This course is designed to provide you with a set of tools that will enable you to see the world in a new way, to begin to understand the “strange” practices of others no less than to begin to recognize the “strangeness” of our own practices. “Theories” are not abstract concepts, but instead are tools that let us notice new things about the world, about being “human,” and about how both work.

The course will give undergraduates a solid introduction to the historical beginnings and development of key contemporary theoretical perspectives in sociocultural anthropology (our discipline’s changing, improving toolbox). It will give you the opportunity to familiarize yourself with the changing ways that anthropology has challenged then normal understandings of how the world works, to think through how to evaluate different theories, to recognize long-standing theoretical concerns for anthropology, and to consider for yourself how best to understand and analyze different cultures. Besides lectures, students will delve on their own into secondary literature about these critical theories and anthropologists as well as tackling selected primary texts alongside their peers, TAs, and professor. The course is designed to be additive: providing several, overlapping ways to master the materials including secondary readings, lectures on the theories, work through primary texts, student writing about theories and debates, and discussions focusing on comparing theories and on applying them to ethnographic practice.

The course is arranged roughly chronologically, albeit with a few important deviations that will be clearly noted in class. We begin with Durkheim and Marx to set the stage for discussions of the beginnings of Anthropology itself with Tylor, Morgan, Boas, and Malinowski. As the semester continues we touch on the significance of the early culture and personality school, structuralism, interpretive anthropology, neo-materialism of a variety of flavors, the interpretive turn, and the importance of theories of the contemporary world that privilege history and power. The course ends with the challenge presented to anthropology by Post-Modernism in light of re-emerging questions about power and privilege in the contemporary global discipline. While anthropology has in no way “stopped” with post-modernism, this challenge will serve as the pause between ANTH2110 and ANTH2111, for those who will be taking the contemporary twin of this course.

Course Learning Objectives:
Following this course, students in this class will be able to

• Describe the variety of ways that Anthropologists go about understanding the world (our “theories”): including broadly cultural, materialist, and historical approaches.
• Draw connections between the “times” of particular anthropologists and the sorts of theories they proposed for understanding their worlds.
• Critique early anthropological theories, being able to identify 1) their positive contributions to the growing discipline, 2) those portions of the theories that are still viable today, and 3) those situations where the theories ultimately fell behind in explaining the real world.
• Connect theories together, gaining an understanding of (several) intellectual trajectories and link these to key ongoing debates in the field.
• Write and speak about historical social theories in an academic and professional way, including gaining practice comparing different theoretical approaches, applying particular theories to better understand particular cases, and discussing well thought-out arguments over potential criticisms, disadvantages, and pitfalls of one theory over another.
**Course grades will be determined as follows:**
Active In-Class Participation and Questions: 15%
In-class Midterm Exam (on March 4): 40%
Final Take-Home Exam (Due on April 29): 45%

<table>
<thead>
<tr>
<th>Grade</th>
<th>Criteria for 1) the course and 2) for Exam essays</th>
</tr>
</thead>
</table>
| A     | 1) Outstanding performance on all learning outcomes.  
     | 2) The work has creatively synthesized course materials and key ideas in an original way. The argument is logical and cohesive, the discussion is well-organized, and the writing is clear. Concrete evidence corresponds to statements and claims. |
| A-    | 1) Generally outstanding performance on all (or almost all) learning outcomes.  
     | 2) The work synthesizes course materials and key ideas in the student’s own terms, but there are areas for improvement. Evidence or examples are relevant and their discussion is connected to theories, theorists, or argument made. The argument is logical and cohesive; the writing is clear. |
| B-range | 1) Substantial performance on all learning outcomes, OR high performance on some learning outcomes which compensates for less satisfactory performance on others, resulting in overall substantial performance.  
     | 2) The work demonstrates a solid grasp of course materials and key ideas. There are areas for improvement with respect to building a cohesive argument, organizing the discussion, communicating clearly, and/or identifying relevant evidence. |
| C-range | 1) Satisfactory performance on the majority of learning outcomes, with some weaknesses.  
     | 2) The work shows some effort, but course materials have not been sufficiently engaged. The argument and the writing is not clear, and/or there is insufficient evidence for statements and claims made. May also contain incorrect evidence or misreported examples. |
| D-range | 1) Barely satisfactory performance on a number of learning outcomes.  
     | 2) The work shows little effort to engage course materials. There are major problems with clarity of argument and writing or with course facts. |
| F     | 1) Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements.  
     | 2) The work has failed respond to the assignment prompt. |
Notes on Readings, Lectures, and Assignments

This course is an English language course. Lectures, Tutorials, and Readings will be in English. However, I am also aware that English is not a first language for many of you and that you are students still learning the material (of course!!). This means that I do not expect you to understand everything right away. I do expect that if you do not understand something, at any time, you will ask! Your tutor may also speak Mandarin or Cantonese. If you want to ask a question, but do not know how to say it in English, raise your hand and then ask your neighbors for help in translation! (Really, seriously, I WANT you to ask me or your tutors questions! Other classmates most likely have the same questions!).

Readings should be read by the lecture date they are listed below. Only readings marked with a * are available on blackboard. We will be reading a good portion of Jerry Moore’s book: “Visions of Culture: An Introduction to Anthropological Theories and Theorists.” Two copies of this book’s second edition (you can use any edition you would like) have already been placed on reserve in New Asia Library. Since this is a good reference book, I encourage you to purchase your own copy of it (I have uploaded a list of possible Hong Kong bookstores to check or you can always look on fishpond.com or bookdepository.com). You might also secure a copy via HKALL, interlibrary loan, or possibly the Hong Kong public library system. I’ve also placed a second book on reserve in New Asia Library: McGee, R. Jon and Richard L. Warms. 2000. Anthropological Theory: An Introductory History. Boston: McGraw-Hill. While this is not a mandatory text, this book has original works of many of the anthropologists we study along with very helpful explanatory footnotes. This is a great place to look if you want to take your anthropology to the “next step!”

Your primary grade in this class will be based on two exams, one in class midterm (40%) and one take-home final (45%) that you will write. The midterm exam will be more focused on short answer questions that ask you to explain “the facts” of theories or theoretical concepts and to connect these to examples. As it is a take-home exam, the final will be more essay-focused and will ask you to rethink (and then re-teach) concepts and themes we have traced throughout the semester in new ways. I will give you a good sense of what is coming in both exams prior to the exam itself. The goal is not to surprise you, but to challenge you to show me that you have achieved the course’s learning objectives. For now, you should know that I will ask you to take the knowledge of the theories and theorists that I provide in lecture (and that you learn from the readings and tutorial discussions) a step further on your own. This “next” step may mean a comparison between theories or your attempt at applying a theory (or multiple theories) toward understanding an ethnographic situation. The point is to push you to play with these theories, to practice your “ethnographic imagination,” and to practice writing in a professional, well-thought manner about them.

Finally, I also require students to submit questions on the week’s reading assignments 5 times during the semester. You will be assigned your 5 weeks by your tutor in section While there is some flexibility here, we need to ensure a relatively equal distribution of questions across all of the weeks of the class so I require students to seek approval from your TA explaining why they need to switching weeks as early as possible. You must include at least two questions and at last one of these questions must be more than factual, attempting to push our understanding of the concept further. Questions can be about things you do not understand, specific similarities or differences you wonder about between theories, about possible problems with the theory, or about wondering how the theory might be applied in a particular case you have thought of. This last assignment should not take much additional time. However, just by taking the time to step back from the amterials, think through them, and write down some notes (for yourself!) and questions, you will learn more of the material, remember more of it, and be better prepared to contribute to productive discussions. These will be graded on a present (1), absent (0), or excellent (1.1) basis and will be worth 10% of your final grade. The remaining 5% of your grade will be based on your active (meaning quality, not quantity) oral participation in tutorials. Weekly tutorial attendance is required. Unexcused absences will be factored into the class participation grade.

History

Asia Library: McGee, R. Jon an

or possibly the Hong Kong public

bookstores to check or you can always look on

fishpond.com or bookdepository.com). You might also secure a copy via HKALL, interlibrary loan, or possibly the Hong Kong public library system. I’ve also placed a second book on reserve in New Asia Library: McGee, R. Jon and Richard L. Warms. 2000. Anthropological Theory: An Introductory History. Boston: McGraw-Hill. While this is not a mandatory text, this book has original works of many of the anthropologists we study along with very helpful explanatory footnotes. This is a great place to look if you want to take your anthropology to the “next step!”

Your primary grade in this class will be based on two exams, one in class midterm (40%) and one take-home final (45%) that you will write. The midterm exam will be more focused on short answer questions that ask you to explain “the facts” of theories or theoretical concepts and to connect these to examples. As it is a take-home exam, the final will be more essay-focused and will ask you to rethink (and then re-teach) concepts and themes we have traced throughout the semester in new ways. I will give you a good sense of what is coming in both exams prior to the exam itself. The goal is not to surprise you, but to challenge you to show me that you have achieved the course’s learning objectives. For now, you should know that I will ask you to take the knowledge of the theories and theorists that I provide in lecture (and that you learn from the readings and tutorial discussions) a step further on your own. This “next” step may mean a comparison between theories or your attempt at applying a theory (or multiple theories) toward understanding an ethnographic situation. The point is to push you to play with these theories, to practice your “ethnographic imagination,” and to practice writing in a professional, well-thought manner about them.

Finally, I also require students to submit questions on the week’s reading assignments 5 times during the semester. You will be assigned your 5 weeks by your tutor in section While there is some flexibility here, we need to ensure a relatively equal distribution of questions across all of the weeks of the class so I require students to seek approval from your TA explaining why they need to switching weeks as early as possible. You must include at least two questions and at last one of these questions must be more than factual, attempting to push our understanding of the concept further. Questions can be about things you do not understand, specific similarities or differences you wonder about between theories, about possible problems with the theory, or about wondering how the theory might be applied in a particular case you have thought of. This last assignment should not take much additional time. However, just by taking the time to step back from the amterials, think through them, and write down some notes (for yourself!) and questions, you will learn more of the material, remember more of it, and be better prepared to contribute to productive discussions. These will be graded on a present (1), absent (0), or excellent (1.1) basis and will be worth 10% of your final grade. The remaining 5% of your grade will be based on your active (meaning quality, not quantity) oral participation in tutorials. Weekly tutorial attendance is required. Unexcused absences will be factored into the class participation grade.
Note on Electronic Devices

I encourage you to take notes on the lectures as well as the readings. The mere act of selecting what is important in a lecture and writing it down (physically) on paper has been shown to increase learning significantly. (ie. It is actually best NOT to write down everything!!) In order to encourage you to take notes, I am open to whatever note taking style you believe is best for your own learning. That said, the use of an electronic device in this class is a privilege, not a right. Generally, I have found that computers and mobile devices tend to be much more of a distraction then a help while in class. Remember that these are not only a distraction for your own learning, but also for your classmates. Be certain to turn off or turn to silent mode all of your devices so as not to disturb the class. Do not check email, chat on/message with your phone, browse social networks or the web, play games, or do anything on your devices that is not related to this class. If you do not understand something in class, raise your hand and ask me! If you do not have the discipline to focus on class, you will be asked to switch off your device and take notes with paper and pen instead.

Note on Plagiarism

Students are required by university policy to submit all papers to VeriGuide, CUHK’s plagiarism identification system BEFORE turning them in. After submitting through VeriGuide, be sure to print out, sign, and turn in the receipt with your paper. Please be sure to allow enough time to do this prior to the deadline! The University takes plagiarism very seriously so be certain that do your “own” work in this class. Be sure you know what does and does not count as plagiarism and, if in doubt, cite! For more information on how to submit papers through VeriGuide, please point your browser to http://www.cuhk.edu.hk/policy/academichonesty/.

Week 1:

January 7: Introduction: What is Anthropology, Theory?

No Assigned Readings

Recommended Primary Texts (selections to be read in class)

Week 2:

January 14: Our World is More than it Seems: Durkheim and Seeing Beyond Appearances
(Key Concepts: Idealist Perspective, Sacred/Profane, a Social Fact)

Recommended Primary Texts

Week 3:
January 21: Our World is Not what it Seems: Marx and Seeing Beyond Appearances  
(Key Concepts: Materialist Perspective, The Commodity, Value, Labor, Means of Production, Dialectic, and Class)  

Recommended Primary Texts  

Week 4:  
January 28: Anthropological Beginnings I: Ethnographic Explorations of/with Others  
(Key Concepts: Culture, Unilinear Evolution, Ethnocentrism, The Study of Others, Ethical Dilemmas)  

Recommended Primary Texts  
Ishi: The Last Yahi, UCVHS E99 Y23 173 1994,  
http://www.snagfilms.com/films/title/ishi_the_last_yahi  

February 4: Lunar New Year Holiday (No Class)

Week 5:  
February 11: Anthropological Beginnings II: Historical Particularism and Functionalism  
(Key Concepts: Historical Particularism, Cultural Relativism, Participant Observation, Functionalism, Racism, Salvage Ethnography)  

Recommended Primary Texts  

Week 6:  
February 18: Back to Theory: The Culture and Personality School  
Recommended Primary Texts


Week 7:
February 25: Deeper into the Mind: Structuralism

Recommended Primary Texts

Week 8:
March 4: Midterm Exam in Class

Week 9:
March 11: The Switchman and the Iron Cage: Historical and Cultural Causes of Capitalism

Recommended Primary Texts

Week 10:
March 18: Neo-Materialism: Theories of Calories, Energy, and Ecology

Recommended Primary Texts
Harris, Marvin. (1966). “The Cultural Ecology of India’s Sacred Cattle.” In McGee and Warms

Week 11:

March 25: Theories of Meaning: Interpretation, Symbols, and Culture Writ Public

Recommended Primary Texts

April 1: Reading Week, No Class

Week 12:

April 8: Theories of Modern History and Power: Sugar and Colonialism

Recommended Primary Texts

Week 13:

April 15: Post-Modernism: Interpretation, Writing, Authority, and Crisis

**Tutorial: Then Future Anthropologies Meet the Now**

Recommended Primary Texts

**Final Take-Home Exam Handed Out. Due April 29 at 5 pm.**