

RECEIVED

JUL 9 2014

OFFICE OF THE
SENATE COUNCIL**1. General Information**

1a. Submitted by the College of: ARTS & SCIENCES

Date Submitted: 4/18/2014

1b. Department/Division: Anthropology

1c. Contact Person

Name: Carmen Martinez

Email: carmen.martinez@uky.edu

Phone: 859-257-2684

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: ANT 530

2c. Full Title: Elites in Cross-Cultural Perspective

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

SEMINAR: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This course examines elites in different areas of the world paying special attention to what defines them as power holders, their sub-cultures, histories, strategies of class reproduction, and relations to subaltern groups. The class will also explore the critical perspectives gained from studying up, as well as the theoretical and methodological difficulties of doing this kind of work.

2k. Prerequisites, if any: none

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 25

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: No

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: This course may interest students outside of anthropology in international studies, bussiness, area studies, geography, sociology, political science and other disciplines.

8. Check the category most applicable to this course: Relatively New – Now Being Widely Established,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: Yes

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|MANGLIN|Mary K Anglin|ANT 530 NEW Dept Review|20131013

SIGNATURE|RHANSON|Roxanna D Hanson|ANT 530 NEW College Review|20140121

SIGNATURE|JMETT2|Joanie Etl-Mims|ANT 530 NEW Undergrad Council Review|20140226

SIGNATURE|ZNNIKO0|Roshan N Nikou|ANT 530 NEW Graduate Council Review|20140227

SIGNATURE|RHANSON|Roxanna D Hanson|ANT 530 NEW Approval Resent to College|20140418

SIGNATURE|ZNNIKO0|Roshan N Nikou|ANT 530 NEW Graduate Council Review|20140709

Courses	Request Tracking
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New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

[Open in full window to print or save](#)

Generate R

Attachments:

Upload File

ID	Attachment
Delete 3398	ANT 530 Anthro of Elites Revised April 18.docx

First | 1 | Last

Select saved project to retrieve...

(*denotes required fields)

1. General Information

- a. * Submitted by the College of: ARTS & SCIENCES Submission Date: 4/18/2014
- b. * Department/Division: Anthropology
- c.
 - * Contact Person Name: Carmen Martinez Email: carmen.martinez@uky.ec Phone: 859-257-2684
 - * Responsible Faculty ID (if different from Contact) Email: Phone:
- d. * Requested Effective Date: Semester following approval OR Specific Term/Year
- e.
 - Should this course be a UK Core Course? Yes No
 - If YES, check the areas that apply:
 - Inquiry - Arts & Creativity Composition & Communications - II
 - Inquiry - Humanities Quantitative Foundations
 - Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning
 - Inquiry - Social Sciences U.S. Citizenship, Community, Diversity
 - Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

- a. * Will this course also be offered through Distance Learning? Yes No
- b. * Prefix and Number: ANT 530
- c. * Full Title: Elites in Cross-Cultural Perspective
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed ² with (Prefix and Number):
- f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours² for each meeting pattern type.

Lecture	Laboratory ¹	Recitation	Discussion
Indep. Study	Clinical	Colloquium	Practicum
Research	Residency	3 Seminar	Studio
Other	If Other, Please explain:		
- g. * Identify a grading system:
 - Letter (A, B, C, etc.)
 - Pass/Fail
 - Medicine Numeric Grade (Non-medical students will receive a letter grade)
 - Graduate School Grade Scale
- h. * Number of credits: 3
- i. * Is this course repeatable for additional credit? Yes No
 - If YES: Maximum number of credit hours:
 - If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

This course examines elites in different areas of the world paying special attention to what defines them as power holders, their sub-cultures, histories, strategies of class reproduction, and relations to subaltern groups. The class will also explore the critical perspectives gained from studying up, as well as the theoretical and methodological difficulties of doing this kind of work.

k. Prerequisites, if any:

none

i. Supplementary teaching component, if any: Community-Based Experience Service Learning Both3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 25

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

This course may interest students outside of anthropology in international studies, business, area studies, geography, sociology, political science and other disciplines.

8. * Check the category most applicable to this course:

- Traditional – Offered in Corresponding Departments at Universities Elsewhere
 Relatively New – Now Being Widely Established
 Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

b. * Will this course be a new requirement¹ for ANY program? Yes No

If YES¹, list affected programs:

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if appl 10.a above) are attached.

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
² The chair of the cross-listing department must sign off on the Signature Routing Log

ANT 530 Elites in Cross-cultural Perspective

Fall 2013

Meets Wednesdays 3:00-5:30 at Lafferty 104

Instructor: Dr. Carmen Martínez-Novó.

Office: 201 E Lafferty

Office Hours: Wednesdays 2-3 or by appointment

Phone: 859-2572684

Email: carmen.martinez@uky.edu

Preferred method to reach instructor is e-mail

Class description:

This course examines elites in different areas of the world paying special attention to what defines them as power holders, their sub-cultures, histories, strategies of class reproduction, and relations to subaltern groups. In the 1960s, anthropologists such as Laura Nader argued that in order to understand power relations scholars needed to investigate not only colonized, subaltern, and disempowered groups, but also those who hold power and have influence in society: for example, policy makers, government officials, corporation managers, and cultural brokers. Without a study of the power-holders we were only achieving a partial understanding and extensive areas of the social and many social connections remained in the dark for us. Despite convincing claims made in the 1960s and 1970s by critical anthropologists, the anthropological bibliography on elites remains small to this day. This class will explore the critical perspectives gained from studying up, as well as the theoretical and methodological difficulties of doing this kind of work.

Course Goals

- Teach about the specificities and cultures of power and privilege in different parts of the world
- Teach the difficulties of conducting research on elites due to problems of access and issues of representation
- Teach about the connections between the study of the powerful and the politics of justice and social change
- Teach an understanding of power and social structure as embodied in particular groups of people and those peoples' agency

Student Learning Outcomes: After successful completion of this course with a passing grade students will be able to:

1. Understand how elites have been discussed through time by a number of academic authors.
2. Understand and be able to discuss the perspectives gained from the study of those who hold power and influence in society as well as the theoretical and methodological difficulties of doing this kind of work. Students will be able to question how our methodologies in the social sciences have been designed to

- “study down” and will be able to design innovative strategies for the study of those in power.
3. Be aware of the differences and similarities between kinds of elites in a global context and be able to interact as global citizens with diverse individuals of different social classes with an understanding of their cultural idiosyncrasies.
 4. Students will be able to conduct written reviews of the bibliography and identify and describe the main scholarly debates within a particular theme.
 5. Students will be able to present their work and research in class orally and with the help of multi-media technology (power point, prezi, filmed interviews, photography, music, etc.)

Required materials:

Larissa Lomnitz and Marisol Pérez-Lizaur. 1987. *A Mexican Elite Family*. Princeton: Princeton University Press.

Sylvia Yanagisako. 2002. *Producing Culture and Capital: Family Firms in Italy*. Princeton: Princeton University Press.

Joe Feagin. 2013. *The White Racial Frame*. New York: Routledge.

Karen Ho. 2009. *Liquidated: An Ethnography of Wall St*. Durham: Duke University Press.

Optional

Mark Allen Peterson. 2011. *Connected in Cairo: Growing Up Cosmopolitan in the Modern Middle East*. Bloomington: Indiana University Press.

Carmen Martínez. 2006. *Who Defines Indigenous?* New Brunswick: Rutgers University Press.

Note: All books will be placed on reserve at Young Library.

Components of course grade and value of each activity:

For undergraduate students taking this class:

1. Class attendance and participation (attendance 10 %, participation 5 %)
2. In class presentation of readings 15 % (**students present on the readings of a day of their choice**)
3. Mid-term paper 30 % (essay on readings)
4. Final Paper 30 % (essay on readings or option to do a research paper)
5. Pop quizzes 10 %
6. Total: 100%

For graduate students taking this class:

1. Participation 10 %
2. In class presentation of readings 15 % (**students present on the readings of a day of their choice**)
3. Mid-term paper 20 % (essay on readings)
4. Final Paper 20 % (essay on readings)
5. Research Paper 30% (bibliographic review on a particular kind of elite or ethnographic research that involves studying up)
6. Pop quizzes 5 %
7. Total: 100 %

Grading scale for undergraduates:

- A 90-100
- B 80-89
- C 70-79
- D 60-69
- E Less than 60

Grading scale for graduate students:

- A 90-100
- B 80-89
- C 70-79
- E Less than 60

Mid-term Grade (for undergraduates in 500 level course)

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

Course policies:

-Students should **read** the text assigned for the day before coming to class. This is very important because we intend to have a participatory class with an inviting academic environment in which all feel free to express their informed opinions. **Pop quizzes** will be based on the reading of the day and may refer to previous readings. Students should be ready to take a quiz, participate, ask questions, engage in group discussion, based on the assigned readings for that day and on readings from previous days.

-Films and documentaries are class materials. Students should come to class to watch them and will be tested on the content of the films. Note taking while watching films is required.

-Students should be familiar with blackboard, and should check their UK e-mail.

-Attendance is extremely important in this class. Students are allowed up to one unexcused absence without a repercussion in grades. Each additional absence will be reflected in a deduction of 1 point from the attendance component of the final grade.

-Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

-Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class.

-Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

-Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

-Tardiness of 15 minutes or more or leaving class early will be counted as an unexcused absence unless the student has a documented reason for arriving late or leaving early.

-Students will be given extra time to complete assignments after they provide documentation of justified cause for the delay. Students whose absence is excused will have the opportunity to make up whatever assignment the class did that day.

- Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

-While differences of opinion are valued and encouraged, discussion and debate must take place in a civil and respectful manner. Personal attacks or other acts of denigration will not be tolerated in this class.

-Policy on academic accommodations due to disability:

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive

accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Syllabus changes:

When unforeseen circumstances necessitate changes, those will be negotiated with the class and reflect the nature of the circumstances necessitating the change. For example, a severe winter storm causing cancelation of classes on exam day would necessitate a change in the exam date or perhaps result in a take-home exam.

Course Schedule:

8/28 Introduction to the class.

Why and How Should Social Scientists Study Up?

9/4

Laura Nader. 1972. "Up the Anthropologist" In D. Hymes (ed.) *Reinventing Anthropology*. New York: Vintage Books.

George Marcus. 1983. "Introduction" In *Elites: Ethnographic Issues*. Albuquerque: School of American Research Press.

Elite Cultures: Classical Perspectives

9/11

Larissa Lomnitz and Marisol Pérez-Lizaur. 1987. *A Mexican Elite Family*. Princeton: Princeton University Press.

"Introduction," Chapter 3 "Family and Enterprise," Chapter 4 "Kinship."

Student presentation on readings

9/18

Chapter 5 "Rituals as a Way of Life," and Chapter 6 "Ideology," Chapter 7 "Conclusion."

The Culture of Privilege: International Perspectives

9/25

Sylvia Yanagisako. 2002. *Producing Culture and Capital: Family Firms in Italy*. Princeton: Princeton University Press.

Chapter 1 "Producing culture and capital," and Chapter 3 "Patriarchal Desire."

Student presentation on readings

10/2

Yanagisako. Chapter 4 "Betrayal as a Force of Production" and Chapter 5 "Capital and Gendered Sentiments."

Student presentation on readings

10/9

Mark Allen Peterson. 2011. *Connected in Cairo: Growing Up Cosmopolitan in the Modern Middle East*. Bloomington: Indiana University Press.

Chapter 1 "Toward an Anthropology of Connections." And Chapter 4 "Talk like an Egyptian: Negotiating Identity at the American University in Cairo."

Student presentation on readings

Elites and Race

10/16

Joe Feagin. 2013. *The White Racial Frame*.

Chapter 3. "Creating a White Racial Frame," and Chapter 4. "Extending the White Racial Frame.

Questions for mid-term paper distributed

10/23 **Mid-term paper due.** Discussion of mid-term questions and answers.

10/30

Feagin. Chapters 5 "the contemporary white racial frame," 6 "The frame in everyday operation," 7 "The frame in institutional operation." **Proposal due by graduate students for research paper.**

11/6 Carmen Martínez Novo. 2006. *Who Defines Indigenous?* "Introduction" and Chapter 2 "The Making of Vulnerabilities: Indigenous Day Laborers in Mexico's Neoliberal Agriculture."

Student presentation of readings

11/13

Carmen Martínez Novo. 2006. Chapter 5 "Race, Maternalism, and Community Development" and Chapter 3 "We Are Against the Government Although We Are the Government," From *Who Defines Indigenous?*

Student presentation of readings

Ethnographies of Financial Capitalism

11/20 No class. Travel of Instructor of AAA.

11/27 No class. Thanks Giving.

12/4

Karen Ho. 2009. *Liquidated: An Ethnography of Wall St.* Durham: Duke University Press. Chapter 1 "Biographies of Hegemony," and Chapter 2 "Wall St. Orientation."

Questions for final essay distributed.

12/11

Ho Chapter 3 "Wall St. Historiographies." And Chapter 5 "Downsizers Downsized." **(Final essay due for graduate students)**

12/16

Final essay due for undergraduate students (Research paper due for graduate students).

APENDIX

INSTRUCTIONS FOR IN CLASS PRESENTATION OF A CLASS READING

Each student will be responsible for **presenting and discussing the reading assigned for one day of their choice**. The presentation should be visual, written (in a power point or other presentation technology), and oral. The presentation should contain the following elements:

1. Context for the reading:
2. A) Information on the author
B) General information on the topic or geographical location of the reading
3. Brief summary of the main points of the reading
4. Discussion of points in the reading that need further explanation
5. What is significant or interesting from this reading? What have we learned from this reading that can be of value to us?
6. Criticisms of the reading: What is unclear in the reading? Point to inconsistencies and contradictions in the argument. What do you disagree with and why?
7. Connect the reading to the student's own background. How is what is described in the reading similar or different from students' personal experiences?
8. Questions for class discussion.

INSTRUCTIONS FOR RESEARCH PAPER

1. Students choose a topic in consultation with instructor. They write a 1-page proposal immediately after the mid-term and receive comments on feasibility from instructor.
2. Students review a bibliography on their chosen topic (at least 8 academic articles and/or two or more books).
3. Students carry out interviews and participant observation for their chosen topic.
4. Students combine the debates in the bibliography with their empirical findings in their research paper. The paper should be 10- 15 pages long.