

Anthropology 4021.001
Spring 2015, MW, 2:00-3:20 PM
Environmental Science 115

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DEVELOPMENT OF ANTHROPOLOGICAL THOUGHT

What do we mean when we use the term “theory” in social science in general, and in anthropology specifically? How does social science theory compare to theory in natural science? What is theory good for? Does it actually help us to understand social phenomena? How can we discern theoretical points of view in research presentations (book length ethnographies, journal articles, conference papers and posters)? Do theoretical perspectives of authors color their interpretation of data? How do we employ theory in our own research? How do implicit "ways of knowing" guide our own thinking about social phenomena?

We will ponder these questions as we trace the development of anthropological theory from its 19th century origins into the present day. By the end of this course I hope that you will have working answers that will inspire you to further study. No theory is disembodied; it emerges out of specific cultural, historical, and geographical contexts. As we study the writing of our most influential anthropological predecessors, I ask you to remind yourselves of this context in order in order that you might develop a more holistic understanding of their ideas.

Through reading, discussion, informal and formal writing in this class you will:

- **Learn** some key concepts in anthropological theory **and**
- **Identify** the authors associated with those key ideas
- **Contextualize** key authors– how did they influence and how were they influenced by major theoretical "schools" in anthropology and in social theory more generally?
- **Understand the impact** of historical and cultural contexts on the emergence of theory
- **Compare** and **contrast** different theoretical perspectives
- **Distill** and **synthesize** specific concepts from theory in your writing

TEXTBOOK:

R. Jon McGee and Richard L. Warms
2012 A History of Anthropological Theory, 5th edition. McGraw Hill. **Abbreviated as McGee and Warms in the syllabus.**

OTHER REQUIRED READING:

All material listed on the syllabus is required. Readings that are not in McGee & Warms are posted on Blackboard. **Download and print out all readings. Bring “McGee and Warms” and/or other current reading to class.**

COURSE REQUIREMENTS

1) Take-home exams:

- Take-home #1 must be submitted to Turnitin by 5 PM, **Tuesday, February 24**
- Take-home #2 – must be submitted to Turnitin by 5 PM, **Tuesday, March 31**
- Take-home #3 – must be submitted to Turnitin by 5 PM, **Friday, May 11**

2) “Anthropology & Me” Paper

- 4-6 pages must be submitted to Turnitin by 5 PM, **Friday, April 17**. In this essay you will address some aspect of anthropology theory/social that you encounter outside of this class. I will provide more detail in a separate document.

3) Term paper

- 7-10 pages must be submitted to Turnitin by 5 PM, **Monday, May 1**. I will supply a list of suggested topics in a separate document. **You sign up to meet with Azure to discuss your term paper topic by Friday, March 6. All meetings must be complete before Friday, March 13.**

4) Blackboard Discussions:

- Students will be randomly assigned to “Discussion groups” in Blackboard Learn. **Beginning Monday February 2, there will be two required discussion posts weekly:**
 1. The first must be posted **before class on each Monday, that is, by 1:30 PM** – This must be your “reaction” to the reading – approximately 150-250 words. See “Online Discussions in Anthropology 4021” for more detail.
 2. The second must be posted **before class (by 1:30 PM) on each Wednesday**– This will be your response to the members of your Discussion group’s reactions – approximately 100 words.
- **You will receive 6 points for each day’s post for a total of 12 points weekly. Late posts will receive 0 points, no exceptions.** There are 26 opportunities to post over the semester, so you can skip two posts without being penalized. You will not be able to receive an ‘A’ in this class without regularly participating in this requirement.

Anthropology Department Undergraduate Plagiarism Policy

Plagiarism is defined as misrepresenting the work of others (whether published or not) as your own. It may be inadvertent or intentional. You should always provide references for any facts, statistics, quotations, or paraphrasing of information that are not common knowledge. The Department of Anthropology does not tolerate plagiarism or any other form of academic dishonesty. Students suspected of academic dishonesty will be given a hearing in which they are informed of the charges. Clear evidence in support of the charge will merit failure in the course. For more information on the university’s policies regarding academic integrity and dishonesty, see the Center for Student Rights and Responsibilities at <http://www.unt.edu/csrr/>.

STUDENT EVALUATION

	Percent	Points
On line Discussions	14%	144 <i>OK, so the math is a little off. Sue me.</i>
Take-home exams (170pts/each)	51%	510
Essay/Thought Piece	15%	150
Term Paper	20%	200
	TOTAL POSSIBLE PTS:	1000

ATTENDANCE POLICY: Except at the beginning of the semester when I have to hand in paperwork to the Registrar's Office, I will not be taking formal attendance. **Anything discussed in class is "fair game" as source material for exam questions. Students who intend to do well in this class are therefore advised to attend class regularly.**

ADDITIONAL INFORMATION:

Core Curriculum: This capstone course is an important component of UNT's Core Curriculum. This course is related to the category of **Language, Philosophy and Culture** and will focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. As an integral part of the core curriculum, while engaging in this course you will develop and demonstrate the core objectives of Critical Thinking, Communication Skills, Personal Responsibility and Social Responsibility.

The Dewey Project: I am cooperating with Dr. Robert Borofsky, Director of the Center for a Public Anthropology, and asking the members of this class to participate in a project that he is working on. He is seeking to develop an assessment (ACEP) to measure some of the same proficiencies that we are seeking to develop in this Core Curriculum class -- critical thinking, problem solving and effective writing skills.

For ACEP you will read a set of articles concerning situations you might encounter in your everyday lives. You'll then write answers to questions posed by the developer of the assessment. There will be 4 assessments over the semester.

This activity will be conducted entirely online. As of now, the website and the project are still under construction, and I can't even tell you when it will start. However, it is voluntary, and your participation will provide you with extra credit points, provided you complete it. If you want to take a peek at the website, go to <http://www.deweyproject.net/>

COURSE SCHEDULE AND READING ASSIGNMENTS

Please complete all reading BEFORE class. Please bring McGee and Warms and/or other assignments to class in order to be able to refer to the reading for class discussions.

COURSE SCHEDULE AND READING ASSIGNMENTS

- Week 1 January 21: Orientation to the History of Anthropological Thought**
- No assignment for today
- Week 2 January 26, 28: Historical Contexts of Anthropology**
- McGee and Warms: pp. 1-4
 - ON BLACKBOARD: Moberg, pp. 46-67
- Week 3 February 2, 4: 19th Century Evolutionism, Part I –Tylor and Morgan**
- McGee and Warms, pp. 6-13 (intro material); pp. 30-45 (Tylor); pp. 45-57 (Morgan);
 - Discussion posts due by 1:30PM, Monday and Wednesday
- Week 4 February 9, 11: 19th Century Evolutionism, Part II – Marx**
- pp. 57-73 (Marx and Engels)
 - ON BLACKBOARD: Marx, “Theses on Feuerbach”
 - *Take-home #1 will be handed out this week*
- Week 5 February 16, 18: Foundations of Sociological Thought – Durkheim and Mauss**
- McGee and Warms, pp. 74-77 (intro material); pp. 78-85 (Durkheim); pp. 85-97 (Mauss)
 - Discussion posts due by 1:30PM, Monday and Wednesday
- Week 6 February 23, 25: Historical Particularism – Boas and Kroeber**
- McGee and Warms, pp. 112-117 (intro material); pp. 117-124 (Boas); pp. 125-131 (Kroeber)
 - Discussion posts due by 1:30PM, Monday and Wednesday
 - **TAKE HOME #1 DUE TUESDAY, FEBRUARY 24, 5:00 PM – Submit to Turnitin**
- Week 7 March 2, 4 Functionalism – Malinowski and Radcliffe-Brown**
- McGee and Warms, pp. 150-154 (intro material); pp.154-170 (Malinowski); pp. 170-181 (Radcliffe-Brown)
 - Discussion posts due by 1:30PM, Monday and Wednesday
- Week 8 March 9, 11: Culture and Personality – Benedict and Mead**
- McGee and Warms, pp. 195-200 (intro material); pp. 200-210 (Benedict); pp.211-217 (Mead)
 - ON BLACKBOARD: Kluckhohn, “The Impact of Freud on Anthropology”
 - Discussion posts due by 1:30PM, Monday and Wednesday
 - *Take-home #2 will be handed out this week*

SPRING BREAK March 16-20

- Week 9 March 23, 25: Neo-Evolutionism -- White and Steward**
- McGee and Warms, pp. 220-223 (intro material); pp. 223-243 (White); pp. 243-258 (Steward)
 - Discussion posts due by 1:30PM, Monday and Wednesday
- Week 10 March 30, April 1 Neo-materialist Approaches – Harris and Rappaport**
- McGee and Warms, pp. 259-262 (intro material); pp. 277-292 (Harris); pp. 293-306 (Rappaport)
 - ON BLACKBOARD: Applebaum, pp. 293-300
 - Discussion posts due 1:30PM, Monday and Wednesday
 - *Anthropology and Me prompt handed out this week.*
 - **TAKE HOME #2 DUE TUESDAY, MARCH 31, BY 5:00 PM – Submit to Turnitin**
- Week 11 April 6, 8 – Structuralism – Levi-Strauss**
- McGee and Warms, pp. 320-343 (intro material and excerpts from L-S and Ortner)
 - Discussion posts due 1:30PM, Monday and Wednesday
- Week 12 April 13, 15 – Symbolic and Interpretive Anthropology I – Douglas and Turner**
- McGee and Warms, pp. 439-467 (intro material and excerpts from Douglas and Turner)
 - Discussion posts due by 1:30PM, Monday and Wednesday
 - **“ANTHROPOLOGY AND ME ESSAY” DUE FRIDAY, APRIL 17, BY 5:00 PM - Submit to Turnitin**
- Week 13 April 20, 22: Symbolic and Interpretive Anthropology II – Geertz**
- McGee and Warms, pp. 467-487 (intro material and “Balinese Cockfight”)
 - ON BLACKBOARD: Geertz, “Thick Description”
 - Discussion posts due by 1:30PM, Monday and Wednesday
- Week 14 April 27, 29: Precursors to Poststructuralism and Postmodernism – Foucault**
- McGee and Warms, pp. 488-492, pp. 508-519 (intro material, excerpt from Foucault)
 - ON BLACKBOARD: Davenport, “Witnessing and the Medical Gaze”
 - Discussion posts due by 1:30PM, Monday and Wednesday
 - *Take-home #3 handed out this week*
- Week 15 May 4, 6: Poststructuralism and Postmodernism – Rosaldo and Abu-Lughod**
- ON BLACKBOARD: Renato Rosaldo, “Grief and a Headhunter’s Rage”
 - ON BLACKBOARD: Lila Abu-Lughod, “The Romance of Resistance”
 - Discussion posts due 1:30PM, Monday and Wednesday

Term paper submitted to Turnitin by 5 PM, Friday, May 1

Take home #3 submitted to Turnitin by 5 PM, Monday, May 11