

can be traced back for many centuries, will begin in the late 1850s for the sake of convenience.

This course will be conducted as a student seminar. In other words, several times during the semester, you (along with a group of peers) will be responsible for presenting the week's readings and for leading the discussion of

Because this course fulfills the Graduate Writing Assessment Requirement (GWAR), it is imperative that you pay special attention to the term paper and other written assignments this semester. The following books are highly recommended guides for helping you answer questions you may have about grammar, punctuation, word usage, and style:

The Elements of Style by William Strunk, Jr. and E.B. White

Clean, Well-Lighted Sentences by Janis Bell

A Manual for Writers of Research Papers, Theses, and Dissertations by Kate Turabian

Other Readings (Available Through Canvas)

Da Col, Giovanni, Claudio Sopranzetti, Fred Myers, Anastasia Piliavsky, John L. Jackson, Jr., Yarimar Bonilla, Adia Benton, and Paul Stoller. 2017. "Why Do We Read the Classics?" *Hau: Journal of Ethnographic Theory* 7(3):1-38.

Faas, A.J. 2016. "Vulnerability in Anthropological Perspective" *Annals of Anthropological Practice* 40(1):14-27.

Harrison, Faye. 1999. "Anthropology as an Act of Transformation: Introductory Comments and Queries." *Decolonizing Anthropology: Moving Further toward an Anthropology for Liberation* edited by Faye Harrison, 1-13. Arlington, VA: Association of Black Anthropologists, American Anthropological Association.

Ingold, Tim. 1995. "Globes and Spheres: The Topology of Environmentalism." In *Environmentalism: The View from Anthropology* edited by Kay Milton, 31-42. New York: Routledge.

Marino, Elizabeth, and A. J. Faas. 2020. "Inhabitable and Outdated Concept? After Subjects and Spaces" *Annals of Anthropological Practice* 44(1):33-46.

Mintz, Sidney. 1997 [1979]. "Time, Sugar, and Sweetness." *Food and Culture* edited by Carole Counihan and Penny Van Esterik, 357-369. New York: Routledge.

Valentine, David. 2003. "'I Went to Bed with My Own Kind Once': The Erasure of Desire in the Name of Identity." In *Anthropological Theory: An Introductory History* edited by R. Jon McGee and Richard L. Warms, 578-592. New York: Rowman and Littlefield.

Library Liaison

The Anthropology Library Liaison is Silke Higgins Silke.Higgins@sjsu.edu

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in the [University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf](http://www.sjsu.edu/senate/docs/S12-3.pdf)

Assignments for this course include the following: (1) complete SJSU plagiarism tutorial (no credit); (2) seminar facilitation (15% of course grade); (3) seminar participation (15%);

participate in discussions about the course texts and should prepare to make substantive contributions throughout each seminar meeting.

- a. Each student should come to the seminar meeting prepared to discuss the following:
 - i. Main arguments and concepts in the texts.
 - ii. Key points. What are the most important points about one or more of the readings? How do you interpret key concepts? What did you struggle to understand?
 - iii. Synthesis. How are this week's texts related thematically? How do you connect this week's texts to other readings in the course (or other courses)?
 - iv. Transformation. What concepts in anthropological thinking do you better understand as a result of the texts? What suggestions do you have for potential interpretations or applications of the author's ideas?
 - v. Further discussion.
 - b. You must substantively contribute to the discussion to receive full credit for the week.
 - c. You are expected to be respectful of other students, the professor, and opinions and be mindful to be courteous in your participation and avoid dominating discussions.
 - d. Should problems arise with sustaining meaningful seminar participation, the instructor reserves the right to assign a brief (3-page double-spaced) summary of the week's readings.
 - e. Please see Canvas for further information and guidance on this assignment.
4. Seminar Paper Presentations (worth 10% of semester grade) Students will present one Seminar Paper during the term. These are 2,000 - 2,200-word papers (not including references) based on book-length ethnographies that are presented formally, as in a conference presentation. Each presentation will be no more than 15 minutes. Students receive two grades for the Seminar Paper: One for the written product, and one for their oral presentation. The written Seminar Papers are worth 50 percent of the student's grade for this assignment. The oral presentations are worth 50 percent of the student's grade for this assignment. These papers are due the day they are presented to the seminar. After presentations are complete, the presenting student will facilitate class discussion of the book. See the Canvas page for this course for specific instructions on the seminar paper.
5. Thesis/project problem statement (worth 10% of semester grade) Each student will prepare a brief (three-page double-spaced) statement of a research problem that he or she plans on pursuing in the graduate program. This is a detailed statement of the problem that is to be studied (in the case of a thesis) addressed and evolved (in the case of a project). Thesis problems can in principle be addressed through research leading to the generation of knowledge, while project problems are typically addressed through an intervention that is informally applying the skills and knowledge of anthropology. This section should also elaborate in detail the goals/objectives of the thesis or project.

A "B" may show a good level of competence and may even reflect exactly what was discussed in class and texts but does not contribute original knowledge. It shows uneven development of tasks. Work may be generally well organized, use appropriate examples, display facility in argumentation, with a few gaps, and demonstrates a good level of writing and knowledge. Completes the task and does some extra work guided by the instructor.

C plus 77-79, C 73-76, C minus 70-72

A "C" may show a fair level of competence but may be uneven. Work will address the task adequately, but only with parts of the task. It is adequately organized and may occasionally use examples. Argumentation may be inconsistent and writing and knowledge competence may be unclear. Language may be inappropriately informal in parts of assignment.

D plus 67-69, D 63-66, F <63

A "D" will demonstrate poor competence with inadequate organization, task and argumentation development and inappropriate examples. It will display difficulty in using adequate academic language and errors in knowledge will be in evidence. A failure will only occur if no effort is made to address the question or topic.

Classroom Protocol

1. It is expected that students will be attentive and respectful of their fellow students, the instructor and cultures and traditions which are not their own.
2. Students arriving habitually late to class will be asked to leave as this is disruptive to the learning process.
3. Mobile phones, laptops, and tablets must be turned off during class and must be out of sight or else the instructor will collect the device from the student until the end of class.
4. Students may record lectures for their own private use only not to be redistributed or sold.
5. Students are required to read SU's Academic Integrity Policy S07-2 (see below) This university policy on plagiarism and cheating will be strictly honored.
6. In the event that the building is evacuated because of an emergency during class time, the class will convene in the parking lot immediately adjacent to the building. No assignment will be canceled because of any such emergency.
7. If you send me a photograph of Frantz Fanon by August 23, I will add 3 points extra credit to your seminar paper presentation.
8. If you miss a class, ask your fellow students for copies of their notes. If you need further help, please see me during my office hours.
9. Students are responsible for being aware of exam dates and assignment deadlines.
10. If you have any concerns about your class performance or comprehension, see me in my office hours or schedule an appointment. I am always willing to help students and I care about whether students are grasping the material and enjoying the class.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

4	09/20	<p style="text-align: center;">Function and Environment</p> <p>Readings: B. Malinowski – The Group and Individual in Functional Analysis (T, 90-101) J. Steward – The Concept and Method of Cultural Ecology (102-108) A. Vayda and R. Rappaport – Ecology, Cultural and Noncultural (T, 123-128) A. Faas – Vulnerability in Anthropological Perspective***</p> <p>Optional Reading: L. White – Energy and the Evolution of Culture (T, 109-122)</p>
5	09/27	<p style="text-align: center;">Ethnography I</p> <p>Readings: DeLeon -The Land of Open Graves</p>
6	10/04	<p style="text-align: center;">Meanings and Language</p> <p>Readings: C. Geertz – Thick Description: Toward an Interpretive Theory of Culture (T, 166-172) T. Asad – Anthropology and the Analysis of Ideology (T, 173-185) S. Ortner – Subjectivity and Cultural Critique (T, 186-190) C. Levi-Strauss – Structural Analysis in Linguistics and in Anthropology (T, 192-203) M. Crick – Ordinary Language and Human Action (T, 204-209) M. Bloch – Language, Anthropology, and Cognitive Science (T, 210-220)</p>
7	10/11	<p style="text-align: center;">Bodies, Embodiments, and Genders</p> <p>Readings: M. Jackson – Knowledge of the Body (T, 246-259) E. Martin – The End of the Body (T, 260-275) L. Sharp – Hybridity: Hybrid Bodies of the Scientific Imagination (T, 276-282) S. Ortner – Sex Female to Male as Nature is to Culture (T, 357-362) O. Oy wumi – The Invention of Women (T, 448-454) D. Valentine – I Went to Bed with My Own Kind Once***</p> <p>Assignment due: Annotated bibliography for term paper</p>
8	10/18	<p style="text-align: center;">Ethnography II</p> <p>Readings: Gordillo - Rubble</p>
9	10/25	<p style="text-align: center;">Historical Engagements I</p> <p>Readings: M. Weber – Puritanism and the Spirit of Capitalism (T, 286-292) E. Wolf – Introduction to Europe and the People Without History (T, 293-307) S. Mintz – “Time, Sugar, and Sweetness”****</p> <p>Assignment Due: Thesis/Project Problem Statement</p>

10	11/01	<p style="text-align: center;">Historical Engagements II</p> <p>Readings: J. Comaroff and J. Comaroff – Introduction of Revelation and Revolution (AT, 308-321) F. Harrison – Anthropology as an Agent of Transformation*** D. Donham – Epochal Structures I: Reconstructing Historical Materials (AT, 322-331) P. Bourdieu – Structures and the Habitus (AT, 332-342) C. Zaloom – How to Read the Future: The M-Curve, Affect, and Financial Prediction (AT, 502-507)</p>
11	11/08	<p style="text-align: center;">Ethnography III</p> <p>Readings: Amrute -Encoding Race, Encoding Class Assignment due: Rough draft of term paper</p>
12	11/15	<p style="text-align: center;">Culture II</p> <p>Readings: P. Bourdieu – Objectification Objectified (AT, 151-162) R. Thornton – The Rhetoric of Ethnographic Holism (AT, 378-385) L. Abu-Lughod – Writing Against Culture (AT, 386-399) Marino & Faas – Is Vulnerability and Outdated Concept?*** B. Latour – Relativism (AT, 492-500)</p>
13	11/22	<p style="text-align: center;">Ethics & Morality</p> <p>Readings: N. Scheper-Hughes – The Primacy of the Ethical: Propositions for a Militant Anthropology (AT, 412-418) R. D'Andrade – Moral Models in Anthropology (AT, 419-428) M. Spiro – Postmodernist Anthropology, Subjectivity, and Science (AT, 429-440) D. Fassin – Beyond Good and Evil? Questioning the Anthropological Discomfort with Morals (AT, 441-444)</p>
14	11/29	<p style="text-align: center;">Ethnography IV</p> <p>Readings: Barrios -Governing Affect</p>

15	12/06	<p style="text-align: center;">Pushing Past "the West" and Its Others</p> <p>Readings: A. Gupta and J. Ferguson – Beyond "Culture": Space, Identity, and the Politics of Difference (AT, 522-530) G. Marcus – What is at Stake – and is not – in the Idea and Practice of Multi-Sited Ethnography (AT, 531-534) A. Appadurai – Grassroots Globalization and the Research Imagination (AT, 535-546) J. Comaroff – The End of Anthropology, Again: On the Future of an In/Discipline (AT, 547-554) D. Holmes and G. Marcus – Cultures of Empire and the Management of Globalization: Toward the Re-functioning of Ethnography (AT, 571-575)</p> <p>Assignment due: Final draft of term paper</p>
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FINAL EXAM

Course Conclusion, Summary, and Review
Date TBD from 5:15pm to 7:30pm in regular Zoomland