

DEPARTMENT OF ANTHROPOLOGY & ARCHAEOLOGY
ANTHROPOLOGY 371 – 01
POLITICAL ANTHROPOLOGY

Delivery mode: blended

Tuesdays: power point slides are posted on D2L before 12:00

Thursdays: in person teaching in the classroom indicated below 11:00 – 12:15
TI Forum

INSTRUCTOR: Dr. Saulesh Yessenova

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TEACHING ASSISTANT: Kelly Thomas

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PREREQUISITE: Anthropology 203

COURSE DESCRIPTION: Political anthropology is an important field of study within socio-cultural anthropology. It is concerned with political structures and processes that illuminate connections between culture, politics, and economics. For a good part of the 20th century, political systems in non-Western societies were a major preoccupation of political anthropology. However, later the focus expanded following large-scale political developments such as decolonization, globalization neocolonialism, the Cold War, and the collapse of the Second World. In this course, students are invited to examine the nuclear arms race, one of the defining political phenomena of the 20th century, and thereby learn about its global scale and significance for political life of communities and societies around the world.

COURSE FORMAT: The course will include lectures, films, and assigned readings. Lecture notes will be posted on D2L twice a week. During in-person lectures on Thursdays, the instructor will go through essential points indicated on power point slides posted earlier that week before moving forward. During live classes, students will have opportunity to ask questions and provide comments on course material.

LEARNING OUTCOMES: By the end of the course, students will be able to:

- ✚ Think anthropologically about nuclear politics.
- ✚ Provide informed commentary on the Cold War and the nuclear arms race it produced.
- ✚ Discuss intelligently the connection between politics, culture, and identity.
- ✚ Ask good questions concerning humanity's nuclear past, present, and future.
- ✚ Understand moral and political dilemmas involved in scientific and technological progress.

REQUIRED TEXTS:

Masco, Joseph. *The nuclear borderlands: the Manhattan Project in Post-Cold War New Mexico*
Princeton University Press, 2013.

This text is available at the university bookstore. Additional required readings are indicated on the course outline below and are available online through the library.

REQUIRED TECHNOLOGY: includes a computer with a word processor and access to the Internet.

COURSE ASSIGNMENTS AND EVALUATION:

Course assignments are designed to assess student's knowledge and critical understanding of the material covered in this course. For written assignments, late submission penalty: 2 points/a day, incl. weekends and holidays. There will be no registrar scheduled examination. All assignments will be take-home whereas learners will be allowed using texts, notes, and electronic devices. Assignments will be submitted via D2L.

First question-based assignment is due **Tuesday, 12 October** **30%**
 Second essay assignment is due **Tuesday, 16 November** **30%**
 Final essay assignment is due **Thursday, 16 December** **40%**

Further details on course assignments will be provided at the time assignments are given. All course work will be graded on a 100-point system. At the end of the course, the total number of marks will be converted to the official university letter grade system according to the following equivalences:

A+	95 – 100%	B	75 – 79.9%	C-	59 – 62.9%
A	90 – 94.9%	B-	71 – 74.9%	D+	55 – 58.9%
A-	85 – 89.9%	C+	67 – 70.9%	D	50 – 54.9%
B+	80– 84.9%	C	63 – 66.9%	F	< 50%

For grade reappraisal policy, please follow these links: <https://www.ucalgary.ca/pubs/calendar/current/i-2.html> and <https://www.ucalgary.ca/pubs/calendar/current/i-3.html>

SKIPPED ASSESEMENTS:

Students will **not** be automatically failed if they skip one or more assessment. But a skipped assessment will certainly be reflected on the final grade. Students may be granted extensions for submission of take-home assignments based on their special requests. However, they may be asked to provide supporting documentation. This documentation depends on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, or a statutory declaration, etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note.

LAND ACKNOWLEDGEMENT:

My name is Saulesh Yessenova, and I am a settler, living as an uninvited guest on the traditional territory of the people of Treaty 7. This land, belonging to the Niitsitapi (including the Siksika, Piikani and Kainai First Nations), the Tsuut'ina First Nation, and the Iyethka Nakoda (which includes the Wesley, Bearspaw and Chiniki First Nations), also hosts the University of Calgary. Calgary is situated on the confluence of the Bow and Elbow rivers, the Niitsitapi name for this place is Mohkinstsis, the Iyethka call it Wicispa Oyade, and the Tsuut'ina call this area Gutsistsi. Calgary is also home to the Metis Nation of Alberta, Region 3. It is important to acknowledge that Canadian universities and scholars have benefited greatly from the dispossession of Indigenous people. Land acknowledgement is about my accountability as an individual, an immigrant, and a professional to ongoing processes of colonialism.

STATEMENT OF INCLUSION:

The topics in this class can sometimes be difficult topics – we talk about race, gender, class, our place in society, and the painful histories and ideas that anthropology and other disciplines in the Euro-American academia have held. These topics are discussed based on a common believe that we as a society or the world can never move forward in a good way without critical review and understanding of the past. This course, just like many other courses in our faculty, is part of liberal arts that has historically encouraged critical and creative thinking as well as tolerance and mutual respect among students and professors.

For weekly schedule of lecture topics, films & required readings see page 5 of this document.

INSTRUCTOR’S OFFICE HOURS: Instructor will not hold regular office hours. However, students are more than welcome to request individual zoom sessions and face to face appointments by email.

EMAILING TO INSTRUCTOR OR TEACHING ASSISTANT: Students are welcome to forward their questions and comments to the instructor or TA’s email indicated at the top of this document.

COMMUNICATION ETIQUETTE VIA EMAIL:

- ✦ Please use your university account.
- ✦ Use a clear subject line that includes the course name and the topic of the email, such as: “ANTH 393. Question about my schedule.”
- ✦ Please be respectful (i.e., not too casual) when addressing either myself or your TA in an email.
- ✦ Keep in mind that answers to the questions concerning the matters clearly stated on the course outline will not be provided.
- ✦ Keep question(s) short and to the point. Show that you have made an effort to find the answer first in the text and lecture material (or even an outside source). State what you know in relation to what you are having a difficult time understanding.
- ✦ Include your full name in the signature of your email.
- ✦ Allow 48 hours for a response, excluding weekends and holidays.
- ✦ Please note that we may choose not to respond to emails that do not follow the format outlined above.

WRITING ACROSS THE CURRICULUM

Writing skills are not exclusive to English courses and, in fact, should cross all disciplines. The University supports the belief that throughout their University careers, students should be taught how to write well so that when they graduate their writing abilities will be far above the minimal standards required at entrance. Consistent with this belief, students are expected to do a substantial amount of writing in their University courses and, where appropriate, instructors can and may use writing and the grading thereof as a factor in the evaluation of student work. The services provided by the Writing Centre in the Effective Writing Office can be utilized by all undergraduate and graduate students who feel they require further assistance.

ACADEMIC ACCOMMODATIONS

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit <https://live-ucalgary.ucalgary.ca/student-services/access>. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor or the Department Head. The full policy on Student Accommodations is available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>.

ACADEMIC MISCONDUCT

“Academic Misconduct” includes such things as cheating, falsification, plagiarism, unauthorized assistance, and failure to comply with exam regulations or an Instructor’s expectations regarding conduct required of Students completing academic assessments. Students who participate in, or encourage the commission of, Academic Misconduct will be subject to disciplinary action which could include Probation, Suspension, or Expulsion from the University. For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <https://www.ucalgary.ca/pubs/calendar/current/k-3.html>. Further support on academic integrity is available at: <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>

INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

COPYRIGHT LEGISLATION

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks, etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

SUPPORT AND RESOURCES:

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Emergency Evacuation/Assembly Points
- Wellness and Mental Health Resources
- Student Success Centre
- Student Ombuds Office
- Student Union (SU) Information
- Safewalk

WEEKLY SCHEDULE OF LECTURE TOPICS, FILMS & REQUIRED READINGS

DAYS	Topics/film titles/exams	Readings
1	Sept. 7-9 Introduction to the course.	Hecht, Gabrielle. Introduction to: <i>Entangled geographies: Empire and technopolitics in the global Cold War</i> . MIT Press, 2011, pp. 1-12. Available online through the library.
2	Sept. 14-16 Introduction to the course. Political anthropology. Cold War and nuclear arms race in anthropological research. Narratives of the bomb. Film: Edward Said on Orientalism, Media Education Foundation (2005), 40 min (fragment will be screened). <i>Edward Said on Orientalism</i> interview transcript, posted at D2L. Available at the library.	Gusterson, Hugh. "Nuclear weapons and the other in the Western imagination." <i>Cultural Anthropology</i> (1999): 111-143. Hecht, Gabrielle. "An elemental force: Uranium production in Africa, and what it means to be nuclear." <i>Bulletin of the Atomic Scientists</i> 68.2 (2012): 22-33.
3	Sept. 21-23 Film: <i>The Atomic Café</i> (1982, 1h26 min) https://www.youtube.com/watch?v=IF0r1OdDIME	Andrew Kirk, "Rereading the Nature of Atomic Doom Towns," <i>Environmental History</i> 17 (2012): 635–647. 'From the Nuclear Borderlands to the counter-terrorist state' an interview with Joseph Masco in <i>Social Anthropology</i> 2013-8, vol. 21/3: 389-402.
4	Sept. 28-30 Cold War and the Manhattan Project. <i>The Enlightened Earth</i> : Introduction to <i>Nuclear Borderlands</i> . Nuclear phantasmagoria. Film: <i>Los Alamos Documentary - The Town That Never Was</i> , Bradbury Science Museum, 20 min, year unknown http://www.historyvshollywood.com/video/los-alamos-documentary/ <i>Thursday, 30 September is the National Holiday for Truth and Reconciliation. There will be no class or notes posted on this day.</i>	Masco, Introduction, 1 – 40
5	Oct. 5-7 Nuclear age and its culture. <i>A Time-Lapse Map of Every Nuclear Explosion Since 1945</i> , 15 min. https://www.youtube.com/watch?v=LLCF7vPanrY http://www.ctbto.org/specials/1945-1998-by-isao-hashimoto/	Masco, Chapter 2, 41 – 99
6	Oct. 12-14 First assignment is due Tuesday, 12 October.	Johnson, Barbara Rose, and Brooke Takala (2016) "Environmental disaster and

		Film: <i>The Forgotten Nuclear War - Bombs on Bikini Atoll</i> (Welt, 2020) 50 min https://www.youtube.com/watch?v=NjqoiT-RS4A https://www.culturalsurvival.org/publications/cultural-survival-quarterly/environmental-disaster-and-resilience-marshall-islands-0	resilience: The Marshall Islands experience continues to unfold." <i>Cultural Survival</i> , Sept.
7	Oct. 19-21	<i>Econationalisms: First Nations in the Plutonium Economy</i> . Film: <i>Children of Armageddon</i> , Red Letter Films, Canada, 95 min.	Masco, Chapter 3, 99 – 159.
8	Oct. 26-28	<i>Radioactive nation-building: Nuclear Maquiladora</i> .	Masco, Chapter 4, 160 – 214.
9	Nov. 2-4	New nuclear weapons and peace movements.	Masco, Chapter 5, 215 – 260.
10	Nov. 9-11	Term break!	
11	Nov. 16-18	Second assignment is due Tuesday, 16 November. Nuclear secrets and nuclear security.	Masco, Chapter 6, 261 – 288.
12	Nov. 23-25	<i>Mutant ecologies: USA</i> . Film: <i>Semey Revisited: The legacy of nuclear testing in Kazakhstan</i> – https://www.youtube.com/watch?v=rLST_icrWGc	Masco, Chapter 7, 289 – 327. Stawkowski, Magdalena E. "“I am a radioactive mutant”": Emergent biological subjectivities at Kazakhstan's Semipalatinsk Nuclear Test Site." <i>American Ethnologist</i> 43.1 (2016): 144-157.
13	Nov. 30 – Dec. 2	Book review. Nuclear futures.	Masco, Chapter 8, 328 – 338.
14	Dec. 7-9	Course overview.	