

**DEPARTMENT OF ANTHROPOLOGY
ANTH 303 ANTHROPOLOGICAL THEORY
COURSE OUTLINE, WINTER 2015**

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 Jan. 15)	5
Midterm test (Jan. 29)	15
Essay proposal (Feb. 12)	10
Essay (Mar. 26)	30
Final exam (see official schedule)	30
Participation	10

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, inform me **AS SOON AS POSSIBLE**, preferably ahead of time. Be prepared to provide documentation. Understand that I will accept only fully documented and clearly justifiable reasons, out of fairness to students who have worked hard to get the assignments in on time. I do not accept papers after I have returned those already submitted. 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. It is covered in Section 3.8, "Academic Integrity Policy" in the **Academic Calendar**.
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.

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.

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://www.mystfx.ca/campus/stu-serv/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. Mikael

Haller, mhaller@stfx.ca), or the Human Rights and Equity Advisor (Marie Brunelle at mbrunell@stfx.ca).

TENTATIVE COURSE SCHEDULE

Jan. 6: Introduction

video to which theories will be applied:

<https://www.youtube.com/watch?v=OUE7bsMOOF8&list=PL3FBFAA7C7D66EF7B&index=14>

This other one on a similar topic provides a useful comparator:

<https://www.youtube.com/watch?v=HokQ26SCZ5U>

Additional reading: for a fun, interpretive/symbolic analysis of a food related video, read: Brandes, S. And T. Anderson (2011) Ratatouille: An Animated Account of Cooking, Taste, and Human Evolution. **Ethnos: Journal of Anthropology**, 76(3): 277-299.

Part I: Canonical theory

Jan. 8: READ: Marx, Karl (2010 [1867]) Read Chapter 28 “The Secret of Primitive Accumulation” (pp. 500-502), and Chapter 32 “Historical Tendency of Capitalist Accumulation” (pp. 536-537) of **Capital Volume 1**. Moscow: Progress Publishers.

<https://www.marxists.org/archive/marx/works/download/pdf/Capital-Volume-I.pdf>

Jan. 13: READ: 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>

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>

Jan. 15: **PRESENTATION DATES SCHEDULED**. 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>

Jan. 20: READ Radcliffe-Brown, A. R (1935) “On the Concept of Function in Social Science.” **American Anthropologist**, 37(3):394-402.

Jan. 22: 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.

Jan. 27: READ: Steward, Julian H. and Demitri B. Shimkin (1961) "Some Mechanisms of Sociocultural Evolution." **Daedalus**, 90(3):477-497.

Jan. 29: **MIDTERM TEST**

Part II: Further theoretical sources and revisions of the canon

Feb. 3: 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>

Feb. 5: 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. mentions Goffman, follows Foucault

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> . Very long. Presents theory on modernity (Gilroy, Ong, Appadurai, Foucault via Rofel and Pigg, R. Williams' structure of feeling), then on performance (esp. deriving from Goffman and Butler).

Feb. 10: READ: Behar, Ruth (1993) "Introduction : Women writing culture: another telling of the story of American anthropology." **Critique of Anthropology** 13(4): 307-325..

Additional: Moore, H., (1994) "Divide we stand: sex, gender and sexual difference."

Feminist Review, Vol. 47: 78-95. [http://www.heron.dmu.ac.uk/2009-09-01/0141-7789_47_Summer\(78-95\)50727.pdf](http://www.heron.dmu.ac.uk/2009-09-01/0141-7789_47_Summer(78-95)50727.pdf)

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

Feb. 12: **ESSAY PROPOSAL DUE**; READ: Patterson, Thomas C (1990) Processes in the formation of ancient world systems. **Dialectical Anthropology** 15(1): 1-18. Guest appearance by Dr. Mike Haller on archaeological theory.

Feb. 17: 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>

Feb. 19: Balinese Cockfight 2; READ: Roseberry, William (1982) "Balinese Cockfights and the Seduction of Anthropology." **Social Research**. 49:4 (1982:Winter) p.1013
<http://pao.chadwyck.com/PDF/1354736278175.pdf>

Mar. 3: 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>

Mar. 5: READ Foucault, Michel (1982) "The Subject and Power." **Critical Inquiry** 8(4):777-795

Mar. 10: READ Wolf, Eric (1990) "Distinguished Lecture: Facing Power – Old Insights, New Questions." **American Anthropologist**. 92(3): 586-596.

Mar. 12: READ Kurtz, D. (1996) Hegemony and anthropology. **Critique of Anthropology** 16(2): 103-135.

Additional readings: Smith, Gavin (2004) "Hegemony." In David Nugent and Joan Vincent, Eds **A Companion to the Anthropology of Politics**. Malden, MA: Blackwell Publishing. 215-230

Burdick, John (2010) Are black gospel singers organic intellectuals? Music, religion and racial identity in São Paulo, Brazil. **Afro-Hispanic Review** 29(2): 211-222, 305-306.

Mar. 17: READ Pandolfi, M. (2003) "Contract of Mutual (In)Difference: Government and the Humanitarian Apparatus in Contemporary Albania and Kosovo." **Indiana Journal of Global Legal Studies** 10(1): 369-381. [Http://www.repository.law.indiana.edu/ijgls/vol10/iss1/13](http://www.repository.law.indiana.edu/ijgls/vol10/iss1/13).
[Foucault, Agamben]

Mar. 19: READ: 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>.

Part III: Applications of theory [we can change these if you have particular interests in specific theories or areas of study]

Mar. 24: Applying Bourdieu READ: Darmon, Muriel (2012) "A people thinning institution: Changing bodies and souls in a commercial weight-loss group." **Ethnography**. 13(3): 375-398.

Additional: 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)

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

Mar. 26. Applying Marx READ: 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>

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

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

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)

Mar. 31: Biopower versus biocultural approach to health. Applying Foucault and comparing with biocultural approaches. READ: Porter, Nathalie (2013) Bird flu biopower: Strategies for multispecies coexistence in Viêt Nam." **American Ethnologist** 40(1): 132-148.

ALSO READ: Cline, BL and BS Hewlett (1996) Community-based approach to schistosomiasis control. **Acta Tropica** 61(2): 107-119.

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

Knauff, 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)

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

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

April 1: How people play with concepts, inventing new ones: GRAZE through articles in issue of **Ethnography** on infrastructural violence (December 2012; 13[4])

Apr. 8: Course conclusion

DESCRIPTION OF TESTS AND ASSIGNMENTS:

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 February 12: This proposal outlines your intended topic, sources and essay structure. You should include:

- a) a **title** (one that lets the reader know what the paper is about);
- b) an introduction to the **topic** and why it is important to study;
- c) a **thesis statement** (one sentence of no more than 35 words stating what you will **argue** in your paper);
- d) an **outline** of the sections of your paper that makes it clear how you will structure your argument; include references to the sources you will use in each section and how they will be used (e.g. for theory, for comparative purposes, for ethnographic data, etc.);
- e) 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. You **MUST** use ethnographic sources to provide the data you will analyse. You **MUST** use at least one required reading from the course (you will have more if you are comparing how different theorists use a specific concept) and then seek anthropological works that apply this framework or this concept. You should have between 4 and 6 ethnographic sources.

The whole assignment should be about 3 to 5 pages long. The major purpose of this assignment is to articulate the topic; develop a strategy for answering a question about it; and locate appropriate sources to assist you in the analysis. You will be marked on whether you have presented a doable, appropriate topic in a clearly formulated way, following the guidelines.

Essay, due March 26: 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 main course video with 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 the similar one 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. 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 analyse the video we are using as a case study to apply the different theoretical frameworks to. You will present on the day that we discuss that theorist. Designation of the day and theorist you are responsible for will be scheduled through class discussion on Jan. 15. You will choose a theorist listed on the schedule between January 20 and March 19, with the exception of February 12 (when we have our guest lecturer). Please have your preferences decided by January 20 as at the most two people can present on a single theorist. In the event two people must present on the same day, they will do a joint presentation of about 25 to 30 minutes.

The presentation should be about 10 to 15 minutes in length and should: briefly cover what is important about this person's work (<http://anthropology.ua.edu/cultures/cultures.php> can provide some ideas, but remember this is not peer-reviewed information; also look for other anthropologists' critical evaluations of the work, or theory texts); highlight elements in the article that reflect these important elements; briefly suggest what about the video would be of interest to this theorist. You do not actually have to carry out the analysis, but to pick out the things the theorist would focus on.

Objectives: To give you an opportunity to develop good oral presentation skills; to develop skills in applying theoretical tools to data. You will be marked on the accuracy and clarity of the presentation as well as on your presentation skills: do you speak loudly enough; do you speak at a good pace; do you use vocabulary and grammar that can be understood by an audience; do you look around at your audience; do you have distracting body or facial movements?

Participation: This mark will be based on attendance and participation in class discussion.

Objectives: To ensure that you are exposed to the material presented in class; to build skills in spontaneous response to class discussion, based on the readings you have done prior to class.