ANTH 383: History of Anthropology
Fall 2014

Monday Wednesday 2:20-3:50 PM
Asbury Hall 007

Dr. Lydia Wilson Marshall
Office: Asbury Hall 223
Email: lydiamarshall@depauw.edu
Phone: 765-658-4508
Office Hours: 2:30-4 PM Tuesday and Friday or by appointment.

COURSE DESCRIPTION

A survey history of the central theoretical perspectives, questions and data of sociocultural anthropology. Focusing on significant scholars and case studies, the course explores the development of different ways that anthropologists have formulated and understood fundamental questions concerning human society, culture, change and universals.

COURSE TEXTBOOKS

Moberg, Mark

Moore, Jerry D.

All other assigned readings will be posted as pdfs on Moodle or placed on reserve in the library.

SUMMARY OF ASSIGNMENT DUE DATES AND TESTS

Note: Your reading/film logs will be collected periodically (5-8 times) throughout the semester through Moodle dropbox. The dates they will be collected are not announced in advance.

9/30: Take-home exam #1 due by 4 PM via Moodle (note: not a class day)
11/4: Take-home exam #2 due by 4 PM via Moodle (note: not a class day)
12/8: Contemporary article exegesis due in class.
12/8: Student presentations of contemporary articles.
12/15: Take-home exam #3 due by 4 PM via Moodle
CLASS SCHEDULE AND READINGS

Wednesday, 8/27: Course Introduction and Overview of Expectations and Goals
*Focus on Pre-Anthropological Views of Human Diversity*

Monday, 9/1: What is Theory and Why Do Anthropologists Need It?
Moberg, Mark

Wednesday, 9/3: CLASS CANCELED
Delaney, Tim
2009 Social Spencerism. Philosophy Now 71:20-21
Moberg, Mark

*In lieu of class:* Write a succinct one-page response (due at 4 PM on Wednesday 9/3, via Moodle) to the readings above explaining the difference between biological Darwinism and social Darwinism. Give an example of each process in your response. Be prepared to discuss your response in class on Monday. *(Note: This paper will be graded as a reading log entry, but you cannot opt out of this day's assignment.)*

Wednesday, 9/3 – Last day of adjustment period

Monday 9/8: Cultural Evolutionary Theory
*Focus on Lewis Henry Morgan*
Moore, Jerry D.
Morgan, Lewis Henry
Sidky, Homayun
**Wednesday, 9/10: Marxism**

**Focus on Karl Marx**

Marx, Karl and Friedrich Engels


Moberg, Mark


**Monday, 9/15: Historical Particularism**

**Focus on Franz Boas**

Boas, Franz


Moore, Jerry D.


Moberg, Mark


Pierpont, Claudia Roth


**In-class film (excerpt): Franz Boas: The Shackles of Tradition**

**Wednesday 9/17: Historical Particularism, continued**

**Focus on Zora Neale Hurston**

Hurston, Zora Neale


Ward, Cynthia


**In-class film:** Zora Neale Hurston’s Fieldwork Footage, 1928
Monday 9/22: Culture and Personality

Focus on Ruth Benedict

Benedict, Ruth


Moore, Jerry D.


Sidky, Homayun


Take-Home Exam #1 handed out (covers material through 9/24)

Wednesday 9/24: Culture and Personality, continued

Focus on Margaret Mead

Mead, Margaret


Metraux, Rhoda and Sydel Silverman


Moore, Jerry D.


In-class film (excerpt): Coming of Age: Margaret Mead

Monday 9/29: Structural Functionalism

Focus on A.R. Radcliffe-Brown

Kuper, Adam


Moberg, Mark

Moore, Jerry D.

Radcliffe-Brown, A.R.

**Tuesday 9/30: Take-Home Exam #1 due at 4 PM via Moodle**

**Wednesday 10/1: Functionalism**

*Focus on Bronislaw Malinowski*

Malinowski, Bronislaw

Moberg, Mark

Moore, Jerry D.

**In-class film (excerpt): Bronislaw Malinowski: Off the Veranda**

**Monday 10/6: Cultural Ecology**

*Focus on Julian Steward*

Moore, Jerry D.

Moberg, Mark

Steward, Julian H.
Wednesday 10/8: Cultural Materialism

*Focus on Marvin Harris*

Harris, Marvin


Moberg, Mark


Moore, Jerry D.


Monday 10/13: Structuralism

*Focus on Marcel Mauss*

Mauss, Marcel


Moore, Jerry D.


Culler, Jonathan


Wednesday 10/15: Structuralism, continued

*Focus on Claude Lévi-Strauss*

Lévi-Strauss, Claude


Moberg, Mark


Moore, Jerry D.

Wiseman, Boris and Judy Groves

**Monday 10/20: NO CLASS (FALL BREAK)**

**Wednesday 10/22: NO CLASS (FALL BREAK)**

**Monday 10/27: Interpretive Anthropology**

*Focus on Clifford Geertz*

Geertz, Clifford

Moore, Jerry D.

Roseberry, William

*Take-Home Exam #2 handed out (covers material through 10/29)*

**Wednesday 10/29: Symbolic Anthropology**

*Focus on Victor Turner*

Deflem, Mathieu

Moore, Jerry D.

Turner, Victor

10/31: Registration Adjustment: Last day to withdraw from a course with grade of W, change from P/F to grade, change from grade to P/F
Monday 11/3: Postmodernism

Focus on James Clifford
Clifford, James

Barrett, Stanley R.

Tuesday 11/4: Take-Home Exam #2 due at 4 PM via Moodle

Wednesday 11/5: Postmodernism, continued

Focus on Michel Foucault
Fillingham, Lydia Alix

Foucault, Michel

Hoffman, Marcelo

Monday 11/10: Practice Theory

Focus on Pierre Bourdieu
Bourdieu, Pierre

Moore, Jerry D.

Ortner, Sherry
Wednesday 11/12: Political Economy

Focus on Eric Wolf

Moore, Jerry D.


Wolf, Eric R.


Monday 11/17: Globalization

Focus on Arjun Appadurai

Appadurai, Arjun


Grossberg, Lawrence


Robinson, Andrew


Wednesday 11/19: Orientalism and Indigenous Critiques of Anthropology

Deloria, Vine


Dirks, Nicholas B.


Said, Edward W.


Monday 11/24: Feminist Critiques of Anthropology

Moore, Jerry D.

Leacock, Eleanor

Ortner, Sherry

**Wednesday 11/26: NO CLASS (Thanksgiving Break)**

**Monday 12/1: Archaeology and Theory**
Earle, Timothy

Johnson, Matthew

*Take-Home Exam #3 handed out (covers material through 12/10)*

**Wednesday, 12/3: Biological Anthropology and Theory**
Goodman, Alan H. and Thomas L. Leatherman

Kuper, Adam and Jonathan Marks

**Monday 12/8: Student Presentations of Contemporary Articles (no reading)**

*Due: Contemporary article exegesis paper, in class*

**Wednesday 12/10: Public Anthropology**
Low, Setha M. and Sally Engle Merry

*Monday 12/15: Take-Home Exam #3 due at 4 PM via Moodle*
COURSE GOALS

This course will introduce you to concepts and models that anthropologists use to explain their data. These models help anthropologists analyze big questions about human diversity and human universals, cultural stability and cultural change, and the relationship between the individual and the group. The course is organized chronologically, with earlier theories coming earlier in the semester. The challenge and goal for us this semester is to consider how these theories relate to and build on one another. We will also explore how these theories reflect the eras in which they were formulated. This course is designed to help you sharpen your critical reading skills, practice clear verbal communication of your ideas in class discussion, develop your discussion leadership skills, and improve your ability to write reflectively and integrate ideas from different sources in your writing.

COURSE EXPECTATIONS

Class Participation
This course will be primarily discussion-based and class participation is essential. Class participation means attending all classes, arriving on time, volunteering to speak when you have a chance, demonstrating that you are well prepared for class by offering thoughtful comments/questions, and sometimes pushing yourself to make more rigorous, analytical, or imaginative points. I expect everyone to be respectful of other people’s ideas and opinions. While we can and should debate issues, we should not attack other people personally for the ideas they express in class. Class participation accounts for 15% of the final course grade.

NOTE ON PARTICIPATION: Participation and attendance are very important to your success in this course. Remember, you cannot participate if you are not there! If you are going to be absent, contact me before class. It is your responsibility to get all information you missed on any days you were absent. Acceptable reasons for an excused absence include family emergency, serious illness, religious holiday, and participation in college athletic competitions. Please note that excessive absences, even when excused, will negatively impact your participation grade and your final course grade at the professor’s discretion. Students with unexcused absences will receive no participation credit for the days they are absent. Typically, no more than two excused absences are permitted over the course of the semester. If you have more than four absences, you may not be eligible to continue in the course whether these absences are excused or unexcused.

Discussion Leadership
Over the course of the semester, each student will lead discussion twice; each student leader will be in charge of 30-45 minutes of class time each day they lead discussion. You should prepare (1) a short presentation on the life and work of the anthropologist whose theory we are discussing, (2) a handout or other visual aid to help students better understand the ideas of the anthropologist (no PowerPoint presentations, please), (3) a list of discussion questions (at minimum, seven). These questions should be emailed to me at least two hours (12:20 PM) ahead of class and printed on a handout for students that you pass out. Questions should reflect a close
reading of the texts and be clear and understandable. They should be thought-provoking and challenging for other class participants. The questions should also encourage class participation—that is, be open-ended yet not so vague that engaging with them is problematic. There will be no opportunity to make up a missed presentation. Discussion leadership responsibilities are worth 10% of the course grade.

**Reading Log**

The Reading Log is a place to reflect on the theories we study; these logs are also very important preparation for the three take-home essay exams. You must fill out the log for every day that readings are assigned, except for two days when you can opt out without a grade penalty.

Each log entry should answer the following questions, and should be approximately two pages, single spaced:

1) When did the anthropologist live?
2) Where did he or she conduct fieldwork? If he/she worked primarily with one ethnic group, what was the name of that group?
3) What is the name of the school of thought to which this anthropologist belongs?
4) Drawing upon all assigned secondary sources, what is the most significant idea, approach, or concept that you associate with this anthropologist? Succinctly describe the main theoretical and conceptual issues associated with this person rather than the details of his or her life or information about his or her fieldwork. Your aim is to explain, in a nutshell, what the theorist’s original ideas and concepts are and why he or she is an important figure in the discipline.
5) What were your impressions of the writing sample written by the anthropologist? Did it grab you? Did it seem old-fashioned? Did you dislike it? If so, why?
6) What criticism might be made of the anthropologist’s ideas?
7) Can you compare or contrast his/her ideas with the ideas of another anthropologist whom we have studied? If this is an early anthropologist, can you compare or contrast his/her ideas with prevailing thoughts about non-Western peoples and society (salient during the era in which they lived)?

**Helpful reminders and tips for completing the reading logs:**

- You must complete a Reading Log every day readings are assigned, beginning on 9/1 and ending on 12/10. For class days that don’t focus on a specific theorist (9/1, 9/3, 11/19, 11/24, 12/1, 12/3, and 12/10), you will not fill out a standard log form but a unique form prepared specifically for that class day that will be posted on Moodle. For all of the other days, you can use the standard form.
- Students should fill out the reading log as a Microsoft Word document (approximately 1.5-2 pages in length, single spaced). Save it to your P-drive or a thumb drive that you always bring with you to class.

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1 With many thanks to Professor Donna Perry, Gettysburg College.
After you fill out a form, save it in a folder with your other forms, giving it a unique name (with the name of the theorist or date of class included in each document’s title). You can upload your reading logs to Moodle before each class or wait until I call a “log check.” Note that it is fine to edit your logs to take into account points raised during our class discussion, but you should prepare a log **BEFORE** every class.

I will collect reading logs at random times throughout the semester to make sure that you are completing all entries and to grade the quality of your work. I will announce a “log-check” at the end of class and students will have fifteen minutes after class to submit any missing logs to Moodle.

You should submit your reading log forms to the drop-box on Moodle, uploading all forms that you have completed since the last log-check.

I will grade the reading logs on comprehension of the material, inclusion and citation of all assigned readings, and overall thoughtfulness and sophistication. Don’t worry if you don’t fully understand something or aren’t certain that your critique or comparison is valid. Just do your best, complete all sections of the log, and know that I understand the complexity of the ideas under study. I appreciate students’ honest efforts.

Your reading/film logs are worth 20% of your course grade. A reading log sent to me more than fifteen minutes after class but within a day will be marked down by 10 percentage points. Missing class is no excuse. If you will be absent, have your reading logs up to date on Moodle. After one day, the log will lose an additional 10 percentage points for every day it is late. I will not accept logs more than three days late.

**Article Exegesis**

Each student will review recent issues (within the last 5 years) of one of the following journals in anthropology: *Current Anthropology*, *American Anthropologist*, *American Ethnologist*, *Anthropological Quarterly*, or *American Antiquity*. You will select an article of interest to you and read it carefully. You will write a paper (5-6 pages) and give a class presentation on the article. In both the paper and presentations, students will 1) give an overview of the article and discuss the central theoretical concerns that the author explores and 2) link the ideas of this article with the theories that we have already discussed in class (by comparing or contrasting). Students are encouraged to be critical in their analysis of the article. Presentations cannot be postponed. Papers lose 10 percentage points for every day they are late; papers turned in after class are considered one day late. I will not accept papers more than three days late. The article exegesis paper is worth 7.5% of the course grade; the presentation is worth 2.5% of the course grade.

**Exams**

This course includes three take-home essay exams that will require students to compare and contrast major theorists and schools of thought. Access to class readings is permitted for the
exam but the exam must be completed independently by each student. Each take-home exam is worth 15% of the course grade.

GRADING SUMMARY:

Class Participation: 15%; Discussion Leadership (2 times, x 5 % each): 10%; Reading Log: 20%; Article Exegesis: 7.5%; Article Exegesis Presentation: 2.5%; Take-Home Essay Exams (3 times, x 15% each): 45%.

GRADING POLICIES

A 93+; A- 90-92.999; B+ 87-89.999; B 83-86.999; B- 80-82.999; C+ 77-79.999; C 73-76.999; C- 70-72.999; D+ 67-69.999; D 63-66.999; D- 60-62.999; F <60

At DePauw, A and A- grades reflect “achievement of exceptionally high merit.” B+, B, and B-grades indicate “achievement at a level SUPERIOR to the basic level.” C+, C, and C- grades reflect “basic achievement,” and D+, D, D- grades reflect “minimum achievement that warrants credit.” Please realize that B grades in this course reflect very good work; a “B” is not a poor grade in this or any other course at DePauw. C grades also indicate basic mastery of the material.

COURSE POLICIES

Academic Misconduct
Please familiarize yourself with DePauw’s Academic Integrity Policy. I take academic dishonesty, including plagiarism, very seriously, and at DePauw such misconduct can have a variety of serious consequences. If you are at all unsure what constitutes plagiarism, please ask. If you get behind or overwhelmed, please talk to me. Students in this course will include the following pledge on all assignments and exams: "On my honor, I pledge that I have neither given nor received help on this assignment."

Late Assignments
All course exercises are due in class on the due dates listed. After its due date, an assignment’s value drops 10 percentage points for each day it is late. For example, if an assignment were one day late, a perfect score would give you only 90%. If it were two days late, an otherwise perfect assignment would be given 80%. I will not accept assignments more than three days late. If you have an emergency, contact me before class.

Missed Exams
I will not provide make-up examinations for the midterm or final unless a serious illness or family emergency prevents a student from taking the exam at the scheduled time. Otherwise, any missed exam will result in a grade of 0%. If a religious holiday or college athletic competition conflicts with either exam time, please let me know in the first two weeks of class so
that we can plan for your accommodation. If you miss the exam unexpectedly because of serious
illness or family emergency, let me know within 24 hours of the missed exam time.

Laptops and cell phones
Laptop and cell phone use is generally prohibited during class sessions. If you like to take notes
on your laptop, talk to me.

Learning and Other Disabilities
If you have a documented disability, please contact Mrs. Pamela Roberts, Coordinator of Student
Disabilities Services, to arrange for any needed accommodations, such as extended test-taking
time or the right to take tests in an environment with fewer distractions. Also, if you suspect that
you have a disability but don’t yet have documentation, please contact Mrs. Roberts for help. She
can be reached at 765-658-6267 or pamelaroberts@depauw.edu. Disabilities entitled to
accommodation include mobility impairments, hearing or vision issues, speech impairments,
learning disabilities, ADD, ADHD, psychological disabilities, neurological impairments,
traumatic brain injury, and chronic medical conditions such as AIDS, cancer, and diabetes. I
cannot accommodate any student without first receiving proper documentation from the Student
Disabilities Services, so plan ahead. It is the student’s responsibility to bring the SDS memo to
me and discuss the implementation of accommodations. Please note that accommodations are
not retroactive.