

ANT 395-001: History and Theory of Anthropology (CRN 25879)
Spring 2015
Eastern Kentucky University
Department of Anthropology, Sociology, and Social Work
Tuesdays and Thursdays 12:30-1:45pm
Moore Building 333

Instructor Information:

Jennifer Wies, PhD
 Associate Professor of Anthropology and
 Anthropology Program Coordinator
 Keith Building 220
 jennifer.wies@eku.edu
 859-622-1646

Spring 2015 Office Hours:

Tuesdays 1:00pm- 2:30pm
 Wednesdays 8:00am-12:00pm
 Thursdays 1:00pm- 2:30pm
 These office hours can be supplemented by
 scheduling an appointment via e-mail or telephone

Catalogue Course Description

History and Theory of Anthropology. (3) A. Prerequisites: ANT 120, ANT 200, ANT 201 and Senior standing. A capstone investigation of past and present practices and theories used to interpret data from each of anthropology's four subdisciplines. Professionalism in anthropology also integrated.

Student Learning Outcomes

By the end of this course you will be able to:

1. Understand the histories of scientific thought as it has influenced the broad discipline of anthropology.
2. Comprehend major theoretical trends in the discipline of anthropology, inclusive of archaeology, cultural anthropology, biological anthropology, linguistic anthropology, and applied anthropology.
3. Understand the social and political contexts of theoreticians to comprehend theoretical trends in anthropology.
4. Identify the methodological trends in anthropology and how they intersect with theoretical and paradigmatic shifts.
5. Employ analytic, critical thinking skills to integrate the major components of the history of anthropology.
6. Collaborate with peers to accomplish course goals and activities.

Course Texts (Required)

Erickson, Paul A., and Liam D. Murphy
 2013 A History of Anthropological Theory, Fourth Edition. North York, Ontario: University of Toronto Press. ISBN 1442606592. \$34.95 New.

Erickson, Paul A., and Liam D. Murphy, eds.
 2013 Readings for a History of Anthropological Theory, Fourth Edition. North York, Ontario: University of Toronto Press. ISBN 1442606568. \$66.95 New.

Course Requirements and Evaluation Methods

Your Records

| | | |
|-------------------------------|-----|-------|
| Participation and Attendance | 100 | _____ |
| Worksheets and Homework | 100 | _____ |
| Article Summary Presentations | 100 | _____ |
| Tests (4 x 50) | 200 | _____ |
| Reading Responses | 200 | _____ |
| Midterm | | |
| Purpose of Anthropology | 50 | _____ |
| Resume | 50 | _____ |
| Final | | |
| Logic of Anthropology | 150 | _____ |

Participation and Attendance 10% (100 points)

Quality participation and attendance forms the basis of your participation grade. Quality participation and attendance includes: regularly attending class, completing readings prior to class meetings, preparing discussion issues for class meetings, contributing to class discussions, participating in individual and group assignments, and more. Class meetings are a time for discussion and community building, and as such are important to accomplishing the course objectives. Attendance by all is crucial to the success of the classroom, and we share a responsibility to prepare and participate. Absences will have a negative impact on your performance, final grade, and the classroom dynamic.

Please note that the use of handheld devices, cellular telephones, and laptop computers (unless approved by the Office of Services for Individuals with Disabilities) are not permitted during class meetings. Should you choose to use these electronics during class, you will forfeit your participation grade for that day.

This class explores issues of human diversity that requires each and every student to commit to providing a fair and safe learning environment. As such, you are asked to refrain from any activity that may create a hostile learning environment. Failure to respect your fellow students and instructor may result in removal from the classroom and appropriate disciplinary action.

Worksheets and Homework 10% (100 points)

Throughout the semester, worksheets and homework assignments will complement course materials and lectures. Worksheets may be assigned for completion in class individually or with your learning circle, or assigned for homework. Worksheets and assignments may cover the course readings, course presentations, videos, or other items as necessary.

Article Presentation 10% (100 points)

Each participant will be responsible for providing one presentation of an article during the semester. Summary presentations should last no more than 10 minutes and should focus on the assigned article in four parts:

- Theoretical question/topic, hypothesis, thesis
- Data collection methodologies and data (include a map of the research location!)
- Conclusion, findings, connections to other course readings
- Discussion questions (2-3), prompts for classroom conversation- **THESE ARE SUPER IMPORTANT!**

To keep the presentations to the 10 minute time limit and provide for ample conversation time, the use of PowerPoint presentations should align with the “rule of 6s.” Six slides, six lines each, with six words across- all other information can be included in the “Notes” section and verbally delivered.

In addition, each student is to bring an item that symbolizes, represents, or further illustrates the course reading. Items may include: an additional text by the author, a visual representation of the reading, an activity to accompany your presentation (still kept to 10 minutes), or such item of material culture so as to keep things interesting.

Students **MUST** meet with the instructor 1-1 prior to the presentation to review and practice the material. This meeting must take place at least 24 hours prior to the scheduled presentation. No student will be permitted to present on the assigned article without completing this component of the assignment.

Each student will also be expected to complete a self-assessment of the Article Presentation on the date of the presentation, to be turned in before the conclusion of the class period.

PLEASE SEE THE APPENDED RUBRIC FOR ADDITIONAL DETAILS!

Tests 20% (4 x 50 points)

A series of 4 tests will be delivered in this course. Test questions may include any combination of the following: multiple choice, fill in the blank, matching, true-false, short answer, and/or essay. Each of the tests will cover materials presented in lectures, assigned readings, films, and any other material discussed in class. Everything is fair game! Each test will build upon previously covered material, thus they are cumulative. Students will be permitted to use two 3x5 index cards with notes for each test, which must be turned in with your test.

Reading Responses (200 points)

To facilitate a well-prepared, collegial discussion about the course material, students are to complete responses covering the course readings.

- Reading response questions are the questions at the conclusion of each chapter in the reader.
- Reading responses will be collected at the beginning of each class period.
- Reading responses can be legibly hand-written.
- Students are to turn in 20 reading responses throughout the semester, which provides an opportunity for you to “pass” on some readings.

Midterm- Purpose of Anthropology 5% (50 points)

In preparation for the Final Paper, the midterm assignment consists of identifying your “purpose of anthropology.” This paper will be no more than one page, double-spaced. Additional details about the preparation of this critical thinking assignment are posted on the BlackBoard website, are included with this syllabus, and will be discussed in class.

Midterm- Resume 5% (50 points)

In addition to the Purpose of Anthropology assignment, the midterm consists of turning in a professional-quality resume. We will examine examples and discuss resume guidelines in class, as well as spend time reviewing each other’s resume. However, each student is strongly advised to also consult with Career Services in SSB and other units on campus for assistance.

Final- The Logic of Anthropology 15% (150 points)

The final paper for this course is a 7-8 paper discussing major theoretical trends in the discipline of anthropology. The format for this assignment should follow the instructions for constructing the logic of a discipline. The purpose of this assignment is to integrate a substantial amount of information into a concise, easily referenced document. Students are expected to incorporate readings and case studies from the course texts. Additional details regarding this paper will be discussed in class and are also found on the BlackBoard site.

Final- Cover Letter 5% (50 points)

In addition to the Logic of Anthropology paper, the final consists of turning in a 2-page cover letter in response to one of the job ads posted on our BlackBoard site. This cover letter should clearly integrate your purpose of anthropology statement! We will examine examples and discuss cover letter guidelines in class, as well as spend time reviewing each other’s cover letters. However, each student is strongly advised to also consult with Career Services in SSB and other units on campus for assistance.

Grading Scale

Grades will be assigned based on the quality of work observed and turned in to the instructor. The assignment of grades will reflect the standard Eastern Kentucky University scale:

90%-100% (900-1000 points) = A

80%-89% (800-899 points) = B

70%-79% (700-799 points) = C

60%-69% (600-699 points) = D

0%-59% (0-599 points) = F

Your final grade will be computed from a grand total of 1,000 points. No extra credit options are available. Grades are not curved.

Policy on Attendance and Late Assignments

Attendance will be recorded through various mechanisms throughout the semester (discussion board posting, water cooler responses). Students should strive for perfect attendance. For the purposes of this course, "excused absences" include verifiable medical or family emergencies, university approved activities (accompanied by a university excuse), documentable illness (yours or your child's) and other unforeseen circumstances that the instructor deems to be reasonable excuses for an absence. Students should be prepared to document the reasons for the absence.

Last Day to Drop the Course

The last day to drop the course without receiving a "W" is available in the Colonel's Compass at: www.eku.edu/compass.

Student Progress

Students should keep a record of their grades as the semester progresses and reference the Blackboard gradebook. Your current grade equals points received divided by points attempted. Students may contact me with questions about grades during office hours.

Tobacco-Free Policy

EKU supports initiatives designed to foster a healthy campus climate for ECU faculty, staff, students, volunteers, vendors, patrons, customers, guests, visitors, and contractors ("Persons"). This Policy is designed to support health initiatives for ECU and its extended regional campuses by designating all ECU owned, rented and leased property as Tobacco-free, including surrounding exterior spaces and recreational areas.

Disability Statement

A student with a "disability" may be an individual with a physical or mental impairment that substantially limits one or more major life activities such as learning, seeing or hearing. Additionally, pregnancy or a related medical condition that causes a similar substantial limitation may also be considered a disability under the ADA. If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the office in the Whitlock Building Room 361 by email at disserv@eku.edu or by telephone at (859) 622-2933. Upon individual request, this syllabus can be made available in an alternative format. For further information see <http://www.disabilities.eku.edu>.

Academic Integrity Statement

Academic Integrity (AI) is a fundamental value for the Eastern Kentucky University community of students, faculty, and staff. It should be clearly understood that academic dishonesty and incidents of academic dishonesty will have serious consequences. Anyone who knowingly assists in any form of academic dishonesty shall be considered as responsible as the student who accepts such assistance and shall be subject to the same sanctions. Academic dishonesty can occur in different forms, some of which include cheating, plagiarism, and fabrication. For further information see <http://studentrights.eku.edu/academic-integrity-policy>.

Official Email Notice

An official ECU email is established for each registered student, each faculty member and each staff member. All university communications sent via email will be sent to this ECU email address.

Schedule of Assignments

This schedule may be amended throughout the semester to best fit the needs of the class.

| WEEK | DATE | CONTENT | PAGES |
|--------|-------------|--|-------------|
| Week 1 | January 20 | Introduction | |
| | January 22 | Early Histories | 1-12 |
| Week 2 | January 27 | Scientific Revolutions and Enlightenments | 12-20 |
| | January 29 | Marxism(s) | 20-31 |
| | | Marx and Engels- Bourgeois and Proletarians | Readings 1 |
| Week 3 | February 3 | Cultural Evolutionism and Diffusionism | 31-35 |
| | | Tylor- The Science of Culture | Readings 2 |
| | February 5 | Material Culture | 35-37 |
| | | Morgan- Ethnical Periods | Readings 3 |
| Week 4 | February 10 | Darwin/ism and Freud | 37-51 |
| | | Darwin- General Summary and Conclusion | Readings 5 |
| | | Freud- Civilization and Its Discontents | Readings 6 |
| | February 12 | Durkheim, Weber, de Saussure | 51-62 |
| | | de Saussure- Nature of the Linguistic Sign | Readings 9 |
| Week 5 | February 17 | TEST 1 | |
| | February 19 | American Cultural Anthropology | 63-72 |
| | | Boas- The Methods of Ethnology | Readings 10 |
| | | Kroeber- What Anthropology is About | Readings 12 |
| | February 19 | METACOGNITION WORKSHOP: Dr. Sandra McGuire, 6-8pm, ECU Center for the Arts | |
| Week 6 | February 24 | Psychological Anthropology | 72-80 |
| | | Mead- Coming of Age in Samoa | Readings 13 |
| | February 26 | French Structural Anthropology | 80-86 |
| | | Levi-Strauss- Structuralism and Ecology | Readings 15 |
| Week 7 | March 3 | French Structural Anthropology | 86-91 |
| | | Sahlins- Islands of History | Readings 17 |
| | March 5 | British Social Anthropology | 91-97 |
| | | Radcliffe-Brown- Social Structure | Readings 18 |
| | | Malinowski- Argonauts | Readings 19 |

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|---------|----------------------|---|-------------|
| Week 8 | March 10 | British Social Anthropology | 97-100 |
| | | Gluckman- Rituals of Rebellion | Readings 20 |
| | March 12 | TEST 2 | |
| Week 9 | March 17 | Cognitive Anthropology | 101-105 |
| | | Benedict- The Individual and the Pattern of Culture | Readings 14 |
| | March 19 | Neo-Evolutionism and Cultural Materialism | 105-112 |
| | | White- Energy and Tools | Readings 23 |
| Week 10 | March 24 | Harris- The Epistemology of Cultural Materialism | Readings 24 |
| | March 26 | Ortner- Theory in Anthropology since the Sixties | Readings 35 |
| Week 11 | March 30- April 3 | SPRING BREAK | |
| Week 12 | April 7 | Biologized Anthropology | 112-117 |
| | | Marks- Anthropology and the Bell Curve | Readings 39 |
| | April 9 | Symbolic and Interpretive Anthropology | 117-128 |
| | | Geertz- Thick Description | Readings 25 |
| Week 13 | April 14 | TEST 3 | |
| | April 16 | Feminism and Anthropology | 128-132 |
| | | Slocum- Woman the Gatherer | Readings 26 |
| Week 14 | April 21 | Political Economy | 132-143 |
| | | Gupta and Sharma- Globalization and Postcolonial States | Readings 29 |
| | | Wolf- Europe and the People Without History | Readings 30 |
| | April 23 | Postmodernity | 143-156 |
| | | Bourdieu- The Production and Reproduction | Readings 32 |
| | | Marcus and Fischer- Crisis of Representation | Readings 34 |
| Week 15 | April 28 | Globalization | 157-162 |
| | | Appadurai- Disjuncture and Difference | Readings 37 |
| | April 29 | Marcus- Developments in US Anthropology since the 1980s | Readings 38 |
| | | Boskovic and Erikson- Other People's Anthropologies | Readings 41 |
| Week 16 | May 5 | TEST 4 | |
| | May 7 | Globalization and Public Anthropology | 162-184 |
| | | Edwards- Counterinsurgency as a Cultural System | Readings 40 |

Final Papers Due: Thursday, May 14 at 10:30am

**Anthropology 395: History and Theory of Anthropology
Final Paper Formatting Guidelines**

Throughout this course, students are asked to demonstrate their ability to reason and express themselves in relation to the course content through written assignments, including a midterm paper and a final term paper.

Media: Typed, white paper

Page length: 7-8 pages for Final Paper, no more than 1 page for the Midterm assignment

Margins: 1 inch on all sides

Font: 12, Times New Roman

Spacing: Double spaced EXCEPT for title information (see below)

Alignment: Either Left or Justified

Page Numbers: Bottom right or center

Binding: Staples only

Citations and Bibliography: AAA Style (Guide found here: <http://www.aaanet.org/publications/guidelines.cfm>)

Works Cited: Can be placed at end of text with proper heading

Other: No contractions, no slang, no cover sheets

Your papers should include the proper information for me to identify the assignment. In the upper left hand corner of the first page of the assignment, please include the following in a SINGLE SPACED format:

Name

Date

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Title (if applicable)

Writing assignments should be taken seriously and follow the format presented to you in class by the instructor. It is the hope of the instructor that each student's writing skills and creativity will improve over the course of the semester. Please remember that you are expected to incorporate course material in your written assignments. For the Final Paper, a minimum of ten different article citations is required.

Noel Studio for Academic Creativity

The Noel Studio for Academic Creativity is a free resource for the EKU community, including graduate and undergraduate students. At the Noel Studio, a trained consultant will work you or your small group on any piece of written or oral communication, at any stage in the process from brainstorming to finished product. Consultants can also help you develop effective research strategies. For more information, visit the Noel Studio website at <http://www.studio.eku.edu/> or call 859-622-6229.

Anthropology 395

The Purpose of Anthropology and The Logic of Anthropology Papers

Assessment Statement:

As a measure of assessment, your final papers will be scored in aggregate to ascertain levels of students learning. Portions of papers may be used in reports, presentations, or manuscripts summarizing student learning. Since your papers will be used to assess learning outcomes in aggregate, a clean copy of your paper WITHOUT your name is also due. **YOU MUST BRING BOTH VERSIONS OF YOUR PAPER TO CLASS- ONE WITH YOUR NAME, ONE WITHOUT! NO EXCEPTIONS, AND NEITHER WILL BE ACCEPTED WITHOUT THE OTHER!**

Instructions:

Prior to beginning this assignment, please review the two excerpts from the Nosich book found on the BlackBoard page. The purpose of this assignment is to answer the question, “What does it mean to think anthropologically?” The answer is far more complex than stating, “Anthropology is the study of all peoples past and present.” As a discipline, anthropology integrates numerous concepts and is dynamic. As Nosich argues, fields change, grow, and evolve. Furthermore, anthropology is much more than the sum of its parts. To describe the logic of anthropology is to address the following points:

1. Purpose
2. Question at issue
3. Assumptions
4. Implications and Consequences
5. Concepts
6. Information
7. Conclusions/Interpretations
8. Point of View
9. Context
10. Alternatives

Using the examples provided and the above prompts as a guide, your paper should walk through the “logic” of the discipline of anthropology incorporating key ideas, thinkers, and concepts.

| Anthropology 393: Presentation Grading Rubric (100 points) | | |
|--|-----------------|-----------------------|
| | Self Assessment | Instructor Assessment |
| Content= 70 Points | | |
| • Research question/topic, hypothesis, thesis (15 points) | | |
| • Data collection methodologies and data (15 points) | | |
| • Conclusion, findings (10 points) | | |
| • Discussion questions, prompts for classroom conversation (20 points) | | |
| • Material, symbolic item (10 points) | | |
| | | |
| Delivery= 30 Points | | |
| • 10 minutes time allotment (15 points) | | |
| • Pronunciation, volume, etc. (15 points) | | |

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|---|------------------------|------------------------------|
| Paper Grading Rubric (150 points possible) | | |
| | Self Assessment | Instructor Assessment |
| Content= X/100 | | |
| • Incorporates the main points from the logic model | | |
| • Accurately describes course materials | | |
| • Integrates course materials | | |
| • Analyzes course concepts | | |
| Spelling= X/10 | | |
| • Technical and quotidian words spelled correctly | | |
| Grammar and Punctuation= X/10 | | |
| • Proper sentence structure | | |
| • Appropriate (professional) style | | |
| • No slang, no contractions | | |
| • Proper comma, sentence, etc. use | | |
| Mechanics= X/10 | | |
| • Proper page length, double-spaced, white paper | | |
| • Typed, 12-point font, black ink | | |
| • 1" margins all sides | | |
| • Left alignment | | |
| • Stapled | | |
| In Text Citations= X/10 | | |
| • Citations properly formatted | | |
| Bibliography= X/10 | | |
| • Proper formatting and punctuation | | |
| TOTAL | | |