

Northern Arizona University
College of Social and Behavioral Sciences
Department of Anthropology

COURSE SYLLABUS
Anthropology 600: Anthropological Theory
Fall 2011, Tuesday 12:00-2:30pm
3 credits

Aaron Denham, Ph.D.

Email: aaron.denham@nau.edu (this is my preferred email, do not use Bb)

Phone: 928-600-2074 (personal phone, email is preferred)

Office Location: Building 98D, Room 101A

Office Hours: T: 10:00am-11:30am. Appointments encouraged

Course Description and Learning Objectives

This course will familiarize students with the prominent theoretical approaches in social and cultural anthropology. Specifically, students will explore the epistemological foundations and the sociohistorical context of anthropological theory from the 19th century to the present. Through intensive reading and vigorous classroom discussion, we will uncover and critically examine the role and use of “culture;” the legacy of evolutionary theories; unifying and divergent anthropological traditions and how they have changed over time; the relationships between structure, agency, and power; the theorization self, psyche, and society; the faces and implications of relativism; interpretive vs. materialistic approaches; and, themes concerning representation, gender, globalization, and modernity. We will also examine the connections and theoretical roots of anthropological thought within the broader social sciences and philosophical domains.

The specific goals of the course include:

1. To examine the central theoretical movements and issues within anthropology and how these movements have shaped the field.
2. To understand the importance and role of theory in all anthropological work. To understand the process of theory generation: from what constitutes a theory, the historical and social context of theory, the role of evidence and interpretation, and the generation of the text.
3. To understand the central debates and issues within anthropology and their implications. For instance: anthropology as a science, the relationship between culture and society, perspectives on feminism, post-modern thought and representation, human universals, applied anthropology, and the current and future relevance of anthropology.
4. Understand the ways in which particular theories have been applied, changed, and reproduced.
5. Refine your critical and analytic thinking and writing skills, and your ability to synthesize and present your thoughts in a clear and coherent manner.

Required Readings:

Readings will be selected from the following sources:

1. Anthropological Theory: An Introductory History (FOURTH edition). McGee and Warms, McGraw Hill (2008).
2. Anthropology in Theory: Issues in Epistemology. Moore and Sanders, Blackwell Publishing (2006).
3. Articles and chapters posted on Bb (indicated with a “V” below).

Session Structure:

This is a graduate seminar, thus all students will carry the responsibility of leading and facilitating discussions, proposing questions, and summarizing materials. It is required that you do all readings before attending class. You are also required to bring reading notes and discussion questions to class. The success of the seminar is dependent upon your preparation prior to class. This involves not only reading, but thinking critically about what you read and the issues and connections that arise. Each seminar will be structured according to the following framework (this can be modified as needed):

1. Discussion of anthropology in the news and current issues.
2. Lecture and initial discussion of common themes and context of readings.
3. Creation of a set of questions and issues arising from the readings and discussion.
4. Prioritizing the questions, issues, and readings.
5. Full class discussion of readings and issues.

Evaluation of Grade

12 Reading Summaries (5pts each)	60
4 discussion papers (50pts each)	200
Final	100
Participation	50

Total: 410pts

A = 90-100%

B = 89.9%-80%

C = 79.9%-70%

**Please be aware that no incompletes will be given due to my departure in December

Weekly Reading Summary

While all students are responsible for every reading, each student will take specific responsibility for analyzing and facilitating the discussion of one reading per week (for 12 of the 14 available weeks). Think of this as a “deep dive” into one of the readings. You will be the authority for that reading and will help facilitate a discussion if necessary.

You will also generate a one page précis and review of the reading to turn in at the end of class (single spaced). Within the first half of the summary you will write a brief précis of the selection. This is a condensed version of the author’s argument. You will state the author’s argument and its development (progression). In this first part, you are presenting the central idea of the reading, not your own personal interpretation or opinion. Think of the précis as a miniature version of the authors work. No fluffy introduction; just cut to the point. Be sure to paraphrase and express the author’s ideas in your own words, demonstrating that you understand what she means.

In the second half of the paper you will discuss any connections to other readings, common themes that caught your attention, insights, and offer a well substantiated critique (if able or warranted). Finally, you will offer 2-3 discussion questions to propose in class to facilitate a discussion. Please remember that the discussion questions must point to the central concepts within the reading(s), not ambiguous themes. The questions need to be relevant to the rest of the class and their knowledge base.

The weekly reading summaries will be graded according to the following rubric:

5-4pts = Very good, complete overview of authors argument, minimal grammar and/or clarity issues, high quality questions included.

3-2pts = Basic effort given, grammar and clarity issues present, minimal requirements met, may be missing some areas or the authors point(s).

1-0pt = Nice try/Token effort. Missing several areas.

Participation

Since this is a 2.5 hour seminar, your active participation is required. Participation is the foundation of this course. You will be evaluated on your high quality comments and contributions to our discussions. Your reading notes and questions will help you make well thought out contributions during class. I expect in-depth discussion of required readings and any other outside work that is relevant to the topic under consideration (relevant experiences, knowledge of history, other readings you have done outside of class that connect). In order for this class to work effectively, you must come to class having read all of the assigned readings and be able to recall the central thoughts within the previous readings.

Please notify me in advance if you need to miss class. Alternative arrangements will be made. Remember, attendance is required.

Discussion/Response Papers

Throughout the semester you will write five papers related to the development of anthropological theory and the central issues under consideration. The papers will range from 3-5 single spaced pages (11-12 pt font, 1 inch margins). These papers will contain both description (in your own words) and significant analysis of the previous readings and class discussions. They are not intended to be a general literature review, but present enough description of the topics and readings that permit a well founded analysis of the issues at hand. While the papers will focus primarily on the current readings, the inclusion of previous and outside readings and discussion are permitted. This does not mean, however, a cumulative discussion paper is required – you do not need to review everything that we have done previously. Use the previous readings for additional context and for linking in apparent connections that support your analysis and discussion.

I will also evaluate the clarity of your writing and expression of ideas. Please organize your papers according to topics or themes rather than writing one paragraph per reading. Integrate and cumulatively draw on the various themes and perspectives. Obviously, you will not have space to discuss every point; you must make choices of what to include. Your selection/emphasis of themes should reflect your own insights and thoughts into what is most important and relevant. You must cite ideas within your paper (AAA format), but do not include a bibliography unless you bring in outside sources.

Domains of evaluation:

1. An awareness of the importance of the topics and readings and their connection to anthropological history and theory.
2. Quality, sophistication, and support of analysis.
3. Identification, discussion, and evaluation of central themes and issues. The identification and/or integration of similar ideas within or outside the readings.
4. Critique and critical thought. Uncovering of connections (to history, other disciplines, trends, and readings) and contradictions.
5. Integration of class discussion (if relevant)
6. Clarity of writing and argument. Organization and logical thought progression.

Final Exam

You will complete a final take home exam. The exam questions will be provided on or before November 29th. The final exam will be due on or before Dec 13 at noon.

Referencing Style

I require the American Anthropological Association referencing style. The guidelines are at: http://www.aaanet.org/pubs/style_guide.htm

Helpful Suggestions

1. Bring all readings to class; particularly if you are presenting a reading that week.
2. Take readings notes! This will enhance your engagement of the reading and help you remember the key points, thus preparing you for the discussion.
3. It is helpful to keep a journal with your thoughts and reflections regarding the readings, anthropology in general, and questions that you have.
4. Start reading for the upcoming week as soon as possible. Not only will the reading take considerable time, it is helpful to let the ideas ferment and sink in.
5. Some strategies on how to approach the readings:
 - a) Briefly skim through all the readings to gain a sense of what is important and what the connecting ideas are. Focus more attention on the introduction and conclusion. Sketch a few brief notes.
 - b) Read each text and take notes on the content. Notes include the author's main points, arguments, ideas she is trying to put across, connections to other authors or theories, new terms, and your own response and questions regarding the content. The notes should be descriptive and critical. Use your words.
 - c) Get some distance on the article/readings. Do something active. Take a day or two from it. Talk about the article(s) with others (very helpful).
 - d) Develop an outline of what you want to say about the article.
 - e) Revisit the other articles, skimming the main ideas. Look again for connections. Jot notes on these connections. Reread sections of articles that are confusing.

Additional Policies

- *Late assignments are not accepted and extensions are not given except in exceptional circumstances and when accompanied by written documentation.
- *There will be no extra credit opportunities.
- *Cell phones must be disabled during class. If you are expecting a phone call due to a family emergency, let me know before class.
- *Laptops are permitted; however, internet use during class is prohibited.
- *I believe in creating a classroom environment where students can feel open to discuss their beliefs and experiences. Respect for fellow students is essential. Plagiarism and cheating will not be tolerated and will result in a grade of F for the assignment and/or course.

Course Outline

Please note that the reading schedule can be adjusted at anytime to fit the needs of the class. Updates will be announced in class. MW = McGee and Warms, MS = Moore and Sanders, V = Bb

Introduction and Historical Foundations

Week 1: Introduction and What is Theory?

Aug 30

1. MS: Scheper-Hughes, The Primacy of the Ethical 506-512
2. MS: D'Andrade, Moral Models in Anthropology 513-522
3. V: Schwezer, Epistemology: The Nature and Validation of Anthropological Knowledge

Week 2: Beginnings of Anthropological and Social Theory

Sept 6

1. MW: Spencer, The Social Organism 11-27
2. MW: Tylor, The Science of Culture 28-42
3. MW: Morgan, Ethnical Periods 43-53
4. MW: Durkheim, What is Social Fact? 73-79
5. MW: Durkheim, The Cosmological System of Totemism 80-88
6. MW: Mauss, Excerpts from the Gift 90-102
7. MS: Durkheim, Rules for the Explanation of Social Fact 47-56

Week 3: British Social Anthropology: Structure and Function

Sept 13

1. MW: Malinowski, The Essentials of the Kula 163-179
2. MW: Radcliffe-Brown, On Joking Relationships 179-189
3. MW: Gluckman, The License in Ritual 190-203
4. MS: Malinowski, The Group and the Individual in Functional Analysis 88-99
5. MS: Radcliffe-Brown, On Social Structure 122-127
6. V: Fortes and Evans-Pritchard, Introduction to African Political Systems 1-23
7. V: Asad, Anthropology and the Colonial Encounter 9-19

Week 4: American Cultural Anthropology: Boas and His Students

Sept 20

1. MW: Boas, The Methods of Ethnology 121-128
2. MW: Kroeber, Eighteen Professions 129-134
3. MW: Whorf, The Relation of Habitual Thought and Behavior to Language 141-158
4. MW: Benedict, Psychological Types in the Cultures of the Southwest 209-218
5. MW: Mead, Introduction to Sex and Temperament in Three Primitive Societies 219-225
6. MS: Boas, The Aims of Anthropological Research 26-35
7. MS: Bateson, Problems and Methods of Approach 41-46
8. MS: Benedict, The Individual and the Pattern of Culture 77-86
9. MS: Sapir, Anthropology and Sociology 68-76
10. V: Mead, Introduction to Coming of Age in Samoa 124-129
11. V: Boas, F, Table of Contents of Race, Language, Culture x-xvii

Paper 1 Due Sept 23, noon*The Structural, Cognitive, and Post Structural/Modern Turn****Week 5: Structuralism and Cognitive Approaches**

Sept 27

1. MW: Levi-Strauss Linguistics and Anthropology 326-337
2. MW: Conklin, Hanunoo Color Categories 364-367
3. MW: Tyler, Introduction to Cognitive Anthropology 368-383
4. MS: Levi-Strauss, Social Structure 136-146
5. MS: Levi-Strauss, Structural Analysis 268-280
6. MS: Leach, Introduction to the Political Systems of Highland Burma, 128-135
7. MS: Bloch, Language, Anthropology and Cognitive Science 288-298
8. V: Leach, Structuralism in Social Anthropology 152-164
9. V: Levi-Strauss, The Structural Study of Myth 206-216

Week 6: Response to Structuralism: Culture, Practice, Power (The Post-structural Critique)

Oct 4

1. MS: Bourdieu, Objectification Objectified 169-178
2. MS: Bourdieu, Structures and the Habitus 407-416
3. MS: Foucault, Two Lectures 417-422
4. V: Ortner, Theory in Anthropology Since the Sixties 126-166
5. V: Derrida, Structure, Sign, and Play in the Human Sciences 278-294
6. V: Ortner, Updating Practice Theory 1-18
7. V: Foucault, Panopticon 414-422
8. V: Foucault, The Birth of the Asylum 387-410

Week 7: The Postmodern and the Reflexive Turn

Oct 11

1. MW: Rosaldo, Grief and a Headhunters Rage 537-551
2. MS: Abu-Lughod, Writing Against Culture 466-479
3. MS: Spiro, Postmodernist Anthropology, Subjectivity, and Science... 523-536
4. MW: Abu-Lughod, A Tale of Two Pregnancies 552-661
5. V: Devereux, Anxiety and Method 3-7, 10-17, 41-46
6. V: Clifford, Introduction: Partial Truths 422-444

***Paper 2 Due Oct 14, noon**

Power, Material, and Global Flows

Week 8: Deterministic, Neo-Evolutionary, and Ecological Theories

Oct 18

1. MW: White, Energy and the Evolution of Culture 229-247
2. MW: Steward, The Patrilineal Band 248-264
3. MW: Fried, On the Evolution of Social Stratification 269-281
4. MW: Harris, The Cultural Ecology of India's Sacred Cattle 282-296
5. MW: Rappaport, Ritual Regulation of Environmental Relations... 297-309
6. MS: Steward, The Concept and Method of Cultural Ecology 100-106
7. MS: Gibson, Customs and Cultures in Animals and Humans... 193-201

Week 9: Marx, History, and Political Economy

Oct 25

1. MW: Marx and Engels, Feuerbach: Opposition of the Materialist and Idealist... 54-68
2. MW: Wolf, Peasantry and Its Problems 310-323
3. MW: Bourgois, From Jibaro to Crack Dealer: Confronting the Restructuring... 601-616
4. MS: Weber, Puritanism and the Spirit of Capitalism 360-366
5. MS: Donham, Epochal Structures I: Reconstructing Historical Materialism 397-406
6. V: Roseberry, Marx and Anthropology 25-46
7. V: Marx, Capital 48-52
8. V: Taussig, The Genesis of capitalism amongst a south American Peasantry 130-155

Week 10: Globalization and World Systems

Nov 1

1. MS: Wolf, Europe and the People without History 367-381
2. MS: Moore, Global Anxieties: Concept-metaphors and Pre-theoretical... 441-455
3. MS: Appadurai, Grassroots Globalization and the Research Imagination 622-633
4. MS: Gupta and Ferguson, Beyond Culture: Space, Identity, and the Politics... 608-620
5. MS: Marcus, What is at Stake-and is not-in the Idea and Practice of... 618-621
6. MW: Appadurai, Disjuncture and Difference in the Global Cultural Economy 582-600
7. V: Bestor, Kaiten-Zushi and Konbini: Japanese Food Culture... 603-613
8. V: Wallerstein: The Modern World System 228-239

***Paper 3 Due** Nov 4, noon

Symbols, Meaning, and Experience

Week 11: Culture and Meaning: Symbolic and Interpretive Approaches

Nov 8

1. MW: Douglas, External Boundaries 484-492
2. MW: Turner, Symbols in Ndembu Ritual 493-510
3. MW: Geertz, Deep Play: Notes on a Balinese Cockfight 511-531
4. MS: Geertz, Thick Description: Toward an Interpretive Theory of Culture 236-243
5. MS: Keesing, Anthropology as Interpretive Quest 258-266
6. V: West, Ethnographic Sorcery 1-5, 19-25, 35-38

Week 12: Cultural Psychodynamics: Self and Society

Nov 15

1. V: Hallowell, The Self and its Behavioral Environment 75-111
2. V: Obeyesekere, Medusa's Hair 13-21, 40-51
3. V: Paul, Psychoanalytic Anthropology 177-202
4. V: Herdt, Transitional Objects in Samba Initiation 40-57
5. V: Moore, A Genealogy of the Anthropological Subject 23-42
6. V: TBA

Week 13: Articulating Experience

Nov 22

1. V: Bruner, Experience and its Expressions 3-12
2. V: Biehl, et al., Rethinking Subjectivity 1-17
3. V: Throop, Introduction, Suffering and Sentiment 1-16
4. V: Turner, Dewey, Dilthey, & Drama: An Essay in the Anthropology of... 33-44
5. V: Desjarlais, Struggling Along: Possibilities of Experience among... 886-901
6. V: Jackson, Introduction: Phenomenology, Radical Empiricism, and... 1-43

Week 14: Theorizing the Body and Senses

Nov 29

1. MS: Lambek, Body and Mind in Mind and Mind in Body... 424-436
2. MS: Jackson, Knowledge of the Body 322-335
3. MS: Martin, The End of the Body 336-351
4. MS: Foucault, The Body of the Condemned 352-356

5. V: Stoller, *Embodying Colonial Memories* 48-73
6. V: Stoller and Olkes, *The Taste of Ethnographic Things* 404-416
7. V: Desjarlais, *Body, Speech, Mind* 36-62
8. V: Csordas, *Embodiment as a Paradigm in Anthropology* 5-47
9. V: Mauss, *The Notion of Body Techniques* 97-123

***Paper 4 Due** Dec 2, noon

Week 15: Gender, Desire, Identity

Dec 6

1. MW: Slocum, *Woman the Gatherer: Male Bias in Anthropology* 435-443
2. MW: Ortner, *Is Female to Male as Nature is to Culture?* 346-359
3. MS: Ortner, *So, Is Female to Male as Nature is to Culture?* 435-442
4. MS: Oyewumi, *The Invention of Women* 540-545
5. V: Lutz, *The Gender of Theory (from Women Writing Culture)* 249-266
6. V: Boddy, *Wombs and Alien Spirits* 479-500
7. V: "I Went to Bed with My Own Kind Once": *The Erasure of Desire...* 423-437

Final Exam Due: Dec 13, noon, via email

NORTHERN ARIZONA UNIVERSITY
POLICY STATEMENTS

SAFE ENVIRONMENT POLICY

NAU's Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.

You may obtain a copy of this policy from the college dean's office or from the NAU's Affirmative Action website <http://www4.nau.edu/diversity/swale.asp>. If you have concerns about this policy, it is important that you contact the departmental chair, dean's office, the Office of Student Life (928-523-5181), or NAU's Office of Affirmative Action (928-523-3312).

STUDENTS WITH DISABILITIES

If you have a documented disability, you can arrange for accommodations by contacting Disability Resources (DR) at 523-8773 (voice) or 523-6906 (TTY), dr@nau.edu (e-mail) or 928-523-8747 (fax). Students needing academic accommodations are required to register with DR and provide required disability related documentation. Although you may request an accommodation at any time, in order for DR to best meet your individual needs, you are urged to register and submit necessary documentation (www.nau.edu/dr) 8 weeks prior to the time you wish to receive accommodations. DR is strongly committed to the needs of student with disabilities and the promotion of Universal Design. Concerns or questions related to the accessibility of programs and facilities at NAU may be brought to the attention of DR or the Office of Affirmative Action and Equal Opportunity (523-3312).

INSTITUTIONAL REVIEW BOARD

Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.

The IRB meets monthly. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your

instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.

A copy of the IRB *Policy and Procedures Manual* is available in each department's administrative office and each college dean's office or on their website: <http://www.research.nau.edu/vpr/IRB/index.htm>. If you have questions, contact the IRB Coordinator in the Office of the Vice President for Research at 928-523-8288 or 523-4340.

ACADEMIC INTEGRITY

The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU's administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner.

Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix G of NAU's *Student Handbook* <http://www4.nau.edu/stulife/handbookdishonesty.htm>.

ACADEMIC CONTACT HOUR POLICY

The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: "an hour of work is the equivalent of 50 minutes of class time...at least 15 contact hours of recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit."

SENSITIVE COURSE MATERIALS

"University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In the course of college studies, students can expect to encounter—and critically appraise—materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty."