

ANTHROPOLOGY 355-1

WIP: HISTORY OF ANTHROPOLOGY

SPRING, 2010

Instructor: Dr. Jon Hageman
Class: 7:05-9:45 pm M; SCI 156
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Office Hrs: 10-11 am MWF, 3-4 pm MW, 6-7 pm M

Course Description and Objectives

For the past 150 years, anthropologists have developed several schools of thought regarding the organization of human societies and how cultures operate. This includes borrowing theories from other disciplines, such as biology and psychology, as well as using metaphors and analogies from these disciplines. This course fulfills the Writing-Intensive requirement for the Anthropology major.

This course is designed for anthropology majors with an interest in the historical trajectory of the discipline and how anthropology came to be as it is today. Students will learn about the anthropologists who were influential in the development of thinking about humans and human societies, and the theoretical approaches these anthropologists pioneered. Students will also learn how, with the passing of time, successive generations of anthropologists rejected, built upon, or modified the endeavors of their predecessors. Recent theoretical trends will also be described.

This is a Writing Intensive (WIP) course, so students will learn what it means to write in the discipline of anthropology. Though broadly similar to many other disciplines in the social sciences in the use of thesis statements, supporting evidence, critical essays and in creating polemics, disciplinary emphases on participant-observation, cross-cultural comparison, and holism require different emphases in crafting arguments. As will be seen in this course, some anthropologists are more successful at doing this than others. In addition, writing is much more about process than product, and most of what we will read was revised at least once prior to its acceptance for publication.

The outcomes for students from this course include:

- Outline different approaches to the study of human culture/society;
- Describe specific paradigms, including strengths and weaknesses of each;
- Identify broad changes in anthropological theory over time;
- Understand contemporary approaches in anthropology
- Illustrate styles of anthropological writing

Prerequisite

English 101 with a grade of C or better.

This course has been approved as a Writing Intensive course as part of the Writing Intensive Program (WIP). Successful completion of this course fulfills the Writing Intensive graduation requirement for Anthropology majors who entered the university in Fall 2008 or later. Speak to your advisor or visit <http://www.neiu.edu/~wip> for more information.

Required Texts

McGee, R. Jon and Richard L. Warms

2007 *Anthropological Theory: An Introductory History, Fourth Edition.* McGraw-Hill, New York.

University of North Carolina at Chapel Hill

2009 UNC Writing Center Handout: Anthropology.

<http://www.unc.edu/depts/wcweb/handouts/anthropology.html>

American Anthropological Association

2009 AAA Style Guide. http://www.aaanet.org/publications/style_guide.pdf

Additional items will be assigned throughout the course and are noted on following pages of the syllabus. These will be on the Blackboard site for this course. You will be able to read the article on any campus computer, or on your own if you have Adobe Acrobat Reader installed (free from www.adobe.com). You may also print the reading if you like. In order to discuss the topics in class, please complete the readings prior to the class period for which they are assigned.

Student Task Requirements and Grades

Your grade will be determined through the completion of your assignments and exams in addition to attending and participating in class.

Discussion Participation (10%). This reflects your contribution to discussion that you do not lead (see Leading Discussion, below). While there is some lecture in this class, the vast majority of this course is driven by student discussion. I expect everyone (including you) to contribute. *Past experience has demonstrated that students who do not contribute to class discussion do not earn a grade higher than C in this course.*

“Ungraded” Chat (10%). For reading, you will **log onto the Blackboard site for this course and “chat” about it with your colleagues**. Go to the Discussion Board, click the heading for the author in question, and describe your reaction to the reading in 4-6 sentences. Did you like the reading? Why or why not? If you have general comments about the reading or questions about things that didn’t make a lot of sense, post them here. Credit will be based on your participation (e.g., you get the points if you do it, but you won’t get the points if you don’t). Your posts are due prior to the beginning of the class in which we will discuss particular authors’ works. I will respond to posts to help clarify or encourage you to bring up specific points for class discussion.

Summaries/Informal Writing Assignments (15%). For each author that we read, write **one page** to turn in at the end of each class period. **This is much more difficult than it appears**. This page should be your own reflection on what the author(s) have said. Please note the **main idea** of the reading; any **key points** made; **supporting evidence**, and also the **least clear points**. **These papers require you to summarize complex ideas in a very small space**. This assignment focuses on content rather than form—you will not be graded on grammar and punctuation, but instead what you say about the reading. Your papers will also inform class discussion.

Leading Discussion (15%). Each week, three (3) students will be assigned as the discussion leaders for the next week. As a discussion leader, your job is to bring a list of three (3) questions around which you would like to structure discussion.

These can be things that interested you about a reading (e.g., “Does Wilson’s description of biology determining culture seem credible? With which elements of his work do you agree or disagree?”); the relationship of this reading to other readings for the week or for past readings (e.g., “How does Marx’s

definition of ‘class’ differ from Weber’s definition of class?”; or “What basic concept from Marx do Wolf and Bourgeois rely upon?”); and your own personal reflections on the reading (e.g., “I think Levi-Strauss’ concept of deep structure is fascinating, for the following reasons: 1., 2., 3., etc. Do you agree?”). When leading discussion, **you will sit at the front of the classroom as a panel and generate discussion of the readings among your peers.**

It is helpful if you can meet with other discussants for at least 30 minutes prior to the class period to discuss your questions and ideas. It is also helpful if you can engage your colleagues in more of a conversation than an interrogation. Of the 15% of the grade devoted to leading discussion, 7.5% is based on the quality of the discussion and the remaining 7.5% is derived from the quality of the questions you ask.

Exams/Formal Writing Assignment (50%). Two take-home exams will also be given, one on **March 1** and the other near the end of the semester. On these days we will review what it means to write in the discipline of anthropology, including writing style, the structure of arguments, polemics, and the form and nature of appropriate evidence. As you will see, contemporary styles differ substantially from 19th and early 20th century styles. These exams will be written using the style guide of the journal *American Anthropologist* and turned in on Blackboard exactly one week after the distribution date. Exams will ask you to support or defend two thesis statements, provide a theoretical review, write a critical essay, or create a polemic. You will then be paired with another student (whose exam questions are different from yours) who will provide feedback on your writing by the next class period, as you will provide them feedback on their writing, using a rubric that I will provide. You then have two days to revise your work. You will then turn it in to the instructor, who will then give you feedback on your writing, at which point you will make final revisions and then turn it in for a final grade. Half of your exam grade consists of the quality of your answers and the remainder reflects your participation in the process. Each exam represents 25% of your grade.

Grade Breakdown

	<u>Percent of Final Grade</u>	<u>Grading Scale</u>
Discussion Participation	10%	A 90-100%
“Ungraded” Chat	10%	B 80-89%
Reflection Papers	15%	C 70-79%
Leading Discussion	15%	D 60-69%
Exam 1	25%	F < 60%
Exam 2	<u>25%</u>	
Total:	100%	

Make-Up Policy

Make-ups will be allowed **ONLY** if: (1) a valid excuse is presented to the instructor and supported by appropriate documentation (e.g., a certified doctor’s receipt), or (2) special arrangements are made with the instructor **AT LEAST 24 HOURS PRIOR TO THE TIME OF THE SCHEDULED EXAM OR ASSIGNMENT.**

Plagiarism and Cheating

While you are encouraged to work with other members of the class on preparation and study, all written work must be your own and reflect your own thoughts. If you have any other questions or concerns regarding this issue, please contact me, or refer to the section on academic misconduct in your Student Survival Kit.

Lecture, Reading, and Exam Schedule:

JAN 11	<u>INTRODUCTION AND FIRST ASSIGNMENTS: UNILINEAL EVOLUTION</u> UNC Writing Center Handout and AAA style guide
JAN 18	MLK DAY; NO CLASS
TOPIC 1 FEB 1	<u>UNILINEAL EVOLUTION</u> Charles Darwin Reading on Blackboard Chap 1: Herbert Spencer Chap 3: Lewis Henry Morgan
TOPIC 2 FEB 8	<u>EUROPEAN RESPONSES TO UNILINEAL EVOLUTION</u> Chap. 4: Karl Marx and Friedrich Engels Chaps. 5 & 6: Emile Durkheim (do these as a single paper) Chap. 8: Max Weber
TOPIC 3 FEB 15	<u>AMERICAN ANTHROPOLOGY—HISTORICAL PARTICULARISM</u> Chap 9: Franz Boas Chap. 10: Alfred L. Kroeber Chap. 17: Margaret Mead
TOPIC 4 FEB 22	<u>BRITISH SOCIAL ANTHROPOLOGY</u> Chap. 13: Bronislaw Malinowski Radcliffe-Brown Reading on e-reserve
TOPIC 5 MAR 1	<u>NEOEVOOLUTIONISM</u> Chap. 18: Julian Steward Chap. 19: Leslie White Review of how to write in Anthropology MIDTERM EXAM HANDED OUT MAR 1
FIRST EXAM SCHEDULE:	
MAR 4	DRAFT OF EXAM DUE TO PEER REVIEWER
MAR 7	REVIEWED DRAFT DUE BACK TO ORIGINATOR
MAR 9	REVISED DRAFT DUE TO INSTRUCTOR
MAR 12	INSTRUCTOR REVIEWED DRAFT BACK TO STUDENT
MAR 14	FINAL DRAFT DUE
TOPIC 6 MAR 15	<u>STRUCTURALISM AND ALLIANCE THEORY</u> Chap. 24: Claude Levi-Strauss Levi-Strauss reading on e-reserve
MAR 22	SPRING BREAK – NO CLASS
TOPIC 7 MAR 29	<u>NEOMATERIALISM: CULTURAL ECOLOGY, ARCHAEOLOGY AND MARXISM</u> Chap. 22: Roy Rappaport Chap. 23: Eric Wolf

TOPIC 8 SYMBOLIC ANTHROPOLOGY
APR 5 Chapter 35: Mary Douglas
 Chapter 36: Victor Turner
 Chapter 37: Clifford Geertz

TOPIC 9 SOCIOBIOLOGY/EVOLUTIONARY PSYCHOLOGY
APR 12 Chap. 30: E.O. Wilson
 Chap. 31: Rebecca Bird et al.

***** FRIDAY, APRIL 2: LAST DAY TO DROP A CLASS USING TTRS*****

TOPIC 10 FEMINIST ANTHROPOLOGY
APR 19 Chap. 33: Eleanor Leacock
 Emily Martin reading on e-reserve
 Janice Boddy reading on e-reserve

TOPIC 11 ☞ ◻ ♦ ◆ ○ ◻ ◡ ☯ ☹ ◻ ■ ✕ ◻ ○ ☰ (POSTMODERNISM)
APR 26 Chap. 38: Renato Rosaldo
 Abu-Lughod reading on e-reserve
 Chap. 40: Roy D'Andrade

TOPIC 12 GLOBALIZATION, POWER, AND AGENCY
MAY 3 Chap. 41: Arjun Appadurai
 Chap. 42: Philippe Bourgois
 Review of How to Write in Anthropology
 FINAL EXAM HANDED OUT APR 19

FINAL EXAM SCHEDULE: TBA