**Anthropology of (In)Security**

Anthropology Department

Winter 2020 –(Synchronous)

**Instructor:** Andrés M. F. González-Saiz

Anthropologist – Los Andes University, Colombia.

M.Res in Social Anthropology – Goldsmiths, University of London, UK.

Ph.D candidate in Cultural Anthropology – Rutgers, The State University of New Jersey, USA.

**E-mail:** amg474@scarletmail.rutgers.edu

**Hours:** Available by appointment.

**COURSE DESCRIPTION:**

From crime-ridden metropolis to tumultuous unregulated markets in the global south, security continuously shows up as prevalent narrative for contemporary societies, including dystopic works of fiction vastly circulated amongst different generations. Not a new subject in itself, security has been a serious human concern throughout history and across cultures. Achieving an increasing popularity in the aftermath of 9/11, today a wide range of academic disciplines have joined the securitizing efforts to counter real and imagined transnational terrors threats to a particular sense of order. And yet, what structural configuration of order is being secured through these efforts?

Security is not just something law-enforcement agencies and policy-makers should worry about. Students will learn in this class the important contributions of anthropologists to understand the cultural production of (in)security, the systematic relation between legality and illegality, and the role of fear in the development of contemporary political identities. As a result of this course students will discover a world of secrecy, backroom deals, and precarity not usually depicted in the mainstream media.

**COURSE GOALS:**

By the end of this course you will:

* Identify the theoretical contributions of anthropology to the understanding of security and insecurity as sociocultural problems.
* Understand the problem of security and insecurity holistically.
* Develop critical thinking skills to recognize and challenge reductionist approaches to security and security.
* Reflect on the nature of the interdependent world we live in and that events that happen elsewhere do have an impact on the U.S and vice versa.

**COURSE MATERIAL:**

Over the course of this term you will read three (3) anthropological texts. These texts will guide you to the process of developing a holistic understanding of security and insecurity from a cross-cultural perspective. Reflecting on the *production of (in)security*, *law enforcement*, and *the political uses of* *fear* these books will offer you a critical view on how anthropological thinking contributes to expand your understanding of what may seem at first as an obvious concept used in our daily lives.

Rutgers libraries have these texts; however, it is highly suggested to purchase a copy for your own use.

* Goldstein, Daniel M. 2016. *Owners of the Sidewalk: Security and Survival in the Informal City*. Durham: Duke University Press.
* Nordstrom, Carolyn. 2007. *Global Outlaws: Crime, Money, and Power in the Contemporary World*. Berkeley: University of California Press.
* Masco, Joseph. 2014. *The Theater of Operations: National Security Affect from the Cold War to the War on Terror*. Durham: Duke University Press.

**GRADING CRITERIA:**

Your course grade is based on an aggregate, or total number of points adding up to 100%. I provide all students with detailed feedback on each assignment to help identify their strengths and weaknesses in their coursework. Grades are registered on the Canvas site, so you will be able to see your grades as they are posted. Assignments and due dates are contained in the syllabus.

Grades will be based on:

Participation 10%

Weekly review 40%

Critical fiction review 25%

Essay 25%

Final grades will be calculated according to the following grade policy:

|  |  |  |  |
| --- | --- | --- | --- |
| A | 95-100 | C+ | 75-79 |
| B+ | 90-94 | C | 70-74 |
| B | 85-89 | D | 65-69 |
| B- | 80-84 | F | 64 and below |

* *PARTICIPATION* (10%)*:*

Read, watch, and listen the course material before class to actively participate in class with comments and questions. You are expected to share your thoughts with your peers in at least nine (9) classes.

Always remember, curiosity is one of the best traits for future scholars, which means that your questions will always be welcomed!!!

* *WEEKLY REVIEW* (40%)*:*

*Deadline:* 1st. 12/24 – 2nd. 12/31 – 3rd. 01/08 – 4th. 01/15

Critical thinking always requires writing. This is how you order your thoughts to make compelling logical arguments. By the end of each week you will need to write a 500-800 words single-spaced for your weekly review discussing the contents of the particular section we just covered for a total of four (4). Each one worth 10%.

This is not a summary!!!

Paraphrase, juxtapose, and interact with the course material in creative and novel ways. Use examples of how the material relates to your everyday life.

Points will be deducted for grammar mistakes and poor citation.

* *CRITICAL FICTION REVIEW* (25%)*:*

*Deadline:* 01/08

Security is a subject which has inspired not only social scientists and policy-makers. Artists have also contributed in addressing serious concerns about the role of (in)security in our daily lives. The imagined worlds created by some fiction writers, for example, explore similar questions to the ones addressed in this course.

Choose and read only one of the following works of fiction and write a 1500-2000 double-spaced review, with a clear argument, discussing how different elements analyzed in class are reflected in the plot, setting, and characters’ motivations. Use relevant course material to illustrate your argument.

 BOOKS:

Card, Orson Scott. 1977. *Ender’s Game*. New York: Tor.

Orwell, George. 1949. *1984*. Signet Classics.

King, Stephen. 1978. *The Stand (Uncut)*. New York: Anchor Books.

Saramago, José. 2004. *Seeing*. New York: Harvest Books.

Dick, Philip K. 1977. *A Scanner Darkly*. New York: HMH Books.

* *ESSAY* (25%)*:*

*Deadline:* 01/15

As your last assignment you are required to write a double-spaced 2000-3000 words essay about Section 2, 3, or 4. Choose a contemporary subject related to the section of your choice. It is expected and well-regarded that you use relevant external sources to contextualize the example you are using.

**COURSE POLICIES**

In order to foment the best learning environment possible, there are several guidelines that each student should follow. **Reading assignments should NOT be taken lightly**. All changes to the course schedule made in class are the responsibility of the student. The Canvas site will provide the most up-to-date listing of the schedule. The instructor will be available by appointment to meet with any student over skype, based on the preferences of the student.

[**Disability Services**](https://ods.rutgers.edu/)

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

Rutgers University welcomes students with disabilities into all of the University’s educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

**Academic Integrity and Conduct**

Students are expected to know and follow the Rutgers University Code of Student Conduct (http://academicintegrity.rutgers.edu) as well as the Rutgers Academic Integrity Policy (http://studentconduct.rutgers.edu/wp-content/uploads/sites/46/2014/12/AI\_Policy\_2013.pdf). The Rutgers University Code of Student Conduct is based on the premise that all members of the Rutgers University community are expected to: 1. Behave in an ethical and moral fashion, respecting the human dignity of all members of the community and resisting behavior that may cause danger or harm to others through violence, theft, or bigotry. 2. Adhere to the civil and criminal laws of the local community, state, and nation, and to regulations promulgated by the University. 3. Observe established standards of scholarship and academic freedom by respecting the intellectual property of others and by honoring the right of all students to pursue their education in an environment free from harassment and intimidation.

Thus, students are expected to uphold the highest standards of academic integrity in their own work, refuse to tolerate violations of academic integrity in the university community and foster a high sense of integrity and social responsibility within the university community.

[**Just In Case Web App**](http://m.appcreatorpro.com/m/rutgers/fda9f59ca5/fda9f59ca5.html)

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

[**Counseling, ADAP & Psychiatric Services (CAPS)**](http://www.rhscaps.rutgers.edu/)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/ [www.rhscaps.rutgers.edu/](http://www.rhscaps.rutgers.edu/)

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students’ efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

[**Violence Prevention & Victim Assistance (VPVA)**](http://www.vpva.rutgers.edu/)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / [www.vpva.rutgers.edu/](http://www.vpva.rutgers.edu/)

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

[**Scarlet Listeners**](http://www.scarletlisteners.com/)

(732) 247-5555 / [www.scarletlisteners.com/](http://www.scarletlisteners.com/)

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.

**COVID-19 Guidelines:**

As COVID-19 transmission continues to rapidly increase within the state, the region, and our community, we want to provide you with some guidance and information about the steps we are taking to keep our environment as safe as possible.

More than 4,000 individuals in New Jersey, including some of our students and staff are confirmed with COVID-19.  Needless to say, even more individuals will be identified with the virus in the coming days and weeks.  Fortunately, many of the cases will be mild in nature.

With regard to employees and students who are physically on campus -- Employees and students who test positive for COVID-19 and are physically on campus or in Rutgers facilities should contact Occupational Health and Student Health directly to report the case and seek guidance.

The Occupational Health and Student Health offices will then evaluate these individuals and the risk of exposure to others in accordance with the NJ Department of Health and CDC Risk Assessment Guidelines.  As appropriate, Occupational Health and/or Student Health will speak to those who are deemed to be close contacts of the individual, and potentially at risk.  Those who are not contacted will have been deemed to not be at-risk.

**Week/Section 1:** *Introduction*

* 1. What is an anthropology of (in)security:

Listen: Farrah Jarral, From Savage to Self: “The Colonial Encounter”. BBC Podcast.

<https://www.bbc.co.uk/sounds/play/b06zdjvc>

* 1. Security as an academic concept:

Watch: VICE News. 2014. *Violence and Private Security in South Africa*. VICE News. <https://www.youtube.com/watch?v=pKGzw8GROf0>.

Bourbeau, Philippe. 2015. “A Multidisciplinary Dialogue on Security.” In *Security: Dialogue Across Disciplines*, 1–21. Cambridge: Cambridge University Press.

* 1. Security from an anthropological point of view:

Goldstein, Daniel M. 2015. “Anthropology/ies: Moving beyond Disciplinary Approaches to Security.” In *Security: Dialogue Across Disciplines*, 45–61. Cambridge: Cambridge University Press.

**Week/Section 2:** *The production of (in)security*

Goldstein, Daniel M. 2016. *Owners of the Sidewalk: Security and Survival in the Informal City*. Durham: Duke University Press.

2.1. Informality at the market:

Watch: CGTN America. 2018. *“Informal Economy” Is a Major Part of Peru’s Labor Market*. <https://www.youtube.com/watch?v=Q6QLLG0mD1Y>.

Chapter 1 pg. 001 – 009

Chapter 2 pg. 010 – 014

Chapter 4 pg. 018 – 024

Chapter 6 pg. 033 – 041

2.2. Statecraft and security:

Chapter 12 pg. 074 – 079

Chapter 14 pg. 087 – 094

Chapter 16 pg. 102 – 107

Chapter 18 pg. 116 – 121

Chapter 20 pg. 131 – 138

2.3. Gender, sovereignty, and resistance:

Chapter 21 pg. 139 – 147

Chapter 22 pg. 148 – 153

Chapter 23 pg. 154 – 160

Chapter 26 pg. 175 – 181

Chapter 27 pg. 180 – 189

2.4. Producing (in)security:

Watch: Padilha, José. 2002. *Bus 174*.

<https://www.bitchute.com/video/IyujcSXt5uca/>

Chapter 28 pg. 190 – 193

Chapter 29 pg. 194 – 199

Chapter 31 pg. 207 – 213

Chapter 37 pg. 246 – 251

**Week/Section 3:** *Extralegal law-enforcement in a globalized world*

Nordstrom, Carolyn. 2007. *Global Outlaws: Crime, Money, and Power in the Contemporary World*. Berkeley: University of California Press.

3.1. The local effects of the global economy:

Watch: Fusion. 2014. *Chiquita: An Association with Corporate Terrorism Gone Bananas*.

<https://www.youtube.com/watch?v=r1vswKQrEwI&t=346s>.

Chapter 1 pg. 003 – 009

Chapter 2 pg. 011 – 017

Chapter 3 pg. 019 – 024

Chapter 5 pg. 037 – 044

Chapter 7 pg. 057 – 067

3.2. Moving across boundaries:

Chapter 9 pg. 083 – 091

Gupta, Akhil. 1995. “Blurred Boundaries: The Discourse of Corruption, the Culture of Politics, and the Imagined State.” *American Ethnologist* 22 (2): 375–402.

3.3. Globalization and money laundering:

Chapter 11 pg. 105 – 113

Chapter 12 pg. 115 – 127

Chapter 13 pg. 129 – 137

3.4. Extralegal linkages in the culture of cops and robbers:

Chapter 14 pg. 139 – 146

Chapter 15 pg. 149 – 155

Chapter 17 pg. 167 – 179

3.5. Securitizing the world through the illusion of security:

Watch: VICE. 2014. *Superpower for Hire: Rise of the Private Military*.

<https://www.youtube.com/watch?v=6LaSD8oFBZE>.

 Chapter 19 pg. 191 – 203

**Week/Section 4:** *Feeling frighteningly (un)safe in the world*

Masco, Joseph. 2014. *The Theater of Operations: National Security Affect from the Cold War to the War on Terror*. Durham: Duke University Press.

4.1. The “new normal”:

Listen: Farrah Jarral, From Savage to Self: “Anthropology Goes to War”. BBC Podcast.

 <https://www.bbc.co.uk/sounds/play/b06zh4d1>

Part I: Introduction pg. 001 – 044

4.2. War at the movies:

 Part II: Chapter 2 pg. 077 – 111

4.3. Securing secrecy:

Watch: Paglen, Trevor. 2013. “Six Landscapes.” Presented at the Chaos Computer Congress 2013.

<https://www.youtube.com/watch?v=j56s46e97Lo>.

Part III: Chapter 3 pg. 113 – 144

4.4. Living with fear:

Part IV: Chapter 4 pg. 145 – 191

4.5. Forethoughts:

This class will be used as a Q&A session.