

ANTH4525: History of Anthropological Theory

Instructor: Dr. Nick Kawa (*Kay-wa*) Office Phone: (614) 292-2391
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Office: Smith Lab 4030 Web support: carmen.osu.edu

COURSE MEETING TIME(S):

Time: 9:10 – 10:05 AM (M,W,F)

Place: Lazenby Hall 002

COURSE TEXTBOOK:

All course readings will be made available on Carmen in pdf format.

COURSE DESCRIPTION AND OBJECTIVES:

This course serves as an overview of the history of anthropological thought and the study of anthropological theory in general. In other words, it is a survey of generalizable models, concepts, and understandings of human collective life. The organization of the course is largely chronological, tracing the early history of anthropology (as a formal academic discipline in Europe and North America) up to the present. While doing so, we will examine major thinkers and theoretical perspectives that have defined anthropological ways of knowing. Throughout the course, we will aim to apply these theories to a range of contemporary phenomena—from social media use and gender identity to issues of social justice and online learning.

By the end of the course, each student should be able to:

- Recognize major thinkers and schools of thought in anthropology in the 19th and 20th centuries
- Identify principal themes and topics of inquiry in the history of the discipline
- Discuss the strengths and weaknesses of different theoretical orientations
- Assess biases inherent to anthropological theory through its history
- Apply theoretical concepts of anthropology's past to contemporary socio-cultural phenomena

ASSESSMENT AND GRADING:

Task	Points
Attendance	30
Reading Quizzes (12 x 5 points each)	60
Activities (4 x 10 points each)	40
AnthroTheory Zine Group Project	40
Final Exam	30
TOTAL***	200

BREAKDOWN OF GRADING:

Attendance: 30 points

Regular attendance is expected of all students. Participation in class discussions is strongly encouraged not only because it facilitates individual student learning, but it also enhances the intellectual environment of the classroom. However, due to the challenges posed by COVID-19 (and the general state of the world today), all students are granted six excused absences during the semester—no questions asked. If you miss more than six classes, please reach out to me.

Reading Quizzes (12x 5 points each): 60 points

12 short reading quizzes will be administered during semester. These will serve as opportunities to identify key concepts and observations from the course readings. Reading quizzes will be due by the end of the day Friday (11:59PM) most weeks.

Activities (4x 10 points each): 40 points

Over the course of the semester, you will be assigned 4 activities that will require you to engage with key ideas discussed in the readings and lectures. From exercises in participant observation to discourse analysis of RateMyProfessor.com reviews, these activities will require you to *apply* core theoretical concepts to contemporary socio-cultural phenomena.

Group Project – Anthropological Theory Zine: 40 points

The objective of this project is to develop a “zine” (small booklet or magazine) that can be used to teach non-anthropologists about anthropological theory. Each group will choose a theoretical school and develop a zine that is both instructive and entertaining for fellow college students. Think of it as an opportunity to “draw outside the lines” and have fun with the ideas discussed in class. How can we take texts written in the 19th and 20th centuries and translate them in ways that are compelling and new?

1. ***A Nuts & Bolts Analysis*** (5 points) – You will write a two-page introductory analysis that offers a general overview of your theoretical school as well as the concepts that are central to its formation. You will answer the following five questions, which will provide some foundation for the zine:
 - Who are the theorists associated with this school?
 - What are the over-arching claims or explanatory models that this school is known for?
 - What are important critiques weighed against this school of thought?
 - How is this theoretical school relevant today? In other words, in what instances does it provide insight into contemporary life?
 - What images or art might be helpful in depicting your theoretical school, its theorists, and ideas?
2. ***Zine Draft*** (10 points) – For the second assignment, as a group you will develop a mock-up (or “draft”) of your zine, which will range between 12 and 16 pages in length. It should include: a cover (with an attention-grabbing title), original art and text, and a bibliography. Prior to developing the mock-up, you will be given more detailed instructions including guidelines for content, art, and acceptable formats for the zine.
3. ***Final Zine*** (15 points) – After receiving instructor feedback, you will refine your mock-up into a final zine following the project guidelines. More information, including a grading rubric, will be made available in the weeks leading up to its due date.
4. ***Final Group Presentation*** (10 points) – Each group will make a brief presentation (5-10 minutes) at the end of the semester to share their zine with the rest of the class. Presentations will consist of short summaries of the group’s approach to the project, while highlighting unique features of the zine and responding to questions from peers.

Final Exam: 30 points each

The final exam will consist of multiple choice and short answer questions that identify key concepts, theorists, and debates reviewed in the course. The exam will require students to engage with the primary “take-home” lessons from course readings and classroom discussions.

TOTAL: 200 points

COURSE GRADING SCALE:

100- 92.0%	A
91.9-90.0%	A-
89.9-88.0%	B+
87.9-82.0%	B
81.9-80.0%	B-
79.9-78.0%	C+
77.9-72.0%	C
71.9-70.0%	C-
69.9-68.0%	D+
69.9-62.0%	D
61.9-60.0%	D-
<60.0%	F

OFFICE OF DISABILITY SERVICES STATEMENT

The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

MENTAL HEALTH STATEMENT

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614 -292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614 -292- 5766 and 24-hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1- 800 -273-TALK or at suicidepreventionlifeline.org.

TITLE IX STATEMENT

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

DIVERSITY STATEMENT

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide

opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

COMMITTEE ON ACADEMIC MISCONDUCT STATEMENT

All students should become familiar with the rules governing academic misconduct, especially as they pertain to plagiarism and cheating. Ignorance of the rules is not an excuse and all alleged cases of academic misconduct will be reported to the Committee on Academic Misconduct (COAM). It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

CALENDAR:

Week 1 (Aug. 25-27) – Course Introduction

(W): What Is Theory and What Can It Do for Us?

Reading: None

(F): The “How” and the “Why” of Reading Theory

Readings: Concepción “Reading Philosophy”; Benton “Reading the Classics”

Week 2 (Aug. 30-Sept. 3) – 19th Century Foundations

(M): Social Evolution & Workers Revolution

Marx and Engels “Bourgeois and Proletarians”

(W): Biological & Cultural Evolution

Reading: Darwin “Conclusion” (from *The Descent of Man*)

(F): Reflections on Foundations of Anthropology

Reading: TBD

Week 3 (Sept. 6-10) – Unilineal Evolution

(M): NO CLASS – Labor Day

Reading: None

(W): The Science of Culture

Reading: Tylor “The Science of Culture”

(F): Unilineal Cultural Evolution

Reading: Morgan “Ethnical Periods”

Week 4 (Sept. 13-17) – Historical Particularism

(M): Historical Particularism

Reading: Boas “The Methods of Ethnology”

(W): The Boasians’ Critique of Unilineal Evolution

Reading: Lowie “Primitive Society” (Conclusion)

(F): The Boasian Legacy

Reading: King “Gods of the Upper Air” (selections)

Week 5 (Sept. 20-24) – Sociological Foundations

(M): Durkheim and the Sociology of Religion

Reading: Durkheim “The Elementary Forms of the Religious Life”

(W): Weber and Charismatic Authority

Reading: Weber “The Sociology of Charismatic Authority”

(F): Social Structure (and Individual Agency)

Reading: Radcliffe-Brown “Social Structure”

Week 6 (Sept. 27-Oct. 1) – Functionalism and Anthropological Fieldwork

(M): Functionalism

Reading: Malinowski “The Subject, Method, and Scope of This Inquiry” (from *Argonauts*)

(W): Participant Observation

Reading: Tedlock “From Participant Observation to the Observation of Participation”

(F): Zine Project Work Day

Reading: None

Week 7 (Oct. 4-9) – Culture and Personality

(M): Margaret Mead and Coming of Age in Samoa

Reading: Mead “Introduction” (from *Coming of Age in Samoa*)

DUE: Group Project “Nuts & Bolts” Analysis

(W): Case Study: Bathing Babies in 3 Cultures

Video: Mead “Bathing Babies in 3 Cultures”

(F): Benedict’s Patterns of Culture

Reading: Benedict “The Individual and the Pattern of Culture”

Week 8 (Oct. 11-15) – Ethnographic Fiction & the Arts in the Anthropological Canon

(M): Zora Neale Hurston’s Ethnographic Fiction

Readings: Hurston “Spunk”

(W): Katherine Dunham’s Anthropological Dance

Video: Dunham “Living St. Louis”

(F): FALL BREAK – NO CLASS

Reading: None

Week 9 (Oct. 18-22) – Structuralism and Symbolic Anthropology

(M): Claude Levi-Strauss & Structuralism

Reading: Levi-Strauss “Structuralism and Ecology”

(W): Symbolic Anthropology & Systems of Meaning

Reading: Turner “Symbols in Ndembu Ritual”

(F) Matter out of Place

Reading: Douglas “Introduction” (from *Purity and Danger*)

Week 10 (Oct. 25-29) – Interpretive Anthropology & Thick Description

(M): Interpretive Anthropology & Thick Description

Reading: Geertz “Thick Description”

(W): Reflections on “Deep Play: Notes on a Balinese Cockfight”

Reading: Geertz “Deep Play”

(F): In-Class Work Day

Reading: None

Week 11 (Nov. 1-5) – Bourdieu on Social, Cultural, and Linguistic Capital

(M): Bourdieu on Symbolic Power

Readings: Bourdieu “The Peculiar History of Scientific Reason”

(W): “Textese” as a Case Study in Legitimate Language

Readings: Bourdieu “...Legitimate Language”; Watch McWhorter “Txtng is killing language. JK!!!”

(F): Zine Project Work Day

Readings: None

Week 12 (Nov. 8-12) – Poststructuralism and Postmodern Critique

(M): Poststructuralism

Reading: Foucault “The Body of the Condemned”; Foucault “Panopticism”

DUE: Group Project Zine Draft

(W): The “Writing Culture” Moment

Reading: Clifford “Partial Truths”

(F): The Crisis of Representation

Reading: Behar “Introduction to Women Writing Culture”

Week 13 (Nov. 15-19) – Feminist Anthropology and Gender Studies

(M): Feminist Anthropology

Reading: Slocum “Woman the Gatherer”

(W): Sex & Gender

Reading: Gal “Language, Gender, and Power”;

(F): The Performativity of Gender

Reading: Butler “Performative Acts and Gender Constitution”

Week 14 (Nov. 22-26) – Postcolonial Studies

(M): Orientalism

Reading: Said “Knowing the Oriental”

(W): Thanksgiving Break – NO CLASS

Reading: None

(F): Indigenous People’s Day Observed – NO CLASS

Reading: None

Week 15 (Nov. 29-Dec. 3) – Decolonial & Anticolonial Science

(M): Epistemic Violence

Reading: Spivak “Can the Subaltern Speak?”

(W): Anticolonial Science

Reading: Liboiron

(F): Final Reflections

Reading: None

DUE: Final Zine Projects

Week 16 (Dec. 6-8) – Course Conclusion

(M): Group Project Presentations

Reading: None

(W): Group Project Presentations

Reading: None

Final Exam: Take-Home (online)