



Department of Sociology and Anthropology
The University of Texas at El Paso

ANTH 4370/SOCI 3341/ASIA 3350

Spring 2020

Global Experts in Modern World:

SYLLABUS

Knowledge, Accountability and Transparency

Meeting Times & Location: MW 9-10:20am, Cotton Memorial Building 201

Instructor: Prof. Bilge O'Hearn (bohearn@utep.edu)

Teaching Assistant (TA): Arturo Altamira (aaltamira2@miners.utep.edu)

Instructor Office & Hours: Old Main 312, MW 10:30-11:30am or by appointment

TA Office and Hours: TBD

COURSE DESCRIPTION

We are living in a world that is increasingly governed by those who escape our oversight. Ordinary people are often told not to bother questioning how policies are planned, or whether they are effectively implemented. Our knowledge and understanding of those who make decisions in our names and implement them both at home and abroad are quite incomplete. This course unpacks the worlds of experts who have overwhelming power in our lives in myriad ways. We will read private and public accounts of expert lives that are either written by experts themselves or by other experts who tell their stories. The main goal of this course is to understand how power works in multi-, inter-, supra-, trans-national organizations and national institutions of the contemporary world order. We will interrogate transparency and democratic accountability by looking at what the rulers of the world do, what they say they do, and the effects of their policies and practices on ordinary people in fields of foreign and domestic policy, health, human rights and gender, environment, development aid, and terrorism in diverse places around the world.

LEARNING OUTCOMES

On the successful completion of the course you, the student will be able to:

- Acquire general knowledge on the relationship between expertise and governance;
- Describe the relationship between expert knowledge, power and accountability;
- Apply social scientific theory, research methods and terminology in studies of knowledge and power;
- Discuss contemporary texts critically; write critical essays; participate in team work; conduct field research; and provide peer-review.

REQUIRED COURSE MATERIALS

Course materials are presented through readings, lecture, class discussion and documentaries.

We will read the following books according to the reading schedule:

- Macphail, Theresa. 2014. *Viral Network: A Pathography of the H1N1 Influenza Pandemic*. Ithaca: Cornell University Press. ISBN-13: 9780801479830 [E-book available through UTEP library]
- Merry, Sally Engle. 2016. *The Seductions of Quantification: Measuring Human Rights, Gender Violence, and Sex Trafficking*. Chicago: University of Chicago Press. ISBN-13: 9780226261287
- O'Reilly, Jessica. 2017. *The Technocratic Antarctic: An Ethnography of Scientific Expertise and Environmental Governance*. Ithaca, NY: Cornell University Press. ISBN-13: 9780801456923
- Perkins, John. 2016. *The New Confessions of an Economic Hit Man*. Oakland, CA: Berrett-



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- Koehler Publishers. ISBN: 9781626566743 [E-book available through UTEP library]
- Stampnitzky, Lisa. 2013. *Disciplining Terror: How Experts Invented Terrorism*. Cambridge: Cambridge University Press. ISBN-13: 9781107697348 [E-book available through UTEP library]
 - Wedel, Janine R. 2011. *Shadow Elite: How the World's New Power Brokers Undermine Democracy, Government, and the Free Market*. New York: Basic Books. ISBN: 9780465022014

These books are also available at Campus Bookstore but you are not obliged to buy Bookstore copies. When you choose to acquire these books by other means, make sure that you get/read their latest editions.

Other required readings will include articles and book chapters that are NOT found in any of the required texts; instead, these readings will be made available electronically on Blackboard. These electronic reserves are available to all students registered for this course as full text PDF files that may be downloaded and printed from our course page on Blackboard.

COURSE REQUIREMENTS AND STUDENT PERFORMANCE ASSESSMENT

You will learn from your peers and me by collectively discussing course readings, lectures, and audiovisual material. But this course also aims at developing your skills in applying what you learn in class to outside cases of your own choosing. The course will prepare you to conduct field research and report back from the field. We will spend ample time in class regarding the details of conducting hands-on field research, teamwork, library research and the writing process. In addition, we will have guest speakers during class time, which will contribute to your hands-on learning and community engagement. Overall, you will be assessed based on the following five (5) forms of assignments, each of which are weighted differently:

Participation and Attendance: You are expected to actively participate in class discussions and debates. You will be assessed on your overall participation performance during class discussions and regular attendance. [5 points]

Criteria for assessing participation:

5-4 (A): The student is always attentive and well prepared, answers readily when called upon, initiates interactions, volunteers, participates actively in discussions and group activities;

3 (B): The student is prepared and pays attention, but is reluctant to take initiative, answers questions only when asked, participates actively in-group activities but passively in discussions;

2 (C): The student is not fully prepared, does not take initiative and often is not able to answer questions when called upon, participates scarcely in-group activities and in discussions;

1 (D): The student is inadequately prepared and has difficulty answering questions when called upon, his/her contribution to group activities and to discussions is minimal.

0 (F): The student is frequently absent from class and/or asleep during class activities and discussion and s/he fails to meet all the participation requirements.



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Discussion Leadership: Each of you will be assigned four (4) class meetings. You will do a brief introduction to the assigned reading, emphasizing the main points/take-aways and prepare 2-3 critically-thought questions for class discussion. You will also facilitate class debate on the reading you are assigned, guided by your discussion questions. It is therefore very important that other class members have enough time to process your questions. Your discussion questions, along with a paragraph of your review of the assigned reading, need to be posted on Blackboard by **mid-night the night before our class**. Your grade for this assignment will be evaluated based on your written work and your classroom performance. [15 points, 3.75 points each]

In case our class size increases, you'll be assigned less facilitation duties but the total credit for this assignment will not go below 15 points.

Critical Discussion Papers (CDPs): You are to submit six (6) critical discussion papers (between 750-999 words) out of 8 opportunities to do so. Each of your CDPs will be based on one of the books, or set of articles. A CDP is basically a review piece which critically discusses the book/articles in single essay format, due at the end of the book/set of articles cycle (or before we move on to the next reading, usually every other week). All written work must be submitted by noon every other Friday via **Blackboard**. Due dates for submissions are as follows: **February 7** (CDP on *New Confessions*); **February 21** (CDP on *Shadow Elites*); **March 6** (CDP on *Discipling Terror*); **March 13** (CDP on *(Under)Development and Conflict Resolution*); **April 3** (CDP on *Seductions of Quantification*); **April 9** (CDP on International Legal Expertise; **April 24** (CDP on *Technocratic Antarctic*); and **May 5** (CDP on *Viral Network*). You are advised to begin submitting your critical discussion papers as early in the semester as possible. Please ensure timely submissions of your CDPs. Each day of late submission (weekends included) will cost you one point; late submissions after the third day will not be accepted. [30 points; 5 points each]

Group Exercise "Directory of Environmental Expertise in El Paso, TX": You are to research and regularly update a list of state and non-state experts who specialize on environmental issues in El Paso, TX. With your collective effort, we will put together a directory with names, institutional affiliation and contact information of environmental experts in our city. Even though you are not obliged to do so, you are welcome to choose the environment and environmental expertise as your research topic and make use of this directory in your research for the final research paper (see below). [10 points]

Final Research Paper: *In order to successfully complete this requirement, you will first choose your choice can be informed by past or present experiences. You will be trained in and apply various social scientific research methods on primary (participant and non-participant observations, elite/expert interviewing, life history, discourse and narrative analyses) and secondary forms of data collection (archival and library research).* [40 points; 5 points for the abstract, 5 points for the field research report, 15 points for the draft final paper, 15 points for the final paper.]

This assignment will be completed in four stages:



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Stage 1. Designing your research question, choosing your field of expertise, identifying your expert, writing your abstract. You will submit a **250-word long ABSTRACT** by **February 28**, describing which field of expertise you identified to focus on and who your target expert is.

Stage 2. Field Progress Report

You will submit one (1) **500-word long FIELD REPORT** based on your ongoing research, outlining the actual conduct of field research: your accomplishments, limitations and constraints, and remaining work to be done. Your field report is **due by March 27**.

Stage 3. Drafting your final research paper

You will submit one (1) **DRAFT FINAL PAPER, due by May 1**. The draft final paper should in principle look like a final paper (including Introduction and Conclusion). In it, you will discuss your field results in light of course readings, lectures, documentaries, and cases and examples that may come up during class discussions. Your draft final paper needs to be no less than **1500** words.

Stage 4. Final paper

You will submit one (1) **FINAL RESEARCH PAPER** (one paper per student) based on your semester-long research. Your final paper needs to be no shorter than **2000** words, including the bibliography, and needs to be sufficiently different from your draft paper and your teammate's paper, responding to instructor and peer review. Final papers are **due by May 11**.

GRADING SCALE

The following grading scale will be used for all graded work in this course: A = 100-95% B = 94-85% C = 84-75% D = 74-65% F = 64% and below

POLICIES, INTEGRITY AND EXPECTATIONS

This course involves participation in discussions and activities. We each have different experiences that influence our perspectives of the world. The classroom should be a lively, interactive and comfortable place where information is shared ideas tested and issues debated. You are expected to treat your instructor and all other participants in the course with courtesy and respect. Your comments to others should be factual, constructive, and free from harassing statements. You are encouraged to disagree with other students, but such disagreements need to be based upon facts and documentation (rather than prejudices and personalities).

Unprofessional or disrespectful conduct will result in a lower grade on an assignment since part of the learning process in this course is respectful engagement of ideas with others.

You should expect the professor of the course to be prepared for each class, to treat each student with respect and compassion. Students will come to each class prepared, complete assignments on time and will adhere to the university's academic standards including those governing academic dishonesty including cheating, plagiarism, or fraud. The following link will provide further guidance on the University's student rules and policies:

Americans with Disabilities Act (ADA) The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with



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disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services.

Academic integrity Misconduct in research or scholarship includes cheating, fabrication, falsification, multiple submission, or plagiarism in proposing, performing, reviewing, or reporting research, as well as complicity in any or all of the above. Most serious breach of the said code is **plagiarism** [*pley-juh-riz-uhm, -jee-uh-riz-*], which is defined as “the appropriation of another person’s ideas, processes, results, or words without giving appropriate credit.”

Plagiarism includes:

- Intentionally, knowingly, or carelessly presenting the work of another as one’s own (i.e., without crediting the author or creator).
- Failing to credit sources used in a work product in an attempt to pass off the work as one’s own.
- Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources. Students are permitted to use the services of a tutor (paid or unpaid), a professional editor, or the University Writing Center to assist them in completing assigned work, unless the instructor explicitly prohibits such assistance. If the student uses such services, the resulting product must be the original work of the student. Purchasing research reports, essays, lab reports, practice sets, or answers to assignments from any person or business are strictly prohibited. Sale of such materials is a violation of both these rules and State law.
- Failing to cite the World Wide Web, databases and other electronic resources if they are utilized in any way as resource material in an academic exercise.
- Other similar acts.

Plagiarism and other acts of academic dishonesty are subject to punitive action. For more information please consult the handbook of Operating Procedures at <https://www.utep.edu/vpba/hoop/section-2/student-conduct-and-discipline.html> . IF YOU ARE UNSURE ABOUT ANY PART OF THE HANDBOOK, PLEASE COME SEE ME.

Professionalism, attendance and make up Attendance; timely completion of reading and written assignments; thoughtful contribution to class discussions, including participation in several in- class exercises are required. The University views class attendance the responsibility of the student; attendance is essential to complete the course successfully. Attendance in this class is not mandatory. However, your participation and input during class discussions WILL AFFECT your overall grade. University rules related to excused and unexcused absences can be found at <http://catalog.utep.edu/undergrad/academic-regulations/curriculum-and-classroom-policies/>.

Use of Technology Technology is part of our lives and learning experience. You are thus permitted to use your laptop, phone, tablet etc. in class. However, please pay utmost attention in order not to distract and disrupt our collective learning environment, which would surely affect your learning experience, as well as that of others. If there is any complaint from your



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- Mar 9** *Falk Moore, Sally. 2001. The international production of authoritative knowledge: the case of drought-stricken West Africa. *Ethnography* 2(2):161-189.
*Stirrat, R.L. 2008. "Mercenaries, Missionaries and Misfits: Representations of Development Personnel" *Critique of Anthropology* 28(4):406-425.
*Bueger, C. 2019. Experts in an adventure with pirates: a story of Somali piracy expertise. In *Assembling Exclusive Expertise: Knowledge, Ignorance and Conflict Resolution in the Global South*. Edited by Anna Leander and Ole Waever, pp. 40-56. New York and London: Routledge.

- Mar 11** *Bishai, Linda. 2019. Who knows Nigeria? Reflections on Conflict expertise and knowledge generation in peacebuilding practice. In *Assembling Exclusive Expertise: Knowledge, Ignorance and Conflict Resolution in the Global South*. Edited by Anna Leander and Ole Waever, pp. 23-39. New York and London: Routledge.

*Krause, Keith. 2019. Bodies count: the politics of assembling war and violent death. In *Assembling Exclusive Expertise: Knowledge, Ignorance and Conflict Resolution in the Global South*. Edited by Anna Leander and Ole Waever, pp. 129-152. New York and London: Routledge.

*Chandler, David. 2019. Conflict knowledge, big data and the emergence of emergence. In *Assembling Exclusive Expertise: Knowledge, Ignorance and Conflict Resolution in the Global South*. Edited by Anna Leander and Ole Waever, pp. 170-185. New York and London: Routledge.

CDP on (Under)Development and Conflict Resolution is due by noon of **Mar 13!**

WEEK 9

Mar 16-18 NO CLASS//Spring Break

Recommended readings over the break:

* Rose, Nikolas. 1993. Government, authority and expertise in advanced liberalism. *Economy and Society* 22(3):283-299.

*Boyer, Dominic. 2008. Thinking through the Anthropology of Experts. *Anthropology in Action* 15(2):38-46.

WEEK 10 & 11 Human Rights, Gender Violence and Sex Trafficking

Mar 23-25 Merry//*Seductions of Quantification* (pp.1-43; 44-111)

Field reports are due by noon of **Mar 27!**

Mar 30-Apr 1 Merry//*Seductions of Quantification* (pp.112-160; 161-222)

CDP on *Seductions of Quantification* is due by noon of **Apr 3!**

WEEK 12 International law and humanitarianism

Apr 6 *Dezalay, Yves, and Bryant G. Garth. 2002. *The Internationalization of Palace Wars*. Chicago: Chicago University Press. (Chapters 2, 3, 10, 11; pp.17-58 & 163-197)



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Apr 8 *Levi, Ron, and John Hagan. 2012. Lawyers, humanitarian emergencies and the politics of large numbers. In *Lawyers and the Construction of Transnational Justice*. Edited by Yves Dezalay and Bryant G. Garth, pp. 13-47. New York: Routledge.

**In-class documentary screening*

CDP on International Legal Expertise due by noon of **Apr 9!**

Week 13 & 14 Science, Technology and Environmental Governance

Apr 13-15 O'Reilly//*Technocratic Antarctic* (pp.1-62; 63-101)

Apr 20 O'Reilly//*Technocratic Antarctic* (pp.102-139; 140-180)

Apr 22 **In-class documentary screening*

CDP on *Technocratic Antarctic* is due by noon of **Apr 24!**

WEEK 15 & 16 Global Health

Apr 27-29 Macphail//*Viral Network* (pp.1-47; 48-107)

Draft final papers are due by noon of **May 1!**

May 4 Macphail//*Viral Network* 9pp.108-151; 152-212)

CDP on *Viral Network* is due by noon of **May 5!**

May 6 -Course wrap-up

Final Papers are due by noon of **May 11!!**