

History of Anthropological Theory (Eissinger)
Anthropology 104 (3 credits), Spring 2016
MWF – 1:00 – 1:50pm
Social Science 112
CRN #30506

“It is in the moment when epistemology seems at its most fail that new insights are generated.”
-Michael Herzfeld

It is the first step in sociological wisdom, to recognize that the major advances in civilization are processes which all but wreck the societies in which they occur:—like unto an arrow in the hand of a child... Those societies which cannot combine reverence to their symbols with freedom of revision, must ultimately decay either from anarchy, or from the slow atrophy of a life stifled by useless shadows.- Alfred North Whitehead

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I. Description and Goal: This course seeks to explore major trends in the history of anthropological theory. At the end of the course, you will be able to identify major schools of anthropological thought in their historical and intellectual context, and their place in the contemporary life of the discipline.

II. Assigned Text: R. Jon McGee and Richard L. Warms, eds., *Anthropological Theory: An Introductory History*, any ed.

III. Grade breakdown:

Total points in course: 1000

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|------------------------------|------------|
| A. Analytic Reading Reports: | 400 points |
| B. Online Postings: | 200 points |
| C. Final Exam: | 200 points |
| D. Attendance/Participation | 200 points |

Final Grades: 90-100%: A; 80-89%: B; 70-79%: C; 60-69%: D; 59 and below: F

IV. Course Requirements

A. Analytic Reading Reports: 400 points (hand in “on paper”): For one of the assigned readings in the text (McGee and Warms) for each week, you will write a one page (double-spaced) summary of the author’s main point. The summaries are worth ten (10) points each. **Late papers will not be accepted.** The 10 points will be given based on the inclusion of the following 10 points. Hand the papers in on Monday of the week for which they should be written Don’t email them to me. I want them turned in, on Monday, so you can ask questions and comment

during lecture and will be prepared for discussions. Ten (10) papers each worth forty (40) points each will determine this grade (i.e., instead of 13 reports, I will only keep the 10 best grades, giving you a buffer for being absent or forgetful.)

Evaluation Criteria:

Descriptive Issues

1. Full bibliographic citation (the original)
 - a. **MUST be AAA format.**
2. Classify the article according to kind and subject matter. Into what paradigm or research program (genre) does that work fit? What is the article about as a whole?
3. Enumerate the major parts in their order and relations, outline these.
4. Define the specific problem or problems the author has tried to solve. What question does the author claim to address? You might also want to think about how this reading fits into the course. Why did the instructor place the reading at this point in the course? What is the topic on the syllabus? How does this reading provide an answer or information for this topic?
5. What theoretical statements does the author make? A theoretical statement proposes a relationship. For example, structural theories of deviance suggest that deviance (that which is to be explained) is a consequence of the structure (organization of the parts) of a society. In other words, social structure produces deviance. What are the concepts and variables used? Become familiar with the author by defining key words. Explain the details of the argument.
6. What is the author's methodology? (Here you should be concerned not only with the methods used but the kinds of arguments implied or given about what methods are more or less appropriate.) What constitutes evidence in this reading? Know the author's arguments by finding them in, or constructing them out of, sequences of sentences.

Critical Issues

7. How does the author's argument/position compare with that of others who address the same question or related questions? Where are the points of similarity and difference?
8. What normative statements (value judgments) does the author make? What values does the author assume readers will share? What assumptions do the author make that may be contestable?
9. Determine which of the problems the author has solved and which s/he has not; and of those not solved, decide which the author knows s/he has failed to solve. If you disagree with the author, on what basis do you rest your disagreement? Is the author uninformed, misinformed, illogical, imprecise, or incomplete? Criticize fairly; do not pass judgment based on personal opinion, taste, or preference. Is the argument internally consistent?
10. Does the evidence (both that presented by the author and other evidence in the field) support the argument?

C. Online Postings: 200 points: You are required to make weekly postings to the online discussions regarding the reading assignments for that week's discussion. This will be done in a public venue (not blackboard) at: <http://meissinger.boards.net/board/17/history-theory-anthropology>. By moving this portion of the class, on-line, we will not have class on most Fridays. You will need to sign up for this discussion board, and you should post a photo of

yourself in your profile, to make it easier for me (and your classmates) to identify with whom they're interacting, online. I will discuss this aspect of the class as the course goes on.

You will earn up to ten (10) points for each week's participation in the forum. These posts should be made no later than the Sunday of the week for which they should be written. Ten (10) postings each worth twenty (20) points will determine this grade (i.e., instead of 13 reports, I will only keep the 10 best grades, giving you a buffer for being absent, late, or forgetful.)

E. Final Exam: 200 points: There will be a take home final synthesizing several theories. You may simply complete the final, or if you would prefer to write a paper on a theoretical topic your choice, talk to me about this. You must have prior approval for any paper substituted for the take-home final.

F. Attendance/Participation 200 points: Be present in class and on line. Theory is best approached in dialogue.

Class Schedule

The following is a tentative course schedule with topics for lectures and discussions, assignments, and weekly reading assignments. The instructor reserves the right to make changes in the syllabus. This course is divided into three parts: Friday will be for online discussions, Mondays will be for the instructor's lecture and Wednesdays will be used to finish lecture and/or small or large group discussions. Therefore, after week 1, unless **otherwise noted, class will NOT meet on Fridays.**

Week		Topic	Reading Assignment	
1/20 & 1/22	1	Introduction and "Pre-Anthropology" before the 19 th Century	NB: All readings from R. Jon McGee and Richard L. Warms, eds., <i>Anthropological Theory: An Introductory History</i> .	
Part One: Foundations of Anthropological Theory				
1/25 - 1/29	2	19th Century Evolutionism	<ul style="list-style-type: none"> • Herbert Spencer, <i>The Social Organism</i> (1860) • Lewis Henry Morgan, <i>Ethnical Periods</i> (1877) • Karl Marx and Friedrich Engels, <i>Feuerbach. Opposition of the Materialist and Idealist Outlook</i> (1845-1846) • Edward Burnett Tylor, <i>Science of Culture</i> (1871) • 	No Class Friday: On-line discussion
2/1 - 2/5	3	The Foundations of Sociological Thought	<ul style="list-style-type: none"> • Émile Durkheim, <i>What is a Social Fact?</i> (1895) • Marcel Mauss, Extracts from <i>The Gift</i> (1924) • Max Weber, <i>Class, Status, Party</i> (1922) 	No Class Friday: On-line discussion

Part Two: Culture Theory in the Early 20th Century				
2/8 - 2/12	4	Historical Particularism	<ul style="list-style-type: none"> • Franz Boas, <i>The Methods of Ethnology</i> (1920) • Alfred Louis Kroeber, <i>Eighteen Professions</i> (1915) - Paul Radin, <i>Right and Wrong</i> (1927) • Benjamin Whorf, <i>The Relation of Habitual Thought and Behavior to Language</i> (1939) 	No Class Friday: On-line discussion
2/15 - 2/19	5	Functionalism	<ul style="list-style-type: none"> • Bronislaw Malinowski, <i>The Essentials of the Kula</i> (1922) • R. Radcliffe-Brown, <i>The Mother's Brother in South Africa</i>. (1924) • E. E. Evans-Pritchard, <i>The Nuer of the Southern Sudan</i> (1940) (not in 4th edition—PDF version, available) • Gluckman, <i>License in Ritual</i> (1956) 	No Class Monday: Presidents' Day No Class Friday: On-line discussion
2/22 - 2/26	6	Culture and Personality	<ul style="list-style-type: none"> • Ruth Benedict, <i>Psychological Types in the Cultures of the Southwest</i> (1930) • Margaret Mead, <i>Introduction to Sex and Temperament in Three Primitive Societies</i> (1935) 	No Class Friday: On-line discussion
Part Three: Theory at Mid-Century				
2/29 - 3/4	7	Cultural Ecology and Neo-Evolutionary Thought	<ul style="list-style-type: none"> • Julian Steward, <i>The Patrilineal Band</i> (1955) • Leslie White, <i>Energy and the Evolution of Culture</i> (1943) • George P. Murdock, <i>Family Stability in Non-European Cultures</i> (1950) (not in 4th edition—PDF version, available) 	No Class Friday: On-line discussion
3/7 3/11	8	Materialism: Evolutionary, Functionalist, Ecological, and Marxist	<ul style="list-style-type: none"> • Morton Fried, <i>On the Evolution of Social Stratification and the State</i> (1960) • Marvin Harris, <i>The Cultural Ecology of India's Sacred Cattle</i> (1966) • Philippe Bourgois, <i>From Jibaro to Crack Dealer: Confronting the Restructuring of Capitalism in El Barrio</i> (1995) 	MIDTERM - IN CLASS On-line discussion required by Sunday
3/14 - 3/18	9	Structuralism	<ul style="list-style-type: none"> • Claude Lévi-Strauss, <i>Structural Analysis in Linguistics and Anthropology</i> (1963) • Claude Lévi-Strauss, <i>Four Winnebago Myths</i> (1960) • Sherry Ortner, <i>Is Female to Male as Nature is to Culture?</i> (1974) • Saussure excerpts from <i>Course of Linguistics</i> 	No Class Friday: On-line discussion
3/21 – 3/25 Spring Break 3/21 – 3/25 Spring Break 3/21 – 3/25 Spring Break				

3/28 - 4/1	10	Ethnoscience and Cognitive Anthropology	<ul style="list-style-type: none"> • Harold C. Conklin, <i>Hanunóo Color Categories</i> (1955) • Stephen A. Tyler, <i>Introduction to Cognitive Anthropology</i> (1969) • Claudia Strauss. <i>What makes Tony run: Schemas as motives reconsidered</i> (1992) 	No Class Friday: On-line discussion
Part Four: The Late Twentieth Century and Beyond				
4/4 - 4/8	11	Sociobiology, Evolutionary Psychology, and Behavioral Ecology	<ul style="list-style-type: none"> • Edward O. Wilson, <i>The Morality of the Gene</i> (1975) • Jerome Barkow, <i>The Elastic Between Genes and Culture</i> (1989) • Rebecca Bliege Bird, Eric Alden Smith, and Douglas W. Bird, <i>The hunting handicap: costly signaling in human foraging strategies</i> (2001) 	No Class Friday: On-line discussion
4/11 - 4/15	12	Anthropology and Gender: The Feminist Critique	<ul style="list-style-type: none"> • Sally Slocum, <i>Woman the Gatherer: Male Bias in Anthropology</i> (1975) • Eleanor Leacock, <i>Interpreting the Origins of Gender Inequality: Conceptual and Historical Problems</i> • Ann L. Stoler, <i>Making Empire Respectable: the Politics of Race and Sexual Morality in 20th-Century Colonial Cultures</i> (1989) 	No Class Friday: On-line discussion Instructor available during class time to meet with students
4/20 - 4/22	13	Symbolic/Interpretive Anthropology	<ul style="list-style-type: none"> • Mary Douglas, <i>External Boundaries</i> (1966) • Victor Turner, <i>Symbols in Ndembu Ritual</i> (1967) • Clifford Geertz, <i>Deep Play: Notes on the Balinese Cockfight</i> (1973) 	No Class Friday: On-line discussion Instructor available during class time to meet with students
4/25 - 4/29	14	Post Modernism and Its Critics	<ul style="list-style-type: none"> • Renato Rosaldo, <i>Grief and a Headhunter's Rage</i> (1989) • Vincent Crapanzano, <i>Hermes' Dilemma: The Masking of Subversion in Ethnographic Description</i> (1986) • Roy D'Andrade, <i>Moral Models in Anthropology</i> (1995) 	No Class Friday: On-line discussion Instructor available during class time to meet with students
5/4 - 5/6		Class Wrap Up: Tie up any loose ends.	Study Guide for Final	No Class Friday: On-line discussion Instructor available during class time to meet with students
5/9 – 5/11				NO CLASS

University Policies

Cheating and Plagiarism: It is the responsibility of each student to know the University's policy on cheating and plagiarism (see pp. 479 - 480 of the 1999 -2000 General Catalog). Any form of cheating, including plagiarism, can result in expulsion from the University, an F in the course, and/or an F on the paper or examination.

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).

Cheating and Plagiarism: "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Schedule of Courses (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations)

Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www/csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."