

**San José State University
Anthropology Department
ANTH 230: Advanced Theory
Fall 2012 Semester**

Instructor:	Professor Gonzalez
Office Location:	Clark 459
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Office Hours:	TH 10:30 am-3:30 pm (or by appointment)
Class Days/Time:	M 6:00-8:45 pm
Classroom:	WSQ 004
Prerequisites:	ANTH 131 or instructor consent
Note:	This course has been approved for compliance with the Graduation Writing Assessment Requirement (GWAR)
Course Fees:	N/A

Course Description

This course provides an overview of social theories that have impacted anthropology over the past 150 years. The course also examines the interconnections between social theories and various forms of applied anthropology. Although the history of anthropological thought can be traced back for many centuries, we will begin in the late 1850s for the sake of convenience.

This course will be conducted as a student-led seminar. In other words, several times during the semester you (along with a group of peers) will be responsible for presenting the week's readings and for leading the discussion of articles and books. More information will be provided during the first seminar meeting.

This graduate course is offered within the context of an applied anthropology MA program. However, as you will learn this semester, the division between "applied" and "theoretical" anthropology is arbitrary, and it emerged relatively recently (in the 1930s) in the US. The goal of this seminar is not so much to train capable applied anthropologists as it is to train capable *anthropologists*.

Course Goals and Student Learning Objectives

Course Objectives

Students who successfully complete this course should be able to:

1. To learn about different theories of culture and society developed by British, French, US, and other social scientists from the 19th century to the present.
2. To understand how historical, political and economic contexts shaped and impacted these theories.
3. To examine the relationship between anthropological theories and methods and the relationship between anthropological theories and practices.
4. To compare and contrast classic ethnographies from the past and the present.
5. To analyze and discuss the relationship of anthropological knowledge and the general public.
6. To trace the development of ethical practice in anthropology.
7. To conduct library research and prepare an academic term paper.

Departmental Objectives

1. Understanding culture as the distinguishing phenomenon of human life, and the relationship of human biology and evolution.
2. Awareness of human diversity and the ways humans have categorized diversity.
3. Knowledge of the significant findings of archaeology, cultural anthropology, and physical anthropology, and familiarity of the important issues in each sub-discipline.
4. Knowledge of the history of anthropological thought and its place in modern intellectual history.
5. Comprehension of migration, colonialism, and economic integration as significant phenomenon shaping global society.
6. Ability to access various forms of anthropological data and literature.
7. Awareness of importance and value of anthropological knowledge in contemporary society, and the ability to apply it to social issues.
8. Knowledge of the research methods of the sub-disciplines of anthropology, and the ability to apply appropriate research methods in at least one sub-discipline.
9. Ability to present and communicate anthropological knowledge and the results of anthropological research to different audiences.
10. Knowledge of political and ethical implications of social research.

Required and Recommended Texts

The following books are required for the course:

- Anthropological Theory* (5th edition), ed. by R. Jon McGee and Richard L. Warms
- Coming of Age in Samoa* by Margaret Mead
- Facing Mount Kenya* by Jomo Kenyatta
- Direct Action* by David Graeber
- Saints, Scholars, and Schizophrenics* by Nancy Scheper-Hughes

In addition to these books, required readings will include articles and book excerpts that will be distributed to you by the course instructor via email.

Because this course fulfills the Graduate Writing Assessment Requirement, it is imperative that you pay special attention to the term paper and other written

assignments this semester. The following books are highly recommended guides for helping you answer questions you may have about grammar, punctuation, word usage, and style:

The Elements of Style by William Strunk, Jr. and E.B. White

Clean, Well-Lighted Sentences by Janis Bell

A Manual for Writers of Research Papers, Theses, and Dissertations by Kate Turabian

Classroom Protocol

Laptop computers are not permitted in class unless you have a note from the Disability Resource Center justifying a need. You should write lecture notes by hand, or else make audio recordings of lectures and transcribe them after class meetings. Cell phones must be turned off during class to avoid disruption and be kept out of sight or else the instructor will collect the device from the student until the end of class. Text messaging is strictly prohibited. Any student who allows a cell phone to ring during class, or who texts messages will first be given a formal warning by the instructor. A second infraction of this rule will be promptly reported to the Office of Student Conduct with a recommendation that the student be immediately expelled from the course. Students should be aware that according to Title 5 of the California Code of Regulations, "Standards for Student Conduct," grounds for student discipline includes: "Participating in an activity that substantially and materially disrupts the normal operations of the University," {Section 41301(b)(4)} which could include use of unauthorized electronic devices in classroom settings.

All assignments must be completed in order to pass. I will not accept late assignments nor will I administer makeup exams unless documents can be presented as evidence of illness, death in family, jury duty, etc. No assignments will be accepted via e-mail—I must receive hard copies of all assignments.

Classroom Recording (S12-7)

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent. Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

Credit Hours (S12-3)

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week with one of the hours used for lecture) for instruction or preparation/studying or

course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. [Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html](http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html). [Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/](http://www.sjsu.edu/sac/advising/latedrops/policy/). Students should be aware of the current deadlines and penalties for adding and dropping classes.

Assignments and Grading Policy

Assignments for this course include the following:

1. *Seminar participation* (worth 15% of the semester grade). Each student in the seminar should actively participate in discussions about the course readings and should address questions posed by those students who are presenting the week's materials. Students who fail to attend seminar meetings, who arrive late, or who do not substantively contribute to the discussion will not receive credit for the week. Participation is worth 15% of the semester grade.
2. *Summaries* (worth 25% of the semester grade). Throughout the course of the semester, each student will participate in a total of three small group presentations--two based upon articles and one based upon a book-length ethnography. (Group assignments will be made by the second week of the semester.) Small group presentations will form the core structure of the seminar--therefore it is essential that group members come prepared. Coordination of presentations is expected and will be evaluated.

When a small group makes a presentation, each member of the group should submit a brief (3-page double-spaced) summary to the instructor. Summaries--both written and spoken--will be evaluated and graded by the instructor. Format is flexible, and students are encouraged to provide handouts, create slide presentations, or produce innovative means of presenting materials (skits, videos, and games have been used to good effect in previous semesters). Written summaries will be worth 50% of each presentation; in-class summaries will be worth 50%.

Both written and in-class summaries should provide the following information: (a) relevant background information about the author (or authors) and the context in which his or her article or book was written; (b) a summary of key points of the article; and (c) suggestions for potential uses or applications of the author's ideas.

3. *Statement of possible thesis/project research question* (worth 10% of semester grade). Each student will prepare a brief (three-page double-spaced) statement of a research problem that he or she plans on pursuing in the graduate program. The statement should describe the research site, the research questions or goals, and the methods that will be employed. *This is not designed to serve as your definitive research statement for the MA program in applied anthropology.* It is simply a preliminary effort

aimed at helping you conceptualize your own project or thesis.

4. Term paper (worth 50% of semester grade). The term paper for this course will consist of a 20-page (double-spaced) essay in which *each of you* address a particular research question using a specific theoretical framework. *This paper must be an individual (NOT a group) assignment.* (This should be different from the statement outlined in Assignment 3 above, but can be related.) Dr. Jan English-Lueck, who originally designed this exercise, described it as "an exercise in theoretical role-playing. . . You might consider how, from a functionalist framework, you might address the problem of low political participation in Santa Clara County. . . you might use a Marxist framework to analyze the problem of obesity among California youth."

The term paper is a three-phase assignment that includes (a) an annotated bibliography summarizing the relevant literature (worth 15% of the assignment grade); (b) a rough draft which will allow the instructor to provide you with feedback (worth 15% of the assignment grade); and (c) the final draft of the term paper (worth 70% of the assignment grade). Final drafts are due on the last regular class meeting (before final exam week). You should conform to the American Anthropological Association Style Guide, available at http://www.aaanet.org/publications/style_guide.pdf. Presentation of term papers will occur during the scheduled final exam time. This term paper is designed to meet the requirements of the Graduation Writing Assessment Requirement (GWAR).

Grading Distribution

100	-	97	A+	79	-	77	C+
96	-	93	A	76	-	73	C
92	-	90	A-	72	-	70	C-
89	-	87	B+	69	-	67	D+
86	-	83	B	66	-	63	D
83	-	80	B-	Below 63			F

University Policies

Academic integrity

Students should know that the University's [Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf). Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for [Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted,

or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disabilities.

ANTH 230: Advanced Theory

Fall 2012 Course Schedule

Schedule is subject to change with fair notice.

Week	Date	Concepts, readings, and assignments
1	08/27/12	<p><u>Introduction</u></p> <p>Readings: C.W. Mills (1959), <i>The Sociological Imagination</i> (excerpts)*</p>
	09/03/12	CAMPUS HOLIDAY: NO CLASS MEETING
2	09/10/12	<p><u>Evolution</u></p> <p>Key concepts: <i>natural selection; eugenics; social evolutionism; "psychic unity of mankind"; survivals; adhesions; sociobiology; biological determinism; cross-cultural analysis; unilinear and multilinear evolution; sociobiology; evolutionary psychology</i></p> <p>Readings on theory: R. McKee and R. Warms, "19th Century Evolutionism" (AT, 6-12) C. Darwin (1859), "The Struggle for Existence"* H. Spencer (1860), "The Social Organism" (AT, 13-29) L.H. Morgan (1877), "Ethnical Periods" (AT, 45-56) R. McKee and R. Warms, "Reemergence of Evolutionary Thought" (AT, 220-223) L. White (1943), "Energy and the Evolution of Culture" (AT, 223-242) E.O. Wilson (1975), "The Morality of the Gene" (AT, 373-378) J. Marks, [TO BE ANNOUNCED]</p> <p>Readings on application: A. Jenks (1904), "Building a Province"* F. Boas (1911), "Does the White Race Give the Highest Human Type?"* A. Montagu et al. (1950), "The Question of Race"* G. Schafft (2007), "Anthropology and Medicine in the Third Reich"* J. Marks (2003), <i>What It Means to Be 98% Chimpanzee</i> (excerpts)</p>
3	09/17/12	<p><u>Culture</u></p> <p>Key concepts: <i>cultural relativism; emic and etic perspectives; "four-field" anthropology; culture areas; the "superorganic"; Whorf-Sapir hypothesis; cultural determinism</i></p> <p>Readings on theory: R. McKee and R. Warms, "Historical Particularism" (AT, 112-117) E. Tylor (1871), "The Science of Culture" (AT, 30-44) F. Boas (1920), "The Methods of Ethnology" (AT, 117-124) F. Boas (1908), "Anthropology"* A. Kroeber (1915), "Eighteen Professions" (AT, 125-130) B. Whorf (1939), "Relation of Habitual Thought and Behavior to Language" (AT, 131-149)</p>

Week	Date	Concepts, readings, and assignments
		<p>Readings on application: F. Boas (1905), "The Educational Functions of Museums"* F. Boas (1906), "The Outlook for the American Negro"* F. Boas (1916), "American Nationalism and World War I"* S. Curtis (1992), "Cultural Relativism and Risk-Assessment for Federal Projects"*</p>
4	09/24/12	<p><u>Ethnography I</u></p> <p>Readings: M. Mead (1928), <i>Coming of Age in Samoa</i></p>
5	10/01/12	<p><u>Society</u></p> <p>Key concepts: <i>social solidarity; collective consciousness; "social facts"; division of labor; anomie; positivism; functionalism; social structure; reciprocity; redistribution; markets</i></p> <p>Readings on theory: R. McKee and R. Warms, "Foundations" (AT, 74-77) R. McKee and R. Warms, "Functionalism" (AT, 150-153) E. Durkheim (1895), "What Is a Social Fact?" (AT, 78-84) B. Malinowski (1922), "Essentials of the Kula" (AT, 154-169) M. Mauss (1925), "Excerpts from <i>The Gift</i>" (AT, 85-96) A.R. Radcliffe-Brown (1940), "On Joking Relationships" (AT, 170-180)</p> <p>Readings on application: B. Malinowski (1945), "New Tasks of Modern Anthropology"* E. Chapple (1953), "Applied Anthropology in Industry"* W. James (1973), "The Anthropologist as Reluctant Imperialist"* D. Graeber (2000), "Give It Away"*</p>
6	10/08/12	<p><u>Power</u></p> <p>Key concepts: <i>mode of production; dialectics; capitalism; historical method; class analysis; commodity fetishism; materialism (base, structure, superstructure); conflict; world-system; periphery and core; power; false consciousness</i></p> <p>Readings on theory: K. Marx and F. Engels, "Materialism and Idealism" (AT, 57-73) K. Marx and F. Engels, "Bourgeoisie and Proletarians"* R. McKee and R. Warms, "Neomaterialism" (AT, 259-262) J. Steward, "The Patrilineal Band" (AT, 243-258) M. Fried, "Social Stratification and the State" (AT, 263-276) E. Wolf, "Peasantry and Its Problems" (AT, 306-319) S. Mintz, "Time, Sugar, and Sweetness"* J. Nash, "Global Integration and Subsistence Insecurity"*</p>

Week	Date	Concepts, readings, and assignments
		<p>Readings on application: G. Wilson and M. Hunter (1945), <i>The Analysis of Social Change</i> (excerpts)* G. Bonfil Batalla (1966), "Conservative Thought in Applied Anthropology"* R. Brown (1973), "Anthropology and Colonial Rule"* P. Farmer (2010), "Introduction to <i>Partner to the Poor</i>"*</p>
7	10/15/12	<p><u>Ethnography II</u></p> <p>Readings: J. Kenyatta (1940), <i>Facing Mount Kenya</i></p> <p>Assignment due: Annotated bibliography for term paper</p>
8	10/22/12	<p><u>Interpretation</u></p> <p>Key concepts: <i>ideal types; bureaucracy; interpretivism; rationalization; culture; "value-free" analysis</i></p> <p>Readings on theory: M. Weber (1922), "Class, Status, Party" (AT, 97-110) M. Weber (1915), "On Bureaucracy"* M. Weber (1920), <i>The Protestant Ethic and the Spirit of Capitalism</i> (excerpt)* R. McKee and R. Warms, "Symbolic and Interpretive Anthropology" (AT, 438-440) C. Geertz, "Deep Play: Notes on the Balinese Cockfight" (AT, 467-487)</p> <p>Readings on application: P. Honigsheim (1948), "Max Weber as Applied Anthropologist"* G. Britan and R. Cohen (1980), "Toward an Anthropology of Formal Organizations"* S. Feldman (1987), "The Crossroads of Interpretation"* J. Heyman (2004), "Anthropology of Power-Wielding Bureaucracies"*</p>
9	10/29/12	<p><u>Personality</u></p> <p>Key concepts: <i>conscious and unconscious thoughts; psychoanalysis; ego and id; repression; pleasure principle; reality principle; sublimation; neurosis; personality structure</i></p> <p>Readings on theory: R. McKee and R. Warms, "Culture and Personality" (AT, 195-200) S. Freud (1923), "The Ego and the Id"* S. Freud (1929), <i>Civilization and Its Discontents</i> (excerpts)* R. Benedict (1928), "Psychological Types in the Cultures of the Southwest"* C. Dubois (1944), <i>The People of Alor</i> (excerpts)* M. Douglas (1966), "External Boundaries" (AT, 440-449)</p> <p>Readings on application: R. Benedict (1940), <i>The Chrysanthemum and the Sword</i> (excerpts)*</p>

Week	Date	Concepts, readings, and assignments
		E. Mayo (1949), "Hawthorne and the Western Electric Company"*
10	11/05/12	<p><u>Ethnography III</u></p> <p>Readings: N. Scheper-Hughes, <i>Saints, Scholars, and Schizophrenics</i></p> <p>Assignment due: Statement of possible project/thesis research question</p>
	11/12/12	CAMPUS HOLIDAY: NO CLASS MEETING
11	11/19/12	<p><u>Agency</u></p> <p>Key concepts: <i>post-structuralism; reflexivity; discourse analysis; disciplinary technologies; bio-power; agency; social, cultural, and symbolic capital; habitus; "field"; doxa; paradigm shift</i></p> <p>Readings on theory: R. McKee and R. Warms, "Background to Postmodernism" (AT, 488-491) T. Kuhn (1962), <i>The Structure of Scientific Revolutions</i> (excerpts)* P. Bourdieu (1980), "Structures, Habitus, Practices" (AT, 492-507) M. Foucault (1976), "The Incitement to Discourse" (AT, 508-519) M. Foucault (1978), "Right of Death and Power over Life"* L. Abu-Lughod (1995), "A Tale of Two Pregnancies" (AT, 539-549) R. McKee and R. Warms, "Postmodernism and Its Critics" (AT, 520-524) J. Scott (1985), <i>Weapons of the Weak</i> (excerpts)*</p> <p>Readings on application: P. Sillitoe (1998), "The Development of Indigenous Knowledge" X. Chen et al. (2011), "Social Stigma, Social Capital, and Rural Migrants in Urban China"</p>

Week	Date	Concepts, readings, and assignments
12	11/26/12	<p><u>Hegemony</u></p> <p>Key concepts: <i>hegemony; ideology; controlling processes; "organic intellectual"; political society; civil society</i></p> <p>Readings on theory: A. Gramsci, <i>Prison Notebooks</i> (excerpts)* M. Foucault, "The Panopticon"* L. Nader (1998), "Controlling Processes"*</p> <p>Readings on application: L. Nader (1996), "Three-Cornered Constellation"* J. Wedel (2009), "Wall Street's Bailout Gives Me Deja Vu"* G. Tett (2010), <i>Fool's Gold</i> (excerpts)* H. Gusterson (2011), "The Lessons of Fukushima"* B.R. Johnston and H. Barker (2011), <i>The Rongelap Report</i></p> <p>Assignment due: Rough draft of term paper</p>
13	12/03/12	<p><u>Ethnography IV</u></p> <p>Readings: D. Graeber, <i>Direct Action</i></p>
14	12/10/12	<p><u>Conclusion</u></p> <p>Readings: [TO BE ANNOUNCED]</p> <p>Assignment due: Final draft of term paper</p>
Final Exam		<p>FINAL EXAM Monday, May 17 (5:15-7:30 pm) in regular class meeting room</p>

*Articles marked with an asterisk will be distributed electronically to students.