Anthropology 500, History of Anthropological Thought. (term 1)

Sept. – Dec. 2004. Wednesday 2:00-5:00pm.
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Course Overview:
The history of any social institution, body of thought, or culture can be thought of in two particular ways: (1) as the progression of specific internal events –i.e. the history of anthropology as the genealogy of specific thinkers/ethnographers and their students, and (2) as embedded within wider social processes, i.e. imperialism, nation building, civil rights movement, etc.. In this course we will explore development of anthropological theory from both vantage points.

Course Aims and Objectives:
The aims of this course are to enable students to:

1. develop your understanding of anthropology in terms of the people, schools, and theoretical models that have been instrumental in shaping the canonical texts.
2. locate the historical development of anthropology as a discipline within the context of wider historical processes, such late 19th century colonial expansion and industrial development, nation building in the Americas, post-world war II decolonisation, and late 20th century socio-economic transformations.
3. evaluate the mechanisms by which marginal voices have been excluded from the mainstream of the discipline.

Recommended background text – term 1.

Evaluation Profile (term 1)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Marks</th>
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<tbody>
<tr>
<td>Participation in class</td>
<td>20 marks</td>
</tr>
<tr>
<td>Reflective mini-essays (5)</td>
<td>10 marks</td>
</tr>
<tr>
<td>In-class presentations (2)</td>
<td>20 marks</td>
</tr>
<tr>
<td>Term paper (due Nov. 13, 2013)</td>
<td>50 marks</td>
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<tr>
<td>Total</td>
<td>100 marks</td>
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</tbody>
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Note: final grade is average of term 1 & term 2.
**Important things to know**

There are several things that you will find important to know before you begin the course. Some of these items are of the order of ‘rules of engagement,’ others are preferences, and some simply good ideas for you to consider.

**Laptops, cell phones, and any other form of electronic recording or communication device will not be permitted in our class for any purpose without explicit and prior approval from your instructor.**

There are good reasons for some people with documented learning profiles to use laptops to take notes rather than using pen and paper. However, for most people the art and craft of writing notes by hand still remains a critical practice to engage in. As potential and aspiring anthropologists you will find yourself in locations in which the only way to take notes is by paper and pen. Please consider this to be a practicing ground for those circumstances. There are no good reasons (under normal circumstances) to use a cell phone in class.

**Critique vs comprehension.** As practitioners of the liberal arts we have done a great job over the course of several decades teaching ourselves (and our students) the art and thrust of trenchant critique. What we have ignored is the capacity to fully and completely comprehend that which we are critiquing. In this course our first task is comprehension. From there we will try to place our selves in the shoes of the writer whose work we are reading. Only after we have fully mastered their work will we move forward to the possibility of critique. Be mindful that effective critique fundamentally relies upon comprehension.

**Collaborative learning.** There is a lot of reading to accomplish in this course. To master the materials and to be able to function at your best level you will need to develop some collaborative learning techniques. At CUNY, where I did my own doctoral work, there existed a well-established tradition of collaborative learning. Students would form work groups of 3 to 5 participants and share the responsibilities for reading the material and preparing short summary annotations on each reading. Every week, outside of our class, our informal reading groups would meet and we would discuss the week’s topic and assigned pieces.

**Assignment Guide**

**Assignment and Grading Policy**

**Late Policy:** circumstances beyond one’s control may at times make it difficult for a student to hand a particular assignment in on time. In such cases, a student should speak with the instructor in advance of the deadline to discuss a modest extension. Assignments handed in late without prior approval or after the date of a pre-arranged extension will be docked 1 mark per day late. If a student is facing personal or health issues that are affecting their ability in one or more courses they should speak with my and the Department Graduate Advisor ASAP.

**Academic Honesty:** This is a zero tolerance zone for academic dishonesty. As senior undergraduate students it is expected that you understand fully your responsibility to engage in ethical behaviour. If you have any doubts please review the university policies regarding academic misconduct as published at [http://tinyurl.com/35k6sr2](http://tinyurl.com/35k6sr2). The Faculty of Arts has an excellent outline of plagiarism and how to avoid it: [http://tinyurl.com/3am9sh2](http://tinyurl.com/3am9sh2)

**Participation (20 marks)**

**Overview:** Participation is an important aspect of the learning environment for this course. Students are expected to be prepared to participate fully in classroom activities including, but not restricted to, small group discussions, problem solving-sessions, and overall good citizenship as an engaged respectful colleague.

**Evaluation Criteria:** the chart below outlines the evaluation criteria that are being used in this course to determine participation grades. In assigning these grades peer and self-assessment will be used in conjunction with the instructor’s assessment.
<table>
<thead>
<tr>
<th>Mark</th>
<th>Category</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>Outstanding</td>
<td>Continually encouraging and supportive of others, very active leadership and interpersonal skills. Volunteers, facilitates the learning of others. 100% punctual attendance and on-time assignment completion. Excellent attitude and effort.</td>
</tr>
<tr>
<td>16</td>
<td>Very Good</td>
<td>Demonstrates leadership and active support with colleagues. Near 100% punctual attendance. Assignments completed on-time. Positive attitude and high level of effort.</td>
</tr>
<tr>
<td>12</td>
<td>Adequate</td>
<td>Works well with others, willing to contribute toward class discussion. Only 2 sessions non-punctual/non-attendance. Completed assignments on-time. Satisfactory effort and attitude.</td>
</tr>
<tr>
<td>1</td>
<td>Poor</td>
<td>Zero contribution and support given during class processes. Poor punctual and attendance record. Assignments not completed on-time. Attitude, participation and effort do not meet acceptable standard.</td>
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Reflective Mini-Essays (10 marks)

Each semester, you are expected to submit in class at least five reaction papers about the readings of weeks of your choosing (except the readings of the week when you are presenting).

Objectives for reflective mini-essays are:
1. to reflect on the material presented in readings and discussions.
2. to demonstrate comprehension of materials
3. develop critical insight
4. to engage in a process of self-evaluation

Instructions for reflective mini-essays: Write a short essay (500-750 words – like a blog entry) in which you reflect upon and critically appraise what you have learned - no longer than one page, double-spaced. Use the following questions as a reflective guideline: What have I learned this week? What were the key concepts presented? How are these concepts linked to ethnographic data (or not, as the case maybe)? Does this new information make sense to me? And, How might I apply this knowledge in a novel/different situation? The point is not to “summarize” the readings but to draft reflexive, engaged notes on themes, ideas, and/or problems you encountered in the texts. Five reflective mini-essays are required.

Evaluation criteria for reflective mini-essays:
- **A range** - all reflective mini-essays completed on time. Each item clearly demonstrate critical self-reflection and contain an element of originality, indicating a high quality of thought.
- **B range** - one or two mini-essays missing or late. They are of a consistently good quality, though lacking the originality of an ‘A’ reflection.
- **C range** - three mini-essays missing or late. Inadequate and/or inappropriate use of source material without proper citation. Adequately meet the requirements.
- **D range** - four reflective mini-essays missing or late. Largely off topic. Inadequate and/or inappropriate use of source material without proper citation.
- **F range** - all reflective mini-essays missing or late. Does not meet the minimum requirements. Inadequate and/or inappropriate use of source material without proper citation.

Individual presentations

Two per semester: 10% per presentation (20% total). Presentations should be brief, **10 minutes long max.** You are **not** expected to summarize the readings but, rather: a) to draw a general contrast/comparison between the various themes emerging from that week and b) briefly reflect on the main ideas you draw from this particular set of readings, and c) pose questions for discussion in class.
Essay (50 marks)

You will develop your research paper topics in consultation with the instructor. The primary objective is to explore an aspect of the course in greater detail than can be covered directly in class.

For those interested in improving their writing a good reference text is Howard Becker’s *Writing for Social Sciences*. This is an informative and engaging text that should be considered an essential book in every student’s library.

Formatting instructions. Please use a standard font (such as Times New Roman) with a minimum font size of 12. Use standard margins (for example, top/bottom = 1”, left/right = 1.25”). **Papers are to be double spaced and no longer than 15 pages (~4,500 words).** The length limit is a fixed cap; it is not a target. The goal is to write an effective research paper that conforms to the structural formatting constraints. Extra words do not equal extra quality.
Readings and Seminar Topics

Week 1: Introductions

Week 2: Anthropology and Colonialism

Week 3: Creating the ‘Field’ & the ‘Methods’ of Anthropology: Cushing, Barbeau and Malinowski.
- Malinowski, Bronislaw 1964 (1922) *Argonauts of the Western Pacific.* London: Routledge & Keegan Paul. Introduction: The Subject, Method and Scope of this Inquiry. (pp. 1-25) and Chapter III: The Essentials of the Kula (pp. 82-104).

Week 4: Creating the ‘Discipline’ I: Franz Boas & Americanist Anthropology
Week 5: Creating the ‘Discipline’ II: The British School (Structure & Function)
- Evans-Pritchard The Nuer.

Week 6: Creating the ‘Discipline’ III: The French Ethnographic Tradition

Week 7: Structure, Order, and Exchange
- Durkheim, Emile. 1897. *Suicide*. (selections).

Week 8: Is there a Canadian Anthropology?
Week 9: Anthropology and Marx’s Legacy (I): Labour, Production, and Estrangement


Week 10: Anthropology and Marx’s Legacy (II): Power and Ideology


Week 11: Interpretive Anthropology: Geertz.

- Geertz, Clifford 1973 The Interpretation of Cultures. New York: Basic Books. Chapter 1: Thick Description: Toward an Interpretive Theory of Culture (pp. 1-30), and Chapter 15: Notes on the Balinese Cockfight (pp. 412-453).

Week 11: Engaging with Gender: Second Wave Feminism & Anthropology

Week 13: Engaging with History: Political Economies

- Wolf, Eric 1982 *Europe and the People Without History*. Berkeley: California University Press. Preface, Chapter 1: Introduction (pp. 1-23), Chapter 3: Modes of Production (pp. 73-100), and Chapter 11: The Movement of Commodities (pp. 310-353).