

Anthropology 230
Anthropology Method and Theory
Theory in Practice
Fall 2007

Meeting time: Thursday 6-8:45 P.M.
Room: Clark Hall 204
Instructor: Dr. Jan English-Lueck
Office: Clark Hall 459
Office hours: Tuesday, 11-12, 3-5, Thursday 3:00-5:00; or by appt.
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Course URL: <http://www.sjsu.edu/faculty/jenglish/anth230/>

Introduction

In this seminar course we will learn about the work of influential theorists, in the social sciences, and the relationship of their work to the field of anthropology. Over the semester you should gain a thorough understanding of how different theories and models have developed over time, the contexts in which they emerged, and the possible connections between these works and your own research plans. You are expected to attend all class sessions and be prepared to rigorously discuss the week's readings. Each week, two students will present the theoretical readings; another two students will discuss the ethnographies. This course is foundational to the MA in Applied Anthropology, interdisciplinary MA degrees connected to anthropology and it fulfills the GVAR requirement for SJSU.

Required Readings

The following books are required for the course:

Anthropology In Theory, Henrietta Moore
Coming Of Age In Samoa, Margaret Mead
Flexible Bodies, Emily Martin
In Search Of Respect (2nd edition), Phillipe Bourgois
The Navaho (Revised edition), Clyde Kluckhohn and Dorothea Leighton

The following books are highly recommended for the course:

Visions of Culture, Jerry Moore
Manual for Writers of Research Papers, Theses, and Dissertations, Kate Turabian

These books may be purchased at the campus bookstore. We will use additional materials from material that can be accessed through AnthroSource and JSTOR

electronically. All print materials are on reserve at the King Library.

Students are also responsible for all Internet based readings listed in the syllabus.

Assignments

Assignments for this course include the following:

- (1) **Seminar participation** (100 points, worth 25% of the semester grade). Seminar participation will be based upon an evaluation of three in-class small group presentations. The assignments of responsibility will be made by the second week of class.
- (2) **Précis** (60 points, worth 15% of the semester grade). These three brief (1 ½ page) summary papers will be due the week you lead the class discussion and should review several key elements of the week's readings, including: content of the articles and/or ethnographies; key ideas and concepts. In addition, there should be a short discussion of the potential uses or applications for the idea. Finally, a short biography will be posted created a "theory trading card" of either the author or a key person affiliated with that theoretical position. Several people will probably be responsible for that week's discussion and they comprise a "team." Team members will coordinate and divide the production of the précis reports. During the weeks when there are both articles and book-length ethnographies separate assignments will be made. In other words, one or more students will be assigned to the articles and do précis accordingly, while a different student will be responsible for the book. Précis are *not* required for introductory online reading on wikipedia. Coordination of presentations is expected and evaluated. Note all précis will be posted to the class wiki, our anthropology "wikitheoria."
- (3) **Practice statement of a potential thesis research question** (this is not the official statement that is submitted to the program). This statement is collectively worth 40 points, or 10%, of the semester grade. This should be a 2-page preliminary summary of a question that you will explore in your graduate research. It should describe the research questions that will be addressed, the field site, and the methods that you envision adopting in your research. It will also be the basis of in-class position papers and discussions. It is designed not to be your definitive statement of your thesis or project, but an introductory effort to clarifying your research problem and theorizing your work. It will be posted to the wiki.
- (4) **Term paper** (200 points, 30 points for annotated bibliography, 20 points for a first draft, 150 points for the final draft, collectively worth 50% of the semester grade). The term paper should be a 20-page essay in which you address a particular problem from a specific theoretical framework. (Note: This should be different from your own Master's research question, outlined in assignment 3 above.) This assignment is designed as an exercise in theoretical role-playing. For example, you might consider how, from a functionalist framework, you might address the problem of low political participation in Santa Clara County. Or you might use a Marxist framework to analyze the problem of obesity among California youth. This assignment will be divided into two stages: (a) an annotated bibliography

which reviews the theoretical literature as well as material that is relevant to the problem under consideration; (b) the draft paper which is the basis of feedback, and (b) the final term paper. Your term paper should follow the American Anthropological Association style guide. It is due on Week 14 and the final examination period will be devoted to a discussion of your assessed papers.

Additional Policies

Anthropology 230 is a seminar, a form of educational interaction in which the students are the driving force. Therefore absenteeism and tardiness are serious impediments to participation. **TO BE EXCUSED**, if you cannot make it to class to participate in an exercise, you must leave a voicemail or E-mail message **THAT** day or earlier, giving your name, class and reason for missing the activity. Verbal messages alone will not be recorded (i.e. telling the instructor in class or in the hallway). You will receive full credit (E) for participation only as long as the reason is significant and the privilege is not abused.

Plagiarism Your own commitment to learning, as evidenced by your enrollment at San José State University, and the University's Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Student Conduct & Ethical Development. The policy on academic integrity can be found at

http://www.sjlibrary.org/services/literacy/info_comp/plagiarism.htm and
<http://www.sjsu.edu/senate/S04-12.pdf>

Passing off of another's work as ones own, will result in a failure in the assignment and will be reported to the appropriate authority.

Format All papers should be typed and fully referenced (AAA style can be found at http://www.aaanet.org/pubs/style_guide.htm) with numbered pages. Writing should be clear and correct. All papers should be proof-read. I suggest reading the draft aloud to catch errors and unwieldy writing. Each assignment uses certain analytical skills and requires comprehension of cultural themes. Accuracy, originality, depth of understanding and effort will all be assessed.

Late Papers As a general policy late papers will be accepted only if prior arrangement has been made and the reason is significant, that is, family emergency or serious illness. (Printer problems, vacations, work conflicts and other non-emergencies are not acceptable excuses.) Late papers will only receive partial credit. No Exceptions.

Disability Accommodations If you need course adaptations or accommodations because of a disability, or if you need 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 DRC to establish a record of their disability.

Grading

Incompletes Incompletes will be granted only if the instructor has been notified and has approved. Students with missing major assignments (over 50 points) will receive a WU (an Unauthorized Withdrawal). **NO WORK WILL BE ACCEPTED AFTER THE FINAL!!!**

Notification of Grades

If you wish to know your final grade before grade reports are issued e-mail a grade request (please do not phone).

Course Objectives

Basic Skills and Knowledge

1. Social Science Theory
 - 1.1 Students should be thoroughly familiar with the ideas and methods of social theorists who influenced modern anthropological thought, including Durkheim, Marx, Weber, Kropotkin, Freud, Foucault, and Gramsci.
 - 1.2 Students should be able to place the work of influential social theorists within historical, political, and cultural contexts.
 - 1.3 Students should be able to connect the work of influential social theorists the history of ideas.
2. Anthropological Theory
 - 2.1 Students should be able to identify a range of anthropological perspectives including evolution, diffusion, structural functionalism, personality and culture, structuralism, cultural ecology, interpretive and symbolic approaches, political economy, and post-structural and post-processual theories.
 - 2.2 Students should be able to place the work of anthropological theorists within historical, political, and cultural contexts.
 - 2.3 Students should be able to address the challenges of representing other cultures and critically examine ethnographic writing and argumentation.
 - 2.4 Students should be able to understand how ethnographic writing has changed over time.
 - 2.5 Students should be able to distinguish major tensions in anthropological thought and practice including: synchronic versus diachronic approaches; idealist versus materialist approaches; nomothetic versus idiographic approaches; and social solidarity versus conflict.
3. Basic Research Methods
 - 3.1 Students should be able to identify the wide range of research methods in the anthropological arsenal, including participant-observation, structured and unstructured interviews, censuses, life histories, archival research, multi-siting, etc.

- 3.2 Students should be able to make use of various forms of the comparative method including cross-cultural, historical, and cultural critique.
- 3.3 Students should understand the relationship between problems, issues, methods, and theories in the social sciences.
- 3.4 Students should be able to demonstrate the skills of intellectual craftsmanship.

Additional Skills and Knowledge

4. Use of Theories and Methods for Student Work
 - 4.1 Students should be able to use the theories and methods of the course to the preparation of their own research projects.
5. Anthropological Audiences
 - 5.1 Students should be able to distinguish the different forms of anthropological writing and communication for distinct audiences
 - 5.2 Students should be able to produce anthropological writing and communications for distinct audiences

Departmental Learning Objectives for the M.A. in Applied Anthropology

Students who successfully complete this program will:

1. Understand a range of anthropological research methods and be able to conduct research relevant to problem solving in various settings and for different clients/partners;
2. Know basic models of applying anthropology in different settings and have the skills to be able to function as practitioners of several;
3. Be knowledgeable about (1) the discipline of anthropology in general and how it contributes to understanding and improving contemporary society, and (2) a particular field of anthropology in greater depth;
4. Be able to function effectively in at least one content area or domain of application;
5. Understand personal, political and ethical issues inherent in research and application; and
6. Develop professionally as practitioners with skills in contracting, project management, and budgeting, as well as the ability to communicate about project goals and findings and the discipline of anthropology to diverse audiences.

Schedule of Readings

Week 1 (August 23) —Points of Departure

Review of key concepts in anthropology including culture and society, structure and agency, conflict and solidarity, nomothetic, idiographic, synchronic and diachronic, approaches, idealism and materialism, objectivity and subjectivity; power; bifurcation in anthropology

Surf and study: <http://en.wikipedia.org/wiki/Anthropology> ,
<http://en.wikipedia.org/wiki/Nomothetic>, <http://en.wikipedia.org/wiki/Diachronic>,
http://en.wikipedia.org/wiki/Conflict_theory ,
http://en.wikipedia.org/wiki/Solidarity_%28sociology%29,
[http://en.wikipedia.org/wiki/Cultural materialism](http://en.wikipedia.org/wiki/Cultural_materialism) before coming to class.

Read in H. Moore: General Introduction, pp. x-xvi.

Task: Discussion leaders assignments negotiated

Week 2 (August 30) —Anthropology's promise

Defining issues, troubles, problems, theories, and methods

Read in Moore: pgs 1-21, Anthropology and Epistemology

Read also: “Epistemology: The Nature and Validation of Anthropological Knowledge,” Schweizer (pdf link to course webpage)
and “On Intellectual Craftsmanship,” C. Wright Mills
http://ddl.uwinnipeg.ca/res_des/files/readings/cwmills-intel_craft.pdf
(Optional, J. Moore Introduction)

Task: Discussion leader assignments finalized

Week 3 (September 6) —Early anthropological laboratories

Fieldwork anthropology as testing ground or “laboratory” for sociological theory; the division of labor; social solidarity; collective representations; social facts; functionalism; participant-observation and extended field research

Read in Moore:

1. The Aims of Anthropological Research: Franz Boas
 2. The Concept of Culture in Science: A. L. Kroeber
 4. Rules for the Explanation of Social Facts: Emile Durkheim
- Read also** *Ethnography 1: Mead, Coming of Age in Samoa*
(Optional, J. Moore, Part I)

Week 4 (September 13) — One hundred years of dialogue (between Anthropology and Marxism)

Connections between Marxism and anthropology; dialectics; historical process; materialism; modes of production; capitalism; commodity fetishism

Surf: <http://en.wikipedia.org/wiki/Marxism>

Read in Moore:

34. Introduction to Europe and the People without History: Eric R. Wolf

35. Introduction to Of Revelation and Revolution: Jean Comaroff and John Comaroff (with special attention to Gramsci)

36. Epochal Structures I: Reconstructing historical materialism: Donald L. Donham

(Optional, J. Moore, Chapter 16, 24)

Week 5 (September 20) —Social organization, reciprocity, and exchange

Reciprocity; social organization; kinship systems; modes of exchange; spheres of exchange; cross-cultural comparison; informal economies

Read in Moore:

8. The Group and the Individual in Functional Analysis: Bronislaw Malinowski

11. On Social Structure: A. R. Radcliffe-Brown

Read also: “Some Principles of Exchange and Investment among the Tiv” by Paul Bohannon, JSTOR Stable URL: <http://links.jstor.org/sici?sici=0002-7294%28195502%292%3A57%3A1%3C60%3ASPOEAI%3E2.0.CO%3B2-B>

Read also *Ethnography 2: Bourgeois, In Search of Respect*

(Optional, J. Moore, Part III)

Task: Research Problems statements due

Week 6 (September 27) —Weber, Parsons and the culture concept

Discussion of the Weberian connections to anthropology; ideal types; interpretive methods; “value-free” analysis

Read in Moore:

21. Thick Description: Toward an Interpretive Theory of Culture: Clifford Geertz

23. Anthropology as Interpretive Quest: Roger M. Keesing

33. Puritanism and the Spirit of Capitalism: Max Weber

(Optional, J. Moore, Part V)

Week 7 (October 4) —Cognitive and psychological approaches

Summary of the influence of Freud, Lacan, and other psychologists upon anthropology; personality and culture, entering the cognitive through linguistics

Surf: http://en.wikipedia.org/wiki/Sigmund_Freud and
<http://en.wikipedia.org/wiki/Lacan>

Read in Moore:

7. *The Individual and the Patterns of Culture*: Ruth Benedict

13. *Social Structure*: Claude Levi-Strauss

25. *Ordinary Language and Human Action*: Malcolm Crick

(Optional, J. Moore, Part II)

Week 8 (October 11) — Culture, environment and archaeological theory

Revisiting biological analogies in explanation, development of theories in archaeology

Surf: Culture History Archaeology, http://en.wikipedia.org/wiki/Cultural-history_archaeology

Processual Archaeology http://en.wikipedia.org/wiki/Processual_archaeology

And Post-Processual Archaeology http://en.wikipedia.org/wiki/Post-processual_archaeology

Read in Moore:

9. *The Concept and Method of Cultural Ecology*: Julian H. Steward

10. *Energy and the Evolution of Culture*: Leslie A. White

Read also: "History and the Post-Processual Archaeologies," Thomas C. Patterson

Man, New Series, Vol. 24, No. 4. (Dec., 1989), pp. 555-566.

Stable URL: <http://links.jstor.org/sici?sici=0025->

[1496%28198912%292%3A24%3A4%3C555%3AHATPA%3E2.0.CO%3B2-V](http://links.jstor.org/sici=0025-1496%28198912%292%3A24%3A4%3C555%3AHATPA%3E2.0.CO%3B2-V)

Read also Ethnography 3: Kluckhohn, *The Navaho*

(Optional, J. Moore, Part IV)

Week 9 (October 18) — Evolutionism from the 19th Century to the present

Natural selection; Spencerism; psychic unity of mankind; adhesions; survivals; evolutionary psychology, maximizing the concept across the discipline

Surf: http://en.wikipedia.org/wiki/Behavioral_ecology

http://en.wikipedia.org/wiki/Evolutionary_psychology

Read: "Darwin on the Struggle for Existence"

[Charles Darwin]

Population and Development Review, Vol. 15, No. 1. (Mar., 1989), pp. 139-145.

Stable URL: <http://links.jstor.org/sici?sici=0098-7921%28198903%2915%3A1%3C139%3ADOTSFE%3E2.0.CO%3B2-B>

Read in Moore:

17. *Becoming Persons: Consciousness and Sociality in Human Evolution*: Tim Ingold

18. *Customs and Cultures in Animals and Humans*: Kathleen R. Gibson

Week 10 (October 25) — Problematizing modernist anthropological assumptions

Relationship between power and knowledge; governmentality; crisis of representation; paradigms and scientific revolutions; discourses; biopower

Read in Moore:

44. *Cutting the Network*: Marilyn Strathern

40. *Is Female to Male as Nature is to Culture?*: Sherry B. Ortner

55. *Beyond Culture: Space, Identity, and the Politics of Difference*: Akhil Gupta and James Ferguson

(Optional, J. Moore, Ch. 22)

Week 11 (November 1) — Embodying culture

Examining the interaction of cultural construction, social structure and the biological

Read in Moore:

30. *Knowledge of the Body*: Michael Jackson

32. *The Body of the Condemned*: Michel Foucault

Read also *Ethnography 4*: Martin, *Flexible Bodies*

(Optional, J. Moore, Ch. 23)

Week 12 (November 8) — Studying power, hegemony, ideology and systems of control

Hegemony, ideology, political and civil society, Fordism, co-optation, role of intellectuals, authority; bureaucracy; rationalization; globalization; critical theory; mass culture; technological domination; creation of false needs

Read in Moore:

41. *Global Anxieties*: Henrietta L. Moore

57. *Grassroots Globalization and the Research Imagination*: Arjun Appadurai

Read also: "Controlling Processes: Tracing the Dynamic Components of Power" [and Comments and Reply]

Laura Nader; Alicia Barabas; Miguel Alberto Bartolome; John H. Bodley;

Guita Grin Debert; Susan Drucker-Brown; Hugh Gusterson; Ellen Hertz;

Margaret Lock; June Nash; Rik Pinxten

Current Anthropology, Vol. 38, No. 5. (Dec., 1997), pp. 711-737.
Stable URL: <http://links.jstor.org/sici?sici=0011-3204%28199712%2938%3A5%3C711%3ACPTTDC%3E2.0.CO%3B2-U>

Task: Annotated bibliography due.

Week 13 (November 15) —Putting anthropology and culture into practice

Practice theory in a variety of forms

Surf: <http://en.wikipedia.org/wiki/Habitus> and
http://en.wikipedia.org/wiki/Communities_of_Practice and
<http://en.wikipedia.org/wiki/Ethnomethodology>

Read in Moore: 37. Structures and the Habitus: Pierre Bourdieu

Read also: “A Comparative Approach to Educational Forms and Learning Processes,” Jean Lave, *Anthropology & Education Quarterly* Vol. 13 No 2, Anthropology of Learning

<http://links.jstor.org/sici?sici=0161-7761%28198222%2913%3A2%3C181%3AACATEF%3E2.0.CO%3B2-H>

and Mark Tennant, “Undisciplining Psychology through Pedagogy: an autobiographical case study of working knowledge,” *Studies in Continuing Education*, Vol. 22, No. 1, 2000

November 22: Happy Thanksgiving!

Week 14 (November 29) —Engagement with realpolitik, anarchism, and the State

Recapitulation of the work of classical anarchist theorists; connections to anthropology from the 1920s to the contemporary period; engagement with the state and moral/political stances

Surf and study exhibit site: Margaret Mead, “Learning to Live in One World.”
<http://www.loc.gov/exhibits/mead/mead-oneworld.html>

Read: *Mutual Aid* (conclusion) by Peter Kropotkin

http://dwardmac.pitzer.edu/Anarchist_Archives/kropotkin/mutaidconclu.html

Read also: David Graeber, “The New Anarchists”

<http://newleftreview.org/A2368>

Read in Moore:

46. The Primacy of the Ethical: Nancy Scheper-Hughes

47. Moral Models in Anthropology: Roy D'Andrade

Task: Draft of major paper due

Position paper/discussion regarding MA project done in class

**Week 15 (December 6) —Anthropological Audiences and Social Responsibility;
Working toward collaborative relationships**

The AAA, SfAA and the Principles of Professional Responsibility (contemporary debates); Writing styles in anthropology; alternative methods of communicating anthropological information; the question of relevance in anthropology; privileges and pitfalls of collaboration

Surf: <http://www.sfaa.net/sfaaethic.html> and
<http://www.saa.org/aboutSAA/committees/ethics/principles.html>

Read: Yvonne Marshall, "What Is Community Archaeology?"
World Archaeology, Vol. 34, No. 2, Community Archaeology. (Oct., 2002), pp.
211-219. <http://links.jstor.org/sici?sici=0043-8243%28200210%2934%3A2%3C211%3AWICA%3E2.0.CO%3B2-2>

Task: Draft papers returned for editing
Position paper/discussion regarding ethics in the MA project done in class

Final Exam Seminar (Thursday, December 13, 5:30-7:30): Discussion/feedback on major paper. Final drafts due (along with the copy of the edited draft)