

**San José State University
Anthropology Department
ANTH 230: Advanced Theory
Fall 2014 Semester**

Instructor:	A.J. Faas, Ph.D.
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Office Hours:	Mondays & Wednesdays, 9:45am to 11:45am (or by appointment)
Class Days/Time:	Wednesdays 6:00 pm – 8:45 pm
Classroom:	WSQ 004
Prerequisites:	ANTH 131 or instructor consent
GE/SJSU Studies Category:	N/A
Course Fees:	N/A

Note: This course has been approved for compliance with the Graduation Writing Assessment Requirement (GWAR)

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

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.

The following books are required for the course:

Anthropological Theory (5th edition), ed. by R. Jon McGee and Richard L. Warms

Hodder, Ian (2012) *Entangled: An Archaeology of the Relationships between Humans and Things*. Malden, MA: Wiley-Blackwell.

Appadurai, Arjun (1996) *Modernity at Large: Cultural dimensions of modernity*. Minneapolis: University of Minnesota Press.

Yelvington, Kevin (1995) *Producing Power: Ethnicity, gender, and class in a Caribbean workplace*. Philadelphia: Temple University Press.

Hornborg, Alf (2001) *The Power of the Machine: Global Inequalities of Economy, Technology, and Environment*. Walnut Creek, CA: AltaMira Press.

*In addition to these books, a course reader will be available for purchase at Maple Press, located at 481 E. San Carlos Street in San Jose.

Because this course fulfills the Graduate Writing Assessment Requirement (GWAR), 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

Mobile phones must be turned off during class and must be out of sight or else the instructor will collect the device from the student until the end of class. Text messaging is strictly prohibited during exams and quizzes. With instructor approval, laptops and smart phones may be used for certain in-class assignments.

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.

Assignments and Grading Policy

Assignments for this course include the following:

- 1. Seminar participation (worth 10% 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 and Seminar Leading (worth 20% of the semester grade).** Throughout the course of the semester, each student will participate in a total of two small group presentations based upon weekly readings. 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 of the week's readings 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 seminar leading 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 interpretations, uses, or applications of the author's ideas.

Teams are expected to meet outside of class in order to prepare, and will lead discussion for approximately 2/3 of the class meeting time.

The presenting team **should**:

- *Consider* utilizing PowerPoint to guide presentation and discussion.

- Provide a brief overview of the authors' backgrounds and contextualize the readings. Which theoretical approaches do they draw upon? To what other trends or approaches are they reacting?
- Provide a brief summary of the readings, including important concepts, kinds of evidence, modes of argumentation and highlighting important passages. Creative complements to the text are encouraged (illustrations, news articles, short YouTube videos).
- Provide a critique based on previous course readings or suggestions from reviews.
- Propose a series of discussion questions to the class and work to include everyone in the discussion.
- Keep an eye on the clock and direct the flow of discussion.

The presenting team **should not**:

- Split up readings amongst yourselves; all presenters should be prepared to talk about the readings as a complete set.
 - Spend excessive time summarizing the articles one by one. Remember, we have all read them already – take the discussion to the next level.
 - Use too much text on slides or have too many slides for the allotted time.
- 3. Seminar Papers (worth 10% of semester grade).** Students will present one Seminar Paper during the term. These are 1,500-2,500 word papers based on book-length ethnographies. Each presentation will be no more than 15 minutes. Students receive two grades for the Seminar Paper: One for the written product, and one for their oral presentation. The written Seminar Papers are worth 15 percent of the student's final grade. The oral presentations are worth 5 percent of the student's final grade. These papers are due **the day they are presented to the seminar**. After presentations are complete, the presenting authors will facilitate class discussion of the book.
 - 4. 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.
 - 5. Term paper (worth 50% of semester grade).** The term paper for this course will consist of a 20-page (double-spaced) essay in which 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).

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.

Grading distribution is as follows:

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
82	-	80	B-	Below 63			F

**ANTH 230: Advanced Theory
Fall 2014 Course Schedule**

Schedule is subject to change with fair notice.

*Articles marked with an asterisk can be found in the course reader.

Week	Date	Concepts, readings, and assignments
1	08/27/14	<p>Introduction</p> <p>Readings: C.W. Mills (1959), <i>The Sociological Imagination</i> (excerpts)*</p>
2	09/03/14	<p>Evolution</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: 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)</p>
3	09/10/14	<p>Culture</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>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>
4	09/17/14	<p>Ethnography I</p> <p>Readings: Hodder, <i>Entangled</i></p>
5	09/24/14	<p>Society</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: 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)</p>

		<p>B. Malinowski (1922), "Essentials of the Kula" (AT, 154-169)</p> <p>M. Mauss (1925), "Excerpts from <i>The Gift</i>" (AT, 85-96)</p> <p>A.R. Radcliffe-Brown (1940), "On Joking Relationships" (AT, 170-180)</p> <p>M. Gluckman (1956), "The Licence in Ritual" (AT, Ch. 13)</p>
6	10/01/14	<p>Power</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: K. Marx and F. Engels, "Materialism and Idealism" (AT, 57-73) 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"*</p>
7	10/08/14	<p>Ethnography II</p> <p>Readings: Appadurai, <i>Modernity at Large</i></p> <p>Assignment due: Annotated bibliography for term paper</p>
8	10/15/14	<p>Interpretation</p> <p>Key concepts: <i>ideal types; bureaucracy; interpretivism; rationalization; culture; "value-free" analysis</i></p> <p>Readings: 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>
9	10/22/14	<p>Personality</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: 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" (AT, Ch. 14) M. Mead (1922), "Introduction to Coming of Age in Samoa" (AT, Ch. 15) C. Dubois (1944), <i>The People of Alor</i> (excerpts)* M. Douglas (1966), "External Boundaries" (AT, 440-449)</p>

10	10/29/14	<p>Ethnography III</p> <p>Readings: Hornborg, <i>Power of the Machine</i></p> <p>Assignment due: Statement of possible project/thesis research question</p>
11	11/05/14	<p>Agency</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: R. McKee and R. Warms, "Background to Postmodernism" (AT, 488-491) P. Bourdieu (1980), "Structures, Habitus, Practices" (AT, 492-507) M. Foucault (1976), "The Incitement to Discourse" (AT, 508-519) L. Abu-Lughod (1995), "A Tale of Two Pregnancies" (AT, 539-549) R. McKee and R. Warms, "Postmodernism and Its Critics" (AT, 520-524)</p>
12	11/12/14	<p>Hegemony</p> <p>Key concepts: <i>hegemony; ideology; controlling processes; "organic intellectual"; political society; civil society</i></p> <p>Readings: A. Gramsci, Prison Notebooks (excerpts)* M. Foucault, "The Panopticon"* L. Nader (1998), "Controlling Processes"* Hanson (1989), "The Making of the Maori" (AT, Ch 38) P. Bourgois (1995), "From Jibaro to Crack Dealer" (AT, Ch. 40)</p> <p>Assignment due: Rough draft of term paper</p>
13	11/19/14	<p>Ethnography IV</p> <p>Readings: Yelvington, <i>Producing Power</i></p>
14	11/26/14	<p>Gender</p> <p>Key concepts: <i>sexuality; gender roles; gender inequality; feminisms; gender biases</i></p> <p>Readings: S. Slocum, "Woman the Gatherer" (AT, Ch. 28) E. Leacock, "Interpreting the Origins of Gender Inequality" (AT, Ch. 29) D. Valentine, "I Went to Bed with My Own Kind Once?" (AT, Ch. 30) S. Ortner, "Is Female to Male as Nature Is to Culture?" (AT, Ch. 23)</p>
15	12/03/14	<p>Conclusion, Summary, and Review</p> <p>Assignment due: Final draft of term paper</p>
FINAL EXAM		Wednesday, December 17 from 5:15pm to 7:30pm in regular class meeting room

Departmental Goals_____

Learn about the goals of the anthropology department and how it can benefit your education.

Goals <http://www.sjsu.edu/anthropology/departmentinfo/goals/index.html>

Credit Hours

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 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.

University Policies_____

Here are some of the basic university policies that students must follow.

Dropping and Adding

Find the procedures and deadlines for adding and dropping classes.

Catalog Policies <http://info.sjsu.edu/static/catalog/policies.html>.

Add/drop deadlines http://www.sjsu.edu/provost/services/academic_calendars/

Late Drop Policy <http://www.sjsu.edu/aars/policies/latedrops/policy/>

Consent for Recording of Class and Public Sharing of Instructor Material

All students must obtain the instructor's permission if they wish to record lectures or distribute materials from the class.

University Policy S12-7 <http://www.sjsu.edu/senate/docs/S12-7.pdf>

Academic Integrity

Learn about the importance of academic honesty and the consequences if it is violated.

University Academic Integrity Policy S07-2 <http://www.sjsu.edu/senate/docs/S07-2.pdf>

Student Conduct and Ethical Development website <http://www.sjsu.edu/studentconduct/>

Campus Policy in Compliance with the American Disabilities Act

Here are guidelines to request any course adaptations or accommodations you might need.

Presidential Directive 97-03 http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf

Accessible Education Center <http://www.sjsu.edu/aec>

Resources_____

The university provides resources that can help you succeed academically. Just look here.

Academic Success Center <http://www.sjsu.edu/at/asc/>

Peer Connections website <http://peerconnections.sjsu.edu>

Writing Center website <http://www.sjsu.edu/writingcenter>

Counseling Services website <http://www.sjsu.edu/counseling>