**Sociology/Anthropology 405: Sociology and Anthropology Theory**
**3 Credits**

**Syllabus and Course Schedule**
**Spring 2026: January 12 – May 2**

**First and foremost, we work to support our students. We are your allies. If you need assistance of any kind, we will do what we can to offer you help and guidance.**

**Urgent:** Please read the **entire** syllabus before 5:00pm on Friday January 16 (the course add/drop deadline) and contact us if you have questions. This course introduces the breadth and diversity of Anthropology and Sociology Theory, and you are expected to complete and comprehend significant amounts of reading, writing, and analysis. Be efficient when completing all assignments and focus on the key issues of concern.

**Professors: Helen Blouet & Laurah Klepinger** **Pronouns: She, Her, Hers**

**Office: ONLINE, via email or video conference**

**E-mail: hblouet@utica.edu; leklepin@utica.edu**

**Classroom Location: ANT/SOC 405 Moodle course page and Teams**

**Class Format**
This class is an online class composed of both real-time, virtual meetings and asynchronous online assignments. **Check class schedule later in this document for specific weekly meetings and reading/assignment due dates.**

**Scheduled Synchronous Class Teams Meetings (most of the time): Fridays**, 1:00-2:30 (we will typically use about 60 minutes, but if we need to we may meet till about 2:30; the professors will try to communicate specific durations of meeting times each week)

**Scheduled Discussion Question Assignments (due most weeks): Part 1** due by 11:59pm, Wednesdays.

**When we meet virtually at 1:00pm on Fridays, you can reserve study space at the Library. Here are the policies on how to reserve a Library Group Study Room:** Study Room Policy (utica.edu)

**Professor's E-mail:** E-mail is the best way to reach us. You should receive a reply within 2 working days after you send a message. Be mindful that we may not be readily accessible on weekends. Please contact us through the university's Microsoft Outlook email system.

**Office Hours:** Office hours will take place virtually through Teams, by appointment. Contact the professors to arrange appointments.

***Please do not hesitate to email or make an appointment. We are happy to meet with you! If something makes it difficult for you to complete coursework on time, or you are having any difficulties with the course, please speak to us *as soon as possible* so we can help.***

**COURSE DESCRIPTION**

Theories are tools to help us understand and negotiate the world. Because social life is messy, sociological and anthropological theories can never be as exact as the theories that physicists or mathematicians use. But good theory can help us see things that we did not (or could not) see before in new and exciting ways and can help us to challenge the world as we know and experience it. Some theories emphasize how human interaction creates broader social structures, while others examine how material and cultural structures shape and constrain our actions. Theories can help us explain both the mundane and the bizarre, as well as the big and the small.

In this class, we cover a range of social thought, from foundational works (e.g.: Marx, Foucault, Fanon, De Beauvoir), through more contemporary theories of the social world, many of which have challenged the ideas and voices in the accepted canon. The disciplines of sociology and anthropology have been shaped by these ongoing conversations and debates, and the course is designed to help students engage in and learn from them. Some theories are very "macro" in orientation, focusing on entire societies, while others focus on the "micro" contexts of interaction between individuals. Some theories place emphasis on how human interaction creates broader social structures, while others examine how material and cultural structures shape and constrain our actions. Some of these theories will confirm existing beliefs while others will challenge your basic preconceptions about how the world works.

The course starts from the premise that theory and method are intertwined: social theories emerge from particular research design and particular and situated ideas about the world. To this end, we will hear from a wide variety of authors on issues pertaining to the work of intercultural understanding, anthropological and sociological writing, antiracism, queer theory, and feminist practice. Selected texts have been chosen to provide a broad historical and theoretical context with which to think through the politics of writing and doing anthropology and sociology even as you prepare for and undertake your own research projects throughout the semester.

By the end of the semester we hope that you will find social theory to be one of the most useful and exciting courses you take at the university. Our goal is to have helped you:

1. Build your ability to read and engage with complicated arguments.

2. Understand and compare some of the key classic and more contemporary theories that have shaped the

discipline and academic thought in general.

3. Situate the theories within the historical and social contexts from which they emerged.
4. Critically analyze issues of voice, representation, and social location
5. See connections and patterns where you had not before.6. Improve your ability to ask questions, both big and small.
6. See that social theory is something to be enjoyed, not hated.
7. Successfully carry out a creative final project that demonstrates aptitude in course concepts

** This is a survey course. We cannot cover all of the important theorists or discuss the ones we do read in as much depth as we like. However, if there is any topic or theory that particularly excites you, let us know and we can recommend further reading.*

**The goals and objectives above correspond to our Sociology & Anthropology program learning goals listed below:**

1. Demonstrate knowledge of the core concepts of sociology and anthropology.
2. Demonstrate knowledge of the methods of sociological and anthropological research methods.
3. Demonstrate knowledge of the major theoretical perspectives in sociology and anthropology.
4. Develop knowledge of diversity within and between societies across geographic regions.

**REQUIRED BOOKS and COURSE WEBSITE**

- Hurston, Zora Neale. 1995. *Hurston: Fictions, Memoirs and other Writings.* New York: Literary Classics. ISBN: 0-940450-84-4
- Longhofer, Wesley and Daniel Winchester (ed.). 2016. *Social Theory Re-Wired: New Connections to Classical and Contemporary Perspectives, 2nd Edition.* New York: Routledge. ISBN: 978-1-138-01580-7

**OPTIONAL BUT RECOMMENDED TEXT**

- Visweswaran, Kamala. 1994. *Fictions of Feminist Ethnography* Minneapolis: University of Minnesota Press. ISBN: 0-8166-2337-6 [We will read excerpts of this one and will try to obtain electronic versions of selected chapters for your use.]

**Other required readings and materials** will be posted on the course Moodle website or will be available on reserve at the library.

**REQUIRED ASSIGNMENTS:**

Students can earn up to 105 points in this class. This means there are five points of extra credit built in, as your final grade will be divided by 100. Grades will be determined on the basis of:

| | |
|---|---|
| Teams Class Preparation and Participation (10 x 2 points) | 20 points |
| Weekly discussion question assignments (10 x 4 points) | 40 points |
| Final project proposal: | 10 points |
| Project Planning materials: | 5 points |
| Project Update and Bibliography | 10 points |
| Final project: | 20 points |
| **TOTAL** | **105 points** |

*We do not round up **final grades** at the end of the course. If you earn 89.6 points at the end of the semester, your final grade will be a B+. But there are 5 extra points built into the grading scale to provide some cushion.

Course Grading Scale:

100-94: A
93-90: A-
89-87: B+
86-84: B
83-80: B-
79-77: C+
76-74: C
73-70: C-
69-67: D+
66-60: D
59-0: F

**Participation consists of:**

**Virtual and online participation** (10 total meetings with associated homework)

*** Your successful participation in **virtual** and **online** activities requires you to complete reading and assignments by their due dates listed in the schedule of classes in this syllabus. Assignment instructions and resources are available in weekly modules on our Moodle course page. Students are expected to obtain their own copies of the required course books. Additional assigned readings will be shared through Moodle.

**Teams Class Meetings and Discussion Question Assignments comprise much of the class grade. As such, you will be expected to:**

--Attend class meetings on time and complete assignments before scheduled class meetings

--Contribute to Teams Class Meetings and conversations by doing things such as, but not limited to: completing discussion question assignments; asking and answering questions; requesting clarification on course materials; providing perspective on class topics and information; reflecting on readings and other class materials in light of ongoing independent project development

**Due dates** for all assignments are in the **Class Schedule** on this syllabus. Make note of the due dates so you give yourself plenty of time to complete assignments. Assignment directions will be passed out throughout the semester. Should assignments and/or due dates change, we will notify you in advance.

**FINAL PROJECT:**

This is your chance to show off your creativity, both in project choice and your application of theory. The objective of this assignment is to delve more deeply into two or more of the theorists or theories discussed during the semester. You should pick one theory or theorist we reviewed in the first half of the semester and the other one should be one that we reviewed in the second half. The nature of the research project you pursue is up to you, as long as it addresses the above, so make the project's format exciting for you! We look forward to continuing to discuss and consult with you as you work together to develop a shared project plan.

You will have to submit a two- to three-page **Research Project Proposal on Friday, February 13th at our normal class time (1pm)** (submit through Moodle). The proposal should explain what you will do, what your motivation is, and what theories you will draw on or represent. We will look these over and either offer some suggestions or give you the go-ahead. Later in the semester, on **March 20th, you will submit additional Project Planning materials** and then a **Project Update and Bibliography, due April 10th.** You will have to present your project in class during our scheduled exam period (see schedule of classes below). We also strongly encourage you to present at Student Conference Day in the afternoon on Wednesday April 29. The event runs from 2:30-4:30. Students are expected to submit oral presentation or poster presentation proposals, and accepted presentations will be scheduled between 2:30 and 4:30.

**EXTRA CREDIT:**

Different extra credit opportunities often pop up each semester. If you hear or know of an event you would like to attend and you wonder if it might be an appropriate topic on which to complete extra credit, please consult with me before participating.

Attending public talks is always an opportunity for extra credit:

• *Talk review:* Go to one of the many talks that occur on campus (or at another college in the region). Write up a 1-page report discussing the argument made by the speaker, the theories they drew on, whether you liked the talk, and how it relates to *class.*

*There are lots of qualifying extra credit opportunities on campus and in the community coming up in January, February, and March as we recognize Dr. Martin Luther King, Jr. Day, Black History Month, and Women's History Month. Check out the Morning Mention regularly for more details.*

## Reading Expectations & Strategies:

Reading theory is not easy—especially for the classics, or foundational texts, where writers may sometime use a different historical style and voice to get their points across. Even for contemporary writings, social theory is often densely packed with social analysis and demonstrative examples that may continually merge in and out of each other throughout a text. Added to this complexity is the fact that some pieces are rough translations from German, French, Italian and other languages (and not necessarily stellar grammatical exemplars to mimic in your own writing). In short, reading theory is not exactly intuitive and takes practice—something that we will devote a significant portion of this class to doing.

As mentioned earlier, from our perspective, it is a waste of time to assign a lot of pages of dense material if you don't have time to read them thoroughly. We will assign a low number of pages many weeks with the hope you will give your full attention and effort to them.

Here are a few tips that we hope will make the process more enjoyable:

1. Be patient with yourself. You may not understand everything the first couple of times you read something.

2. Read key paragraphs more than once. For your first time through try to get a basic understanding of what the author is trying to say, but don't get caught up on the details. Sometimes a paragraph will only make sense when you get to the last few sentences (especially with translated German). However, before going on to the next paragraph with only a vague understanding of what you just read, force yourself to go back and reread the paragraph. You will be surprised how much more you will get from this second reading and how much your comprehension of the entire piece will increase.

3. PUT THINGS IN YOUR OWN WORDS. Your comprehension and memory of things increases substantially when you paraphrase things into your own words. Force yourself to try to paraphrase the key points of a piece at the end by way of a quick summary. It doesn't have to be pretty—in fact don't worry about grammar or sounding sophisticated. Just imagine what you would say to a friend about what you just read.

**Concerns**

***If you have concerns about your grade in this course, you should discuss them with us as soon as possible. We are always willing to explain why you earned a particular grade and discuss ways to improve your future scores. Any issues related to grading in general or your grade in particular must be brought to our attention *prior* to the last week of regular classes.***

## CLASS POLICIES

# Student responsibilities concerning attendance and assignment completion:

**Invitation to Students:** If you are involved in a student group (or any organization or work you think others might benefit from) and would like to share your events with the class, please feel free to announce them during class. If there are specific events that are particularly relevant to our course, we may also consider offering these as Extra Credit. In that case, please send us an email with full details, and we will be happy to share via Moodle "Announcements."

**All students should attend and participate in the required virtual meetings to avoid missing important information.** Students should complete assignments on time and be prepared to discuss and write about assigned material. In all writing assignments, including papers, tests, and discussion posts, please do your best to write in complete sentences and avoid grammatical errors and misspellings. Please do not use text message language. Also, please be respectful. Whether you are responding to a classmate's or instructor's comments or making remarks about readings and assignments, everyone should give and receive respect. This is a collaborative learning environment in which we all have valuable opinions and ideas and it is important that we feel comfortable sharing thoughts and working with others. Please exercise courtesy and professionalism, and if you're not sure how to, please ask me.

**IMPORTANT information regarding assignment due dates and late and make-up policies:**
It is the responsibility of each student to complete their own work (papers, projects, quizzes, tests) by each assignment deadline. If a student misses a deadline due to an emergency or non-emergency, they need to contact the professor as soon as possible to develop a strategy to make up work and to avoid earning 0% on missed work. If you know ahead of time that you are going to miss a class meeting or assignment due date, you should contact the professor to create a solution. **In short, if students miss class meetings or assignments for any reason, please contact the professors or have someone whom you trust contact the professors so arrangements can be made to make up the work and stay on track in the course.**

**Health & Safety:**

**Health & Safety:**

In general, it is recommended to utilize a variety of precautions to minimize infection from and spread of a variety of illnesses, including flu, COVID-19, and other upper respiratory illnesses. For instance, masks, distancing, vaccinations and booster shots are still great tools to help minimize the spread and re-spread of contagious illnesses. In addition, balanced healthy diets and adequate sleep and exercise support healthy immune systems. Of course, no single tool will completely protect individuals from infection. The use of more than one of these preventive measures by individuals can help reduce the chances of you and others becoming infected and re-infected with high or dangerous loads of certain viruses and their variants.

If you're not feeling well, please take care of yourself. If you need to stay home or you aren't well enough to attend virtual meetings, please do so and let your professors, employers, coaches, etc. know when you hope to return to your normal activities. While it is important to attend as many classes as possible, should you miss a class or assignment due to illness, please contact us as soon as possible so we can figure out a solution that will allow you to be successful in the course.

**Moodle course shell and email:**

Our ANT 405 Moodle course shell is the central learning platform for the course. Log in to this page to find all course resources, including a copy of the syllabus, course schedule for virtual class meetings, weekly assignments, and the link to our scheduled Teams meetings. Should we need to notify you of course information, changes to the schedule, or assignment reminders, we will contact you through your Outlook email. You should log into the ANT 405 Moodle shell daily to review the schedule and assignments for each class period, as well as any announcements we may share.

**Use of Electronic Devices:**

Due to the nature of our learning environment and resources, in order to participate in class and complete assignments, students will need access to a laptop, computer, or device everyday. Since this is an online course, it is expected that students will have access to a suitable device in order to attend virtual class meetings and to complete and turn in class assignments online. If students would like to request the use of a laptop provided by Utica University, or they would like to check the appropriateness of their device, they should speak with us, or someone at the Library or the IITS Help Desk. **During all class meetings, please only use devices to engage with class materials and with class peers about class material since non-class materials and media will create distractions for you and other class members, and will lessen your focus on success.**

**Teams Video:**
If you have a working video camera on your device, please try to keep it turned on during our live virtual class meetings on Fridays. Try to be mindful of where you have located yourself during virtual class meetings. If possible, **pick an area with minimal distractions to you and with minimal distractions to your viewers** (posters, etc.). This is good practice for when you might have a virtual job or graduate school interview. If you can't use your camera on a given day, please email me (but we don't need details unless you want to provide them). I expect the same level of engagement from you whether your camera is on or off. If possible, we may try to schedule camera breaks during some classes where you may turn off your camera as you complete class work.

## Netiquette:

"Netiquette" is civil and respectful behavior in electronic communication, including discussion forums, chat services, email, videoconferences, and social media. Such behavior is essential to the integrity of the academic environment and the free exchange of ideas. In order to keep your communication academically professional and appropriate you should avoid:
• Personal attacks. The subject under discussion is always the content of the idea and not the characteristics of the person expressing that idea.
• USING ALL CAPITAL LETTERS IN A SENTENCE, which implies you are yelling atthe reader.
• Using many exclamation points to end your sentence as this also implies you are yelling at, or are very upset with, the reader!!!!!!!!
• Writing offensive or sarcastic messages.
• Sending numerous emails with the same point in a short period of time.

In order to keep your communication professional, remember the following principles:

• Always respect the opinions of others and keep your opinions positive. A robust discussion will have disagreements, even strong disagreements, but should not degenerate into personal attack.

• Always avoid offensive, rude, and sarcastic messages. If you receive a message of this nature, do not respond in the same tone. If this type of communication continues from someone, inform your faculty member.
• Never send a message when you are angry or upset. Leave it in draft form, walk away, and review it later after you have calmed down.

Utica College is committed to maintaining an open and free learning environment. Violations of the netiquette policy may result in disciplinary action, including being referred to the Student Judicial Process for violation of the Code of Student Conduct.

## Student Success Resources:

**The Learning Commons**
The Learning Commons, located in Gannett Library, consists of the Writing Center, English Language Center, Math and Science Center and Tutoring Services using Peer Tutors is also located in the Gannett Library. Please contact the Director of Tutoring Services for more information (tutoring@utica.edu).

**Center for Student Success:** studentsuccess@utica.edu;
In addition to your academic advisor from your program of study or major, you also have access to a Success Coach and Care Team through the Center for Student Success. https://www.utica.edu/directory/center-student-success

**Office of Learning Services (OLS):** ols@utica.edu;
http://www.utica.edu/student/development/learning/index.cfm
Any student who has need of special accommodations in this class due to a documented disability should speak with me as soon as possible, preferably within the first two weeks of class. You should also contact the Director of the Office of Learning Services (315-792-3032) in order to determine eligibility for services and to receive an accommodation letter. We will work with you to help you in your efforts to master the course content in an effective and appropriate way. Please provide me with copies of any paperwork you may receive from the Office of Learning Services.

The College offers two online services to all students, SmartThinking and Read and Write Gold.
**SmartThinking** is a tutoring service that can be found at: http://www.utica.edu/student/development/smart/
**Read and Write Gold** is software to help you read, write, study, and research and can be found at: https://www.utica.edu/student/development/learning/rwgold/

**Academic Honesty:**
Students are expected to submit their own work, meaning that everything turned in for a grade is written and completed by students individually. Students should also properly document ideas that are not their own. **Cheating and plagiarism, including the inappropriate reproduction of information found in print and internet resources, will not be tolerated and will result in a grade of 0 for the assignment and may result in an F for the course. Students found cheating will also be reported to the Office of Academic Affairs.**

Students are required to cite all sources properly within all submitted assignments, and a bibliography should accompany all papers. In this class, students will follow the in-text citation and bibliography methods utilized by the American Anthropological Association (see below). A few popular citation examples you will use are provided below. If you want to use sources and examples not listed below, please contact me to ensure that you correctly cite and reference your materials.

**Citation Regulations for the course:**

**Citing Information within the text of your papers:**

- **If quoting directly from a source** (ex: book, article, website), use quotation marks around the quote and after the second quotation mark, write the author's last name, year of publication, and page number(s) like so: **" (Smith 2008:54-56).**

  ~Make sure that the last name, year, and page numbers are within parentheses that go before the period at the end of the quote and make sure a colon (**:**) is between the publication year and page numbers.

- **If paraphrasing a quote from a source** (ex: book, article, website), include the author's name, year of publication, and page number(s) within parentheses at the end of your statement. For example, you should write the following paraphrased statement with the following citation style: **George Washington said that, as a child, he could not tell a lie (Smith 2008:54-56).**

  ~Make sure that the last name, year, and page numbers are within parentheses that go before the period at the end of your statement and that a colon (**:**) is between the publication year and page numbers.
  ~Notice that there are no quotation marks used in paraphrased statements.

- If you are referring to the general idea of a book, you can provide the author's last name and year of publication. Example: George Washington's childhood has been widely investigated (Smith 2008).

- If the author is the subject of your sentence, put the year of publication in parentheses after the author's last name. Example: In his recent book, Smith (2008) discussed George Washington's childhood.

- **If citing a website**, provide the title of the website in parentheses at the end of your sentence. You should do this for direct quotes and paraphrased statements. For example:

  Dr. Laura Casamento, President of Utica College, urges all who are interested in attending UC to visit www.utica.edu and read about the daily experiences of students, faculty, and staff on campus (Utica College website).

**Bibliographies: List all references alphabetically. Follow these guidelines when creating your list of references at the end of your papers.**

**Books: Author(s) (last name, first name). Year of publication. Title of book. Place of publication: Name of Publisher.**

Example:

**Gmelch, George. 2003. *Behind the Smile: The Working Lives of Caribbean Tourism*. Bloomington: Indiana University Press.**

*When a book has multiple authors, write the first author's name with the last name first and then all the others are written with their first name first:

**Example**: Brown, Jane, Tom Smith, Joe Fry, and Pete Smart. 2008. *The History of Imagination*. Sleepy Hollow, NY: Dreamy Press.

**Articles: Author(s) (last name, first name). Year of publication. "Title of article." Title of journal. Volume number (number in volume series): page numbers.**

Example:
Bahn, Paul. 1984. "Do Not Disturb? Archaeology and the Rights of the Dead." *Oxford Journal of Archaeology*. 3(1): 127-139.

*When an article has multiple authors, write the first author's name with the last name first and then all the others are written with their first name first:

Example: Brown, Jane, Tom Smith, Joe Fry, and Pete Smart. "Imagination." *Journal of Dreaming*. 2(1): 5-25.

**Websites: Website name. (Website address). Day you accessed the website for information.**
Example:
Utica College Website. (www.utica.edu). August 1, 2008.

**Video or Film: Film director (last name, first name). Year of release. *Name of film*. Name of distributor.**
Example: Eastwood, Clint. 2008. *Gran Torino*. Warner Home Video.

***Bear in mind that this citation guide does not cover every source or citation situation. If you use sources other than the examples listed above, please contact me about how you should cite them in the text and in your bibliography.**

## SCHEDULE + DUE DATES

***Readings & assignments are listed the week that they are due.***
****Assignments and due dates may change from what's below. We will notify you.****
*****Even though they may not be listed below, you can expect questions and activities to accompany most reading assignments stated below.*****

### Week 1 (January 12 – 18): Introductions and Collaborative Course Development

**Teams meeting discussion:** Welcome to the course! Let's talk about it and build it together!

### Week 2 (January 19 – 25): Theory Fundamentals – Learning to Love Theory

Discussion Question #1 due Wednesday 1/21, by 11:59pm

**Listening Assignment (Podcast):**

"Learning to Love Theory": https://thesocietypages.org/theory/2020/05/18/jaclyn-wypler-on-learning-to-love-theory/

**Read:**
Eriksen Ch. 1-3

**Teams meeting discussion:** Continue brainstorming project ideas in relation to readings.

**Review Final Project directions:** This project will focus on applying theory to problem identification and solution finding. It challenges students to investigate a site or community on campus through theoretical perspectives.

### Week 3 (Jan 26-Feb 1): Anthropology and Sociology Theory: Founders, Key Concepts, and Aims

Discussion Question #2 due Wednesday 1/28, by 11:59pm

**Listening Assignment (Podcast):**

"Seth Abrutyn on Emilé Durkheim": https://thesocietypages.org/theory/2020/01/02/seth-abrutyn-on-emile-durkheim/

Read: Longhofer and Winchester "Emergence Through Convergence" (STW)

Durkheim - "The Rules of Sociological Method" (STW)

Garfinkel – "Studies in Ethnomethodology" (STW)

Background materials on Emile Durkheim (1858-1917) (Moodle doc)

**Teams meeting discussion:** Evaluate how Durkheim's theoretical perspective is applicable to final project data collection and analysis

**Assignment Sheet:** We will post the assignment for the Final Research Project Proposal due Week 5 and will discuss the project in this week's meeting.

## Week 4 (February 2-8): Anthropology and Sociology Theory: Founders, Key Concepts, and Aims

Discussion Question #3 due Wednesday 2/4, by 11:59pm

**Read:**

Boas – "The Methods of Ethnology" (Moodle doc)

Benedict – "The Science of Custom" (Moodle doc)

McGee and Warms – "The Boasians" (Moodle doc)

## **Week 5 (February 9 – 15): Zora Neale Hurston Independent Study (No Meeting)**

**Read:**

Dust Tracks on a Road, Chapters 1-5

Fictions of Feminist Ethnography, Acknowledgements – Ch. 2 (p. ix-39)

***Film:**

Jump at the Sun (85 minutes)

**Assignment Due Friday, Feb. 13th, 1pm:**
Research Project Proposal - submit to relevant dropbox in Moodle

## Week 6 (February 16 – 22):

Discussion Question #4 (include readings from Week 5) due Wednesday 2/18, by 11:59pm

**Read:**

Dust Tracks on a Road, Chapters 6-10

"In Search of Zora Neale Hurston" (Moodle doc)

Narayan - "How Native is a Native Anthropologist?" (Moodle doc)

## Week 7 (February 23 – March 1): Zora Neale Hurston: Method and Theory

## NO NEW READINGS ASSIGNED. We will review the materials form Weeks 5 and 6.

Discussion Question #5 due Wednesday 2/25, by 11:59pm. **Instead of a discussion question, please post a response to the following question on the Week 7 discussion board:** How can the ideas expressed by the authors we've read so far be applied to final project data collection and analysis?

## Week 8 (March 2 – 8): Historical Analyses of Race, Identity, and Social Inequality

Discussion Question #6 due Wednesday 3/4, by 11:59pm **Listening Assignment (Podcast):**

"Teaching Our Ugly Roots": https://thesocietypages.org/theory/2021/01/18/jocelyn-viterna-on-teaching-our-ugly-roots/

**Read:**

WEB Dubois "The Souls of Black Folk" (STW)

Frantz Fanon, "Black Skin, White Mask" (STW)

Background materials on W.E.B. Dubois and Frantz Fanon (Moodle docs)

Visweswaran – "Race and the Culture of Anthropology" (Moodle doc)

**Assignment Sheet:** We will post the assignment sheet for the Project Planning assignment due Week 10 and will discuss the assignment in this week's meeting.

## **Week 9 (March 9 – 15): Spring Break: No Assignments Due**

## Week 10 (March 16 – 22): Interpretive Anthropology and Writing Culture

Discussion Question #7 due Wednesday 3/18, by 11:59pm

**Read:**

Geertz "Notes on a Balinese Cockfight" (Moodle doc)

Rosaldo "Ideology, Place, and People Without Culture" (Moodle doc)

Other materials TBA

**Assignment due Friday, March 20th, 1pm:**

Project Planning Assignment due- submit to relevant dropbox in Moodle

**Teams meeting discussion:** Review project plans and to discuss ongoing data collection and analysis

## Week 11 (March 23 – 29): Marx, Labor, and Capitalism

Discussion Question #8 due Wednesday 3/25, by 11:59pm

**Listening Assignment (Podcast):**

"Jeffrey Montez de Oca on Karl Marx"

**Read:**

Longhofer and Winchester "Salvaging What Wall Street Left Behind" (STW)

Marx "Capital" (STW)

Weber "The Protestant Ethic and the Spirit of Capitalism" (STW)

Wallerstein "The Rise and Future Demise of the World Capitalist System" (STW)

Background materials on Karl Marx (Moodle doc)

**Teams meeting discussion:** Apply ideas from Marx's theoretical perspective to final project data collection and analysis.

**Assignment Sheet:**

We will post the assignment for the Project Update and Bibliography due Week 13 and will discuss the assignment in this week's meeting.

## Week 12 (March 30 - April 5): Writing Against Culture: Postmodernism, Postcolonialism, & the Post-Post

Discussion Question #9 due Wednesday 4/1, by 11:59pm

**Read:**

"Social Construction" in Theory for the Working Sociologist (available via e-book in library; PDFs will also be available)

Said – Orientalism (STW)

Abu-Lughod – "Writing Against Culture" (Moodle doc)

Fictions of Feminist Ethnography, ch. 7 (Moodle doc)

**Teams meeting discussion:** How does social construction exist in the site or group you're studying? How might ideas about social construction be used to address concerns or find solutions pertinent to your study site or group?

## **Week 13 (April 6 – 12): Theories and Applications of Power and Inequality (No Meeting)**

**Read:**

"Power and Inequality," in Theory for the Working Sociologist (available via e-book in library; PDFs will also be available)

**Discussion Assignment:**

Consider and respond to the following questions as part of your Project Update: How do power and inequality exist in the site or group you're studying? How might ideas about power and inequality be used to address concerns or find solutions pertinent to your study site or group?

Continue collecting and analyzing project data as needed.

**Assignment due Friday, April 10th, 1pm**

Project Update and Annotated Bibliography - submit to relevant dropbox in Moodle

## Week 14 (April 13 – 19): Combining Different Theories in Problem Solving

Discussion Question #10 due Wednesday 4/15, by 11:59pm

**Read:**

"Combining Different Theories" in Theory for the Working Sociologist (available via e-book in library; PDFs will also be available)

Additional materials TBA

**Teams meeting discussion:** Discuss 3 theoretical perspectives that have helped you understand your study site or group, and explain how these perspectives have all aided in identifying key issues and solving problems associated with the site or group.

Continue collecting and analyzing project data as needed

## **Week 15 (April 20 – 26): Student Conference Day (No Meeting)**

No class meeting or assignments. Students present their project at Student Conference Day on Wednesday April 22. This event runs from 2:30-4:30. More details t follow.

Continue work on producing their Final Project.

## Week 16 (April 27 – May 3): Final Exam Week

The class meets at 1:00pm on Friday May 1 so students can present their projects and turn in final paper.

---

## Bibliography of Course Texts


Abu-Lughod, Lila. 1991. "Writing Against Culture" In Richard G. Fox, ed. *Recapturing Anthropology: Working in the Present,* pp. 137-54. Santa Fe: School of American Research Press.

Benedict, Ruth. 2019. "The Science of Custom." In R. Jon McGee and Richard L. Warms, editors, *Anthropological Theory: An Introductory History (7th Edition)*, pp. 158-167.

Boas, Franz. 2019. "The Methods of Ethnology." In R. Jon McGee and Richard L. Warms, editors, *Anthropological Theory: An Introductory History (7th Edition)*, pp. 138-146.

Eriksen, Thomas Hylland. 2010. "Anthropology: Comparison and Context." In *Small Places, Large Issues: An Introduction to Social and Cultural Anthropology,* Third Edition. New York: Pluto Press.

Geertz, Clifford. 2005. "Deep Play: Notes on a Balinese Cockfight." In *Daedalus*, Vol. 134, No. 4, pp. 56-86.

Hurston, Zora Neale. 1995. *Hurston: Fictions, Memoirs and other Writings.* New York: Literary Classics.

Longhofer, Wesley and Daniel Winchester (ed.). 2016. *Social Theory Re-Wired: New Connections to Classical and Contemporary Perspectives, 2nd Edition.* New York: Routeledge. ****Make sure to cite individual chapters from this book as chapters in an edited volume, alphabetized by last name of chapter authors!****

Mani, Lata. 1993. "Cross-currents Crosstalk: Race, 'Postcoloniality,' and the Politics of Location." In *Cultural Studies*, Vol. 7, No. 2, pp. 292-310.

Marcus, George E. 1988. "Parody and the Parodic in Polynesian Cultural History." In *Cultural Anthropology.* Vol. 3, No. 1, pp. 68-76

McGee, R. Jon and Richard L. Warms. 2019. "The Boasians." In R. Jon McGee and Richard L. Warms, editors, *Anthropological Theory: An Introductory History (7th Edition)*, pp. 127-137.

Mullings, Leith. 2005. "Interrogating Racism: Toward an Antiracist Anthropology." In *Annual Review of Anthropology*, Vol. 34, pp. 667-93.

Narayan, Kirin. 1993. "How Native is a 'Native' Anthropologist?" In *American Anthropologist,* Vol. 95, No. 3, pp. 671-686.

Nayak, Anoop. 2006. "After Race: Ethnography, Race, and Post-Race Theory." In *Ethnic and Racial Studies,* Vol. 29, No. 3, pp. 411-430.

Rosaldo, Michelle Z. 1980. “The Use and Abuse of Anthropology.” In *Signs*, Vol. 5, No. 3, pp. 389-417.

Rosaldo, Renato. 1988. “Ideology, Place, and People Without Culture.” In *Cultural Anthropology,* Vol. 3, No. 1, pp. 77-87.

Stacey, Judith. 1988. “Can There Be a Feminist Ethnography?” In *Women’s Studies International Forum*, Vol. 11, No. 1, pp. 21-27.

*Walker, Alice. 1975. “In Search of Zora Neale Hurston.” In *Ms. Magazine.* [I could not find full publication information for this article or its reprint. If you can find it, please share! If not, please reference like this in any of your assignments.]

Visweswaran, Kamala. 1998. “Race and the Culture of Anthropology.” In *American Anthropologist.* Vol. 100, No. 1, pp. 70-83.

Visweswaran, Kamala. 1994. *Fictions of Feminist Ethnography* Minneapolis: University of Minnesota Press.