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ANTY 400.01: History of Anthropology

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ANTHROPOLOGY 400: HISTORY OF ANTHROPOLOGY
T/R * 9:40am-11:00pm * McGill Hall 237
FALL 2013

INSTRUCTOR: Richard A. Sattler
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OFFICE: SS 222
OFFICE HOURS: T/R 11:00-12:00am
W 1:00-2:00pm
or by appointment

COURSE DESCRIPTION

This course provides an overview of theoretical and intellectual developments in anthropology. We will begin with an overview of theoretical approaches in anthropology and then focus on a series of controversies in anthropology, many of which begin early in the history of the discipline and which continue into the late 20th century. These case studies will highlight major issues in the field and the course of intellectual development within it. The course will employ a case study and discussion, as well as lecture. This course also meets the upper division writing requirement and requires substantial written work.

COURSE OBJECTIVES

1. Students will gain knowledge of the history of anthropological theory and key concepts.
2. Students will acquire an understanding of critical issues in anthropology.
3. Students will increase their insights into the intellectual development of anthropology.
4. Students will improve their ability to analyze and resolve critical issues encountered in anthropological theory.
5. Students will improve their knowledge and abilities in professional anthropological writing.

COURSE REQUIREMENTS

Course Evaluation:

Presentations (Thursdays): All students will be divided into groups the first week of class. Beginning the fifth week of class, each group will give a series of presentations on particular controversies in anthropology and be prepared to lead a discussion on that controversy. Presentations are worth 30% of your grade. See “**Guide to Oral Presentations**” on Moodle.

Reading Journal: All students will post a weekly reading journal entry over that week’s assigned readings. These will be posted on Moodle and are due on Tuesday of the week assigned at midnight. (Students have until Friday at midnight on the first week of class). Reading Journals are worth 10% of your grade. See “**Guide to Reading Journals**” on Moodle.

Case Analyses & Critique: Each student will prepare a 1-2 page summary of the controversy covered in the presentation and a critique of the presentation each week beginning with week 5. These will be posted on Moodle and are due on the following Sunday at midnight. Case analyses are worth 10% of your grade. See “**Guide to Case Analyses**” on Moodle.

Discussion: This course is designed for students to engage and discuss theoretical issues in order to develop analytical and critical skills. Active participation by all students is required to achieve this goal. All students are expected to read all assigned materials and to be ready to discuss them in class. All students are also expected to contribute to the growth and development of other students through the fair and constructive discussion of their presentations. Discussion counts for 20% of your grade. See “**Guide to Discussion**” on Moodle.

Research Paper: Each student must write an original research paper on one or more anthropological approaches to one of the topics addressed in this class. You will need to outline the central assumptions and methods of analysis of the approach(es) analyzed, as well as list significant proponents of the approach(es) and their contributions to the analysis of the topic. You then need to critically evaluate the approach, its utility and contributions to anthropological understandings of the topic. Students must submit a finished draft on Moodle for comments and revision on **Nov. 15**, which will be returned on Moodle on **Nov 26**. The

revised version is due on Moodle by **Dec. 6**. *I will not accept any final papers unless you have previously submitted a draft in a timely manner.* The paper must be 10-15 pages long and use 10 scholarly sources other than those required in class (you may also use works read in class in addition to your ten required sources). The research paper is worth 30% of your grade, with 1/3 of that based on the draft version and 2/3 based on the finished paper. See “**Guide to Research Papers**” on Moodle.

Attendance: Because this class is geared to discussion and participation, attendance at all classes is required. All absences, except those which are truly unavoidable, will result in the loss of points. If you are ill, have a work conflict, or experience a personal or family emergency, you must contact me ***before class*** to let me know that you will not be there.

Academic Honesty: The University of Montana expects its students to be academically honest, particularly in regard to plagiarism. “Plagiarism is the representing of another’s work as one’s own.” Both copyright laws and University policies are rigid as concerns plagiarism. Consult the current “**Student Conduct Code**” for details regarding penalties for plagiarism.

Students with Disabilities: If you need special accommodations, you should contact **Disability Services for Students** to make arrangements and let me know if there is anything I need to be aware of or that I need to do to assist you.

Access: This syllabus, along with reading assignments, all guides, announcements, etc., will be available on-line through the university’s Moodle system.

Group Projects

Group projects are designed to help you develop skills in teamwork, dispute resolution, and persuasion. Each group will need to meet outside of class to research, discuss, and analyze each controversy. I have set up group pages on the discussion board, as well as file share capabilities and group email for each of the group in Moodle to facilitate this process. The group will need to research the topic, using at least six (6) sources other than those assigned in class, and may require the other students to read up to two additional articles (no more than 60 pages). Additional readings must be provided to the instructor in *electronic* format **at least a week in advance**. At the end of the semester, each student will submit an evaluation of the contributions of every member of their group. You cannot gain points by this, but points will be deducted if there are problems, such as members who consistently do not participate. See *Guide to Oral Presentations* on Moodle for more information.

Required Readings:

Moberg, Mark. *Engaging Anthropological Theory: A Social and Political History*. New York: Routledge
On-Line Readings (On Moodle)

PROVISIONAL COURSE OUTLINE

WEEK 1 OVERVIEW: 19TH CENTURY

READINGS: Moberg, Ch. 1-6

WEEK 2 OVERVIEW: 20TH CENTURY TO W II

READINGS: Moberg, Ch. 7-9

WEEK 3 OVERVIEW: 20TH CENTURY SINCE WW II

READINGS: Moberg, Ch. 10-15

WEEK 4 THEORY IN ARCHAEOLOGY, LINGUISTICS, & BIOLOGICAL ANTHROPOLOGY

READINGS: W. W. Taylor, “An Analysis of Americanist Archeology in the United States;” J Lyons, “Linguistics: The Scientific Study of Language;” Huss-Ashmore, “Theory in Human Biology: “Evolution, Ecology, and Variation.”

WEEK 5 EVOLUTION EVOLVING

READINGS: Campbell, “Conceptual Progress in Physical Anthropology: Fossil Man;” Spencer, “The Evolution of Society;” White, “Energy and the Evolution of Culture;” Steward, “Cultural Causality and Law;” Thieme, “The Comparative Method for Reconstruction in Linguistics.”

Presentation (Thu): Biological vs. Cultural Evolution”

WEEK 6 THE CULTURE CONCEPT

READINGS: Keesing, "Theories of Culture;" Geertz, "The Impact of the Concept of Culture;" Roseberry, "Marxism and Culture;" Fox, "The Cultural Animal."

Presentation (Thu): Culture as Behavior vs. Culture as Ideas

WEEK 7 IT'S ALL RELATIVE: KINSHIP & Descent

READINGS: Holy, "Kinship Groups;" Fox, "Primate Kin and Human Kinship;" Wallace & Attkins, "The Meaning of Kinship Terms;" Schneider and Homans, "Kinship Terminology and the American Kinship System;" Levi-Strauss, "The Future of Kinship Studies;" Keesing, "Evolution and Adaptation in Social Structure."

Presentation (Thu): Descent Theory vs. Alliance Theory

WEEK 8 IN GOD(S) WE TRUST?: RELIGION

READINGS: Geertz, "Religion as a Cultural System;" Harris, "Why We Became Religious and the Evolution of the Spirit World;" Malefijt, "The Science of Religion;" Malefijt, "Twentieth Century Theories of Religion."

Presentation (Thu): Function vs. Meaning in Religion

WEEK 9 OF CABBAGES AND KINGS: POLITICS

READINGS: Kurtz, "The Structural-Functional Paradigm;" Kurtz, "The Processual Paradigm;" Kurtz, "The Paradigm of Political Economy;" Kurtz, "The Paradigm of Political Evolution: The Evolution of Politics."

Presentation (Thu): Functionalist vs. Processual Approaches to Political Organization

WEEK 10 SHOW ME THE MONEY: ECONOMICS & SUBSISTENCE

READINGS: Hatch "The Growth of Economic, Subsistence, and Ecological Studies in American Anthropology;" Roseberry, "Political Economy;" Smith, "The Archaeology of Ancient State Economies;" Plattner, "Introduction."

Presentation (Thu): Substantivists vs. Formalists

WEEK 11 WAR! WHAT IS IT GOOD FOR?: THE ANTHROPOLOGY OF ARMED CONFLICT

READINGS: Ferguson, "Introduction: Studying War;" Chagnon, "Reproductive and Somatic Conflicts of Interest in the Genesis of violence and Warfare among Tribesmen;" Malkki, "From *Purity and Exile*;" Wolf, "Conclusions"

Presentation (Thu): Functions of Warfare

WEEK 12 SUGAR & SPICE?: GENDER

READINGS: Evans-Pritchard, "The Position of Women in Primitive Societies and Our Own;" Rosaldo, "Woman, Culture, and Society;" Di Leonardo, "Introduction;" Stockett & Geller, "Feminist Anthropology."

Nov 15 (Fri)

Term Paper Draft for Revision Due

WEEK 13 RACE, ETHNICITY, & VARIATION

READINGS: Roberts and Bear, "Studies of Modern Man;" Wade, "Defining Race;" Wade, "Existing Approaches to Race;" Spencer, "Theories of Race and Ethnicity."

Presentation (Thu): Ethnicity: Cultural Anthropological Approaches to Human Diversity

WEEK 14 RACE, ETHNICITY, & VARIATION (CONT)

Presentation (Tue): Race: Bioanthropological Approaches to Human Diversity

Nov 21-25

THANKSGIVING HOLIDAY

WEEK 15 APPLYING ANTHROPOLOGY

READINGS: Little, "Anthropology and Development;" Whiteford and Bennett, "Applied Anthropology and Health and Medicine;" Baba, "Anthropological Practice in Business and Industry;" Greenman, "Anthropology Applied to Education."

Presentation (Thu): Ethical Considerations of Applied Work

Dec 6 (Fri)

Term Paper Due