POLICY WORLDS
ANT 4930/ ANG 6930
Fall 2022

Time: Tuesday Period 8-10 (3:00 AM – 6:00 PM)
MAT 0002

Instructor Information

Instructor	**Email**	**Office Location & Hours**
Marit Tolo Ostebo	Marit.ostebo@ufl.edu	Grinter Hall 488 or Zoom, Wednesday 2 – 4pm and by appointment

Course Description

What is this thing we call "policy"? How do policies come into being and what effects – both intended and unintended – do they have? How and why to policies travel? And how do we – as anthropologists – study policies and all the actors and processes that are part of the policy world? The project has two overall aims: 1) to explore "policy" as a cultural construction, a technology of governance and an object of anthropological enquiry and 2) to ethnographically explore specific policies, their histories, institutional frameworks, problem assumptions and effects. The books that we will read in this class will give you insights into the workings of policy within a wide range of fields, including immigration, gender and development, foreign policy, drug trafficking, health, and housing – just to name a few.

General Course Objectives

The following are the objectives I have for this course:

- ➢ Ensure that students master the course subject matter.
- ➢ Ensure that students engage in discussions in a respectful way.
- ➢ Develop students' ability to use course concepts in thinking and problem solving.
- ➢ Prepare students to be life-long learners.
- ➢ Develop students' interpersonal and team interaction skills.
- ➢ Help students think outside the box and broaden their horizon.
- ➢ Have students enjoy the course and make new friends.

Student Learning Outcomes

When finished with this course, you will be able to:

- ➢ Identify and critically discuss the special features of policy and policy making
- ➢ Provide a general overview of trends within the anthropology of policy
- ➢ Critically reflect on the interplay between policy and practice

- ➢ Employ competing anthropological and social theories to critically discuss the policy field
- ➢ Read a newspaper article about a policy related issue with an anthropological lens.
- ➢ Use relevant research to explore and test ideas and to support or refute generalization.
- ➢ Apply anthropological concepts and knowledge to real-world problems and in policy making.
- ➢ Convey anthropological concepts and knowledge to others in an everyday language.

Required Books

Tate, Winifred (2015) Drugs, Thugs and Diplomats. U.S. Policy Making in Colombia

De Leon, Jason (2015) The Land of Open Graves: Living and Dying on the Migrant Trail

Lea, Tess (2020) Wild Policy: Indigeneity and the Unruly Logics of Intervention

Østebø, Marit T. (2021) Village Gone Viral. Understanding the Spread of Policy Models in a Digital Age

White, Daniel (2022) Administering Affect: Pop-Culture Japan and the Politics of Anxiety

Recommended Books

Antoniello, Patricia (2020) For the Public Good: Women, Health, and Equity in Rural India

Yamada, Naomi C.F. (2021) Preferential Education Policies in Multi-ethnic China: National Rhetoric, Local Realities

Powers, Ted (2020) Sustaining Life: AIDS Activism in South Africa

Bregnbæk, Susanne (2017) Fragile Elite: The Dilemmas of China's Top University Students

Bear, L. (2015) Navigating Austerity. Currents of Debt Along a South Asian River

Peters, Rebecca (2020) Implementing Inequality: The Invisible Labor of International Development

Schwartz, Jessica (2021) Radiation Sounds: Marshallese Music and Nuclear Silences

Class schedule

(Note: I reserve the right to modify the course schedule).

Week 1: Course preview and expectations (August 30)
Assignment: None
Class Activity: Introductions

Week 2: Intro to Anthropology of Policy (September 6)
Shore, C., and S. Wright, 1997, "Policy: a new field of anthropology": 3--39. in C. Shore and S. Wright (eds), Anthropology of Policy: Critical Perspectives on Governance and Power. London, UK, Routledge.

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.

Mosse, David. 2004. Is Good Policy Unimplementable? Reflections on the Ethnography of Aid Policy and Practice

Assignment: Reflection
Class Activity: Applications

Recommended Readings:
Cochrane, G., 1980, "Policy studies and anthropology", Current Anthropology 21:445--458.

Shore, C. and S. Wright (2011) Conceptualising Policy: Technologies of Governance and the Politics of Visibility

Hinshaw, R. E., 1980, "Anthropology, administration, and public policy", Annual Review of Anthropology 9:497--522.

Week 3: Studying Policy Worlds (September 13)

Wright, S. & Reinhold, R. (2011) 'Studying Through': A Strategy for Studying Political Transformation. Or Sex, Lies and British Politics

Mosse, David (2011) Politics and Ethics: Ethnographies of Expert Knowledge and Professional Identities

Schwegler, Tara. 2008. "Trading Up: Reflections on 'Trading Up: Reflections on Power, Collaboration, and Ethnography in the Anthropology of Policy'." Anthropology in Action: Journal for Applied Anthropology in Policy and Practice. Vol. 15, No. 2: 10-25.

Ball, Stephen J. 2016. 'Following policy: Networks, network ethnography and education policy mobilities.'

Besteman, Catherine. 2010, "In and Out of the Academy: Policy and the Case of a Strategic Anthropology," *Human Organization* 69:407-417.

Assignment: Reflection
Class Activities: Applications

Recommended Readings:
Marshall, Catherine. 1984. "Elites, Bureaucrats, Ostriches, and Pussycats: Managing Research in Policy Settings." Anthropology and Education Quarterly, 15(3): 235-251

Nader, L. 1972. *Up the anthropologist: perspectives gained from studying up* In Reinventing Anthropology, ed. D Hymes, pp. 284--311. New York, NY: Pantheon Books

Feldman, Gregory. 2011.Illuminating the Apparatus: Steps toward a Nonlocal Ethnography of Global Governance

Nagelhus Schia, N. (2013) Being Part of the Parade – "Going Native" in the United Nations Security Council

Shore, C. & Wright, S. (2015) Audit Culture Revisited. Rankings, Ratings, and the Reassembling of Society.

Bear, L. & Mathur, N. (2015) Introduction. Remaking the Public Good: A New Anthropology of Bureaucracy

Week 4: Reading Ethnography (September 20)

Tate, Winifred (2015) Drugs, Thugs and Diplomats. U.S. Policy Making in Colombia (pp xi-136)

Assignment: Reflection
Class Activities: Applications

Week 5: Reading Ethnography (September 27)

Tate, Winifred (2015) Drugs, Thugs and Diplomats. U.S. Policy Making in Colombia (pp. 137-end)

Assignment: Reflection
Class Activities: Applications and Intro to Team Project

Week 6: Reading Ethnography 1 (October 4)

Lea, Tess (2020) Wild Policy: Indigeneity and the Unruly Logics of Intervention

Assignment: Make Applications
Class Activities: Applications

Week 7: Reading Ethnography 2 (October 11)

Østebø, Marit T. (2021) Village Gone Viral. Understanding the Spread of Policy Models in a Digital Age (pp. ix – 99)

Assignment: Make Applications
Class Activities: Applications

Week 8: Reading Ethnography (October 18)

Østebø, Marit T. (2021) Village Gone Viral. Understanding the Spread of Policy Models in a Digital Age (pp. 100 – end)

Assignment: Reflections
Class Activities: Applications – and Work on Team Project

Week 9: Reading Ethnography (October 25)

White, Daniel (2022) Administering Affect: Pop-Culture Japan and the Politics of Anxiety

Yael Navaro-Yashin (2007) Make-believe papers, legal forms and the counterfeit. Affective interactions between documents and people in Britain and Cyprus

Assignment: Make Applications
Class Activities: Applications

Week 10: Reading Ethnography (November 1)

White, Daniel (2022) Administering Affect: Pop-Culture Japan and the Politics of Anxiety

Assignment: Reflection
Class Activities: Applications – and Work on Team Project

Week 11: Workshop with Anthropology Librarian Ginessa Mahar (November 8)

In this workshop you will be introduced to library resources, the basics of searching for literature and government documents.

Assignment: Review of Article

Week 12: Work on Team Project (NO CLASS November 15)

Tate, Winifred (2022) Anthropology of Policy: Tensions, Temporalities, Possibilities

There will be no in-person class this week since I will be traveling for research. Instead, you will have the chance to work on your Team Project

Week 13: Reading Ethnography (November 22)

De Leon, Jason (2015) The Land of Open Graves: Living and Dying on the Migrant Trail (pp. 145-288)

Week 14: Presentation of Team Projects (November 29)

Week 15: Course Review (December 6)

Class requirements and assignments

Attendance (100 points)

Since the course only meets once a week, full attendance in all classes is essential. More than one absence may lower your grade. If you have an excusable absence (see https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx) let me know in advance and I will consider whether you must make up for the absence in one or another way.

Oral Participation in Class (100 points)

You are expected to keep up with the readings and to come to class well prepared and make thoughtful, relevant contributions to class discussions.

Reflections on Canvas/ Preparing applications for class discussions (200 points)

Each week you will, as part of preparation for class, do an individual assignment linked to the readings. Some weeks, your assignment will be to post reflections and responses on the Canvas discussion board. Other weeks, you will be asked to prepare applications that we will use in class. More instruction on how to prepare the applications will be given in class. The applications are modeled after the Team-Based-Learning methodology and preparing the applications and doing them in class will give you a pedagogical tool that you potentially can use in your teaching.

Formal Proposal for Research Essay (100 points)

For this assignment, you will write a detailed proposal outlining your plans for your research paper. There is no length requirement for this document, but I expect that a successful proposal for this assignment would be around 3 single-spaced pages. See further instructions on Canvas.

Review of Article (100 points)

Identify a text referenced in the Winifred (2022) article, in other readings you have done for this class, or through a search in an online database.

1. Write a review of the article that highlights the argument and explain what made you choose the article and why you think it is relevant for the research you are doing for this class (about 400 words).

2. On the Canvas discussion board, record a short video where you present your chosen article. Your presentation should include information about the name of the article/text, where and when it was published, and a summary of your written review.

3. Watch at a minimum four of your classmates' recordings and write a short comment to each on the Canvas discussion board.

Final Research Essay (200 points)

The final research essay is due at the end of the semester. Choose a topic, which is relevant to the course and to your research interest. I strongly encourage you to meet with me at the beginning of the semester to discuss your topic. The essay should reflect an engagement with theoretical perspectives and topics you have been introduced to through readings and class discussions and should include proper referencing and a bibliography.

Length requirements for graduate students: 4-5000 words

Length requirements for undergraduate students: 2000 words

Designing Policy – Team Project (200 points – 20% of your total grade)

Throughout the semester you will work on designing policy as a team. You will be asked to choose a policy field and a context (you can also opt for a fictional country/setting). Your final project – which you will present in class towards the end of the semester, should detail the policy process, the context, objectives of the policy and the problem it intends to solve, activities and actors involved. Your project should reflect that you are a group of anthropologists that are attempting to incorporate lessons you have learned from reading anthropological work on policy, into the policy process. You will be given time in class to work on this project.

Peer-Review (100 points – 10 % of your total grade)

One of the most significant concerns with working in a team and receiving team grades is that some of the members of the team may work harder than others or "free-ride" off those in the group willing to put in more effort. At the end of the semester, each of you will complete a confidential "peer evaluation" to assess the contribution of the other members of your team. You will be evaluating each member on his or her participation in class and on the Team Project. (Did they come to class regularly? Were they prepared for the day's activity? Did they contribute productively to the team? Respect others' ideas?) These evaluations are completely anonymous and give you a chance to reward or punish teammates based upon their team efforts. I will provide more information about this in class and a copy of the evaluation form will be posted on Canvas.

Grading scale

GRADE	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
TOT %	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	<60

UF Policies

Academic Honesty:

When students enroll at UF they commit themselves to honesty and integrity. As a result of completing the registration form at the University of Florida, every student has signed the following statement: "I understand the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University." On work submitted for credit by UF students, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

Campus Helping Resources:

Students experiencing crisis or personal problems that interfere with their general wellbeing are encouraged to utilize the university's counseling resources. The UF Counseling and Wellness Center provides confidential counseling services at no cost for currently enrolled students.

1. Counseling and Wellness Center, http://www.counseling.ufl.edu/cwc/

2. Student Health Care Center: http://shcc.ufl.edu/

For an overview of various resources see http://www.distance.ufl.edu/getting-help

Disabilities:

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter, which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Technical assistance:

For issues with technical difficulties with CANVAS, please contact the UF Help Desk at:

● Learning-support@ufl.edu

● (352) 392-HELP - select option 2

● https://lss.at.ufl.edu/help.shtml