San José State University
College of Social Sciences/ Anthropology 230
Theory in Practice, Fall 2009

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Office Hours: Tuesday, Friday 9:00-11:45; Wednesday 3:00-4:30 or by appt.
[Please note, office hours may be adjusted to reflect furlough days in which the campus is closed]

Class Days/Time: Wednesday 6-8:45 P.M.

Classroom: Washington Square 004

Prerequisites: Anthropology 131 or Instructor Consent

Course Web Page

Course URL**:** http://www.sjsu.edu/people/jan.english-lueck/courses/anth230. Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page accessible through the Quick Links>Faculty Web Page links on the SJSU home page.

Course Description

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, several students will present the theoretical readings; each one taking an article or book-length ethnography. This course is foundational to the MA in Applied Anthropology, interdisciplinary MA degrees connected to anthropology and it fulfills the GWAR requirement for SJSU.

Course Goals and Student Learning 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.

Required Texts/Readings

Textbooks

    The following books are required for the course:

    Anthropological Theory, 4th edition R. Jon McGee, Richard Warms

    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 book is highly recommended for the course and as a reference book for thesis and project report writing:
Manual for Writers of Research Papers, Theses, and Dissertations, Kate Turabian

These books may be purchased at the campus bookstore.

Other Readings

We will use additional materials from material that can be accessed through AnthroSource and JSTOR electronically. Photocopied materials are available in the graduate student lounge, Clark 469.

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

Classroom Protocol

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.

Format.   All papers should be typed and fully referenced using the AAA style; a guide for this format can be found at http://www.aaanet.org/publications/style_guide.pdf . Number your pages, and use manuscript style (double-spaced, no triple spacing between paragraphs and indented paragraph format). 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.

Draft Revisions.   Within 7 days of receiving feedback from the professor on your draft precis, complete the revisions on the wiki and receive 2-5 additional points.

<u>Incompletes.</u>   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!!!

<u>Notification of Grades.</u> If you wish to know your final grade before grade reports are issued e-mail a grade request (please do not phone).

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html . Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/. Students should be aware of the current deadlines and penalties for adding and dropping classes.

Assignments and Grading Policy

Assignments for this course include the following:

(1) <u>Seminar Participation.</u> (up to 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) <u>Theory/Practice Summaries.</u> (60-80 points, worth 15% of the semester grade). These three brief (1 ½ page) summary papers will be due at the end of class on days you lead the class discussion. The written summary is worth 20 points and the presentation, 10.   The summaries, both written and spoken, will:

    a. review several key elements of the week's readings, including: 1) background on context of the author, 2) summary of the articles key points.

    b. suggest potential uses or applications for the idea.

Several people will probably be responsible for that week's discussion and they comprise a "team." Team members will coordinate their presentations. Coordination of presentations is expected and evaluated. Each student will sign up for 3-5 summaries, depending on the total distribution of the articles among class members.   The number will be determined by the second week of class depending on total enrollment.

When signing up for leadership roles on the wiki, please note that a book-length ethnography is the equivalent of two articles. Hence one student might sign up for four articles, and another two articles and one book. Theory/practice summaries are *not* required for background readings on wikipedia or in the McGee text.

Note all theory/practice summaries will be posted to the class wiki, our anthropology "wikitheoria." Students will be expected to make corrections to their summaries after they have been given feedback.

(3) (3) <u>Wiki Comments Posting.</u> Each week, each student should make a short comment on the week's topic, suggesting concrete ways the approach of the readings could be used in practice. Comments should be posted within 24 hours of the class session (before or after). This will document participation. This is worth 30 points, or 7% of the semester grade.

(4) <u>Practice statement of a potential thesis research question.</u> (*Nota bene*, this is not the official statement that is submitted to the program). This statement is collectively worth 20 points, or 5%, of the semester grade. This report 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. Such a statement will help you organize in-class discussions of ethics and pragmatics. 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.

(5) <u>Term Paper.</u> (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 the assignment above, but can be in the same general area.) 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. Perhaps you are applying a post-processual framework to an archaeological exhibit in the Mission San Jose. 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. The draft is due on Week 14 and the final examination period will be primarily, but not exclusively, devoted to a discussion of your assessed papers.

University Policies

Academic integrity

Students should know that the University's Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require 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 website for Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise

specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

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 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

Anthropology 230, Theory in Practice
Section 1, Fall 2008, Course Schedule

Please note that furlough days may have an unanticipated impact on the class schedule.

Week	Date	Topics, Readings, Assignments, Deadlines
1	August 26	**Points of Departure** Discuss prior exposure to social scientific and anthropological theory. Review key explanatory notions: culture and society, structure and agency, conflict and solidarity, nomothetic (deductive), idiographic (particularistic), synchronic and diachronic approaches, ideational and material evidence, objectivity and subjectivity; power. **Read for background before coming to class:** [wikipedia] Anthropology http://en.wikipedia.org/wiki/Anthropology [wikipedia] Nomothetic http://en.wikipedia.org/wiki/Nomothetic [wikipedia] Diachronic http://en.wikipedia.org/wiki/Diachronic [wikipedia] Conflict Theory http://en.wikipedia.org/wiki/Conflict_theory [wikipedia] Social Solidarity http://en.wikipedia.org/wiki/Solidarity_%28sociology%29 [wikipedia] Cultural Materialism http://en.wikipedia.org/wiki/Cultural_materialism [McGee] Introduction, pp 1-4 **Tasks:** - Find example of application of anthropology to report to group for week 2. - Discussion leader assignments negotiated
2	September 2	**From Practice to Theory** Examples of practice, theory spotting. **Tasks:** - Each person will report out on the project they found summarizing

Week	Date	Topics, Readings, Assignments, Deadlines
		the problem, what was done, and what explanatory notions were used. - Discussion leader assignments finalized
3	September 9	**Anthropology's Promise** Defining issues, troubles, problems, theories, and methods **Read for discussion:** [course website] "Epistemology: The Nature and Validation of Anthropological Knowledge," Schweizer [WWW] "On Intellectual Craftsmanship," C. Wright Mills http://ddl.uwinnipeg.ca/res_des/files/readings/cwmills-intel_craft.pdf [Academic Search Premier] Mark Tennant, "Undisciplining Psychology through Pedagogy: an autobiographical case study of working knowledge," Studies in Continuing Education, Vol. 22, No. 1, 2000. Pp. 45-56.
4	September 16	**Early Anthropological Laboratories** Fieldwork anthropology as testing ground or "laboratory" for sociological theory; the division of labor; social solidarity; collective representations; social facts; participant-observation and extended field research **Read for background:** [McGee] 69-72; 116-121 **Read for discussion:** [McGee] 9. The Methods of Ethnology: Franz Boas [McGee] 10. Eighteen Professions: A. L. Kroeber [McGee] 5. What is a social Fact?: Emile Durkheim [Book] Ethnography 1: Coming of Age in Samoa, Mead
5	September 23	**One Hundred Years of Dialogue (between Anthropology and Marxism)**

Week	Date	Topics, Readings, Assignments, Deadlines
		Connections between Marxism and anthropology; dialectics; historical process; materialism; modes of production; capitalism; commodity fetishism **Read for background:** [wikipedia] Marxism http://en.wikipedia.org/wiki/Marxism [McGee] pp. 265-268. **Read for discussion:** [McGee] 23. Peasantry and its Problems, Eric R. Wolf [McGee] 4. Feurbach: Opposition of the Materialist and Idealist Outlook, Karl Marx and Friedrich Engels [Anthrosource] "Thinking Temporally or Modernizing Anthropology," American Anthropologist, 2001, 103 (1): 134-149, Donald L. Donham **Task:** Prepare research problem statement
6	September 30	**Social organization, reciprocity, and exchange** Reciprocity; social organization; kinship systems; modes of exchange; spheres of exchange; cross-cultural comparison; informal economies **Read for background:** [McGee] pp. 159-163 **Read for discussion:** [McGee] 7. Excerpts from *The Gift*, Marcel Mauss [McGee] 13. The Essentials of the Kula, Bronislaw Malinowski [Book] Ethnography 2: *In Search of Respect,* Bourgois **Task:** Research Problems statements due

Week	Date	Topics, Readings, Assignments, Deadlines
7	October 7	**Weber, Parsons and the Culture Concept** Discussion of the Weberian connections to anthropology; ideal types; interpretive methods; "value-free" analysis **Read for background:** [McGee] pp. 482-484 **Read for discussion:** [McGee] 8. Class, Status, Party, Max Weber [McGee] 37. Deep Play: Notes on the Balinese Cockfight, Clifford Geertz [JSTOR] "Anthropology as Interpretive Quest" Current Anthropology, 1987, 161-169, Roger M. Keesing. JSTOR stable URL: http://www.jstor.org.libaccess.sjlibrary.org/stable/2743185
8	October 14	**Cognitive and psychological approaches** Summary of the influence of Freud, Lacan, and other psychologists upon anthropology; personality and culture, entering the cognitive through linguistics **Read for background:** [McGee] pp. 204-209, 360-363 [wikipedia] Sigmund Freud http://en.wikipedia.org/wiki/Sigmund_Freud [wikipedia] Jacques Lacan http://en.wikipedia.org/wiki/Lacan [wikipedia] Community of Practice http://en.wikipedia.org/wiki/Community_of_practice **Read for discussion:** [McGee] 12. The relation of Habitual thought and Behavior to Language, Benjamin Whorf [McGee] 16. Psychological Types in the Cultures of the Southwest, Ruth Benedict [McGee] 29. What makes Tony Run? Schemas as Motives Reconsidered, Claudia Strauss

Week	Date	Topics, Readings, Assignments, Deadlines
		[JSTOR] "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
9	October 21	**Culture, Environment and Archaeological Theory** Revisiting biological analogies in explanation, development of theories in archaeology **Read for background:** [McGee] pp. 226-229 [wikipedia] Culture-history Archaeology http://en.wikipedia.org/wiki/Cultural-history_archaeology [wikipedia] Processual Archaeology http://en.wikipedia.org/wiki/Processual_archaeology [wikipedia] and Post-Processual Archaeology http://en.wikipedia.org/wiki/Post-processual_archaeology **Read for discussion:** [McGee] 18. Energy and the Evolution of Culture, Leslie A. White [McGee] 19. The Concept and Method of Cultural Ecology, Julian H. Steward [JSTOR] "Perspectives on Global-Change Archaeology," Hardesty, Donald, American Anthropologist. Volume 109. Issue 1. March 2007 (Pages 1 - 7) [Book] Ethnography 3: *The Navaho,* Kluckhohn
10	October 28	**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 **Read for background:** [McGee] pp. 406-408 [wikipedia] Behavioral Ecology

Week	Date	Topics, Readings, Assignments, Deadlines
		http://en.wikipedia.org/wiki/Behavioral_ecology [wikipedia] Evolutionary Psychology http://en.wikipedia.org/wiki/Evolutionary_psychology **Read for discussion:** [JSTOR] "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 [Anthrosource] "It's not all Sex and Violence: Integrated Anthropology and the Role of Cooperation and Social Complexity in Human Evolution," Augustin Fuentes. American Anthropologist, 2004 106(4) 710-718. [WWW] "Mutual Aid" (conclusion), Peter Kropotkin http://dwardmac.pitzer.edu/Anarchist_Archives/kropotkin/mutaidconclu.html
11	November 4	**Problematizing Modernist Anthropological Assumptions** Relationship between power and knowledge; governmentality; crisis of representation; paradigms and scientific revolutions; discourses. **Read for background:** [McGee] pp. 432-434, 532-537 **Read for discussion:** [McGee] 26. Is Female to Male as Nature is to Culture? Sherry B. Ortner [McGee] 38. Grief and a Headhunter's Rage, Renato Rosaldo, [McGee] 40. Moral Models in Anthropology, Roy D'Andrade [WWW] "The New Anarchists," David Graeber http://newleftreview.org/A2368 **Task:** Annotated bibliography due
12	November 11	**Embodying Culture** Examining the interaction of cultural construction, social structure

Week	Date	Topics, Readings, Assignments, Deadlines
		and the biological, biopower **Read for background:** [wikipedia] Michel Foucault http://en.wikipedia.org/wiki/Michel_Foucault **Read for discussion:** [WWW] Excerpt, Discipline 3. Panopticism, Michel Foucault http://www.cartome.org/foucault.htm [Anthrosource] Biopolitical Beijing: Pleasure, Sovereignty, and Self-Cultivation in China's Capital Cultural Anthropology, 2005, Vol. 20, Issue 3, pp. 303–327, Judith Farquhar and Qicheng Zhang. [Book] Ethnography 4: Flexible Bodies, Martin
13	November 18	**Studying Power, Hegemony, Ideology, 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 for discussion:** [McGee] 41. Disjuncture and Difference in the Global Cultural Economy, Arjun Appadurai [JSTOR] "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:** - Draft of major paper due

Week	Date	Topics, Readings, Assignments, Deadlines
14	November 25	**Have a Happy Thanksgiving!**
15	December 2	Class meeting cancelled. Collect corrected drafts in the graduate lounge and work on your final drafts.
Final Exam	December 17	**Wednesday, December 16, WSQ04, 5:30-7:30** **Final Exam Seminar** Open discussion. No assigned discussion leaders. **Working as and with communities.** 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 **Read for background:** [wikipedia] Ethnomethodology http://en.wikipedia.org/wiki/Ethnomethodology [WWW] http://www.sfaa.net/sfaaethic.html [WWW] http://www.saa.org/aboutSAA/committees/ethics/principles.html [JSTOR] "What Is Community Archaeology?" World Archaeology, Vol. 34, No. 2, Community Archaeology. (Oct., 2002), pp. 211-219, Yvonne Marshall. http://links.jstor.org/sici?sici=0043-8243%28200210%2934%3A2%3C211%3AWICA%3E2.0.CO%3B2-2 [Anthrosource] Informed Consent: Documenting the Intersection of Bureaucratic Regulation and Ethnographic Practice PoLAR: Political and Legal Anthropology Review. November 2007, Vol. 30, No. 2, pp. 229-248, Jennifer Shannon **Tasks:** - Discussion: What is your community of practice? What are your ethical issues in your potential MA project? - Reflections via Theorist "War" game - Final drafts due (along with the copy of the edited draft)