading a class discussion. Please see the following page for a presentation guideline rubric. These class discussions will be evaluated by class peers and the professor.
3. Final Paper: This is to be a ten to twelve-page analysis of a policy (**NOT** including the bibliography) (Times font, 12 pt., double-spaced). You may choose a policy from any level of engagement: local/national/global/LC-based. The first half of the class examines four topics relevant to the study of policy and these should provide a rough guideline for

your policy analysis. Thus, for example, you might consider the methods used by policy (its experts, language, discourse, quantification, knowledge); how policy may (or may not in some cases) provide a lens into studying the state; how policies construct subjectivities; the relationship of policy to power. Sources to consider might include government documents, policy documents, newspaper articles, interviews with policy makers, among others.

- a. On **November 6** you must hand in a policy analysis proposal. This will include a provisional thesis statement, a statement of your proposed argument, an outline, and brief summaries of the five main sources on which you will base your essay. One-on-one consultations with the professor will be arranged to assist you with preparing the policy analysis. You will present your policy analysis to the class on the last day of class or during the final exam period. The proposal and presentation will be incorporated into the final assessment of the paper.
4. Intellectual Engagement: This category of evaluation is entirely up to you. You may engage with the materials and the concepts, or you may choose not to. In this case engagement can be demonstrated in many different ways, none of which are mandatory, so again, it's up to you. The ways in which you can show your engagement include Moodle posts, in-class quizzes, mini-homework assignments, office visits, and class participation, among others (use your imagination). Each day, the professor will post a series of questions/prompts on Moodle. You can answer them on Moodle, using material from the readings; you may respond to other students' posts on Moodle; you may engage with the questions in class; or you may visit office hours and discuss them and any other related topic with the professor. There may be periodic quizzes in class, and your success on these is another way of showing your engagement. Your willingness to participate in class discussions, through referencing course materials—not just personal experience—also shows your engagement.

SOAN 325 ASSESSMENTS

Learning Goals	Learning Experiences	Assessment
<p>1. Foundational Learning</p> <ul style="list-style-type: none"> • Understand the anthropological foundations of policy research • Understand the role of power in policy • Understand how policy constructs subjectivities 	<ul style="list-style-type: none"> • Extensive course reading material • Classroom discussions of historical conditions and current issues • Independent reading and literature research 	<ul style="list-style-type: none"> • Midterms that ask student to identify terms and provide examples from the readings, essay questions relating the theory to the topics • Research papers that draw upon the material to analyze specific topics
<p>2. Theoretical Learning</p> <ul style="list-style-type: none"> • Begin to understand basic anthropological theoretical approaches to the study of policy • Includes discussions of power, subjectivity, neoliberaliam • Students should be able to apply these fundamental anthropological theories to policy analysis. 	<ul style="list-style-type: none"> • Team problem solving – Students must apply theoretical perspective to understand and solve current problem. • Classroom discussions • Applying material from class to local experience 	<ul style="list-style-type: none"> • In-class presentations of group discussions • Midterms with essay questions relating the theory to the topics • Final paper – theoretical and empirical analysis of local/national/global policy
<p>3. Skill-based Learning</p> <ul style="list-style-type: none"> • Students will be able to write a full-length research paper based upon both primary and secondary sources 	<ul style="list-style-type: none"> • Independent reading and literature research • Individual discussions with instructor to assess writing skills • In-class discussions of writing processes 	<ul style="list-style-type: none"> • Presentation of final research paper • Final research paper