

**San José State University  
Anthropology Department  
ANTH 230: Advanced Theory  
Fall 2018 Semester**

<b>Instructor:</b>	A.J. Faas, Ph.D.
<b>Office Location:</b>	Clark 404L
<b>Telephone:</b>	408 924 5732
<b>Email:</b>	aj.faas@sjsu.edu
<b>Office Hours:</b>	Mondays and Wednesdays, 3-5pm
<b>Class Days/Time:</b>	Mondays 6:00 pm – 8:45 pm
<b>Classroom:</b>	Clark Hall 204
<b>Prerequisites:</b>	ANTH 131 or instructor consent
<b>GE/SJSU Studies Category:</b>	N/A
<b>Course Fees:</b>	N/A
<b>Course Units</b>	<b>3</b>

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

## **Course Format**

### **Canvas and MYSJSU Messaging**

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](http://my.sjsu.edu) at <http://my.sjsu.edu> 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 Learning Outcomes (CLO)**

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.

### **Required Texts/Readings**

#### **Required Textbooks**

Moore, Henrietta L., and Todd Sanders

2014 *Anthropology in Theory: Issues in Epistemology*, Second Edition. Malden, MA: Wiley.

Gordillo, Gaston R.

2014 *Rubble: The Afterlife of Destruction*. Durham: Duke University Press.

DeLeon, Jason

2015 *The Land of Open Graves: Living and Dying on the Migrant Trail*. Berkeley: University of California Press.

Yelvington, Kevin

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

Tsing, Anna Lowenhaupt

2005 *Friction: An Ethnography of Global Connection*. Princeton: Princeton University Press.

*\*In addition to these books, several readings will be posted for download on the course Canvas site (see below).*

**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

#### **Other Readings (Available Through Canvas)**

Faas, A.J.

2016 Vulnerability in Anthropological Perspective. *Annals of Anthropological Practice* 40(1):14-27.

Ingold, Tim

1991 Becoming Persons: Consciousness and Sociality in Human Evolution. *Cultural Dynamics* 4(3):355-378.

Ingold, Tim

1995 Globes and Spheres: The Topology of Environmentalism. *In Environmentalism: The View from Anthropology*. Kay Milton, ed. Pp. 31-42. New York: Routledge.

Valentine, David

2003 "I Went to Bed with My Own Kind Once ": The Erasure of Desire in the Name of Identity. *In Anthropological Theory: An Introductory History*. R. Jon McGee and Richard L. Warms, eds. Pp.578-592.

Mintz, Sidney

1997 [1979] Time, Sugar, and Sweetness. *In Food and Culture*. Carole Counihan and Penny Van Esterik, eds. Pp. 357-369. New York: Routledge.

Harrison, Faye

1999 Anthropology as an Agent of Transformation: Introductory Comments and Queries. *In Decolonizing Anthropology: Moving Further toward an Anthropology for Liberation*. Faye Harrison, ed. Pp. 1-13. Arlington, VA: Association of Black Anthropologists, American Anthropological Association.

#### **Library Liaison**

The Anthropology Library Liaison is Silke Higgins, [Silke.Higgins@sjsu.edu](mailto:Silke.Higgins@sjsu.edu).

## Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

**Assignments for this course include the following:** (1) complete SJSU plagiarism tutorial (no credit); (2) class participation (10% of course grade); (3) seminar facilitation (20% of course grade); (4) seminar paper presentations (10% of course grade); (5) thesis/project problem statement (10% of course grade); (6) Term paper (50% 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 10. 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. **Seminar Facilitation (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 their article or book was written; (b) a summary of the main arguments and concepts in the article; and (c) suggestions for potential interpretations or applications of the author's ideas. Each article summary should take no more than 5-7 minutes. Assume all students have done the reading, so you are providing a succinct orientation to the main arguments and concepts in order to initiate a focused discussion.

- 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 Paper Presentations (worth 10% of semester grade).** Students will present one Seminar Paper during the term. These are 2,000-2,200 word papers (not including references) based on book-length ethnographies that are **presented formally, as in a conference presentation.** 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 50 percent of the student's grade for this assignment. The oral presentations are worth 50 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. **Thesis/project problem statement (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. This is a detailed statement of the problem that is to be studied (in the case of a thesis) or addressed and even solved (in the case of a project). Thesis problems can in principle be addressed through research leading to the generation of knowledge, while project problems are typically addressed through an intervention that is informed by applying the skills and knowledge of anthropology. This section should also elaborate in detail the goals or objectives of the thesis or project. 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. See Canvas for full outline
  6. **Term paper (worth 50% of semester grade).** The term paper for this course will consist of a 15-page (double-spaced) literature review in which you develop a theoretical framework for investigating a topic of your choosing. 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 of the literature review, which will allow the instructor to provide you with feedback (worth 15% of the assignment grade); and (c) the final draft of the literature review (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 The Chicago Manual of Style, Author-Date format, available on Canvas. This term paper is designed to

**meet the requirements of the Graduation Writing Assessment Requirement (GWAR).**

***Formatting & Grading Information***

- Materials submitted for grade must conform to the following minimal requirements.
- Use Times New Roman, 12-point font, margins of 1" all around, on good quality, clean white paper. Text must be clear, dark, and clean.
- Use the Chicago Manual of Style, Author-Date format, especially when citing references. It can be found on our Canvas site and at [http://www.chicagomanualofstyle.org/tools\\_citationguide/citation-guide-2.html](http://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html).
- Finally, you must submit work with fewer than five mechanical (spelling, punctuation, grammar) errors or it will be returned to you ungraded. You can use Grammarly.com or your word processing program to monitor these errors in advance. You must revise the paper, eliminate all such errors and resubmit it for grade. There will be no penalty for the first revision, but a 10% reduction in grade on any second revisions, and an additional 10% on the third revision. Your work represents the University and the Department, as well as your own reputation. Work hard to maintain these high standards.
- Each assignment must conform to the protocol that describes it. Note that you must submit both a hard copy and digital version of your transcribed interview, which will be uploaded to the Project Google Drive.

Your work will be assessed based on your effort and reasoning, as illustrated by your writing. Your assignments document your mastery of the skills critical to ethnographic inquiry.

No extra credit is available.

**Determination of Grades**

A+ >97, A 93-96, A- 90-92

An "A" demonstrates originality, not merely efficient memory, addresses the tasks effectively, shows effective organization and logical argumentation, uses clear, appropriate and accurate examples and a high level of writing competence and knowledge. Completes the task and consistently does extra work that is self-initiated.

B+ 87-89, B 83-83, B- 80-82

A "B" may show a good level of competence and may even reflect exactly what was discussed in class and texts, but does not contribute original knowledge. It shows uneven development of tasks. Work may be generally well organized, use appropriate examples, display facility in argumentation, with a few gaps, and demonstrates a good level of writing and knowledge. Completes the task and does some extra work guided by the instructor.

C+ 77-79, C 73-76, C- 70-72

A "C" may show a fair level of competence, but may be uneven. Work will address the task adequately, but only with parts of the task. It is adequately organized and may occasionally use examples. Argumentation may be inconsistent and writing and knowledge competence may be unclear. Language may be inappropriately informal in parts of assignment.

D+ 67-69, D 63-66, F <63

A "D" will demonstrate poor competence with inadequate organization, task and argumentation development and inappropriate examples. It will display difficulty in using adequate academic language and errors in knowledge will be in evidence. A failure will only occur if no effort is made to address the question or topic.

## Classroom Protocol

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 send me a seriously cool picture of Tom Waits by August 28, I will add 2 points extra credit to your seminar paper presentation.
8. 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.
9. Students are responsible for being aware of exam dates and assignment deadlines.
10. 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.

University policy S17-1 (<http://www.sjsu.edu/senate/docs/S17-1.pdf>) which states that "Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment."

## 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/>

**ANTH 230: Advanced Theory  
Fall 2018 Course Schedule**

*Schedule is subject to change with fair notice.*

AT – Readings from *Anthropology in Theory* are referred to as “AT” in the course schedule

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

WEEK	DATE	CONCEPTS, READINGS, AND ASSIGNMENTS
1	08/27/17	<b>Introduction</b> <b>Readings:</b> H. Moore and T. Sanders – Anthropology and Epistemology (AT, 1-18) T. Ingold – Becoming Persons***
2	09/03/17	<b>NO CLASS MEETING – LABOR DAY HOLIDAY</b>
3	09/10/17	<b>Information Literacy Session from 6-7pm. Class resume at 7:15pm.</b> <b>Culture and Social Structure</b> <b>Readings:</b> F. Boas – The Aims of Anthropological Research (AT, 22-31) A. L. Kroeber – The Concept of Culture in Science (AT, 32-36) G. Bateson – Problems and Methods of Approach (AT, 37-42) R. Benedict – The Individual and the Pattern of Culture (AT, 43-52) E. Durkheim – Rules for the Explanation of Social Facts (AT, 54-63) A. R. Radcliffe-Brown – On Social Structure (AT, 64-69) E. R. Leach – Introduction to <i>Political Systems of Highland Burma</i> (AT, 70-77) C. Levi-Strauss – Social Structure (AT, 78-88) <b>Plagiarism Tutorial Due</b>
4	09/17/17	<b>Function and Environment</b> <b>Readings:</b> B. Malinowski – The Group and Individual in Functional Analysis (AT, 90-101) J. Steward – The Concept and Method of Cultural Ecology (AT, 102-108) L. White – Energy and the Evolution of Culture (AT, 109-122) A. Vayda and R. Rappaport – Ecology, Cultural and Noncultural (AT, 123-128) A. Faas – Vulnerability in Anthropological Perspective***
5	09/24/17	<b>Ethnography I</b> <b>Readings:</b> DeLeon, <i>The Land of Open Graves</i>



6	10/01/17	<p style="text-align: center;"><b>Meanings and Language</b></p> <p><b>Readings:</b>  C. Geertz – Thick Description: Toward an Interpretive Theory of Culture (AT, 166-172)  T. Asad – Anthropology and the Analysis of Ideology (AT, 173-185)  S. Ortner – Subjectivity and Cultural Critique (AT, 186-190)  C. Levi-Strauss – Structural Analysis in Linguistics and in Anthropology (AT, 192-203)  M. Crick – Ordinary Language and Human Action (AT, 204-209)  M. Bloch – Language, Anthropology, and Cognitive Science (AT, 210-220)</p>
7	10/08/17	<p style="text-align: center;"><b>Bodies, Embodiments, and Genders</b></p> <p><b>Readings:</b>  M. Jackson – Knowledge of the Body (AT, 246-259)  E. Martin – The End of the Body? (AT, 260-275)  L. Sharp – Hybridity: Hybrid Bodies of the Scientific Imaginary (AT, 276-282)  S. Ortner – So <i>Is</i> Female to Male as Nature is to Culture? (AT, 357-362)  O. Oyěwumi – The Invention of Women (AT, 448-454)  D. Valentine – I Went to Bed with My Own Kind Once***</p> <p><b>Assignment due:</b>  Annotated bibliography for term paper</p>
8	10/15/17	<p style="text-align: center;"><b>Ethnography II</b></p> <p><b>Readings:</b>  Gordillo, <i>Rubble</i></p>
9	10/22/17	<p style="text-align: center;"><b>Historical Engagements</b></p> <p><b>Readings:</b>  M. Weber – Puritanism and the Spirit of Capitalism (AT, 286-292)  E. Wolf – Introduction to <i>Europe and the People Without History</i> (AT, 293-307)  S. Mintz, "Time, Sugar, and Sweetness"***  J. Comaroff and J. Comaroff – Introduction to <i>Of Revelation and Revolution</i> (AT, 308-321)  D. Donham – Epochal Structures I: Reconstructing Historical Materialism (AT, 322-331)  P. Bourdieu – Structures and the Habitus (AT, 332-342)</p> <p><b>Assignment Due:</b>  Thesis/Project Problem Statement</p>

10	10/29/17	<p align="center"><b>Structure, Practice, and Morality</b></p> <p><b>Readings:</b>  P. Bourdieu – Objectification Objectified (AT, 151-162)  R. Thornton – The Rhetoric of Ethnographic Holism (AT, 378-385)  L. Abu-Lughod – Writing Against Culture (AT, 386-399)  N. Scheper-Hughes – The Primacy of the Ethical: Propositions for a Militant Anthropology (AT, 412-418)  R. D'Andrade – Moral Models in Anthropology (AT, 419-428)  M. Spiro – Postmodernist Anthropology, Subjectivity, and Science (AT, 429-440)  D. Fassin – Beyond Good and Evil? Questioning the Anthropological Discomfort with Morals (AT, 441-444)</p>
11	11/05/17	<p align="center"><b>Ethnography III</b></p> <p><b>Readings:</b>  Yelvington, <i>Producing Power</i>  <b>Assignment due:</b> Rough draft of term paper</p>
12	11/12/17	<b>NO CLASS MEETING – VETERAN'S DAY</b>
13	11/19/17	<p align="center"><b>Pushing Past "the West" and Its Others</b></p> <p><b>Readings:</b>  F. Harrison – Anthropology as an Agent of Transformation***  A. Gupta and J. Ferguson – Beyond "Culture": Space, Identity, and the Politics of Difference (AT, 522-530)  G. Marcus – What is at Stake – and is not – in the Idea and Practice of Multi-Sited Ethnography (AT, 531-534)  A. Appadurai – Grassroots Globalization and the Research Imagination (AT, 535-546) J. Comaroff – The End of Anthropology, Again: On the Future of an In/Discipline (AT, 547-554)</p>
14	11/26/17	<p align="center"><b>Subject, Objects, Affects</b></p> <p><b>Readings:</b>  S. Helmreich – What was Life? Answers from Three Limit Biologies (AT, 476-480)  M. Augé – The Near and the Elsewhere (AT, 481-491)  B. Latour – Relativism (AT, 492-500)  C. Zaloom – How to Read the Future: The Yield Curve, Affect, and Financial Prediction (AT, 502-507)  W. Keane – Signs Are Not the Garb of Meaning: On the Social Analysis of Material Things (AT, 508-513)  Y. Navaro-Yashin – Affective Spaces, Melancholic Objects: Ruination and the Production of Anthropological Knowledge (AT, 514-520)</p>

15	12/03/17	<b>Ethnography IV</b>  <b>Readings:</b> Tsing, <i>Friction</i>
16	12/10/17	<b>Situatedness, Reflexivity, &amp; Anthropological Futures</b>  <b>Readings:</b> T. Ingold – Globes and Spheres*** P. Bourdieu – Participant Objectivation ( <i>AT</i> , 556-560) V. Dhareshwar – Valorizing the Present: Orientalism, Postcoloniality and the Human Sciences ( <i>AT</i> , 455-460) P. S. Sangren – Anthropology of Anthropology? Further Reflections on Reflexivity ( <i>AT</i> , 561-565) G. Lins Ribeiro – World Anthropologies: Cosmopolitics for a New Global Scenario in Anthropology ( <i>AT</i> , 566-570) D. Holmes and G. Marcus – Cultures of Expertise and the Management of Globalization: Toward the Re-functioning of Ethnography ( <i>AT</i> , 571-575)  <b>Assignment due:</b> Final draft of term paper
<b>FINAL EXAM</b>		<b>Course Conclusion, Summary, and Review</b>  <b>Monday, December 17 from 5:15pm to 7:30pm in regular class meeting room</b>