

## Social Theory Anthropology 304 (CRN 10049)

Dr. Charles Klein  
Phone: 503.725.3316  
Email: chklein@pdx.edu

Office Hours: 141-P, Cramer, Wed 12-2 p.m.  
or by arrangement

### Course Description

This course is an overview of social theory – that is, systemized ways of explaining the social world in which we live. Over the course of the quarter, we will investigate key concepts such as kinship, society, culture, class, agency, power, gender, sexuality, post-coloniality, social change, citizenship, neoliberalism, governmentality, networks and globalization. Our readings draw from theories developed over the past 160 years, including classics from Marx, Weber and Durkheim, selections from the ethnographic tradition, and more recent developments in gender, queer, post-colonial, and globalization studies.

Because each theory comes from a particular place and time, we will center our explorations by asking what motivated theorists to ask certain questions and for what ends they intended their work. We will then consider a number of questions, including

- How do the theorists understand the structures and processes of “societies” and social life?
- How do they explain the relationship between individual agency and society?
- How do they believe social change occurs?
- How do they position themselves in their writing?
- Which topics do they consider most important, and which do they downplay or ignore?
- How does their work fit within the intellectual landscape of their times?

Finally – and perhaps most importantly – we will explore the ways in which each theory has been or might be used in practice. Toward this end, you will have five assignments and two exams in which you apply the concepts we are studying to contemporary issues. By the end of the course, I hope you will have developed an intellectual toolkit for your own work and life.

### Course Materials

You are required to complete all readings, watch all videos, review my blogs, and post/comment in your group discussion area according to the schedule outlined below.

There are a lot of readings, so beware – if you plan to print them all out, you may go over your printing limit for the quarter. But it’s a lot less expensive than buying books!

Course materials will be available through

## 1. D2L

- Syllabus & Overview Videos
- Readings & Reading Questions
- Links to Videos from PSU library and YouTube
- Assignment/Exam Instructions and Grading Matrices

Use your Odin username and password to login to D2L at <https://d2l.pdx.edu>.

## 2. WordPress Course Website

- My Blogs and Videos. These will always include “Klein,” author(s) and topic tags tag to support easy searching
- Discussion Group Posts/Comments (small groups - required)
- Questions/General Discussion (entire class - optional)

You should check the WordPress Course Website regularly to (1) see if I have made any posts, and (2) follow your discussion group’s conversations.

### **Signing Up for WordPress**

If you do not already have a **WordPress account**, sign up for free at <https://wordpress.org/support/register.php>. You can create any user name you like.

**If you don’t use your real name as your user name, you’ll need to change your display name to your real name** so that your group makes and I can link you to your posts. I’ve created a short Setting Your Display Name video in 2DL that shows you how to do this. Basically, go into Users/My Profile submenu on WordPress. You’ll see a “Display name publically as” field. Enter your first and last name here, and you’re good to go.

### **Discussion Group Sections on Word Press Course Website**

I will assign each student to one of five WordPress discussion groups. Here you will engage with the material through guided asynchronous discussion and activities in response to prompts I post on my blog (tags = “discussion prompt” and “Module #: Post #”). More instructions on posting and tagging are provided in the “Small Discussion Groups” video in D2L.

These small group conversations are an integral component of our course, and you will be graded on the thoughtfulness, timeliness, and responsiveness of your posts (see Posts below).

### **Klein Section of WordPress Course Website**

I will post several types of written blogs and videos in the Klein section of the WordPress Course Website. **You are required to read all of my blogs and watch all of my videos. I will hold you responsible for knowing this consent.**

1. Reading/Video Overviews: For each set of readings/videos, I will post a blog or video that presents biographical information, historical context, and key issues to consider.
2. Discussion/Activity Prompts: For each set of readings/videos. I will post a written discussion prompt or activity description. Your group discussions will center on these prompts and activities. Watch the Course Work Flow video to get more detail on our weekly work cycles.
3. Reflections on Discussion Group Posts: After each round of group discussion I will post a blog or video that summarizes my thoughts on the high points, issues raised, and any potential confusion.
4. Assignment/Exam Explanations: For each assignment and exam I will post a blog or video explaining the prompt, required formatting, and what I am looking for.
5. Reflection on Assignments/Exams: After each assignment and exam I will post a blog or video highlighting excellent work, issues raised and areas to improve on.

### **Questions/General Comments Section of WordPress Course Website**

If you have questions or would like to comment on **topics other than my discussion prompts**, use the Questions/General Comments section of our WordPress Course Website. These comments, unlike the guided group discussions, are optional and will not be graded. They are, however, a great way to engage with the material and for us to get to know one another.

My primary means of communicating with the class will be through the Klein and Questions/General Comments sections of the WordPress Course Website. Questions related to discussion prompts and assignment/exams explanation blogs or videos should be made as Comments to these blogs or videos, which will be in the Klein section. **All other questions related to course materials and requirements should be made through tagged posts to the Questions/General Comments section.** If you have a personal question (e.g., an extension request), please send me an email at [chklein@pdx.edu](mailto:chklein@pdx.edu).

### **Requirements**

Students taking this course Pass/No Pass are required to earn at least the equivalent of a 'C-' to pass the class. Students intending to use this course to satisfy the anthropology departmental major or minor requirements must take the class for a grade. Student performance will be evaluated through the five written assignments (40%), posts (30%), and two exams (15% each, 30% total).

### **Policies**

Late exams and assignments lose 5 points for each 24 hours past due. **Requests for extensions must be made in writing ahead of the due date.**

Please keep a copy of all assignments and exams for your records.

Plagiarism (intellectual theft) is a very serious academic offense. You are responsible for reading and understanding the department handout on plagiarism, which is available on D2L and at [www.anthropology.pdx.edu/docs/plagiarism.pdf](http://www.anthropology.pdx.edu/docs/plagiarism.pdf). Please ask me if you have questions about this information. Any assignment containing plagiarized material will receive a failing grade, and cases of academic dishonesty will be reported to the Office of the Dean of Student Life.

Grading and Rewrites. If you would like to have a grade reconsidered, you must submit a written re-evaluation request in an email, at least 24 hours after the graded assignment was returned. This email should state why you think your grade should be reconsidered. The first five assignments and the midterm exam may also be rewritten and resubmitted. Rewrites are due one week after the day the graded assignments/exams were returned. The new grade will be an average of the new grade and the old grade.

## Accommodations

Students with a documented disability needing accommodations in the course should immediately inform me.

## Expectations

Anthropology 304 is a highly structured online course, and not a self-paced voyage. It is imperative that you keep up with the work according to my schedule – believe me, this is not the kind of course where cramming will help you succeed!

You are responsible for completing the course materials according to the schedule outlined below. I expect you to do the readings and watch the videos **before** posting in your small group discussions, and will grade accordingly. It's not fair to your classmates to enter the discussion without having done the required work.

I know there are a lot of readings, so plan ahead. Start by taking a **look at the terms and questions** I've provided for each reading (see D2L). Read strategically, focusing on key concepts and argument. Don't get bogged in all the details unless they interest you. For more information on how to approach the readings, watch the Reading Theory video in D2L.

## Course Requirements

### Assignments (40%)

There are five required assignments: (1) thinking about kinship (two diagrams + one single-spaced analysis); (2) functional analysis (3 pages double-spaced); (3) talk-show presentation (one page, single-spaced); (4) grant application (one page, single-spaced); and (5) story in graphic novel format (18-24 frames).

Assignment instructions are posted on D2L, and I will post an explanatory blog or video for each assignment that lays out what I am looking for and where you will be able to ask me questions. I will evaluate the assignments on a 0-100 scale using predefined grading matrices, which are posted on D2L.

## **Exams (30%)**

On Tuesday, October 20 I will post an Exam 1 video that goes over the prompt and my expectations in more detail.

You will write 3 pages, double-spaced pages following the formatting instructions below. **The exam must be uploaded to the D2L Dropbox by 1 p.m. on Monday, November 2.**

I will similarly create an Exam 2 video on Tuesday, December 1. **The exam must be uploaded to the D2L Dropbox by 1 p.m. on Wednesday, December 9.**

## **Assignment and Exam Format Requirements**

All assignments and exams must be submitted through DropBox on D2L.

For assignments with images/diagrams (e.g., kinship charts, graphic novel story), you will likely need to scan or take images of your assignment with your or a friend's camera and then send me the image(s) in .jpg or .pdf files.

You should submit all written assignments in Microsoft Word .doc format. I repeat, a Word file, and not a Google doc or other file format.

You must follow these formatting requirements for all written assignments. I will take off points for failure to follow these guidelines.

Fonts: Here are your options. Sorry, but that's it – I will be reading a lot of assignments, so I get to pick fonts I like! But at least you have a choice ...

Arial 11

Cambria 12

Calibri 12

Helvetica 12

Courier 11

Avenir 12

Margins: 1" (top, bottom, left right)

Header:

Start the header at the top of the page (you'll already have a 1" margin)

Line one: Your name

Line two: Anthropology 304, [assignment/exam #]

[Line three: a single space]

Then start your discussion.

So it looks like this:

Your Name

Anthropology 304, Assignment #

[indent] Class underpins the US society, yet we lack a vocabulary to understand the many ways ...

That's it. Really. I know who I am and when the assignments are due.

Indenting Paragraphs: The first line of all paragraphs should be indented .5". And don't turn in one giant paragraph for a two or three page essay. Keep the writing clean and well organized.

For Double-Spaced Assignments: The paragraphs are double-spaced, but just use a single space (12pt) between paragraphs, and not a double space. So it will look like this:

[Paragraph 1]

[Paragraph 2]

Reference and Citations: All assignments should follow APA style for references and citations. **All citations should be in text/parenthetical** – so no footnotes. The bibliographic citations should be on a separate page, which does not count in your page numbers. See <https://owl.english.purdue.edu/owl/resource/560/02/> for a nice overview.

### **Discussion Group Posts (30%)**

Each week you are required to make posts according to the schedule below (see blue highlights in the Course Outline). Generally, Round 1 of each week's posts are due by 1 p.m. on Thursday, and Round 2 by 1 p.m. on Saturday. Exceptions are Module 1, when you will also post a short "Introduction Yourself" video by Wednesday 1 p.m., and in Modules 9 and 10, when you will only have one round of posts per module, each due by 1 p.m. on Wednesday.

I'll set each round of discussion in motion by posting a prompt in the Klein section of the course blog (tags = "discussion prompt" and "Module #: Post, Round #") on the same evening you are required to complete the readings. Watch the Course Work Flow video in D2L for the details of the discussion group work cycle.

Your group will then discuss the prompt/do the activity. Each student is required to make a minimum of two "posts" per round. My use of the word "post" here includes both the "post" and "comment" functions within WordPress. I am expecting more than "like" or one sentence statements. On the other than hand, I'm not looking for page long posts. Try to use a middle path – I'm thinking posts of three to six sentences would be good to present an idea.

Comments on a particular post might be shorter, but would still likely be several sentences – you need to provide concrete examples form the readings/videos and the world around us to support your points.

I'm hoping that you won't wait until the last hour to get the discussion going! A good idea is to make your first post soon after I've posted my discussion prompt, and then step back and see what your classmates come up with. Then jump in again. **Be sure to tag your posts with this format: Module 1.1 Posts, Module 4.3 Posts, etc.**

**You may, of course, make more than two posts per round** –there’s plenty to talk about! I will grade each round of posts based on the total of your contribution– i.e., if you make more than two posts in a round, I will consider all of them in determining your score for that round. I will grade each round of posts using a 0-5 format: 5 = excellent, 4 = very good, 3= good, 2=fair, 1=poor, 0=didn’t meet posting requirements. I will also use .25 increments – e.g., 4.5, 3.75, 1.25, etc.

At the end of the term, I will review the class totals and most likely curve the posting grades up – e.g., 4.25 might be a B+, and not 85% (4.25/5), 3.5 might be a B- and not 70%, and 2.75 might be a C- and not 55%. I’ll keep you updated throughout the quarter on how the grades are falling and the potential curve is shaping up.

If you would like to discuss issues other than those raised by my discussion group prompts, post a comment to the “Questions/General Comments” part of the blog (see [Using WordPress Video](#) in D2L. This way each student will benefit from both small and large group discussions, as we would in a face-to-face class.

### **Extra Credit**

You can earn extra credit in two ways.

- (1) Attend pre-approved lectures, events or service projects and write a 1 page, single-spaced reflection paper **analyzing the event through the lens of one or more of the theories covered in class.**
- (2) Read an additional chapter article by (1) one of the theorists in our syllabus, or (2) one of the theorists listed on my “Other Theorists You Might Like to Read” (see D2L). Then, write a 1 page, single-spaced reflection on **what you learned and how it relates to themes from our course.**

Each (extra credit report may earn **up to 1 point**. You can do up to 5 extra credit papers, potentially earning a maximum of 5 extra credit points or 5% of the course grade.

### **Course Outline**

Here is the schedule for our readings, assignments, exams and quizzes over the course of the quarter. **Post Deadlines are in blue**, **Assignment Deadlines are in green**, and **Exam Deadlines are in pink**.

The listed date for readings and videos means you should complete the reading(s)/watch the video(s) by 11:59 p.m. on that date. All video links may be accessed through D2L.

I will also post a short Reading/Video overview blog or video for each set of readings/videos. These materials will be clearly tagged (e.g., “Klein,” “Reading/Video Overview”, “Introduction to Social Theory 1, “Scheper-Hughes”, “9.29”), so that you can easily find them. You should watch these overview videos/blogs **before** you do the readings and watching the videos.

You will notice that at various points in the syllabus you will have somewhat overlapping requirements – e.g., readings posts by Saturday 1 p.m., and an assignment or exam due on Monday. So plan ahead!

## Pre-Module 1 – Course Procedures & “Introducing Yourself to Your Discussion Group” Video Post

### Watch Videos 1a – 1e (Course Admin)

Course Syllabus Overview (13:21), Course Work Flow (7:57), Reading Theory (3:50), Earning Extra Credit (1:52), Formatting Requirements (11:34), Small Group Discussions (8:17); Using Audiovisual Content ()

### Watch Videos 2a-2d (WordPress)

Course Website Overview (3:58), Creating a Post in WordPress (9:41), Change Your Display Name (1:41), and Editing a Published Post (1:30)

Module 1.1 Posts. “Introducing Yourself to Your Discussion Group” Video posts and comments by 1 p.m. on Wednesday, 9.30

## Module 1. Theory—What’s the Point?

### Tu 9.29. Introduction to Social Theory 1

Nancy Scheper-Hughes

1993

Introduction: Tropical Sadness. Death without Weeping: The Violence of Everyday Life in Brazil. Pp. 1-30. Berkeley: University of California Press.

Video 1: Recife, Brazil (0:00 – 1:31)

Video 2: Bolsa Família (The Family Grant) (0:00 – 4:00)

Video 3: The Public Anthropologist (0:00 – 7:30)

Module 1.2 Posts. Due by 1 p.m. on Thursday, 10.1

### Th 10.1. Introduction to Social Theory II

Boas, Franz

1887 [1974]

A Year among the Eskimos and The Principals of Ethnological Classification. In G. Stocking, ed., *The Shaping of American Anthropology 1883-1911: A Franz Boas Reader*. Pp. 44-55; 61-67. New York: Basic Books.

Video 4: Boas on Race (0:00 - 3:13)

Durkheim, Emile  
1897 Preface. Anomic Suicide: Parts I-III. Suicide. Pp. 35-39; 241-258.

Video 5: Is Society Really a Thing? (0:00 – 15:34)

**Module 1.3 Posts. Due by 1 p.m. on Saturday, 10.3**

## Module 2. Kinship and “The Family”

### Tu 10.6 Kinship Theory

Stone, Linda  
1997 Gender, Reproduction, and Kinship. Kinship and Gender: An Introduction. Pp. 1-19. Boulder, Colorado: Westview Press.

Video 1: Blood Bonds - watch Sections 1-9 & 17-24

**Module 2.1 Posts. Due by 1 p.m. on Thursday, 10.8**

### Th 10.8 The Family and the State

Rouse, Carolyn  
2004 "If She's a Vegetable, We'll Be Her Garden": Embodiment, Transcendence, and Citations of Competing Cultural Metaphors in the Case of a Dying Child. American Ethnologist, 31(4), 514-529.

**Module 2.2 Posts. Due by 1 p.m. on Saturday, 10.10**

## **Assignment # 1: Due by 1 p.m. on Monday, 10.12**

## Module 3. Systems in Motion (Functionalism, Structural-Functionalism and Ecological Approaches)

### Tu 10.13: Putting the Pieces Together, Take 1

Malinowski, Bronislaw  
1922 Introduction: The Subject, Method and Scope of This Inquiry. Argonauts of the Western Pacific. Pp. 1-25; 81-99. New York: E.P. Dutton & Co: Prospect Heights.

1939 [1988] The Group and the Individual in Functional Analysis. High Points in Anthropology. P. Bohannan and M. Glazer (eds). Pp. 275-293. Random House: USA.

Video 1: Tales from the Jungle (part 1) - Malinowski (0:00 - 9:46)

Video 2: Tales from the Jungle (part 2) – Malinowski (0:00 - 9:55)

**Module 3.1 Posts. Due by 1 p.m. on Thursday, 10.15**

Th 10.15 Putting the Pieces Together, Take 2

Rappaport, Roy A.

2008 [1967] Ritual Regulation of Environmental Relations among a New Guinea People. *Environmental Anthropology: A Historical Reader*. M.R. Dove and C. Carpenter (eds). Pp. 254-264. Oxford: Blackwell Publishing.

Module 3.2 Posts. Due by 1 p.m. on Saturday, 10.17

**Assignment # 2: Due by 1 p.m. on Monday, 10.19**

## Module 4. Work, Class and the Economy

Tu 10.20 It's the Economy, Stupid?

Marx, Karl and Friedrich Engels

1972 [1848] Manifesto of the Communist Party, I and II. E. Kamenka, ed. *The Portable Karl Marx*, Pp. 203-228. New York and London: Penguin Books.

Video 1: David Harvey - Crises of Capitalism (0:00 – 10:38)

Module 4.1 Posts. Due by 1 p.m. on Thursday 10.22

Th 10.22 Capitalism Within

Weber, Max

2002 [1904-5] *Asceticism and the Spirit of Capitalism. The Protestant Ethic and the Spirit of Capitalism*. Pp. 102-125. Los Angeles: Roxbury Publishing Co.

Module 4.2 Posts. Due by 1 p.m. on Saturday, 10.24

Tu 10.27 Cultural Studies: Hegemony and Counterculture

Hebdige, Dick

1979 Chapters One and Four. *Subculture: The Meaning of Style*. Pp. 16-20, 46-70 Methuen & Company.

Video 2: Stuart Hall – Politics' Place in Cultural Studies (0:00 – 5:12)

Videos 3: Stuart Hall –The Media & Representation (7:09 – 14:54)

Module 4.3 Posts. Due by 1 p.m. on Thursday, 10.29

## Unit 5. On the Edge

Th 10.29 Reflexivity and Margins

Behar, Ruth

2003                      Ethnography and the Book that was Lost. *Ethnography* 4(1): 15–39.

Video 1: bell hooks: Cultural Criticism and Transformation (0:00 – 6:06)

**Module 5.1 Posts. Due by 1 p.m. on Saturday, 10.31**

**Exam # 1: Due by 1 p.m. on Monday, 11.2**

## Unit 6. Positions of Power I

### Tu 11.3 Reproducing Inequality

Bourgois, Philippe

2003 [1995]      School Days – Learning to Be a Better Criminal. In *Search of Respect: Selling Crack in El Barrio*, 2<sup>nd</sup> Edition. Pp. 174-205. Cambridge: Cambridge University Press.

Video 1: Phillippe Bourgois – Engaging Violence

**Module 6.1 Posts. Due by 1 p.m. on Thursday, 11.5**

### Th 11.5 Discourse, Power & The Body

Foucault, Michel

1977                      The Body of the Condemned. *Discipline and Punish: The Birth of the Prison*. Pp. 3-31.

**Module 6.2 Posts. Due by 1 p.m. on Saturday, 11.7**

## Unit 7. Positions of Power II

### Tu 11.10 Situated Knowledge

Haraway, Donna

1991                      Situated Knowledge: The Science Question in Feminism and the Privilege of Partial Perspectives. Pp. 183-201. *Simians, Cyborgs, and Women: The Reinvention of Nature*. New York: Routledge Press.

**Module 7.1 Posts. Due by 1 p.m. on Thursday, 11.12**

### Th 11.12 Contested Bodies

Corrêa, Sonia & Rosalind Petchesky

2007 [1994]      *Reproductive and Sexual Rights: A Feminist Perspective*. Culture,

Kulick, Don & Charles Klein

2003                      Making a Scene: The Politics of Shame among Brazilian Travesti Prostitutes. *Recognition Struggles and Social Movements*. Pp. 215-238. Cambridge: Cambridge University Press.

Video 1: Kate Bornstein: Gender Outlaw (0:00 – 5:18)

Video 2: Judith Butler: Putting Theory into Practice (0:00 – 8:45)

Module 7.2 Posts. Due by 1 p.m. on Saturday, 11.14

Assignment # 3: Due by 1 p.m. on Monday, 11.16

## Unit 8. Positions of Power III

### 11.17 Orientalism

Said, Edward

1978.

Latent and Manifest Orientalism. *Orientalism*. Pp. 201-225.

Video 1: Edward Said on Orientalism (0:00 – 7:04)

Video 2: Niqabitch (0:00 – 2:18)

Module 8.1 Posts. Due by 1 p.m. on Thursday, 11.19

### 11.19 Post-Colonial Ethnography

Comaroff, Jean and John

2003

Ethnography on an Awkward Scale: Postcolonial Anthropology and the Violence of Abstraction. *Ethnography* 4(2):147-179.

Video 3: John Comaroff – The End of Anthropology (0:00 – 9:31)

Module 8.2 Posts. Due by 1 p.m. on Saturday, 11.21

## Unit 9. Neoliberalism & Citizenship in the Information Age

### Mon 11.23 Neoliberalism & Citizenship

Ong, Aiwha

2007

Neoliberalism as a mobile technology. *Transactions of the Institute of British Geographers*, 32(1): 3-8.

Ferguson, James

2010

The Uses of Neoliberalism. *Antipode*, 41:166-184.

Video 1: Manuel Lima – The Power of Networks (0:00 – 10:57)

Holston, James & Arjun Appadurai

1996

Cities and Citizenship. *Public Culture* 8:187-204

Video 2: Brazil's New Media and the Protest Movement (0:00 – 5:42)

Module 9:1 Posts. Due by 1 p.m. on Wednesday 11.25

Assignment # 4: Due by 1 p.m. on Wednesday, 11.25

## Unit 10. Transnational Governmentality and Culture

### Mon 11.30 Governmentality & Ethnoscapes

Ferguson, James and Akhil Gupta

2001 Spatializing States: Toward an Ethnography of Neoliberal Governmentality. *American Ethnologist* 29(4):981-1002.

Video 1: Iver Neumann on Governmentality (0:00 – 11:57)

Appadurai, Arjun

1991 Global Ethnospaces: Notes and Queries for a Transnational Anthropology. *Recapturing Anthropology: Working in the Present* (Richard Fox, ed). Pp. 191-210. Santa Fe: School of American Research Press.

Video 2: A Conversation with Mira Nair (0:00 – 6:17)

**Module 10.1 Posts. Due by 1 p.m. on Wednesday, 12.2**

**Assignment # 5: Due by 1 p.m. on Friday, 12.4**

**Exam 2, Due by 1 p.m. on Wednesday, 12.9**