

**San José State University Anthropology
Department ANTH 230: Advanced
Theory Fall 2016 Semester**

Instructor:	A.J. Faas, Ph.D.
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Office Hours:	Tuesdays and Thursdays, 10-11:45am
Class Days/Time:	Thursdays 6:00 pm – 8:45 pm
Classroom:	Clark Hall 204
Prerequisites:	ANTH 131 or instructor consent
GE/SJSU Studies Category:	N/A
Course Fees:	N/A
Course Units	3

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

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:

McGee, R. Jon, and Richard L. Warms

2012 *Anthropological Theory*, 5th edition. New York: McGraw Hill.

Hodder, Ian

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

Marks, Jonathan

2002 *What it Means to be 98% Chimpanzee: Apes, People, and Their Genes*. Berkeley: University of California Press.

Yelvington, Kevin

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

Cruikshank, Julie

2006 *Do Glaciers Listen? Local Knowledge, Colonial Encounters, and Social Imagination*. Seattle: University of Washington 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

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

Assignments and Grading Policy

Assignments for this course include the following: (1) complete SJSU plagiarism tutorial (no credit); (2) class participation (10% of course grade); (3) take-home midterm exam (20% of course grade); (4) take-home final exam (20% of course grade); (5) reading journal (20% of course grade); (6) Term paper (30% of course grade).

- Download the guidelines for the course assignments. Read the guidelines carefully to ensure that you complete course assignments according to instructions.
 - All assignments and exams must be completed in order to pass. I will not accept late assignments unless documents can be presented as evidence of illness, death in family, jury duty, recognized religious observance, etc.
 - No assignments will be accepted via e-mail—I must receive hard copies of all assignments.
 - Please write clearly and correctly; seek help if you need it. Please proofread your papers carefully. Reading your work aloud often reveals mistakes in syntax and spelling.
1. SJSU Plagiarism Tutorial. All students must complete the SJSU plagiarism tutorial online and submit a printout of a passing grade on the quiz to the professor by September 1. The tutorial takes about 15 minutes to complete. Please note that I will not accept any assignments from students until I receive the plagiarism tutorial printout. The tutorial can be found here: <http://goo.gl/7s6Tka>.
 2. 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. Additionally, you are expected to be respectful of other students, the professor, and opinions and be mindful to be courteous in your participation and avoid dominating discussions.
 3. 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 in the first class meeting. 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.

- a. Each member of the group should submit a brief (3-page double-spaced) summary of the week's readings to the instructor. Written summaries will be worth 50% of each presentation; in-class seminar leading will be worth 50%.
 - b. 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.
 - c. Presenting groups should prepare several focused questions for discussion in the seminar. Presenting groups should post their discussion questions to the Canvas discussion board no later than 9pm the night before the presentation.
 - d. Teams are expected to meet outside of class in order to prepare, and will lead discussion for one hour and 30 minutes of the class meeting time.
 - e. Please see Canvas for further information and guidance on this assignment.
4. Seminar Papers (worth 10% of semester grade). Students will present one Seminar Paper during the term. These are 2,000-2,200 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. See the Canvas page for this course for specific instructions on the seminar paper.
 5. 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 the student plans to employ. 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.
 6. 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. 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 on Canvas. 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 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

Classroom Protocol and Student Responsibilities

1. It is expected that students will be attentive and respectful of their fellow students, the instructor and cultures and traditions which are not their own.
2. Students arriving habitually late to class will be asked to leave as this is disruptive to the learning process.
3. Mobile phones, laptops, and tablets 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.
4. Students may record lectures for their own private use only, not to be redistributed or sold.
5. Students are required to read SJSU's Academic Integrity Policy S07-2 (see below). This university policy on plagiarism and cheating will be strictly honored.
6. In the event that the building is evacuated because of an emergency during class time, the class will convene in the parking lot directly adjacent to the building. No assignment will be canceled because of any such emergency.
7. If you miss a class, ask your fellow students for copies of their notes. If you need further help, please see me in my office hours.
8. Students are responsible for being aware of exam dates and assignment deadlines.
9. If you have any concerns about your class performance or comprehension, see me in my office hours or schedule an appointment. I am always willing to help students and I care about whether students are grasping the material and enjoying the class.

ANTH 230: Advanced Theory
Fall 2016 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	08/25/16	<p>Introduction</p> <p>Readings:</p> <p>C.W. Mills (1959), <i>The Sociological Imagination</i>, Chapter 1 – The Promise*</p>
2	09/01/16	<p>Evolution</p> <p>Key concepts:</p> <p>natural selection; eugenics; social evolutionism; "psychic unity of mankind"; survivals; adhesions; sociobiology; biological determinism; cross-cultural analysis; unilinear and multilinear evolution; sociobiology; evolutionary psychology</p> <p>Readings:</p> <p>R. McKee and R. Warms, "19th Century Evolutionism" (AT, 6-12)</p> <p>C. Darwin (1859), "The Struggle for Existence"*</p> <p>H. Spencer (1860), "The Social Organism" (AT, 13-29)</p> <p>L.H. Morgan (1877), "Ethnical Periods" (AT, 45-56)</p> <p>R. McKee and R. Warms, "Reemergence of Evolutionary Thought" (AT, 220-223)</p> <p>L. White (1943), "Energy and the Evolution of Culture" (AT, 223-242)</p> <p>E.O. Wilson (1975), "The Morality of the Gene" (AT, 373-378)</p>
3	09/08/16	<p>Information Literacy Session with Silke Higgins in Martin Luther King, Jr. Library Classroom 213 from 6-7pm. Class will then resume in CL204 at 7:15pm.</p> <p>Culture</p> <p>Key concepts:</p> <p>cultural relativism; emic and etic perspectives; "four-field" anthropology; culture areas; the "superorganic"; Whorf-Sapir hypothesis; cultural determinism</p> <p>R. McKee and R. Warms, "Historical Particularism" (AT, 112-117)</p> <p>E. Tylor (1871), "The Science of Culture" (AT, 30-44)</p> <p>F. Boas (1920), "The Methods of Ethnology" (AT, 117-124)</p> <p>A. Kroeber (1915), "Eighteen Professions" (AT, 125-130)</p> <p>B. Whorf (1939), "Relation of Habitual Thought and Behavior to Language" (AT, 131-149)</p>
4	09/15/16	<p>Ethnography I</p> <p>Readings:</p> <p>Marks, <i>What It Means to be 98% Chimpanzee</i></p>

5	09/22/16	<p>Society</p> <p>Key concepts: social solidarity; collective consciousness; "social facts"; division of labor; anomie; positivism; functionalism; social structure; reciprocity; redistribution; markets</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) B. Malinowski (1922), "Essentials of the Kula" (AT, 154-169) M. Mauss (1925), "Excerpts from The Gift" (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	09/29/16	<p>Personality</p> <p>Key concepts: conscious and unconscious thoughts; psychoanalysis; ego and id; repression; pleasure principle; reality principle; sublimation; neurosis; personality structure</p> <p>Readings: R. McKee and R. Warms, "Culture and Personality" (AT, 195-200) S. Freud (1929), Civilization and Its Discontents (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), The People of Alor (excerpts)* M. Douglas (1966), "External Boundaries" (AT, 440-449)</p>
7	10/06/16	<p>Ethnography II</p> <p>Readings: Hodder, Entangled</p> <p>Assignment due: Annotated bibliography for term paper</p>
8	10/13/16	<p>Power</p> <p>Key concepts: mode of production; dialectics; capitalism; historical method; class analysis; commodity fetishism; materialism (base, structure, superstructure); conflict; world-system; periphery and core; power; false consciousness</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>

9	10/20/16	<p>Interpretation</p> <p>Key concepts: ideal types; bureaucracy; interpretivism; rationalization; culture; structure; structuralism; "value-free" analysis</p> <p>Readings: M. Weber (1922), "Class, Status, Party" (AT, 97-110) R. McKee and R. Warms, "Structuralism" (AT, 320-321) C. Levi-Strauss (1960) "Four Winnebago Myths" (AT, 322-329) 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>
10	10/27/16	<p>Ethnography III</p> <p>Readings: Yelvington, Producing Power</p> <p>Assignment due: Statement of possible project/thesis research question</p>
11	11/03/16	<p>Agency</p> <p>Key concepts: post-structuralism; reflexivity; discourse analysis; disciplinary technologies; bio-power; agency; social, cultural, and symbolic capital; habitus; "field"; doxa; paradigm shift</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	11/10/16	<p>Hegemony</p> <p>Key concepts: hegemony; ideology; controlling processes; "organic intellectual"; political society; civil society</p> <p>Readings: 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)</p>
13	11/17/16	<p>NO CLASS – Term Paper Working Session - Annual Meetings of the American Anthropological Association</p> <p>Assignment due: Rough draft of term paper</p>
14	11/24/16	<p>NO CLASS MEETING – Thanksgiving Holiday</p>

15	12/01/16	Ethnography IV Readings: Cruikshank, Do Glaciers Listen?
16	12/08/16	Gender Key concepts: sexuality; gender roles; gender inequality; feminisms; gender biases 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) Assignment due: Final draft of term paper
FINAL EXAM		Course Conclusion, Summary, and Review Thursday, December 15 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)
<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

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

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/. 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 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>