In addition to accounting for the rise of the United States as a legitimate object of anthropological inquiry, this course explores the culture and political-economy of life in the contemporary United States. Among the questions we will address are the following: How has the discipline of anthropology historically “gazed” at the U.S.? To what extent does work on the United States comprise an anthropological “sub-field”? How can anthropology contribute to contemporary understandings of diverse social groups, religions, communities, regions, institutions, and governance structures in the U.S., and how does this knowledge and methodology differ from that offered by other approaches to U.S. studies? Students will explore the theoretical and historical development of the United States within the anthropological imagination, and study anthropological writing on salient domestic issues, such as poverty, inequality, immigration, work, gender, race, class and faith.

Course Learning Goals:

By the completion of the course, students should be able to do the following:

1. Account for the United States as a contemporary and historical field of inquiry within the discipline of Anthropology.
2. Critically read and evaluate theory and ethnography centered on the United States as an “anthropological object,” and apply key concepts and themes in the literature.
3. Compose well-structured and coherent written compositions that clearly state a position (thesis), evidence for the thesis, supporting arguments, and a thoughtful conclusion.
4. Outline and execute an original group research project concerning the themes of the course on a topic of their choosing.
5. Orally present their research in a logical, coherent, and well-argued fashion.
**Required Books:** Available for purchase or on reserve at the library.

**Articles and Selected Chapters:** Available on CANVAS by week under “Modules” tab

**Assignments and Course Evaluation:**

1. **Mid-term Exam:** You will have a mid-term exam during Week 5, administered via Canvas, on Thursday, May 2nd. There will be no class meeting that day, and you may take the exam wherever you choose, as long as you have a reliable internet connection. The exam will open at our regular class meeting time, 10am, and you will have 80 minutes to complete it. The exam will consist of long and short essay responses. The exam covers material from Weeks 1-5. It is open book, meaning that you may refer to your class and reading notes. [25%]

2. **Final Research Presentations:** In groups of 5, choose a research topic related to our course themes that you would like to pursue further. For example, you may explore the U.S.-Mexico border, Evangelical Christianity, gender and reproduction, race and mass incarceration, ideas of “whiteness,” inequality and regional difference, or countless other potential topics. You will present your findings in two formats. First, as an in-class group presentation during our final week of classes, June 4th and June 6th. You will have approximately 20 minutes to present.

   Second, as a **2-3 page individual essay** submitted via CANVAS (12pt, double spaced, .pdf or .doc format) by **Monday, June 10th at 11:59 PM**. This essay should expand on a single aspect of your group presentation. Your work should demonstrate anthropological analyses of the subject you choose and should put your findings in conversation with at least two readings from the semester.

   *You are required to submit a group research proposal by Tuesday, April 23rd, and a detailed individual essay outline by Tuesday, May 21st.* [Proposal—5%, Outline—5%, Presentation—10%, Essay—25%, 45% total]

3. **Film Response Essay:** You will be responsible for writing a **1-page** critical essay in response to the film “The Unafraid,” which we will watch in Week 6. The essay should not be a mere summary, but instead put the film in conversation with course themes, and demonstrate thoughtful analysis. **Due Tuesday, May 14th via Canvas at 11:59 PM.** [10%]
4. **Attendance and Participation**: This course is taught as a seminar. Robust class participation and consistent attendance are imperative to student learning, and key course requirements. As such, I have a **strict policy regarding unexcused absences and lateness**. *One unexcused absence will immediately lower your participation grade by 10 points. Two unexcused absences will result in a “0” for participation. Three unexcused absences will result in failure of the course. More than one unexcused late arrival will lower your participation grade by 10 points.* If you must miss class due to illness or other foreseen/unforeseen circumstances, please email me at least 24 hours in advance to receive an excused absence. If you miss multiple classes due to illness or other circumstances, provide documentation from the Dean or your academic advisor. [15%]

   a. **Fair Warning**: To generate robust participation and dynamic learning, I utilize multiple strategies to engage students. These strategies include: calling on people directly, rather than waiting for volunteer contributions; providing opportunities for small group work and presentations; instituting structured debates. *You are expected to be prepared and informed every class, with the readings and your notes at hand.*

5. **Current Events Presentations**: You will be responsible for finding, reading, and presenting on a current event that relates to our course themes. We will sign up in the first week of class. [5%]

**Grades** will be assigned based on the following criteria:

(A) Outstanding performance relative to course requirements; demonstrates a mastery of course content at the highest level;

(B) Performance that is significantly above course requirements; demonstrates a mastery of course content at a high level;

(C) Performance that meets course requirements in every respect; demonstrates adequate understanding of course content;

(D) Performance that is at a minimum level to pass, but does not fully meet requirements in all aspects; demonstrates a marginal understanding of course content;

(F) Performance that does not meet requirements, for whatever reason; demonstrates an inadequate understanding of course content.

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<th>Grade</th>
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<tr>
<td>A+</td>
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<td>A</td>
<td>&lt;97 to 94</td>
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<td>C</td>
<td>&lt;77 to 74</td>
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<td>C-</td>
<td>&lt;74 to 70</td>
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A- < 94 to 90  D+ < 70 to 67

B+ < 90 to 87  D < 67 to 64

B < 87 to 84  D- < 64 to 61

B- < 84 to 80  F < 61 to 0

C+ < 80 to 77

If you take this course pass/fail, you must have at least 70 % to pass.

**University Policies:** In addition to course-specific expectations, there are also university policies that apply to you in and outside the classroom.

**Accommodations:** If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with me by the end of Week 2. The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. If you develop any conditions that require accommodations, it is highly recommended that you seek these through UO's Accessible Education Center in 360 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu.

**Academic Honesty:** Students at the UO are expected to act with academic honesty. It is the official policy of the University of Oregon that all acts of alleged academic dishonesty by students be reported to the Director of Student Conduct and Community Standards in the Office of Student Life. The two most prevalent forms of academic dishonesty are cheating and plagiarism.

**Cheating:** The UO defines cheating as: “an act of deception by which a student misrepresents or misleadingly demonstrates that he or she has mastered information on an academic exercise that he or she has not mastered, including the giving or receiving of unauthorized help in an academic exercise. Examples include, but are not limited to: 1. copying from another student's test paper, computer program, project, product, or performance; 2. collaborating without authority or allowing another student to copy one's work in a test situation; 3. using the course textbook or other material not authorized for use during a test; 4. Using unauthorized materials during a test; for example, notes, formula lists, cues on a computer, photographs, symbolic representations, and notes written on clothing; 5. resubmitting substantially the same work that was produced for another assignment without the knowledge and permission of the instructor; 6. taking a test for someone else or permitting someone else to take a test for you.”
**Plagiarism:** The UO states that, “Plagiarism is the inclusion of someone else's product, words, ideas, or data as one's own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references, such as footnotes. Expectations may vary slightly among disciplines. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. On written assignments, if verbatim statements are included, the statements must be enclosed by quotation marks or set off from regular text as indented extracts. A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness. Indebtedness must be acknowledged whenever: 1. one quotes another person's actual words or replicates all or part of another's product; 2. one uses another person's ideas, opinions, work, data, or theories, even if they are completely paraphrased in one's own words; 3. one borrows facts, statistics, or other illustrative materials—unless the information is common knowledge.” **This course implements a zero-tolerance policy on plagiarism and cheating. Incidences of suspected plagiarism or cheating will result in immediate penalty, with possible failure of the course.**

**COURSE SCHEDULE:** Complete all assigned readings by the date they are listed. You are required to bring books, print outs or PDFs of course material to class, along with your reading notes.

**Unit I: Framing the Field**

**Week 1**

*Tuesday 4/2: Introduction to the Course*

*Thursday 4/4: Disciplinary Considerations: The United States as Anthropological Object*


**Week 2**

*Tuesday 4/9:*


**In-class library research session [30 minutes]**

*Thursday 4/11: Anthropology and Native America*

Unit II: Poverty, Wealth and Inequality

Week 3
Tuesday 4/16: The Welfare System

Morgen et. al., Stretched Thin, pp. 1-31

Thursday 4/18: Perspectives on Welfare Reform, pt. I

Morgen et. al., Stretched Thin, pp. 32-83

Week 4
Tuesday 4/23: Perspectives on Welfare Reform, pt. II

Morgen, et. al., Stretched Thin, pp. 84-143

Research Proposals Due at 11:59 PM via Canvas

Thursday 4/25: Life after Welfare

Morgen, et. al., Stretched Thin, pp. 144-203

Unit III: Illegality, Deportability and Migration Policy in the U.S.

Week 5
Tuesday 4/30: Deportability and Prevention through Deterrence


Thursday 5/2

No class. MID-TERM EXAM VIA CANVAS 10am-11:20pm

Week 6
Tuesday 5/7


Current events—to be posted on Canvas

**In-class Film Screening “The Unafraid”**

**Unit IV: Gender and Reproduction**

*Thursday 5/9*


**Week 7**  
*Tuesday 5/14*

Martin, Pt. III.

**Film Response Due via Canvas at 11:59 PM**

*Thursday 5/16*

Martin, Pt. IV.

**Unit V: Affect, Faith, and the Neoliberal**

**Week 8**  
*Tuesday 5/21*


**Research Outlines Due via Canvas at 11:59 PM**

*Thursday 5/23*

Adams, pp. 55-98

**Week 9**  
*Tuesday 5/28*

Adams, pp. 99-152
Thursday 5/30

Adams, pp. 153-190

Week 10

Tuesday 6/4: Final Presentations

Thursday 6/6: Final Presentations

Final Essays Due on Monday, June 10th at 11:59 PM via Canvas