

**DEPARTMENT OF ANTHROPOLOGY
ANTH 303 ANTHROPOLOGICAL THEORY
COURSE OUTLINE, FALL 2019**

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:

Participation:	10
Midterm test (Oct. 2)	15
Essay proposal (Oct. 21)	10
Essay (Nov. 27)	35
Final exam (see official schedule)	30

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 UNLESS YOU HAVE A LEGITIMATE AND COMPELLING REASON FOR MISSING AN ASSIGNMENT OR TEST**; in that case, 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/registrars_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.** At the very least, make sure you get notes from a classmate.
7. **Technology in the Classroom Policy:** Cell phone use in class, unless the phone is being used explicitly for research or learning purposes permitted by the instructor, distracts from the learning of the student using the cell phone, the other students and inhibits the instructor's teaching. Therefore, cell phone use in class is prohibited unless the instructor asks that students use their cell phones for a specific exercise. Students may use computers or tablets in class to take notes. Students who are using computers or tablets for other purposes will be asked to close them.
8. **Class Materials Copyright Notification:** The materials from Department of Anthropology courses, including but not limited to the course syllabus, class notes or PowerPoint presentations provided by the instructor, lectures, or assignments and other materials authored by the instructor, are the property of the instructor, unless stated otherwise by the instructor. Sharing, posting or selling this material to third parties on-line or otherwise (for instance, through on-line sites or on social media sites) for distribution without permission is subject to Canadian Copyright law and is strictly prohibited. Students are required to request permission to record lectures or take images of any part thereof.
For more information, please visit the StFX copyright guide:
http://sites.stfx.ca/library/campus_copyright
9. 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 Human Rights and Equity Advisor (Megan Fogarty, mfogarty@stfx.ca).

TENTATIVE COURSE SCHEDULE

Sep. 4: Introduction

Why theory? What is your anthropological question and how can theory help to explore it?

Sep. 9: What is theory? READ: Ortner, S.B. 2016. "Dark anthropology and its others: Theory since the eighties." *HAU: Journal of Ethnographic Theory*, 6(1): 47-73.

Additional readings:

Glick Schiller, Nina. 2016 "Positioning theory: An introduction" *Anthropological Theory* 16(2-3): 133-145.

Part I: Canonical theory

Sep. 11: READ: Marx, Karl. 2010 [1867]. Read Chapter 4 "The general formula for capital"; Chapter 6 "The buying and selling of labour power"; And Chapter 26 "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.16: 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*. Berkeley: University of California Press. Available at:
<https://archive.org/details/MaxWeberEconomyAndSociety>

Sep. 18: READ Durkheim, Émile. (1947 [1893]) Excerpt from *The Division of Labor in Society*. (Translated by George Simpson). New York: The Free Press, 1947. available at
https://opencuny.org/classicaltheory/files/2013/08/DURKHEIM_DoL.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. 23: READ Radcliffe-Brown, A. R 1935. "On the Concept of Function in Social Science." *American Anthropologist*, 37(3):.94-402.

Sep. 25: 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. 30 READ: Steward, Julian H. and Demitri B. Shimkin. 1961. "Some Mechanisms of Sociocultural Evolution." *Daedalus*, 90(3):477-497.

Oct. 2: **MIDTERM TEST**

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

Oct. 7: Performance and culture: Goffman, Erving. 1959. "The Presentation of Self in Everyday Life". Pp. 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. 9: 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. 14-18: THANKSGIVING AND FALL STUDY BREAK, NO CLASSES

Oct. 21: **ESSAY PROPOSAL DUE** Intersections.

READ: Henne, K., 2018. "Gender and Race, Intersectionality Theory of." *The International Encyclopedia of Anthropology*, pp.1-4. (Google it to find it.)

AND 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 readings:

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

Cho, Sumi, Kimberlé Williams Crenshaw, and Leslie McCall. 2013. "Toward a field of intersectionality studies: Theory, applications, and praxis." *Signs: Journal of Women in Culture and Society* 38(4): 785-810.

Crenshaw, Kimberlé. 1990. Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford Law Review* 43(6): 1241-1299.

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

Sacks, Karen Brodtkin. 1989. "Toward a unified theory of class, race, and gender." *American Ethnologist*, 16(3): 534-550.

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

Oct. 23: 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>

Additional readings:

Grabow, S. and Walker, J., 2016. "Inclusivity and Multivocality in Socio-Political Archaeologies and Culture Heritage Management: Reflections, Trends, and Tensions." *Heritage & Society*, 9(1): 25-56.

Thomas, J., 2012. "Archaeology and Anthropology." In *The Sage Handbook of Social Anthropology*, edited by R. Fardon, O. Harris, T. Marchand, M. Nuttall, C. Shore, V. Strange and R. Wilson. 138-153. London, UK: Sage.

Oct. 28: READ: Balinese Cockfight 1, READ: Geertz, Clifford. 2005. "Deep Play: Notes on the Balinese Cockfight." *Daedalus*. 134(4): 56- 86.

Oct. 30: Balinese Cockfight 2; READ: Roseberry, William. 1982. "Balinese Cockfights and the Seduction of Anthropology." *Social Research*. 49(4): 1013-1028.

Nov 4: 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>

Nov. 6: Applying Bourdieu. READ Wiltshire, Gareth, Jessica Lee & Oli Williams. 2019. Understanding the reproduction of health inequalities: physical activity, social class and Bourdieu's habitus, *Sport, Education and Society*, 24:3, 226-240, DOI: 10.1080/13573322.2017.1367657

Additional examples:

- Boyd, Jade. 2016. "Performing "East Van": Spatial Identifications and Class Anxieties." *Journal of Contemporary Ethnography*. 45(2): 198 - 226.
- Darmon, Muriel. 2012. "A people thinning institution: Changing bodies and souls in a commercial weight-loss group." *Ethnography*. 13(3): 375-398.
- Evans, Sarah. 2009. "In a different place: Working class girls and higher education." *Sociology* 43(2): 340-355.
- 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.
- Miller, Daniel. 2010. "Anthropology in Blue Jeans." *American Ethnologist*. 37(3): 415-428.
- Wacquant, Loïc J.D. 1995. "Pugs at Work: Bodily Capital and Bodily Labour among Professional Boxers." *Body & Society* 1(1): 65-93.

Nov. 1: COURSE DROP DATE FOR FIRST TERM THREE-CREDIT COURSES

NOVEMBER 11: Remembrance day, no classes.

Nov. 13: READ Foucault, Michel. 1982. "The subject and power." *Critical Inquiry* 8(4):777-795.

Nov. 18: Applying Foucault. READ: Costas Batlle, Ioannis, Sam Carr & Ceri Brown. 2018. "'I just can't bear these procedures, I just want to be out there working with children': An autoethnography on neoliberalism and youth sports charities in the UK." *Sport, Education and Society*, 23(9): 853-865, DOI: 10.1080/13573322.2017.1288093

Additional examples:

- Biehl, João. 2013. "The judicialization of biopolitics: Claiming the right to pharmaceuticals in Brazilian courts." *American Ethnologist* 40(3): 419-436.
- 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)
- 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
- Trainer, Sarah, Amber Wutich and Alexandra Brewis. 2017. "Eating in the Panopticon: Surveillance of Food and Weight before and after Bariatric Surgery." *Medical Anthropology*, 36(5): 500-514..

Nov. 20: Challenging Western theory. READ: De la Cadena, Marisol, et al. 2015. "Anthropology and STS: Generative interfaces, multiple locations." *HAU: Journal of Ethnographic Theory* 5(1): 437-475. Graze through these discussions to see how the authors propose new ways of studying science and technology.

Nov. 25 Applying Marx READ: O'Hare, Patrick. 2019. "'The landfill has always borne fruit': precarity, formalisation and dispossession among Uruguay's waste pickers." *Dialectical Anthropology* 43(1): 31-44. Look for concepts such as class, labour, precarity and dispossession. O'Hare challenges the assumption that established workplaces with stereotypical owner-worker relationships offer more stability than informal self-employed work, using Marxist concepts to arrive at this conclusion.

Additional examples:

- Bruun, M. H. 2018. "The financialization of Danish cooperatives and the debasement of a collective housing good." *Critique of Anthropology*. 38(2):140-155.

- 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 *Food and Agrarian Orders in the World Economy* edited by Philip McMichael, 3-14. Westport, CT: Greenwood Press. (At Marie Michael library and this chapter seems to be on google books).
- 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
- Neveling, Patrick, and Luisa Steur. 2018. "Introduction: Marxian anthropology resurgent." *Focaal* 82 : 1-15.
- 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. 27: **ESSAY DUE.** Return to dark and good anthropology. READ Knauff, Bruce. 2019. "Good anthropology in dark times: Critical appraisal and ethnographic application." *The Australian Journal of Anthropology* 30(1): 3-17.

Dec. 2: Course conclusion

DESCRIPTION OF TESTS AND ASSIGNMENTS:

Participation: This mark is based on your active attendance in the class. Come prepared to ask questions about what you like or what confuses you in the readings. Discuss how the concepts might be applied. You are expected to attend all classes.

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

Objective: 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 21 in paper in class and in Word, WordPerfect, RTF or PDF by email: 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 27 in paper in class and in Word, WordPerfect, RTF or PDF by email: 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 (that is, Chicago author-date) 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 it **MUST BE APPROVED BY ME BEFORE SEPTEMBER 30**. Otherwise, address the following question.

1. Choose a theorist from the course readings (see list below), and explore how this framework is applied in at least four ethnographic works published since 2000. 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. Focus on a single concept, or a couple of related concepts from the theorist, and see how it is used to analyse the material in the ethnographic works you choose.

Theorists: Marx; Weber; Radcliffe-Brown; Boas; Steward; Goffman; Butler; intersectionality (choose from Karen Brodtkin Sacks, Faye Harrison, Kimberlé Crenshaw); for archaeology, see me; Geertz; Roseberry; Bourdieu; Foucault; Latour

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.