

**San José State University  
Anthropology Department  
ANTH 230: Advanced Theory  
Fall 2015 Semester**

<b>Instructor:</b>	A.J. Faas, Ph.D.
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<b>Office Hours:</b>	Mondays & Wednesdays, 1pm-2:45pm (or by appointment)
<b>Class Days/Time:</b>	Mondays 6:00 pm – 8:45 pm
<b>Classroom:</b>	WSQ 004
<b>Prerequisites:</b>	ANTH 131 or instructor consent
<b>GE/SJSU Studies Category:</b>	N/A
<b>Course Fees:</b>	N/A
<b>Note: This course has been approved for compliance with the Graduation Writing Assessment Requirement (GWAR)</b>	

**Canvas**

Course materials, such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through MySJSU to learn of any updates.

**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, several readings will be posted for download on the course Canvas site.

**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

## Classroom Protocol

Mobile phones, laptops, tablets, and all electronic devices 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. 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 do not substantively contribute to the discussion will not receive credit for the week. Participation is worth 10% 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 one hour and 30 minutes 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, *succinctly* summarizing important concepts, evidence presented, modes of argumentation, and highlighting important passages, where appropriate. 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 2,000-2,500 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 70 percent of the student's grade for this assignment. The oral presentations are worth 30 percent of the student's grade for this assignment. 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](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 2015 Course Schedule**

*Schedule is subject to change with fair notice.*

\*Articles marked with an asterisk can be found on Canvas.

WEEK	DATE	CONCEPTS, READINGS, AND ASSIGNMENTS
1	08/24/15	<b>Introduction</b> <b>Readings:</b> C.W. Mills (1959), <i>The Sociological Imagination, Chapter 1 – The Promise*</i>
2	08/31/15	<b>Information Literacy Session with Silke Higgins in Martin Luther King, Jr.. Library Classroom 230 from 6-7pm. Class will then resume in WSQ004 at 7:15pm.</b> <b>Evolution</b> <b>Key concepts:</b> <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> <b>Readings:</b> R. McKee and R. Warmes, "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. Warmes, "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)
	09/07/15	<b>NO CLASS – CAMPUS CLOSED FOR LABOR DAY</b>
3	09/14/15	<b>Culture</b> <b>Key concepts:</b> <i>cultural relativism; emic and etic perspectives; "four-field" anthropology; culture areas; the "superorganic"; Whorf-Sapir hypothesis; cultural determinism</i> R. McKee and R. Warmes, "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) A. Kroeber (1915), "Eighteen Professions" (AT, 125-130) B. Whorf (1939), "Relation of Habitual Thought and Behavior to Language" (AT, 131-149)
4	09/21/15	<b>Ethnography I</b> <b>Readings:</b> Hodder, <i>Entangled</i>

5	09/28/15	<p><b>Society</b></p> <p><b>Key concepts:</b>  <i>social solidarity; collective consciousness; "social facts"; division of labor; anomie; positivism; functionalism; social structure; reciprocity; redistribution; markets</i></p> <p><b>Readings:</b>  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)  M. Gluckman (1956), "The License in Ritual" (AT, Ch. 13)</p>
6	10/05/15	<p><b>Power</b></p> <p><b>Key concepts:</b>  <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><b>Readings:</b>  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	10/12/15	<p><b>Ethnography II</b></p> <p><b>Readings:</b>  Appadurai, <i>Modernity at Large</i></p> <p><b>Assignment due:</b>  Annotated bibliography for term paper</p>
8	10/19/15	<b>Term Paper Work Session – NO CLASS MEETING</b>
9	10/26/15	<p><b>Interpretation</b></p> <p><b>Key concepts:</b>  <i>ideal types; bureaucracy; interpretivism; rationalization; culture; "value-free" analysis</i></p> <p><b>Readings:</b>  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><b>Assignment due:</b>  Statement of possible project/thesis research question</p>

10	11/02/15	<b>Personality</b> <b>Key concepts:</b> <i>conscious and unconscious thoughts; psychoanalysis; ego and id; repression; pleasure principle; reality principle; sublimation; neurosis; personality structure</i> <b>Readings:</b> R. McKee and R. Warms, "Culture and Personality" (AT, 195-200) 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)
11	11/09/15	<b>Ethnography III</b> <b>Readings:</b> Hornborg, <i>Power of the Machine</i>
12	11/16/15	<b>Agency</b> <b>Key concepts:</b> <i>post-structuralism; reflexivity; discourse analysis; disciplinary technologies; bio-power; agency; social, cultural, and symbolic capital; habitus; "field"; doxa; paradigm shift</i> <b>Readings:</b> 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)
13	11/23/15	<b>Hegemony</b> <b>Key concepts:</b> <i>hegemony; ideology; controlling processes; "organic intellectual"; political society; civil society</i> <b>Readings:</b> A. Gramsci, Prison Notebooks (excerpts)* M. Foucault, "Panopticism"* L. Nader (1997), "Controlling Processes"* Hanson (1989), "The Making of the Maori" (AT, Ch 38) P. Bourgois (1995), "From Jibaro to Crack Dealer" (AT, Ch. 40) <b>Assignment due:</b> Rough draft of term paper
14	11/30/15	<b>Ethnography IV</b> <b>Readings:</b> Yelvington, <i>Producing Power</i>



15	12/07/15	<b>Gender</b> <b>Key concepts:</b> <i>sexuality; gender roles; gender inequality; feminisms; gender biases</i> <b>Readings:</b> 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) <b>Assignment due:</b> Final draft of term paper
<b>FINAL EXAM</b>		<b>Course Conclusion, Summary, and Review</b> <b>Monday, December 14 from 5:15pm to 7:30pm in regular class meeting room</b>

### 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

#### General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See [University Policy S90-5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the [SJSU catalog](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html), at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

#### Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

### **Consent for Recording of Class and Public Sharing of Instructor Material**

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “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.”
- “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.”

### **Academic integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires 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 [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

### **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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

### **Resources**

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

[Academic Success Center](http://www.sjsu.edu/at/asc/) <http://www.sjsu.edu/at/asc/>

[Peer Connections website](http://peerconnections.sjsu.edu) <http://peerconnections.sjsu.edu>

[Writing Center website](http://www.sjsu.edu/writingcenter) <http://www.sjsu.edu/writingcenter>

[Counseling Services website](http://www.sjsu.edu/counseling) <http://www.sjsu.edu/counseling>