

ANTHROPOLOGY 360

METHOD AND THEORY IN SOCIOCULTURAL ANTHROPOLOGY

SPRING 2017
T/TH 11-12:15pm
Room HBK 0105

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Office hours: Tuesdays 1:15-3:15pm or by appointment

COURSE DESCRIPTION:

This course provides a broad overview of theory and methodological approaches shaping sociocultural anthropology from the late 19th century to the present. The goal is to understand how, over time, anthropologists have formulated systems of knowledge and crystallized debates while situated in their own social, historical, and cultural contexts. The emphasis is on understanding the schools of thought and practice that have shaped the so-called anthropological canon and considerations of what is both “inside” and “outside” of that canon and why. As we move through a general historical timeline of thinking in sociocultural anthropology, we will engage critically with how conceptions of society, culture, race, and ethnicity, among other things, are implicitly and explicitly discussed and what are the implications for the discipline and more broadly. Though an important goal of the course is to develop comprehension of core theoretical texts on their own terms, we will also consider how ideas are relevant in the present and potentially re-emerge or are repackaged in contemporary forms. This class is an adaptation of a course designed by Kathryn Lafrenz Samuels in the Department of Anthropology at the University of Maryland.

COURSE LEARNING OBJECTIVES:

1. To grasp broad currents of thought in sociocultural anthropology and key theoretical debates in the history of anthropological inquiry and to situate these within historic and contemporary social contexts.
2. To gain knowledge of the fundamentals of anthropological inquiry, including: ethnographic methods and the production of evidence, positionality, and the anthropological “gaze.”
3. To develop effective communication and analysis skills through participation in classroom activities, regular discussion, as well as discussion leadership.
4. To gain skills in the translation of complex theoretical concepts into your own words, develop critiques and apply critical lenses, and deepen comprehension within and across readings.

COURSE REQUIREMENTS/ASSIGNMENTS:

1. *Participation and Discussion- 20%:*

- a. *Collaborative learning environment (10%)-* This course is designed to be a collaborative learning environment, that blends discussion, small group work, lecture, and writing exercises. Out of mutual respect for our intellectual community, I expect you to come to class prepared and to actively participate. In every class, you will be expected to share ideas, interact with other students, and contribute to collaborative learning. We will establish mutually agreed-upon ground rules to guide our discussion in the first week of meetings. If you miss classes, your participation grade will be impacted.
- b. *Discussion panels (10%)-* We will have six discussion panels over the course of the semester to weave together readings and discuss key debates in anthropology. You must sign up to be part of *one* panel. The sign-up list will be posted on Canvas the first week of class. In these panels, you will work in groups to present class readings, tie readings together, pose discussion questions, and engage in a key debate in anthropology. More information will be provided in class.

2. *Weekly Reading Memos- 60%* (12 memos worth 5% each): Over the course of the semester, you are assigned 12 reading memos that are **due on every Tuesday by 10am** in canvas. You must turn in exactly one typed page *per* reading assigned for the week (double spaced, Times New Roman 12-point font, 1 inch margins, as a .pdf or .doc file). For example, if there are three readings for the week, you will turn in 3 pages. **You must also print a copy and bring it with you to class both Tuesday and Thursday.** Failure to do so will impact your participation grade. Everyone will be called upon to share from their memos in class. These memos are the key to your success in the course overall, but especially on the final exam. If I see that the memos you are submitting do not reflect effort to engage with the material or that they show that you did not read, I reserve the right to give you no credit. The memos should be structured as follows:

- 1) The author's main argument
- 2) The evidence used to support the argument
- 3) The intellectual problem/question (theoretical and/or methodological) that the author is trying to address (e.g., what is in this reading? We will discuss the context and what is *behind* the reading in class)
- 4) Specific questions you have about the reading

You will be given feedback on your memos weekly. Memos will be evaluated using the following rubric:

- ✓- A check minus means that the work did not meet expectations. Please come see me during office hours to discuss your work.
- ✓ A check means that your work is satisfactory and met the expectations and you are making progress towards comprehending the readings.
- ✓+ A check plus means excellent comprehension of the readings.

**Note: the purpose of these memos is not to critique the readings. We will do this in discussion. These memos are an exercise in articulating what the author was trying to communicate from the context in which they were writing.*

3. **Final Exam- 20%:** The final exam is a take home exam consisting of both short and long essay questions. It will be a cumulative exam covering material from the entire semester. Specific guidelines will be distributed on Friday, May 5th. The final exam is due in Canvas on Saturday, May 13th at 10AM.

A NOTE ON THE COURSE FORMAT

The workload for this course is designed so that each week we have two productive class meetings which blend lecture and discussion to focus on key bodies of thought. Thus, you are required to have all course readings completed and summarized by every Tuesday morning of each week, unless noted otherwise in the syllabus. Please be sure to plan accordingly for this format.

COURSE POLICIES:

Office hours: I will hold office hours on Tuesdays from 1:15-3:15pm or by appointment if you have class or work during those times. You **must** sign up for a meeting slot on CANVAS using the Calendar “Agenda” or “Scheduler.” Click on the Calendar link at the top of the CANVAS webpage, then select either the Agenda or Scheduler button to sign up for a slot.

Course Communication/Email Protocol: Email is the primary way we will communicate outside of class or office hours. Please be mindful of keeping writing formality in your emails to me. For quick tips, see the following link: <http://umdpsyc.blogspot.com/2012/03/what-your-write-matters-advise-on.html>. If your question is complicated and requires a lengthy response, it is likely better to schedule and in-person meeting, especially regarding more sensitive topics such as grades, medical leave, et cetera. I typically respond to emails in the mornings Monday through Friday, so that is the time window in which you can expect to hear from me.

Technology: **No laptops, tablets, or phones are permitted during our class meetings, except when required for DSS accommodations.** Research has shown better learning outcomes when people take handwritten notes and that regardless of intention, electronic devices are distracting and detract from a collaborative learning environment. Please refrain from using your cellphone at all in class. If you have a critical communication to attend you, please excuse yourself from class and return when you are ready. If you are interested in some of the science behind this policy, see this video: <http://youtu.be/WwPaw3Fx5Hk>

Extra credit: As a policy, no extra credit is offered in this course.

Late assignments: Late assignments are **not** accepted, except for with a documented excuse in accordance with university policies (see link below).

Format for submission of assignments in CANVAS: All assignments should be uploaded as a Word document that is double spaced, Times or Times New Roman 12 point, with 1-inch side margins. Please be sure to title your document with the following convention:

FirstNameLastName_ANTH360_Memo1

Grades: Grades are not given, but earned. Your grade is determined by your performance on the learning assessments in the course and is assigned individually (not curved). If earning a particular grade is important to you, please speak with me at the beginning of the semester so that I can offer some helpful suggestions for achieving your goal. All assessment scores will be posted on the course CANVAS page. If you would like to review any of your grades (including the exams), or have questions about how something was scored, please email me to schedule a time for us to meet in my office. Here is the grading scale:

| Final Grade Cutoffs | | | | | | | | | |
|---------------------|--------|---|--------|---|--------|---|--------|---|---------|
| + | 97.00% | + | 87.00% | + | 77.00% | + | 67.00% | | |
| A | 94.00% | B | 84.00% | C | 74.00% | D | 64.00% | F | <60.00% |
| - | 90.00% | - | 80.00% | - | 70.00% | - | 60.00% | | |

University Emergency Closure: If the university is closed for an emergency and/or inclement weather, I will communicate with you via CANVAS or email to make adjustments and give instructions about how to proceed with course materials.

CAMPUS POLICIES:

It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include topics like:

- *Academic integrity:* You are expected to uphold the Codes of Academic Integrity and Conduct and take full responsibility for your academic work. Cheating, plagiarism, and other forms of academic dishonesty will not be tolerated and will be reported. For assignments, you must cite all the sources that you use, whether you are directly quoting or paraphrasing. Failure to do so is a form of plagiarism. We will be using the Chicago Manual of Style, which can be found at www.chicagomanualofstyle.org
- *Accessibility and accommodations:* Disability Support Services (DSS) facilitates reasonable accommodations to qualified individuals. If you have an Accommodations Letter from DSS you must present it to me by the end of the drop/add period so we can discuss accommodations and sign the appropriate forms.
- *Attendance and excused absences:* You are expected to attend all class meetings. You are still responsible for information and material covered during absences. Events that justify an excused absence include: religious observances, mandatory military obligations, illness (of you or an immediate family member), participation in university activities at the request of university authorities, and compelling circumstances beyond your control (e.g., death in the family or a required court appearance). If you miss a class, you must notify me in a timely manner and provide appropriate documentation. See the link below for appropriate forms of documentation.

Please visit <http://www.ugst.umd.edu/courserelatedpolicies.html> for more details and the Office of Undergraduate Studies' full list of campus-wide policies regarding:

- *Student and instructor conduct*
- *Grades and appeals*
- *Copyright and intellectual property*

RESOURCES ON CAMPUS:

You are expected to take responsibility for your own learning, but there are countless resources on campus to help us with time management, note taking, exam preparation, and writing. Visit <http://www.counseling.umd.edu/las/> to schedule an appointment with an academic coach or <http://www.english.umd.edu/academics/writingcenter/undergraduate/schedule> to schedule an appointment with the Writing Center. These skills are lifelong processes, so there is no shame in getting further help, tools, and encouragement. Finally, the University Counseling Center offers a wide array services to help us take care of ourselves, which we all need. If you need extra help, do not hesitate to visit <http://www.counseling.umd.edu>.

REQUIRED READINGS:

This is a reading and writing intensive course and we are covering a broad range of material. To be successful in this course, you need to come to class prepared and not wait until the night before class to complete assignments. This course is all about digestion and comprehension of the material. Your first pass is reading it and taking notes, your second pass is your memos, your third pass is class discussion, and so on. **Building comprehension is key.** You must mark key sections of the text and note comments, questions, or issues to bring up in class. We are reading primary source documents and I will provide additional material you will be responsible for knowing during class meetings. All required readings are available on CANVAS at <http://myelms.umd.edu>. There are no books for you to purchase for this course. However, you **must print the readings and bring them to class with you. Having your readings with you and referring to readings in class is part of your participation grade.**

COURSE SCHEDULE:

This is subject to change and you will be notified in Canvas if any changes are made.

| WEEK | DAY | ASSIGNMENTS |
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| WEEK 1 | THURS JAN 26 | Course Introduction |
| WEEK 2 19 th Century Evolutionism | TUES JAN 31 | Lamphere, Louise (2004) "Unofficial Histories: A Vision of Anthropology from the Margins." <i>American Anthropologist</i> 106(1): 126-139 E.B. Tylor (1871) "Animism," in William A. Lessa and Evon Z. Vogt (eds), <i>Reader in Comparative Religion</i> . Abridged from Tylor, <i>Primitive Culture</i> . James Frazer (1922) <i>The Golden Bough</i> , Chap Three "Magic and Religion." |
| | THURS FEB 2 | Lecture & Discussion Section |
| WEEK 3 Evolutionism continued and the foundations | TUES FEB 7 | Emile Durkheim (1912) <i>The Elementary Forms of Religious Life</i> , Introduction and Book One Chap 4 ("Totemism as Elementary Religion"). |

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| of sociological thought | | Lewis Henry Morgan (1877) <i>Ancient Society</i> , Preface and Chap One, “Ethnical Periods.” Frederick Engels (1884) <i>The Origin of the Family, Private Property, and the State</i> , Chap Two “The Family.” |
| | THURS FEB 9 | Discussion Section |
| WEEK 4 The Boasians and Theorizing Culture | TUES FEB 14 | Franz Boas (1889) “On Alternating Sounds,” <i>American Anthropologist</i> 2: 72-77. — (1896) “The Limitations of the Comparative Method of Anthropology,” <i>Science</i> 4(103): 84-92. — (1920) “The Methods of Ethnology,” <i>American Anthropologist</i> 22(4): 311-321. |
| | THURS FEB 16 | DISCUSSION PANEL 1 |
| WEEK 5 The Boasians and Theorizing Culture | TUES FEB 21 | Franz Boas (1906) “The Outlook for the American Negro” Ruth Benedict (1934) <i>Patterns of Culture</i> , Chap Eight “The Individual and the Pattern of Culture.” Benjamin Lee Whorf (1939) “The Relation of Habitual Thought and Behavior to Language,” in Whorf, <i>Language, Thought, and Reality</i> . |
| | THURS FEB 23 | Lecture & Discussion Section |
| WEEK 6 Functionalism and Participant Observation | TUES FEB 28 | Bronislaw Malinowski (1922) <i>Argonauts of the Western Pacific</i> , “Introduction: The Subject, Method, and Scope of this Inquiry.” A. R. Radcliffe-Brown (1940) “Preface”, in E. E. Evans-Pritchard and Meyer Fortes (eds.), <i>African Political Systems</i> . E. E. Evans-Pritchard (1940) “The Nuer of the Southern Sudan,” in E. E. Evans-Pritchard and Meyer Fortes (eds.), <i>African Political Systems</i> . |
| | THURS MARCH 2 | DISCUSSION PANEL 2 |
| WEEK 7 Structuralism and Neo-evolutionism | TUES MARCH 7 | Claude Lévi-Strauss (1963) “Structural Analysis in Linguistics and Anthropology,” in Lévi-Strauss, <i>Structural Anthropology</i> . Claude Lévi-Strauss (1968) “The Culinary Triangle” |

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| | | <p>Leslie White (1943) "Energy and the Evolution of Culture," <i>American Anthropologist</i> 45: 335-356.</p> <p>Julian Steward (1968) "Multilinear evolution," in Manners and Kaplan (eds.), <i>Theory in Anthropology: A Sourcebook</i>.</p> |
| | THURS MARCH 9 | Lecture & Discussion Section |
| WEEK 8 Symbolic and Interpretive Anthropology | TUES MARCH 14 | <p>NO CLASS, MEMOS STILL DUE</p> <p>David M. Schneider (1968) <i>American Kinship: A Cultural Account</i>, Chaps 1-3.</p> <p>Clifford Geertz (1973) <i>The Interpretation of Cultures</i>, Chap One "Thick Description: Toward an Interpretive Theory of Culture," and Chap Fifteen "Deep Play: Notes on the Balinese Cockfight."</p> |
| | THURS MARCH 16 | DISCUSSION PANEL 3 |
| WEEK 9 | TUES MARCH 21 | NO CLASS- SPRING BREAK |
| | THURS MARCH 23 | NO CLASS- SPRING BREAK |
| WEEK 10 Feminist Anthropology | TUES MARCH 28 | <p>Sherry Ortner (1974) "Is Female to Male as Nature is to Culture?" in Michelle Z. Rosaldo and Louise Lamphere (eds), <i>Woman, Culture, and Society</i>.</p> <p>Michelle Z. Rosaldo (1974) "Woman, Culture, and Society: A Theoretical Overview", in Michel Z. Rosaldo and Louise Lamphere (eds), <i>Woman, Culture, and Society</i>.</p> <p>Donna Haraway (1991) <i>Simians, Cyborgs, and Women</i>, Chap Nine "Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective." s</p> |
| | THURS MARCH 30 | Lecture & Discussion Section |
| WEEK 11 Practice Theory | TUES APRIL 4 | <p>Claude Meillassoux (1974) "From Reproduction to Production: A Marxist Approach to Economic Anthropology." <i>Economy and Society</i> 1(1): 93-105.</p> <p>Pierre Bourdieu (1977) <i>Outline of a Theory of Practice</i>, Chap Two.</p> <p>Sherry Ortner (1984) "Theory in Anthropology since the 1960s." <i>Comparative Studies in Society and History</i> 26: 126-166.</p> |

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| | THURS APRIL 6 | DISCUSSION PANEL 4 |
| WEEK 12 The Crisis of Representation | TUES APRIL 11 | <p>Paul Rabinow (1977) <i>Reflections on Fieldwork in Morocco</i>, Introduction and Conclusion.</p> <p>George Marcus and Michael M. J. Fischer (1986) <i>Anthropology as Cultural Critique</i>, Introduction and Chap Five “The Repatriation of Anthropology as Cultural Critique.”</p> <p>James Clifford (1986) “Partial Truths,” in James Clifford and George Marcus (eds), <i>Writing Culture: The Politics and Poetics of Ethnography</i>.</p> <p>Renato Rosaldo (1989) <i>Culture and Truth</i>, Introduction “Grief and a Headhunter’s Rage.”</p> |
| | THURS APRIL 13 | Lecture & Discussion Section |
| WEEK 13 The Postcolonial Critique | TUES APRIL 18 | <p>Talal Asad (1973) <i>Anthropology and the Colonial Encounter</i>, Introduction.</p> <p>Edward Said (1979) <i>Orientalism</i>, Introduction. — (1989) “Representing the Colonized: Anthropology’s Interlocutors,” <i>Critical Inquiry</i> 15(2): 205-225.</p> <p>Chandra Mohanty (1988) “Under Western Eyes: Feminist Scholarship and Colonial Discourses,” <i>Feminist Review</i> 30: 61-88.</p> |
| | THURS APRIL 20 | DISCUSSION PANEL 5 |
| WEEK 14 Globalization | TUES APRIL 25 | <p>Ulf Hannerz (1987) “The World in Creolisation,” <i>Africa</i> 57: 546-559.</p> <p>Arjun Appadurai (1991) “Global Ethnoscapes: Notes and Queries for a Transnational Anthropology,” in Richard Fox (ed.), <i>Recapturing Anthropology</i>.</p> <p>Akhil Gupta and James Ferguson (1992) “Beyond ‘Culture’: Space, Identity, and the Politics of Difference,” <i>Cultural Anthropology</i> 7(1): 6- 23.</p> |
| | THURS APRIL 27 | Lecture & Discussion Section |
| WEEK 15 Decolonizing anthropology? | TUES MAY 2 | Readings from the “Decolonizing Anthropology” (2016) series |
| | THURS MAY 4 | DISCUSSION PANEL 6 |

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| | FRIDAY MAY 5 | Take-home final exam distributed |
| WEEK 16 | TUES MAY 9 | Peer Review Session |
| | THURS MAY 11 | Course Wrap Up and Review Student Evaluations |
| WEEK 17 | SAT MAY 13 | FINAL EXAM DUE AT NOON |