

**DEPARTMENT OF ANTHROPOLOGY
ANTH 303 ANTHROPOLOGICAL THEORY
COURSE OUTLINE, FALL 2017**

COURSE DESCRIPTION: This seminar course will give students an understanding of why and how theory is used. It will present the major trends in anthropological theory over the history of the discipline, including approaches such as historical particularism, structural functionalism, Marxist anthropology, and post-modernism among others. Students will get practice applying theories.

INSTRUCTOR: Dr. Susan Vincent [contact information: telephone: 867-5281; email: svincent@stfx.ca; office: JBB 335E]

REQUIRED READINGS: available on the library's electronic databases or on the internet

EVALUATION:

Presentation (scheduled Sep. 14)	5
Midterm test (Oct. 3)	15
Essay proposal (Oct. 17)	10
Essay (Nov. 23)	35
Final exam (see official schedule)	35

RE TESTS, ASSIGNMENTS AND CLASS CONDUCT: the following rules have been designed to ensure fairness to all students, to facilitate your academic success, and to allow me to fulfill my responsibilities.

1. Assignment dates are fixed and cannot be changed.
2. Assignments must be submitted in **HARD COPY**. Electronic submissions will **NOT** be accepted.
3. Written assignments are due at the beginning of class on the day specified. **I WILL NOT ACCEPT LATE PAPERS**. If you have a legitimate reason for missing an assignment or test, inform me **AS SOON AS POSSIBLE**, preferably ahead of time. I do not accept papers after I have returned those already submitted; in this situation you will be given an alternate assignment. Similarly, if you miss the test, you will be given an alternate assignment. Papers handed in after the last day of the term in which they are due will receive a mark of zero.
4. You are required to keep a copy of assignments when you hand them in. Keep the returned marked assignment until the end of the course.
5. **PLAGIARISM AND CHEATING WILL NOT BE TOLERATED:** Suspected cases of plagiarism will be reported to the appropriate authorities and proven cases will result in a mark of zero for the assignment. See the University's policy on plagiarism and cheating (see http://sites.stfx.ca/registrar_office/academic_integrity). Not intending to plagiarise is not a legitimate excuse. Know what is included in the definition and ensure that the paper you submit meets acceptable academic standards according to the policy. When in doubt, consult with me.
6. You are expected to attend all classes and are responsible for all in-class discussion and assigned material. **IF YOU MISS THREE CLASSES OR MORE, WHETHER FOR**

ILLNESS OR FOR ANY OTHER REASON, YOUR ABILITY TO PASS WILL BE SEVERELY COMPROMISED. To try to mitigate this, for each class you miss when we are discussing a reading, you are required to submit an overview of it, along with your response to it. This is very hard to do if you have not been present for the discussion, so make sure you get notes from a classmate.

7. You are expected to refrain from using electronic devices (i.e. computers, mobile phones, etc.) in class, unless you have been given permission by the instructor to use a device to assist you.
8. My responsibility is to maintain the academic standards of St Francis Xavier University as well as of my discipline as I transmit knowledge about the course subject to the students and foster the development of critical academic reading, researching, analytical and writing skills. I will endeavour to do this in a way that recognizes that students have other demands on their time, and within the constraints presented by my other teaching, administrative and research duties. I will return marked assignments as quickly as I can and am happy to meet with students to discuss the course.

AS PER DEPARTMENT POLICY, STUDENTS WILL DEVELOP THE FOLLOWING SKILLS IN THIS COURSE:

- develop the critical ability to apply anthropological theory to relevant material
- identify material that is relevant as evidence in the context of the course and the discipline
- build an understanding of anthropological methods such that students can evaluate the appropriateness of different standard methods for solving problems;
- students should be able to justify the use of specific methods
- an ability to critique published research on the basis of its methodology and its analysis
- an ability to review, present and critically evaluate a range of anthropological and other information to:
 - a) frame an appropriate question for the purpose of solving a problem;
 - b) develop a clear hypothesis in response to the question;
 - c) articulate a sound and advanced theoretical framework to analyse the information in support of the argument;
 - d) conduct research to generate or locate relevant information;
 - e) critically review and analyse information from multiple qualitative or quantitative data sets;
 - f) present the argument in a clear written format
- an ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences.

EQUITABLE LEARNING ENVIRONMENT

Everyone learns more effectively in a respectful, safe and equitable learning environment, free from discrimination and harassment. I invite you to work with me to create a classroom space—both real and virtual—that fosters and promotes values of human dignity, equity, non-discrimination and respect for diversity. These values and practices are in accord with the **StFX Discrimination and Harassment Policy** which can be found at <http://sites.stfx.ca/equity/>.

Please feel free to talk to me about your questions or concerns about equity in our classroom or in the StFX community in general. If I cannot answer your questions or help you address your

concerns, I encourage you to talk to the Chair of the Department of Anthropology (Dr. L.J. McMillan, ljmcmill@stfx.ca), or the Human Rights and Equity Advisor. Please note that a Human Rights and Equity Advisor will soon be appointed. In the meantime, students, faculty, or staff may also contact the Director of Human Resources at hr@stfx.ca or the Office of the AVP&P.

TENTATIVE COURSE SCHEDULE

Sep. 5: Introduction

Video to which theories will be applied: How to clean up after a Superbowl party:
<https://www.youtube.com/watch?v=TgBs5qgcG5M>

Sep. 7: What is theory? READ: Glick Schiller, Nina (2016) "Positioning theory: An introduction" **Anthropological Theory** 16(2-3): 133-145.

Part I: Canonical theory

Sep. 12: READ: Marx, Karl (2010 [1867]) Read Chapter 4 "The general formula for capital"; Chapter 6 "The buying and selling of labour power"; And Chapter 28 "The Secret of Primitive Accumulation", **Capital Volume 1**. Moscow: Progress Publishers.
<https://www.marxists.org/archive/marx/works/download/pdf/Capital-Volume-I.pdf>

Sep. 14: **PRESENTATION DATES SCHEDULED.**

READ: Weber, Max (1946) "Class, Status, Party" In From Max Weber: Essays in Sociology, H.H. Gerth and C. Wright Mills, eds, New York: Oxford University Press, pp. 180-195; available at
<https://archive.org/stream/frommaxweberessa00webe#page/180/mode/2up>

Additional readings: Keyes, Charles F. (2002) "Weber and Anthropology." **Annual Review of Anthropology** 31:233-55

<http://www.roebuckclasses.com/socialtheory/resources/weberanthro.pdf>

Jenkins, Richard (2000) "Disenchantment, Enchantment and Re-Enchantment: Max Weber at the Millennium." **Max Weber Studies** 1(1): 11-32,

<http://www.maxweberstudies.org/MWSJournal/1.1pdfs/1.1%2011-32.pdf>

Weber, Max (1978 [1956]) Chapter 1 "Basic Sociological Terms." In **Economy and Society**. only. Berkeley: University of California Press. Read pages 3-24 Available at:
<https://archive.org/details/MaxWeberEconomyAndSociety>

Sep. 19: READ Durkheim, Emile ([1893]) Excerpts from The Division of Labor in Society: available at
<http://soc100willse.voices.wooster.edu/files/2012/01/Durkheim-Div-of-Labor.pdf>.

Additional readings: Durkheim, Emile (2005) "The Dualism of Human Nature and its Social Conditions." **Durkheimian Studies**. 11(1): 35-45.

Durkheim, E. And M. Mauss (1971) "Note on the notion of civilization." **Social Research** 38(4): 808-813.

Also resources available at

<https://archive.org/search.php?query=creator%3A%22Durkheim%2C%20Emile%2C%201858-1917.%22%20AND%20%28creator%3A%22Durkheim%2C%20Emile%2C%201858-1917%22%29>

Sep. 21: READ Radcliffe-Brown, A. R (1935) "On the Concept of Function in Social Science." **American Anthropologist**, 37(3):.394-402.

Sep. 26: READ Boas, Franz (1920) "The Methods of Ethnology." **American Anthropologist** 22(4): 311-320.

Additional: Boas, Franz (1912) Changes in the bodily form of descendants of immigrants. **American Anthropologist** 14(3): 530-562.

Sep. 28: READ: Steward, Julian H. and Demitri B. Shimkin (1961) "Some Mechanisms of Sociocultural Evolution." **Daedalus**, 90(3):477-497.

Oct. 3: **MIDTERM TEST**

Part II: Further theoretical sources, revisions of the canon and contemporary trends

Oct. 5: Performance and culture: Goffman, Erving (1959). "The Presentation of Self in Everyday Life". p. 17-25. From **The Presentation of Self in Everyday Life** (New York: The Overlook Press, 1959) :
<http://crossculturalleadership.yolasite.com/resources/Goffman%20%281959%29%20Presentation%20of%20Self%20in%20Everyday%20Life.pdf>

Oct. 10: Butler, Judith (1988) "Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory." **Theatre Journal**. 40(4): 519-531. Stable URL: <http://www.jstor.org/stable/320789> 3.

Additional readings: Denzin, Norman K (2003) "The Call to Performance." **Symbolic Interaction**. 26(1): 187-207.

Schein, Louisa (1999) "Performing Modernity." **Cultural Anthropology**. 14(3): 361-395. Stable URL: <http://www.jstor.org/stable/656655>.

Oct. 12: Intersections. READ: Mullings, Leith (2005) "Resistance and resilience: The Sojourner Syndrome and the social context of reproduction in central Harlem." **Transforming Anthropology** 13(2): 79-91.

Additional: Behar, Ruth (1993) "Introduction : Women writing culture: another telling of the story of American anthropology." **Critique of Anthropology** 13(3): 307-325.

Moore, H., (1994) "Divide we stand: sex, gender and sexual difference." **Feminist Review**, Vol. 47: 78-95.

Trin T. Minh-ha (1987) "Difference: 'A Special Third World Women Issue'." **Feminist Review** 25(5):22. doi:10.1057/fr.1987.1

Oct. 17: **ESSAY PROPOSAL DUE**; READ: Wylie, Alison, with Kelly Koide, Marisol Marini and Marian Toledo (2014) "Archaeology and critical feminism of science: Interview with Alison Wylie." *Scientiae Studia* 12(3): 549-590.
<http://philpapers.org/archive/WYLAAC.pdf>

Oct. 19: READ: Balinese Cockfight 1, READ: Geertz, Clifford (2005) "Deep Play: Notes on the Balinese Cockfight." *Daedalus*. 134(4): 56- . URL: <http://www.jstor.org/stable/20028014>

Oct. 24: Balinese Cockfight 2; READ: Roseberry, William (1982) "Balinese Cockfights and the Seduction of Anthropology." *Social Research*. 49(4): 1013-1028.

Oct. 26: READ: Bourdieu, Pierre (1973) "Cultural Reproduction and Social Reproduction." available on Scribd and at <http://edu301s2011.files.wordpress.com/2011/02/cultural-reproduction-and-social-reproduction.pdf>

Additional readings: Bourdieu, Pierre (1985) "The Social Space and the Genesis of Groups." *Theory and Society* 14(6): 723-744. Also at <http://www.soc.ucsb.edu/ct/pages/JWM/Syllabi/Bourdieu/SocialSpaceGG.pdf> - explains how his view is a challenge to marxism in understanding social groups as not simply a product of social class; also discusses Weber.

Bourdieu, Pierre (2003) "Participant Objectivation." *Journal of the Royal Anthropological Institute* 9(2): 281-294.
<http://onlinelibrary.wiley.com/doi/10.1111/1467-9655.00150/full>

Oct. 31: Applying Bourdieu. READ Evans, Sarah (2009) "In a different place: Working class girls and higher education." *Sociology* 43(2): 340-355

Additional (and many more): Darmon, Muriel (2012) "A people thinning institution: Changing bodies and souls in a commercial weight-loss group." *Ethnography*. 13(3): 375-398.

Miller, Daniel (2010) "Anthropology in Blue Jeans." *American Ethnologist*. 37(3): 415-428.

Holt, Douglas (1997) "Distinction in America? Recovering Bourdieu's theory of tastes from its critics." *Poetics* 25 93-120. (Reviews critics of Bourdieu)

Lipset, David (2015) "On the bridge: Class and the chronotype of modern romance in an American love story." *Anthropological Quarterly* 88(1): 163-185.

Kaplan, Dana (2013) "Food and class distinction at Israeli weddings: New middle class omnivores and the 'simple taste.'" *Food, Culture and Society* 16(2): 245-264.

Wacquant, Loïc J.D. (1995) "Pugs at Work: Bodily Capital and Bodily Labour among Professional Boxers." *Body & Society* 1(1): 65-93.

Nov. 2: READ Foucault, Michel (1982) "The subject and power." *Critical Inquiry* 8(4):777-795.

Nov. 3: COURSE DROP DATE FOR FIRST TERM THREE-CREDIT COURSES

Nov. 7: Applying Foucault. READ: Biehl, João (2013) "The judicialization of biopolitics: Claiming the right to pharmaceuticals in Brazilian courts." **American Ethnologist** 40(3): 419-436.

Additional readings

Escobar, Arturo (2009) "Power and visibility: Development and the invention and management of the Third World." **Cultural Anthropology**. 3(4):428

Ferguson, James and Akhil Gupta (2002) "Spatializing States: Toward an Ethnography of Neoliberal Governmentality." **American Ethnologist**, 29(4):981-1002

Knauft, Bruce M(. 1994) "Foucault Meets South New Guinea: Knowledge, Power, Sexuality." **Ethos**. 22(4):391-438

Li, Tania Murray (2010) "Indigeneity, capitalism and the management of dispossession." **Current Anthropology** 51(3): 385-414. (Mixes Foucault, Marx, Gramsci)

Lippert, Randy (2014) "Neo-liberalism, police and the governance of little urban things." **Foucault Studies** 18(3): 49-65

Ong, Aihwa (2008) "Scales of exception: Experiments with knowledge and sheer life in tropical Southeast Asia." **Singapore Journal of Tropical Geography**, 29(2):117.

http://www.aihwaong.info/sg_userfiles/sjtg_323.pdf

Porter, Nathalie (2013) Bird flu biopower: Strategies for multispecies coexistence in Việt Nam." **American Ethnologist** 40(1): 132-148.

Rabinow, Paul (1988) "Beyond Ethnography: Anthropology as Nominalism." **Cultural Anthropology**, 3(4): 355-364. Reviews a bunch of theorists, beginning with Foucault.

Nov. 9: Actor Network Theory. READ: Latour, Bruno (2010) "Networks, societies, spheres: Reflections of an actor-network theorist." **International Seminar On Network Theory: Network Multidimensionality In The Digital Age**, Feb 2010, Annenberg School for Communication and Journalism, Los Angeles, United States.

Additional: Latour, B. (2014) "Another way to compose the modern world." **Hau: Journal of Ethnographic Theory** 4 (1): 301–307. Available from

<http://www.haujournal.org/index.php/hau>.

Nov. 14: Tracing forebears in Latour's theory. READ: Watson, Matthew (2017) "Imitation and society: How Boasian anthropology reassembled the social." **Anthropological Theory** 17(2): 135-158.

Nov. 16: Applying Marx READ: Narotzky, Susana (2011) "Memories of conflict and present-day struggles in Europe: New tensions between corporatism, class, and social movements." **Identities** 18(2): 97-112

Additional: Lem, Winnie (2007) "William Roseberry, Class and Inequality in the Anthropology of Migration." **Critique of Anthropology** 27(4): 377-394.

Mintz, Sidney (2011) Devouring objects of study: Food and fieldwork. Open Anthropology Press Interventions Series #1.

<http://openanthcoop.net/press/http://openanthcoop.net/press/wp-content/uploads/2011/01/Mintz-Devouring-Objects-of-Study.pdf>

Mintz, Sidney (1995) "Food and its relationship to concepts of power." In Philip McMichael, ed. **Food and agrarian orders in the world economy**. Westport, CT: Greenwood Press, pp. 3-14. (At Marie Michael library and this chapter seems to be on google books).

Steur, Luisa (2014) "An 'Expanded' Class Perspective: Bringing capitalism down to earth in the changing political lives of Adivasi workers in Kerala." **Modern Asian Studies** 48(5): 1334-1357.

articles by Tomich, McMichael, Roseberry and commentary by Mintz in **Theory and Society** 20(3) 1991 on slavery in new world, dealing with sugar (in Caribbean), cotton (US) and coffee (19th cent Latin America)

Nov. 21: Working with and building theory: Homo sacer and beyond. READ: Pinelli, Barbara (2015) "After the landing Moral control and surveillance in Italy's asylum seeker camps." **Anthropology Today** 31(2): 12-14.

Nov. 23: Why does theory matter in the contemporary world? Pick out the concepts and analytical frameworks Gusterson uses to analyse Brexit and the 2016 US election. READ: Gusterson, Hugh (2017) "From Brexit to Trump: Anthropology and the rise of nationalist populism." **American Ethnologist** 44(2): 209-214.

Nov. 28: Discussion of an anthropological/archaeological article you like. You may collectively decide on an article or articles. We will discuss the theoretical framework. Please let me know which article/s you have chosen by Nov. 23, so I have a chance to read it/them.

Nov. 30: Course conclusion

DESCRIPTION OF TESTS AND ASSIGNMENTS:

Missed class assignment: If you miss a class in which we discuss a required reading, submit an overview of the reading to me when you return to class. This overview should be about 150-200 words long and should consist of:

- 1) a brief summary (in your own words) of the argument of the reading
- 2) a brief summary (in your own words) of the evidence being used to support the argument
- 3) your appraisal of the validity of the claims being made in the article.

Test and Exam: The test and exam will be composed of short answer questions and essay questions.

Objectives: To test your knowledge of the material presented to date and your ability to present your knowledge and critical analysis of it in written form.

Essay proposal, due October 17: This proposal outlines your intended topic and argument, as well as your main sources. Include:

- a) a **thesis statement** (one sentence of no more than 35 words stating what you will **argue** in your paper). It should take the form "In this paper I argue that [position] because" Your position will be some statement about whether you think the theory you are evaluating is good or

bad, and the “because” will outline the reasons for your position. I will be looking to see that the argument gives me an idea of how you will structure your paper.

b) a list of the major **sources** that you plan to use in your essay. Note that you must use the proper bibliographic form for your list of sources.

Objective: to articulate the topic; to develop a draft of the argument, which suggests a strategy for writing the paper; and to locate appropriate sources to assist you in the analysis.

Essay, due November 23: The paper should be 10 to 12 pages in length (double-spaced, one inch margins on all sides; 10 or 12 characters per inch; indent the first line of paragraphs rather than leaving extra spaces between paragraphs).

Use the essay format outline at <http://stfx.libguides.com/content.php?pid=53968&sid=395159>, with the AAA style of referencing. See http://sites.stfx.ca/anthropology/writing_and_presentation_guide for further resources on writing. You may NOT use more than three quotations, none of which may be more than 35 words. You MUST provide the page number from the source whenever you use information or ideas from a specific page in the source.

Topic: You can choose your own topic, but here are some suggestions to get started:

1. This is especially recommended to honours students. Choose a theorist that you think you might use in your thesis, and explore how this framework is applied in several anthropological works. Your argument will be based on a critical appreciation of this framework. Thus, if you were to choose Bourdieu, you might look at articles in the journal **Ethnography**, especially between 2000 and 2008, choosing some of the articles that use Bourdieuan ideas.

2. Analyse the course video, along with your own housecleaning experience, using two theories from the course (not the one on which you do your presentation). Critically evaluate the pros and cons of each analysis.

Alternatively, you could analyse both the main course video and an additional one (there are tons on the internet, but look for one that is about 5 to 10 minutes in length) with one theory (again, not the one on which you do your presentation) to see if the pros and cons of the analysis hold up across a variety of material.

Objectives: This assignment builds critical reading, analytical and writing skills. The main objective is to give you experience with applying and critically evaluating theoretical concepts and frameworks. You will be marked on whether you have presented a clear, appropriate essay that presents and supports an argument about the material, following the guidelines. You should demonstrate good knowledge and critical analytical skills that show you understand and can apply anthropological theory.

Presentation: For the presentation you will develop a list of five keywords on the theorist you choose. These keywords will be central concepts in the theory. You will also present a definition of the keyword. Designation of the day and theorist you are responsible for will be scheduled through class discussion on Sep. 14. Choose from the following list: Radcliffe-Brown; Boas; Steward; Goffman; Butler; Geertz; Bourdieu; Foucault. Please have your preferences decided by September 14 as no more than two people can present on a each theorist.

The presentation should be 5 to 10 minutes in length. You may do research beyond the course reading to develop your keywords. This University of Arizona student generated page can be of use, for example: <http://anthropology.ua.edu/cultures/cultures.php>. The resulting list should help encapsulate the main points of the theory to assist with understanding and studying.