

Anth 300D. Introduction to Sociocultural Anthropology
Spring 2008. Professor Jane Adams
MWF 3:00-3:50 Faner 3515

Office Hours: MWF 10 a.m. -11:30 a.m., 4:00-4:30 p.m.

Website: <http://www.siu.edu/~anthro/adams/>

Course Description: Sociocultural anthropology is the broadest of the social sciences, studying all aspects of human social life on scales ranging from small, face-to-face communities to global flows of people, technologies, and ideas. Anthropology developed as a discipline in the 19th century, developing new intellectual tools to comprehend the diversity of human societies that were being incorporated into European empires and trade networks. This course is both an intellectual history of the theories through which anthropologists have made sense of this world, and an engagement with the ethnographic work of the past century. When you have completed the course you will be acquainted with the major ideas and methods that have animated the profession and some classic ethnographic studies, and as well as some major contemporary debates among anthropologists.

Textbooks:

Paul A. Erickson and Liam D. Murphy, A History of Anthropological Theory, Second Edition. Broadview Press, 2003 [HISTORY]

Introduction to Socio-cultural Anthropology. Compiled by Jane Adams [READER]

Readings from JSTOR, and as noted. (NOTE: Readings may be slightly revised. Stay alert for changes on the course web site: <http://mccoy.lib.siu.edu/~jadams/300d/Syllabus300dSp08.pdf>)

Grading:

- 1) **Attendance:** The content of this course requires student participation. Attendance is therefore critical. Students are required to attend all classes. You are allowed three (3) absences without penalty. **YOU WILL LOSE 1/3 (ONE-THIRD) LETTER GRADE FOR EACH CLASS YOU MISS IN EXCESS OF THREE ABSENCES.**
- 2) **Reading:** You will read assigned chapters and articles in your textbooks and available through JSTOR.
- 3) **Summaries of readings.** You will write a short (1 page, 250 words) summary of each article assigned. These summaries are due in class the on the day assigned. Summaries should include the following:
 - a) Full reference to the article (formal bibliographic form)
 - b) Your name and date
 - c) Author's thesis, problem, primary topic
 - d) Method through which the author addresses the thesis
 - e) Author's conclusion.
 - f) Be sure to include enough specifics so that a reader can follow your discussion.

- 4) Research papers/reports.** You will write a research papers on a major figure or theoretical tradition in sociocultural anthropology, which will be assigned to you.

I will assign you a major sociocultural anthropologist or theoretical tradition on which to write, based on interests you have indicated. You may exchange topics with classmates, but please let me know if you have done so. Schedule: Preliminary bibliography week 6, consult with Dr. Adams, week 7, paper due week 14. Submit both a digital (email) and hard (paper) version of your paper. You may, in close consultation with Dr. Adams, do a piece of creative work – creative writing, web site, video, or other work.

- a) Paper must be a minimum of 12 pages (3000 words) exclusive of bibliography.
- b) Papers must conform to standard academic standards regarding spelling, syntax, punctuation, citation, and bibliography (see “Statement on Academic Honesty” below regarding citations). If you are unclear about proper form, please ask me. Papers that do not meet minimum standards will be returned ungraded. Plagiarism will result in a zero for the paper. I will be glad to review papers before the deadline so that you can make needed revisions. One full letter grade will be deducted from the final grade of any paper that has been returned due to failure to meet minimum standards.
- c) **LATE PAPERS WILL BE DOCKED ONE (1) LETTER GRADE FOR EACH DAY (INCLUDING SAT. AND SUN.) THEY ARE LATE.** If you have a legitimate emergency that prevents you from meeting the deadline, let me know BEFORE the deadline if possible.
- d) You may use a non-traditional format such as a web page, a short story, or other non-social science format. If you want to take this option, consult with me so we can specify the standards you need to meet.
- 5) Exams.** There will be a midterm and a final exam. Exams will test for knowledge of material covered in class, so take good notes on classroom lectures and discussion.

6) Grading:

Midterm	25%
Final	35%
Research Paper	20%
Summaries	<u>20%</u>
	100%

Academic Dishonesty: We welcome you to this classroom community with the assumption that the work you do will be your own. However, distinguishing your work from the work of another can be tricky at times, for both you and your instructor. Presenting another's work as your own, even if by accident, is a serious violation of the *Student Conduct Code*.

The Student Conduct Code identifies the following as acts of academic dishonesty:

Plagiarism, representing the work of another as one's own work; preparing work for another that is to be used as that person's own work; cheating by any method or means; & soliciting, aiding, abetting, concealing, or attempting conduct in violation of this code (p. 18).

Whether quoting or paraphrasing (or even summarizing) someone else's work, you should cite your sources; failure to do so constitutes an act of plagiarism. This policy applies to papers and speeches.

Buying a paper online, copying text from several web sites, and turning in someone else's paper (even with a few words changed) are all examples of plagiarism when you claim such work as your own.

Note: As services selling such papers have increased in number, so have services that track plagiarism using sources from the internet.

Suspected cases of plagiarism will be investigated following Article V of the *Student Conduct Code*. If plagiarism is substantiated, the perpetrator may face failing the assignment, failing the course, disciplinary censure, and/or suspension from the university, depending on the details of the case (see Article III of the *Student Conduct Code*).

Rule of thumb: when in doubt, cite where the information is coming from. If you are uncertain whether you are citing sources sufficiently and appropriately enough to avoid plagiarism, please consult your instructor or a tutor at the Writing Center.

Emergency Procedures:

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT'S website at www.bert.siu.edu, Department of Public Safety's website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

Schedule of Classes

Week 1 Jan. 14-18	Overview Middle Ages & Renaissance Voyages of Geographical Discovery Scientific Revolution Enlightenment	<u>HISTORY</u> : pp. ii-40
<p><u>ASSIGNMENT</u> (Friday): Create <u>one</u> example of deductive reasoning and <u>one</u> example of inductive reasoning.</p>		
Week 2 Jan. 21-25 NO CLASS MONDAY	Enlightenment Rise of Positivism Marxism	<u>HISTORY</u> : pp. 40-42 Herbert Spencer, "The Social Organism" access here: http://oll.libertyfund.org/?option=com_staticxt&staticfile=show.php%3Ftitle=330&chapter=119773&layout=html&Itemid=27
<p><u>ASSIGNMENT</u>: (due Friday) Create an explanation, based on what you know, of the changes in human life from the earliest modern humans to the present. What <u>caused</u> some people to shift hunting and gathering bands to living in large settled communities, create agriculture, build cities, develop writing, etc. etc.? Do you believe that the people who lived in Africa, the Americas, and Asia in the 1800s can be viewed as examples of people who lived thousands of years ago?</p>		
Week 3 Jan 28-Feb.1	Classical Cultural Evolutionism Darwinism Evolutionism vs. Diffusionsim [OMIT Archaeology Comes of Age]	<u>HISTORY</u> : pp. 54-57, 60-72 (skim "Archaeology Comes of Age") <u>READER</u> : Abram Kardiner and Edward Preble, Edward Tylor: Mr. Tylor's Science, Pp. 2-9 Lewis Henry Morgan, <i>Ancient Society</i> Chapter 1, Ethnical Periods. Access here: http://www.marxists.org/reference/archive/morgan-lewis/ancient-society/ch01.htm (for entire book, http://www.marxists.org/reference/archive/morgan-lewis/ancient-society/)
<p><u>ASSIGNMENT</u> (Due Friday) What is the primary difference between how Edward Tylor viewed cultural evolution and the way that Lewis Henry Morgan viewed cultural evolution?</p>		

<p>Week 4 Feb 4-8</p>	<p>Franz Boas, Robert Lowie, and Alfred Louis Kroeber</p> <p>The Influence of Sigmund Freud and Development of Psychological Anthropology</p>	<p><u>HISTORY</u>: pp. 73-88</p> <p><u>JSTOR</u>: Franz Boas, The Origin of Totemism. <i>The Journal of American Folklore</i> 23(89, 1910):392-3</p> <p><u>JSTOR</u>: A. L. Kroeber, Decorative Symbolism of the Arapaho <i>American Anthropologist</i> 3(2, 1901):308-336.</p>
<p><u>ASSIGNMENT</u> (Monday): Turn in summary of Boas. (Wednesday) Turn in Summary of Kroeber.</p>		
<p>Week 5 Feb 11-15</p>	<p>Lecture on Institutionalization of anthropology, social sciences</p> <p>Margaret Mead and Ruth Benedict</p> <p>Robert Redfield, Community Studies and “Acculturation”</p>	<p><u>JSTOR</u>: Ruth Benedict, Configurations of Culture in North America. <i>American Anthropologist</i> 34(1, 1932):1-27.</p> <p><u>JSTOR</u>: Robert Redfield, Ralph Linton, and Melville J. Herskovits, Memorandum for the Study of Acculturation.</p> <p><u>READER</u>: Was Margaret Mead’s Fieldwork on Samoan Adolescents Fundamentally Flawed? Pp. 21-42 <i>American Anthropologist</i> 38(1, 1936):149-152</p> <p><u>READER</u>: Do Some Illnesses Exist Only Among Members of A Particular Culture?</p>
<p><u>ASSIGNMENT</u> (Friday) ½ the class will debate Mead’s research; ½ will debate illnesses. Turn in your arguments.</p>		
<p>Week 6 Feb 18-22</p>	<p>French Structural Anthropology – Influence of Émile Durkheim</p> <p>Marcel Mauss</p>	<p><u>HISTORY</u>: pp. 89-93</p> <p>Emil Durkheim, Excerpts from <i>Rules of Sociological Method</i>, 1895, and <i>The Elementary Forms of Religious Life</i>, 1912. [access through online syllabus]</p> <p style="text-align: center;">BIBLIOGRAPHY DUE</p>
<p><u>ASSIGNMENT</u> (Wednesday): Turn in summary of Durkheim readings. <u>Include one example of a “social fact” in that you encounter in your daily experience.</u></p>		

<p>Week 7 Feb 25-29</p>	<p>British Social Anthropology Durkheim in the British Tradition A.R. Radcliffe-Brown Bronislaw Malinowski</p>	<p><u>HISTORY</u>: pp. 100-104 <u>READER</u>: Bronislaw Malinowski, <i>Magic, Science and Religion: And Other Essays</i>. Pp. 10-16 <u>JSTOR</u>: A. R. Radcliffe-Brown, On the Concept of Function in Social Science. <i>American Anthropologist</i> 37(3, 1935):394-402</p> <p>MEET WITH DR. ADAMS ABOUT YOUR PAPER</p>
<p><u>ASSIGNMENT</u> (Monday): Turn in summary of Malinowski. (Wednesday): Turn in summary of Radcliffe-Brown. (Friday): Write one example of a way that some aspect of your world functions. Is this an example of a Malinowskian or a Radcliffe-Brownian meaning of “function”?</p>		
<p>Week 8 March 3-7</p>	<p>E.E. Evans-Pritchard Max Gluckman and the “Manchester School” The legacy of British Social Anthropology</p>	<p><u>HISTORY</u>: pp. 105-112 <u>READER</u>: E. E. Evans-Pritchard. <i>Witchcraft Explains Unfortunate Events</i>. Pp. 17-20</p> <p>MIDTERM EXAM</p>
<p><u>ASSIGNMENT</u> (Monday): Turn in summary of E. E. Evans-Pritchard</p>		
<p>Week 9 March 10-14</p>	<p>SPRING BREAK</p>	
<p>Week 10 March 17-21</p>	<p>Claude Lèvi-Strauss Edmund Leach and Mary Douglas</p>	<p><u>HISTORY</u>: pp. 94-98 <u>EXCERPT</u>: Claude Levi-Strauss. <i>Structural Anthropology</i> [access through syllabus on line] <u>EXCERPT</u>: Mary Douglas, <i>Purity and Danger: An Analysis of Concepts of Pollution and Taboo</i>. [access through syllabus on line]</p>
<p><u>ASSIGNMENT</u> (Monday): Turn in summary of Levi-Strauss. (Wednesday): Turn in summary of Douglas</p>		

<p>Week 11 March 24-28</p>	<p>Cultural Neo-Evolutionism</p> <p>Leslie White, Julian Steward, Marshall Sahlins & Elman Service</p>	<p><u>HISTORY</u>: pp. 117-121 (Omit “The New Archaeology”)</p> <p><u>JSTOR</u>: Julian Steward, Shoshoni Polyandry. <i>American Anthropologist</i> 38(4, 1936):561-564</p> <p><u>JSTOR</u>: Marshall D. Sahlins, Poor Man, Rich Man, Big-Man, Chief: Political Types in Melanesia and Polynesia. <i>Comparative Studies in Society and History</i> 5(3):285-303.</p> <p><u>READER</u>: Are San Hunter-Gatherers Basically Pastoralists Who Have Lost Their Herds? Pp. 43-64</p> <p>Suggested, <u>JSTOR</u>. Julian Steward, Cultural Causality and Law: A Trial Formulation of the Development of Early Civilizations. <i>American Anthropologist</i> 51(1, 1949):1-27</p>
<p><u>ASSIGNMENT</u>: (Monday): Turn in summary of Steward. (Wednesday): turn in summary of Sahlins. (Friday): Debate San Hunters. Turn in your debate notes</p>		
<p>Week 12 March 31-April 4</p>	<p>Structural Marxism and Cultural Materialism</p> <p>Marvin Harris</p> <p>Cognitive Anthropology</p> <p>Symbolism and Meaning in Anthropology and Archaeology</p>	<p><u>HISTORY</u>: pp. 99-100, 115-117, 123 [omit Biologized Anthropology, Reader article on Yanomami]</p> <p><u>JSTOR</u>: Roy A. Rappaport. Ritual Regulation of Environmental Relations among a New Guinea People. <i>Ethnology</i> 6(1, 1967):17-30.</p> <p><u>READER</u>: Do Native Peoples Today Invent their Traditions? Pp. 112-129</p>
<p><u>ASSIGNMENT</u>: (Monday): Turn in summary of Rappaport. (Friday) Debate Invent Traditions. Turn in your debate notes.</p>		
<p>Week 13 April 7-11</p>	<p>Symbolic Anthropology</p> <p>Victor Turner</p> <p>Clifford Geertz</p> <p>Transactionalism, Fredrik Barth</p>	<p><u>HISTORY</u>: 131-144</p> <p><u>JSTOR</u>: Victor Turner, Social Dramas and Stories about Them, <i>Critical Inquiry</i> 7(1, 1980):141-168</p> <p>Clifford Geertz, Thick Description. In <i>The Interpretation of Cultures</i>. Basic Books, 1973. pp. 3-30 [access online through syllabus]</p>
<p><u>ASSIGNMENT</u>: (Monday): Turn in summary of Turner. (Wednesday): Turn in summary of Geertz. (Friday) Be prepared to discuss the difference between Geertz and Turner.</p>		

<p>Week 14 April 14-18</p>	<p>Critical approaches Feminist Political Economy (Power, Resistance, Agency)</p>	<p><u>HISTORY</u>: 145-154 <u>JSTOR</u>: Sherry B. Ortner, Is Female to Male as Nature Is to Culture? <i>Feminist Studies</i> 1(2, 1972):5-31 <u>READER</u> Should Anthropologists Try to Eliminate the Practice of Female Circumcision? 200-219 <u>JSTOR</u>: Pierre Lamaison; Pierre Bourdieu, From Rules to Strategies: An Interview with Pierre Bourdieu. <i>Cultural Anthropology</i> 1(1, 1986):110-120</p> <p style="text-align: center;">RESEARCH PAPER DUE</p>
<p><u>ASSIGNMENT</u>: (Monday): Turn in summary of Ortner. (Wednesday) Debate Female Circumcision. Turn in debate notes. (Friday) Turn in summary of Lamaison and Bourdieu</p>		
<p>Week 15 April 21-25</p>	<p>Postmodernity</p>	<p><u>HISTORY</u> pp. 155-181 <u>JSTOR</u>: Eric R. Wolf, comments by Regna Darnell, Joel S. Kahn, William Roseberry, Immanuel Wallerstein. Perilous Ideas: Race, Culture, People. <i>Cultural Anthropology</i> 35(1, 1994):1-12 <u>READER</u>: Is Ethnic Conflict Inevitable? pp. 130-151</p>
<p><u>ASSIGNMENT</u>: (Monday): Turn in summary of Wolf and commentators. (Wednesday) Debate ethnic conflict.</p>		
<p>Week 16 April 28- May2</p>	<p>Application and Ethics in the profession</p>	<p><u>READER</u>: Did Napoleon Chagnon and Other Researchers Harm the Yanomami Indians? Pp. 152-117 <u>READER</u>: Does It Matter if Nobel-Winner Menchú's Memoir Contains Inaccuracies? Pp. 178-199</p>
<p><u>ASSIGNMENT</u>: (Monday): Debate Chagnon (Wednesday): Debate Menchú.</p>		
<p>Week 17</p>	<p>FINAL EXAMS</p>	<p>Thursday, May 8, 3:10-5:10 p.m.</p>