

**ANTH 321**  
**Space, Place, Perception and Power**  
**Fall 2023**

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**Course Summary**

*An examination of social and material productions and constructions of spaces, places, and landscapes as well as their reciprocal relationships to human embodied experiences, processes of identity formation, and unequal relations of power.*

**Course Description**

This course will draw upon social theory, ethnography, history, archaeology, and our own senses of place to explore the complex interplay between culture, power, human experience and the materiality of spaces and landscapes.

Spaces, places, and landscapes are conceptualized as essential sites for the production, manifestation and performance of culture, meaning, memory, and social identity. In this course we will learn to recognize spaces as brought into being through the complex interplay of material forces (e.g. technologies, resources, labor), ideological factors (e.g. systems of belief, cosmology, political ideation) and relations of power. We will explore the processes by which physical spaces are transformed into ideational places, layered with rich, diverse, multivocal meanings informed by social and cultural lenses. We will learn to see spaces and places as manifestations and transmitters of ideologies, as products of and impediments to human agency, and as enmeshed in dynamic and reciprocal processes of realization with culture.

Ultimately, through attention to space, we will establish critical perspectives of not only the places we encounter but also the cultures, institutions, and individuals who produce, inhabit, and are produced by social landscapes.

**Learning Objectives**

Upon successful completion of the course, students will be able to:

1. Demonstrate fluency in foundational methods and theories pertaining to the social construction of space as it relates to culture, power, and human experiences.
2. Understand landscapes as products of historical forces, agendas, and the accumulated “decisions and dispositions” of those who shaped them.
3. Learn to evaluate the effects of built and unbuilt environments on human agency, socially constructed senses of self, and the operation of power within a society.
4. Apply basic anthropological theory and methods in critical and comparative analyses of space by constructing and defending an original thesis using a combination of basic field and/or archival research methods, social theory, and social science literature.

**Prerequisite(s):** None

**Recommended Preparation:** Introductory social sciences courses are recommended but are not required.

### **Course Notes:**

While a grading basis of Pass/No Pass may be selected by the student, the default will be a Letter Grading basis.

Supplementary readings, links to outside films, lecture slides and course handouts will be available via Blackboard. Please see the Course Materials and Assignments tabs on the course Blackboard page for further details.

## **Required Readings and Supplementary Materials**

### **Textbooks**

Basso, K. H. (1996). *Wisdom sits in places: Landscape and language among the Western Apache*. UNM Press.

Lefebvre, H. (1974/1991) *The Production of Space*. Translated by Donald Nicholson-Smith. Blackwell.

Low, S. (2016). *Spatializing culture: The ethnography of space and place*. Taylor & Francis.

### **Supplementary Readings**

Aarseth, E. (2008) A Hollow World: World of Warcraft as Spatial Practice. In *Digital Culture, Play, and Identity: a World of Warcraft Reader*, Hilde G. Corneliussen and Jill Walker Rettberg, eds. 111-122. MIT Press.

Ahmed, S. (2007) A phenomenology of whiteness. *Feminist Theory*, 8(2), 149-168.

Aronstein, S. L., & Finke, L. A. (2013). Discipline and pleasure: The pedagogical work of Disneyland. *Educational Philosophy and Theory*, 45(6), 610-624.

Beaudry, M. C., & Mrozowski, S. A. (1988). The archeology of work and home life in Lowell, Massachusetts: an interdisciplinary study of the Boott Cotton Mills Corporation. *IA. The Journal of the Society for Industrial Archeology*, 1-22.

Bender, B. (2002). *Time and Landscape*. *Current Anthropology*, 43, S103-112

Bourdieu, P. (1977/2001). Structures, Habitus, and Practices. In *Readings for a History of Anthropological Theory*, edited by P. Erickson and L. Murphy, pp. 313-331. Broadview Press, Peterborough, Ont.

Brown, L. (2004). Dangerous Places and Wild Spaces: Creating Meaning With Materials and Space at Contemporary Maya Shrines on El Duende Mountain. *Journal of Archaeological Method and Theory*, 11(1), 31-58.

Certeau, M. (1988). *The Practice of Everyday Life*. University of California Press, Berkeley.

Deloria, V. (1977). *God is Red*. Fulcrum.

Eve, S. (2012). Augmenting Phenomenology: Using Augmented Reality to Aid Archaeological Phenomenology in the Landscape. *Journal of Archaeological Method and Theory*, 19, 582-600.

- Flynn, B. (2004). Games as Inhabited Spaces. *Media International Australia Incorporating Culture and Policy*, 110, 52-61.
- Foucault, M. (1977). *Discipline and Punish: The Birth of the Prison*. Random House.
- Gillespie, S. (2000). Maya Nested Houses. In *Beyond Kinship: Social and Material Reproduction in House Societies*. R. Joyce and S. Gillespie eds. University of Pennsylvania Press.
- Goss, J. (1993). The “magic of the mall”: an analysis of form, function, and meaning in the contemporary retail built environment. *Annals of the association of American geographers*, 83(1), 18-47.
- Konstantina, K. & Slater, M. (2012) The Sense of Embodiment in Virtual Reality. *Presence*, 21(4), 373-387.
- Lefebvre, H. (1991). *The Production of Space*. Translated by D. Nicholson-Smith. Blackwell, Oxford.
- Low, S. (2000). Cultura in the Modern City: The Microgeographies of Gender, Class, and Generation in the Costa Rican Plaza. *Horizontes Antropológicos*, 6(13), 31-64.
- McKittrick, K. (2011) On Plantations, Prisons, and a Black Sense of Place. *Social and Cultural Geographies*, 12(8), 947-963.
- Merleau-Ponty, M. (1970). The Spatiality of the Lived Body and Motility. In *The Philosophy of the Body: Rejections of Cartesian Dualism*, edited by S. F. Spicke, pp. 241-272. Quadrangle Books, Chicago.
- Merleau-Ponty, M. (1956). What is Phenomenology? *Cross Currents* 6(1) 59-70.
- Newman, E. T. (2017). Landscapes of Labor: Architecture and Identity at a Mexican Hacienda. *International Journal of Historical Archaeology*, 21(1), 198-222.
- Rodman, M. (1992). Empowering Place: Multilocality and Multivocality. *American Anthropologist*. 94(3), 640-656.
- Seals, C. A. (2013). Creating a landscape of dissent in Washington, DC. *Linguistic landscapes, multilingualism and social change*, 53-68.
- Silverman, H. (2002). Touring Ancient Times: The Present and Presented Past in Ancient Peru. *American Anthropologist*, 104(3) 881-902.
- Tilley, C. (1994). *A Phenomenology of Landscape: Places, Paths, and Monuments*. Berg Publishers, Oxford.
- Tilley, C. (2006). Introduction: Identity, place, landscape and heritage. *Journal of Material Culture*, 11(1/2), 7-32.
- Waterton, E. (2005). Whose sense of place? Reconciling archaeological perspectives with community values: cultural landscapes in England. *International Journal of Heritage Studies*, 11(4), 309-325.
- Wilson, K. (2003). "Therapeutic landscapes and First Nations peoples: an exploration of culture, health and place." *Health & place* 9/2 83-93.

## Description and Assessment of Assignments

### Participation, Projects, and Activities (10%)

Throughout the course, you will have several opportunities to engage with in-class project and research activities designed to facilitate your creative engagement with course concepts. Your active participation in as well as the deliverables produced by these assignments will be evaluated on a case-by-case basis.

### Student Led Discussions (30%)

Over the course of the semester [schedule and number of times contingent on enrollment in the course and number of weeks of instruction], you in concert with other members of your assigned group, will lead a readings-focused seminar style discussion. Your group will be responsible for creating short (3 minutes maximum) summaries of each reading and a set of open-ended questions designed to foster discussion amongst your peers. As a discussion leader, you will be assessed based primarily on the nature of the questions, which should at once demonstrate a close reading of the text, your deep understanding of the material, and foster discussion in the class.

As a participant in the discussion, you will be expected make a substantive contribution to the week's discussion on a regular basis and your participation each week will be noted. While it is not necessary or expected that you participate every week, you should expect to make a substantive contribution to each discussion if you wish to receive full participation credit.

### Research Paper Development

At the end of the semester, you will submit an 10-12-page argumentative **research paper (30%)** in which you apply one or more theoretical paradigms presented in this course to a place or landscape of your choosing. You will conduct original observations of the space (material, virtual, or otherwise) or archival research while making use of at minimum 10 outside peer-reviewed primary sources to bolster your observations, analysis, and assertions.

To aid in the preparation and development of this research project, you will first submit a **research proposal (5%)**, followed by an **annotated bibliography (10%)**, and then a **thesis worksheet (5%)**. At various stages in this process your peers and your instructor will comment on your work to ensure that your proposed research location or subject are appropriate and that your research is valid and impactful. You will also be responsible for reviewing the work of others, which will count toward your participation grade.

The final paper will be evaluated according to the highest of academic standards. The rubric is as follows:

**Essay Rubric**

<b>Category</b>	<b>Superior 5</b>	<b>Proficient 3</b>	<b>Basic 1</b>	<b>Unacceptable 0</b>
<b>Introduction</b>	Introduction refers specifically to the question(s), addresses the topic directly, and has a clear thesis statement.	Introduction refers specifically to the question(s), addresses the topic, and has a clear thesis statement.	Introduction makes some reference to the question(s), attempts to address the topic, and has a fairly clear thesis statement.	Introduction makes little reference to the question(s), poorly addresses the topic, and has an unclear thesis statement.
<b>Body Paragraphs</b>	Body paragraphs contain clear topic sentences, support the thesis, and are exceptionally well-organized.	Body paragraphs have topic sentences, support the thesis, and are fairly organized.	Body paragraphs support the thesis, attempt to address the topic, and are fairly organized.	Body paragraphs do not sufficiently support the thesis and are not organized.
<b>Examples</b>	Examples are specific, sufficient, and significant; they are clearly explained and connected directly to the thesis.	Examples are specific, sufficient, and reasonably well- explained; they support the thesis.	Examples and explanations are fair and/or insufficient; they provide some support to the thesis.	Examples and explanations are unclear and insufficient; they provide little support to the thesis.
<b>Conclusion</b>	Conclusion clearly restates the thesis, reinforces the major points and makes a broader statement about the topic.	Conclusion sums up the thesis and reinforces it well.	Conclusion does not fully sum up or reinforce the thesis.	Conclusion sums up the thesis poorly with little reinforcement.

<b>Category</b>	<b>Superior 5</b>	<b>Proficient 3</b>	<b>Basic 1</b>	<b>Unacceptable 0</b>
<b>Spelling, Grammar, and Punctuation</b>	Spelling, grammar, and punctuation are accurate and nearly perfect.	Spelling, grammar, and punctuation are mostly accurate with few errors.	Spelling, grammar, and punctuation are fair with some obvious errors.	Spelling, grammar, and punctuation are poor with frequent errors.
<b>Word choice</b>	Language is precise and well-chosen; sentences are rich and varied.	Language is well- chosen; sentences are varied.	Language is fair; some sentence variety.	Language is poor, little sentence variety.
<b>Formatting<sup>1</sup></b>	Follows formatting instructions as given; word count is within the given range.	Most of the formatting instructions were followed with only one mistake; word count is within given range.	Two or more formatting instructions were not followed; word count is within given range.	Formatting guidelines were not followed; word count is not within the given range.

Intermediate points are possible for each category as whole numbers (no decimal values). In other words, scores of 4 and 2 are possible when the score falls between either Superior and Proficient (4) or Basic and Proficient (2).  
Maximum number of points possible per assignment: **35**

### **Research Paper Presentations (10%)**

You will prepare a 15-minute presentation that highlights your research project to be presented during the final week of class. Your presentation should include a discussion of your research site, the method, and theories you utilized, your findings, and broader impacts of your work. The use of visual aids (e.g., PowerPoints, handouts etc.) is strongly encouraged but not required.

## Grading Breakdown

Assessment Tool (assignments)	% of Grade
Participation, Projects, Activities	10
Student Led Discussion	30
Research Proposal	5
Annotated Bibliography	10
Thesis Worksheet	5
Final Paper	30
Paper Presentation	10
<b>TOTAL</b>	100

## Grading Scale

A	100-94	B+	89.99-87	C+	79.99-77	D+	69.99-67	F < 59 Not passing
A-	93.99-90	B	86.99-84	C	76.99-74	D	66.99-64	
		B-	83.99-80	C-	73.99-70	D-	63.99-60	
				<i>Minimum Pass P/NP</i>		<i>Minimum for course credit</i>		

## Assignment Submission Policy

All take-home assignments, including the research paper and its scaffolding assignments must be submitted via Turnitin on Blackboard. In-class examinations will be collected immediately upon completion or at the end of the designated exam period.

## Grading Timeline

Grading and feedback will be provided within two weeks after the assignment has been collected.

## Additional Policies

### Attendance / Participation

This course contains elements of seminar style instruction and therefore attendance, participation, and a high degree of prior preparation (e.g., reading all assigned materials, preparing questions when assigned to a Student Led Discussion group, etc.) is expected. A total of *three* absences may be excused throughout the semester without requiring justification. Any additional absences may be excused with valid medical or legal documentation. Students who are absent during their assigned Student Led Discussions or Research Paper Presentations will not receive credit for that assignment.

### Late Work

All take-home assignments must be completed prior to the assigned due date. Late work will be penalized 10 percentage points for the first 0-24 hours after the due date has elapsed and 10 points for every 24 hours thereafter.

## Schedule of Topics

	Topics	Readings/Preparation	Deliverables
<b>Week 1</b> 1/10 1/12	<b>Introduction, Concepts of Space &amp; Place</b>	Low Ch 1, Ch 2 Certeau 1988	
<b>Week 2</b> 1/17 1/19	<b>Embodiment and Experience</b>	Low Ch 5 Tilley 2004 Merleau-Ponty 1956	Group 1 Student Led Discussion
<b>Week 3</b> 1/24 1/26	<b>Social Production of Space</b>	Low Ch 3 Lefebvre 1991 (Ch 1)	Workshop: Research Paper Topics Group 2 Student Led Discussion
<b>Week 4</b> 1/31 2/2	<b>Lived Spaced, Constructed Places</b>	Low Ch 4 Lefebvre 1991 (Ch 2)	<b>Research Paper Proposal</b>  Group 3 Student Led Discussion
<b>Week 5</b> 2/7 2/9	<b>Layered Meanings, Multivocality and Multilocality</b>	Low Ch 7 Bender 2002, Gillespie 2002, Rodman 1992	Workshop: Proposal Peer Review Group 4 Student Led Discussion
<b>Week 6</b> 2/14 2/16	<b>Social Memory of Place</b>	Basso 1996 (Ch 1 & 2)	  Group 1 Student Led Discussion
<b>Week 7</b> 2/21 2/23	<b>Social Memory of Place</b>	Basso 1996 (Ch 3 & 4)	<b>Annotated Bibliography</b>  Group 2 Student Led Discussion
<b>Week 8</b> 2/28 3/2	<b>Strategies and Agendas in Spatial Planning</b>	Aronstein & Finke 2013, Beaudry 1988, Goss 1993, Newman 2016	<b>Reading Notes 1</b>  Group 3 Student Led Discussion
<b>Week 9</b> 3/7 3/9	<b>Space, Discipline and Power</b>	Foucault Summary Foucault Interview Foucault 1977 (195-216)	<b>Thesis Worksheet</b>  Group 4 Student Led Discussion
<b>Week 10</b> 3/14 3/16	<b>SPRING BREAK</b>		
<b>Week 11</b> 3/21 3/23	<b>Ancient Places, Contemporary Identities</b>	Silverton 2002 Tilley 2006 Waterton 2005	<b>Peer Review Assignment</b>  Group 1 Student Led Discussion
<b>Week 12</b> 3/28 3/30	<b>Society for American Archaeology Conference</b>		
<b>Week 13</b> 4/4 4/6	<b>Sacred Landscapes</b>	Brown 2004 Deloria 1973 Wilson 2003	  Group 2 Student Led Discussion
<b>Week 14</b> 4/11 4/13	<b>Cyberspaces and Virtual Places</b>	Aarseth 2008, Eve 2012, Flynn 2004, Slater 2012	  Group 3 Student Led Discussion
<b>Week 15</b> 4/18 4/20	<b>Racialized and Gendered Spaces, Places, and Landscapes</b>	Low 2000, McKittrick 2011	<b>Reading Notes 2</b> Group 4 Student Led Discussion
<b>Week 16</b> 4/25 4/27	<b>Review and Student Presentations</b>		Research Paper Presentations Research Paper Presentations
<b>FINALS</b>			<b>Research Paper</b>

## Statement on Academic Conduct and Support Systems

### Academic Conduct:

General principles of academic honesty include respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect your own academic work from misuse by others as well as to avoid using another's work as your own. Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, "Behavior Violating University Standards" [policy.usc.edu/scampus-part-b](http://policy.usc.edu/scampus-part-b). Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, [policy.usc.edu/scientific-misconduct](http://policy.usc.edu/scientific-misconduct).

### Support Systems:

*Counseling and Mental Health - (213) 740-9355 – 24/7 on call*

[studenthealth.usc.edu/counseling](http://studenthealth.usc.edu/counseling)

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

*National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call*

[suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

*Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call*

[studenthealth.usc.edu/sexual-assault](http://studenthealth.usc.edu/sexual-assault)

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

*Office of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298*

[equity.usc.edu](http://equity.usc.edu), [titleix.usc.edu](http://titleix.usc.edu)

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

*Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298*

[usc-advocate.symplicity.com/care\\_report](http://usc-advocate.symplicity.com/care_report)

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

*The Office of Disability Services and Programs - (213) 740-0776*

[dsp.usc.edu](http://dsp.usc.edu)



Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

*USC Campus Support and Intervention - (213) 821-4710*

[campussupport.usc.edu](http://campussupport.usc.edu)

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

*Diversity at USC - (213) 740-2101*

[diversity.usc.edu](http://diversity.usc.edu)

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

*USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu), [emergency.usc.edu](http://emergency.usc.edu)

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

*USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu)

Non-emergency assistance or information.