Anthropological Thought and Theory

I. COURSE DESCRIPTION

If there is one thing we learn from anthropology, it is that our ways of perceiving and acting in the world emerge simultaneously from learned and shared orientations of long duration, and from specific contexts and contingencies of the moment. This applies to all sorts of cultural forms, including the production of anthropological ideas and of anthropology as an academic discipline.

This course takes an ethnographic approach to anthropological theory by placing the observers and the observed in the same comparative historical framework. To do so, we consider time (when particular anthropologists worked), place (where they worked), and—especially—intellectual kinship (relationships). We seek to understand genealogies of ideas and of the people who thought them up. We consider how one set of ideas builds upon and/or reacts to a previous set of ideas. The course thus traces the development of the core issues, central debates, and internecine battles that have animated anthropology since it first emerged as a distinct field of inquiry in the nineteenth century.

Through reading examples of key figures in the history of anthropology, we will attempt to discern anthropological theorizing in two types of context. First, we examine the context of ethnographic monographs, because theories explaining cultural and social life are embedded in anthropologists’ empirical writings. Second, we attend to the intellectual and political context in which anthropologists conducted research, wrote, and published their works for us to read.

Due to the time constraints of a ten-week term, we focus on anthropology produced in the English-speaking world. I am dedicated to exploring with you the diversity of anthropological thought and of anthropologists within this world, from the beginnings of the field to the present—male, female, and possibly non-binary; straight and queer; colonizers and colonized; white, off-white, and people of color. These intersecting lines of diversity among anthropologists sometimes but not always affected their choice of topics, the questions they asked, and the ways they went about answering them—as well as the likelihood of their work to be identified as classics. Finally, we will note the often-unnamed “co-authors” of anthropological work (assistants and interlocutors in what is necessarily a collaborative endeavor).

Course goals include grasping the history and diversity of anthropological thought, developing your critical thinking skills and communicative competencies through thoughtful and civil class discussions as well as writing assignments, and relating course material back to what you learned (or will learn) in ST&T and forward toward research endeavors you may undertake in the future (term papers, comps, and beyond).
II. COURSE PRINCIPLES AND REQUIREMENTS

I have designed this course to get you to read, to think, to write, and to talk with each other. It will be both a reading-heavy and a discussion-heavy class. In addition, continual short writing assignments will give you a record of what you have read and how you have thought about it. The more you keep an open mind, keep up with reading and writing, persevere with writing styles from earlier eras, remain curious, and are willing to speak up in a collegial atmosphere, the better our class will be and the more you will learn.

A. Attendance, Respectful Participation, and Office Hours

Attendance is important because your presence adds something to class. While not everyone can make it to class for every session, frequent absences and/or late arrivals will count against you. As a courtesy, please tell me why you were absent; for an “excused” absence, you must give me a legitimate and trustworthy reason before class.

There are many ways of participating in class: questioning, commenting, listening carefully when other students ask questions or propose a new or different way to think about the materials we are studying, eye contact, nodding, active note-taking. I assume and expect that we will all be enthusiastic and respectful participants in class, which means that we learn from our readings and from each other in courteous, constructive debate. We can only do this if we listen to each other. It should go without saying that part of being fully present in class means that students should refrain from inappropriately using electronic devices during class time.

I am dedicated to making our classroom a respectful environment where everyone can participate comfortably. One part of this is that we should all refer to everyone by their chosen name, the correct pronunciation of their name, and their chosen pronouns. Another aspect of respect is recognizing that this course may deal with difficult topics, and that what might be an obvious trigger for you may not be so for others, and vice versa.

Two elements of respect include timeliness and academic integrity. To remain fair to all, and to keep the class running smoothly, you should come to class and hand in assignments on time. For a late assignment to be accepted, you should let me know about your situation before the assignment is
due. In serious circumstances, we might be able to negotiate a new due date. Without a legitimate excuse, one letter grade will be subtracted from the assignment for each day it is late. Communication is key to maintain respect and avoid misunderstandings.

Regarding academic integrity, I expect you to adhere to Carleton’s code of academic honesty. When participating in team projects, your final work should still reflect your own ideas and you should credit other people’s ideas. Failure to follow Carleton’s expectation will result in a failing grade and formal action with the administration.

Office hours provide an additional forum to participate outside of class. I use Google calendar to schedule office hours; consider yourselves welcome. I very much enjoy the one-on-one of talking with students individually or in small groups in my office hours. Ask questions in class, call me, or come to my office hours if anything is unclear to you or if you want to discuss something related to this class.

B. Accommodations/Special Needs

Please see the “Helpful Information” section regarding how to arrange a confidential discussion with Chris Dallagher to insure equitable access and reasonable accommodations for students with disabilities. The Dean of Students strongly encourages Carleton faculty to wait for official notification of accommodations before modifying course requirements for students. I thus appreciate it if you seek accommodations so the office can notify me early in the term. Students with any other concerns needing special consideration should also bring this to my attention early in the term.

C. Required Reading

All readings are available through a course packet (courtesy of the SOAN Department) as well as on the course Moodle site. You should complete the readings before the class session for which they are assigned. Please don’t wait until the last minute, so you have time to write a good ARK paper (see below). Think about the issues raised, how they relate to issues in previous readings, to your own life, and to the lives of those you know and care about. Jot down your questions and confusions, and use these to contribute to class discussions. Please note that in some cases I make suggestions about key pages to read most carefully, to help with the reading load. We will have three teach-in sessions where I have divided some of the readings between groups of students. Please attend to which readings are marked Group A and Group B. Some readings are marked as “Recommended (optional, for now or later).” They are optional, could add to your understanding of class themes and discussion, but will not necessarily be addressed directly in class. Consider them a resource that you could consult this term, or when you revisit course themes later in your SOAN career.

D. Discussion Groups

We will form at least two types of discussion groups over the course of the term. The first will be a permanent discussion group of three to five people who will collectively decide upon a common theme or socio-cultural phenomenon. You will meet regularly to discuss how the theory or theorist of the day applies to your theme. You will attempt to generate hypotheses and/or theoretical expectations regarding your theme.

The second type of discussion group will be more fluid. At three junctures in the course, some of our readings will be divided into “group A” and “group B.” You will meet first with those who read the same reading, after which we will reshuffle groups to create a reciprocal teach-in discussion.

E. Written Work

As a required 300-level course, and to prepare you for advanced writing to come, I expect that you write to the best of your ability, writing clearly and in active voice. You should push yourselves to become ever-stronger writers by making use of the Writing Center and Writing Assistance for Multilingual Writers. Please submit Word files, labeled like this example: AlexisTheoretician-ARKportfolio-2.docx.

I expect your writing to adhere to the College's policy on Academic Integrity, which you can find here. In addition to not plagiarizing, you should cite correctly, using anthropological citation norms.
The American Anthropological Association decided in September 2015 to move to the Chicago Manual of Style (CMOS)’s author-date option. You can find a brief description of this citation style on page seven of this syllabus, and a more extensive style sheet on our departmental website. You are required to follow CMOS author-date citation style.

Please hand in assignments and be prepared for group work and oral presentations on time. Deadlines are deadlines. Nonetheless, if you talk to me beforehand about extenuating circumstances, I will accommodate your needs within the realm of fairness. Departmental policy is to subtract one letter grade for each day an assignment is late. I can accept final assignments more than 3 days late only if the Dean of Students Office (your class dean) has granted you an “EXT.”

**F. ARK+Q+C/H Papers**

You should write a one-page Abstract-Response-Keywords-Question (ARK+Q) paper for at least one of the readings for each class session. Please bring them with you to class! Optimally, and for the highest grade, you will write an ARK+Q paper on nearly every reading for the course. You will collect these ARK papers into a portfolio, which you will hand in two times over the course of the term—once at the end of Week Three to get you started. Both times you hand in your portfolio, you will append a one-page “connections statement” (+C/H) as well as designate one ARK paper from your portfolio that you want me to comment on/grade. Connections statements grow out of small group discussions connecting a concrete social phenomenon or theme to a particular theory, theoretical school, or set of concepts. They should include a theoretically based expectation or hypothesis regarding that theme. Each group will choose their theme or concrete phenomenon at the beginning of the term. ARK papers have several goals: providing a low stakes opportunity to assess your understanding of course material; gaining experience at concise, abstract-style writing; improving your ability to interpret and find connections among theoretical perspectives; giving you practice in applying anthropological theory to phenomena that are relevant to your lives. As Margaret Mead pronounced, “It’s All Anthropology.” At the end of the term, you will not only have a collection of summaries and reflections on all the readings of the course, but also a record of applying a variety of theories to analyze a socio-cultural phenomenon.

**G. Midterm Ritual Analysis and Comparison Paper**

By Monday February 10 at 5:00 pm, you will hand in a take-home midterm analysis and comparison paper. Drawing inspiration from Gregory Bateson’s experimental book *Naven* (an analysis of an Iatmul, New Guinea, ritual from several theoretical perspectives), you will analyze a contemporary ritual from the perspective of at least two theoretical perspectives studied during the first half of the term. The ritual could be a holiday such as Halloween, a children’s birthday party, or a presidential inauguration. Introduce the ritual with a concise but meaningful ethnographic description. Then in subsequent sections answer how each of your theorists/schools of thought would interpret and explain this ritual. The final paragraph of this four-to-five-page paper should assess which of these theorists makes for the most persuasive analysis and why.

**H. Intellectual Genealogy Final Project**

By Monday March 16 at 8:30 am (the beginning of the scheduled final exam period for our class), you will hand in the results of your group intellectual genealogy final project. It is absolutely crucial that you bring the first draft of this visual, collaborative project to the beginning of our final class session on Tuesday March 10. Each of six groups will prepare a visual intellectual genealogy of a theoretical school or section of our syllabus. These genealogies should address relationships such as teacher-student, borrowing of ideas, building upon and/or arguing against theoretical and methodological approaches. The genealogies should show these relationships within your assigned section, and indicate branches connecting your section to other sections. Be creative! Feel free to incorporate visual elements such as photos, maps, thin and thick relationship lines, and color. Don’t forget to include a key!
Each of your genealogies is a part of a mosaic that we will piece together during our final class session (March 10). Your final hand-in, on March 16, should include your refined visual genealogy, and a one-page reflection on 1) the process of developing the intellectual genealogy and division of labor within your group, and 2) what insights you gained from relating your segment to other parts of the course on the last day of class. While the visual component will be the same for all three of your group members, each student will write their individual one-page reflection.

If the projects are beautiful (and accurate), we might display them in the SOAN lounge or publish them in the Emic!

III. HELPFUL INFORMATION
A. Office Hours
Please make use of my scheduled office hours. I’m there for you! Click here to sign up for OFFICE HOURS. If you can't come during my normal office hours, e-mail me about scheduling another time.

B. Inclusion and Course Materials Assistance
I strive to create an inclusive and respectful classroom that values diversity. Our individual differences enrich and enhance our understanding of one another and of the world around us. This class welcomes the perspectives of all ethnicities, genders, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities. I also recognize the potential financial burden of course expenses such as printing (no required books for this class!). If you need assistance to cover course expenses, please speak with me, preferably during the first week of class.

C. Ask a Librarian
Ask a librarian—especially our social science superhero specialist librarian Kristin Partlo—for help with your research in this class. You can drop by the library’s Research/IT desk to ask any question you have, at any point in your process. Librarians help students find and evaluate articles, books, websites, statistics, data, government documents, and more. For more information on hours and librarians, visit the Gould Library website at go.carleton.edu/library. Don’t forget to look at the course guide Kristin has made specifically for our class: https://gouldguides.carleton.edu/soan331, as well as the general anthropology guide: https://gouldguides.carleton.edu/anthropology!

D. Accommodations for Students with Disabilities
Carleton College is committed to providing equitable access to learning opportunities for all students. The Disability Services office (Henry House, 107 Union Street) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, autism spectrum disorders, chronic health, traumatic brain injury and concussions, vision, hearing, mobility, or speech impairments), please contact disability@carleton.edu or call Jan Foley, Student Accessibility Specialist (x4464) or Chris Dallager, Director of Disability Services (x5250) to arrange a confidential discussion regarding equitable access and reasonable accommodations. If you would like to know more about assistive technologies such as text-to-speech (Kurzweil), speech-to-text (Dragon) software, and audio recording Smartpens, contact aztechs@carleton.edu or visit go.carleton.edu/aztech.
**E. The Writing Center**
I urge all students to utilize The Writing Center, located in 420 4th Libe; it has peer writing consultants who can work with you during any stage of the writing process (brainstorming to final proofreading). Hours and more information can be found on the writing center website. You can reserve specific times for conferences in 420 4th Libe by using their online appointment system. Walk-ins are welcome, though writers with appointments have priority.

**F. Writing Assistance for Multilingual Writers**
If you are a second language writer and believe you might benefit from working individually with a writing consultant on a regular basis this term, email Renata Fitzpatrick, Multilingual Writing Coordinator, call her at x5998, or stop by her office in 420D 4th Libe. She can arrange once- or twice-a-week meetings between you and a specific writing consultant throughout the term.

**G. Public Speaking**
Speech coaching is a student-staffed resource designed to assist you with class presentations, comps talks, and other speech-related events. Your coach can assist you with speech & communication skills including clarity, organization, articulation, projection, body language, eye contact, and effective use of aids (e.g., notes, PowerPoint, Keynote, etc.). Depending on your goals, your coach can also work with you on the content of the presentation: organization, voice, clarity, and, ultimately, persuasive impact. Individuals and groups are welcome to request a speech coach by completing a brief, online form. The speech coach will meet you at a mutually convenient time and place. For more information, visit go.carleton.edu/speakeasy.

**H. Learning Strategies and Time Management**
Oscar Alvarez, Academic Skills Coach, is eager to help you develop learning strategies that work in the Carleton context. His goals are to heighten your awareness of your personal strengths and to offer different ways you can approach your academic work so you’re more efficient and effective. For details and resources: Learning Strategies & Time Management. If you prefer to learn these skills and strategies on your own, visit “Helpful DIY Resources.”

**I. Student Well-Being**
Carleton College urges you to make your health and well-being your priority throughout this ten-week term and your career here. It is important to recognize stressors you may be facing, which could be personal, emotional, physical, financial, mental, or academic. Sleep, exercise, and connecting with others can be strategies to help you flourish at Carleton. If you are having difficulties maintaining your well-being, feel free to contact me and/or pursue other resources, such as Student Health and Counseling or the Office of Health Promotion.
IV. ANTHROPOLOGICAL CITATION STYLE (Chicago Manual of Style Author-Date Version)

In papers for this and other anthropology classes, you should use the correct citation style, following the major anthropological professional journals. This means you need to cite, both in the text and in a section titled “References Cited” following the text, works from which you have drawn ideas as well as works you quote. The various journals published by the American Anthropological Association use the author-date style in the Chicago Manual of Style, which can be located on their website. This site gets constantly updated, so use the most recent version. Most importantly, remember to use the author-date tab!

In the course of your text, you should cite authors whose ideas you use with their last name and the date of publication; you can even include more than one citation if you got the idea from more than one source (Ginsburg 1989; Ginsburg and Rapp 1991). If you quote an author, e.g. that “the powers of village women... [do not] provide women with the last word” (Harding 1975, 308), you include the page number(s). Note the placement of punctuation, and that the citation and period/comma are outside of the quotation marks.

References Cited (please, not “Bibliography” or “Works Cited”), placed starting on a new page at the end of your text, includes only publications cited in the text. All entries must be listed alphabetically by last name of author, and chronologically arranged for two or more titles by the same author. The layout should be as follows:

1a) for a journal article, showing the volume and issue numbers, and page numbers:


1b) If you find and read/download the journal article from an online source, include the DOI (Digital Object Identifier) if the journal lists one. A DOI is a permanent ID that, when appended to http://dx.doi.org/ in the address bar of an Internet browser, will lead to the source. If no DOI is available, list a URL, including an access date.


doi:10.1086/599247.

2) for a chapter in a book of collected essays (Author. date. “chapter title.” In Book Title, edited by Editors, pages. Place of Publication: Publisher.):


3) for a book (title is capitalized; date, place of publication [use the first one listed], and publisher all included):


4) for an article in a newspaper or popular magazine:


5) for website content, include as much of the information you’d need for a printed publication’s citation as possible (including author’s name, date of publication, title, publisher), followed by the URL of the site you are citing. Because such content is subject to change, include an access date or, if available, a date that the site was last modified. In the absence of a date of publication, use the access date or last-modified date as the basis of the citation:


Following this style is a requirement. Ask if you have questions.
V. COURSE OVERVIEW

A. Topics

Introduction--Where's Theory? What's a Classic?
Boas, Du Bois, & historical particularism; Boas’ students
Malinowski: fieldwork and functionalism; Malinowski’s students: colonialism and social change
Radcliffe-Brown, Evans-Pritchard, & Srinivas: Durkheimian legacies; Structural-functionalism and its heretics I
Colonialism and Decolonization I: Monica Wilson
Colonialism and Decolonization II: Talal Asad and Ann Stoler
Structural-functionalism and its heretics II: Leach & Fortes on temporal aspects of social structure
Colonialism and Decolonization III: The Manchester School
French structuralism, symbolism, and Marxism
Meanings, Symbols, Interpretation: Durkheimian and Weberian echoes
Structure and Agency, Political Economy and Contingency
Hegemony and Resistance
Feminist Anthropologies
World Anthropologies and Globalization
Anti-typification, and typifying the anthropologist
Critiques and enduring value: assistants and their ethnographers; what’s left?
Looking Back and Moving Forward

B. Due Dates

Student Interest Survey, bring to class completed, T Jan. 7, 10:10 am
Group Themes Finalized, Fr Jan 10, 9:00 am
ARK+Q+C/H Mini-Portfolios due twice on Fridays Jan. 24, and Feb. 28 at 12:00 noon
Midterm, M Feb. 10, 5:00 pm
Final, first draft T Mar. 10, 10:10 am (in class), final draft M Mar. 16, 8:30 am

C. Grading

Class Attendance and Participation 10%
ARK+Q+C/H Mini-Portfolios (1st one 10%, 2nd one 20%) 30%
Midterm Ritual Analysis and Comparison Paper 30%
Final Intellectual Genealogy Collaborative Project 30%

D. Student Learning Outcomes

As part of Carleton's assessment initiative, the SOAN Department of has identified six Student Learning Outcomes for SOAN majors. In this course you will engage in three of these learning outcomes:

1. **Formulate** appropriate sociological and/or anthropological research questions about socio-cultural phenomena.
2. **Apply** sociological and anthropological theory to analyze socio-cultural phenomena.
3. **Draw upon** your understanding of historical and contemporary socio-cultural phenomena to engage the world.

In building bridges to materials from ST&T, this course also helps you:

4. **Describe** how sociology and anthropology interact with one another and contribute to various interdisciplinary conversations.

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**Reading Groups**

**Group A:** Katie, Ceci, Brittany, Emma, Ricardo, Anli, Isabella, Liam, Carrie

**Group B:** Emma, Alex, Izzy, Raven, Alec, Chyna, Myranda Natalia, Jayla
Class Schedule

WEEK I
T Jan 7—Introduction--Where's Theory? What's a Classic?...and “Proto-Anthropology”
Hand-in: Please bring complete student survey to class

Th Jan 9—Boas, Du Bois, & historical particularism

F Jan 10—Hand-in: finalized group themes, 9:00 am

WEEK II
T Jan 14—Boas’ students
King, Charles. 2019. Gods of the Upper Air: How a Circle of Renegade Anthropologists Reinvented Race, Sex and Gender in the Twentieth Century. New York: Doubleday. Read the following excerpts:

➢ pp. 1-4 introducing Margaret Mead and the Boasian circle
➢ pp. 263-267 on Ruth Benedict’s Patterns of Culture
➢ pp. 232-244 on Ella Cara Deloria
➢ pp. 188-214; 275-278; 286-290 on Zora Neale Hurston
Th Jan 16—Malinowski: fieldwork and functionalism

WEEK III
T Jan 21—Malinowski’s students: colonialism and social change

Th Jan 23—Radcliffe-Brown, Evans-Pritchard & Srinivas: Durkheimian legacies; Structural Functionalism and its Heretics I

F Jan 24—Hand-in: ARK+Q+C/H mini-portfolio #1, 12 noon

WEEK IV
T Jan 28—Colonialism and Decolonization I: Monica Wilson; colonialism & Apartheid as objects of anthropological study
Wilson, Monica and Archie Mafeje. 1963. Langa: A Study of Social Groups in an African Township. Cape Town: Oxford University Press. (read Contents, Ch. 3 Homeboys, and first 4 pages of Ch. 4 “Kinsmen”)
Th Jan 30—Colonialism and Decolonization II: Talal Asad and Ann Stoler
Guest speaker: Prof. Ann Stoler, New School of Social Research

WEEK V
T Feb 4—Structural-functionalism and its heretics II: Leach and Fortes on temporal aspects of social structure

Th Feb 6—Colonialism and Decolonization II: The Manchester School, situational analysis and the extended case method

Midterm Break

WEEK VI
M Feb 10—Hand-in: Midterm Ritual Analysis and Comparison Paper, 5:00 pm

T Feb 11—French structuralism, symbolism, and Marxism
Th Feb 13—Meanings, Symbols, Interpretation: Echoes of Durkheim (Douglas), Manchester school, and Weber


Week VII

T Feb 18—Structure and Agency, Political Economy and Contingency


Th Feb 20—Hegemony and Resistance


Week VIII

T Feb 25—Feminist Anthropologies


Th Feb 27—World Anthropologies and Globalization


F Feb 28—Hand-in: ARK+Q+C/H mini-portfolio #3 2, 12 noon

WEEK XI
T Mar 3—Anti-typification, and typifying the anthropologist

Recommended (optional, for now or later):

Th Mar 5—Critiques and enduring value: assistants and their ethnographers; what’s left?

WEEK X
T Mar 10—Presentations: Looking Back and Moving Forward
Presentations of final group projects—bring your draft genealogy to class!
Timeline exercise
Discussion of applying anthropological theory to your research interests

M Mar 16—Hand-in: Final Intellectual Genealogy Collaborative Project, 8:30 am

Enjoy your spring break!