

ANTH 2110
Term 2, 2022/23
Wednesday: 2:30 – 4:15 PM (Lecture)
Wednesday: 4:30 – 5:15 PM + 5:30 – 6:15 PM (Tutorials)
Venue: NAH11 (Lecture), UC108 (tutorials)

Lecturer: Dr. Tim Rosenkranz
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Office Hours: By Appointment

History of Anthropological Theory

How do Anthropologist's see, interpret, discuss, and understand the world they study?

Designed as 'a history' we will chronologically trace the main concepts, ideas, and explanations that have influenced, made, and sometimes challenged the discipline. While this course does not aim to be all-encompassing, it will offer a basic understanding of the most common abstractions of reality, which we call theory. Such a history of anthropological theory has to start and end somewhere: We will move from the classic social theory to theories of practice. Yet, such an order does not imply a teleology, a necessary or even logical progression of one idea replacing another, or a latter system of thought being better than its predecessor. Instead, we will try to follow the debates – some settled, some open – that are the foundation of Anthropological knowledge production! While some foundational theories might be problematic today, other "old" ideas remain or have become relevant again to explore today's issues and events of social order, transformations, and struggles.

Learning Objectives:

By the end of this course, students will be able to:

- have a solid grasp of anthropological and social theory, from the 19th century to the 1980s
- be able to apply this theory in a full way to understand practical events and issues.

Course Format:

This course is conducted in lecture and tutorial format. The lecture will introduce the required readings and discuss key passages, but it will not give a detailed summary of the readings. It is therefore essential that you do the required readings before class and come prepared. The lecture will be interactive with more room for your questions and discussion. The tutorial is an extension of the lecture based on the student's needs and interests.

Physical presence in all lectures and tutorials is a basic requirement for this course. Excused absences are generally only permitted with a medical doctor's note or in case of a personal emergency. If you have to miss class, please e-mail me beforehand. It is your responsibility to obtain notes from your fellow students about the missed sessions. There will be no transcript or recording of the lecture or tutorial provided afterwards, so please take notes.

Readings:

All readings will be made available as PDFs on Blackboard.

The readings are divided into two categories:

- 1.) We will use readers that explain and situate the theories of these weeks. These readings will be marked **black** and are required each week for everyone.
- 2.) Short excerpts of original theory texts (with complementary commentary). These readings are marked **grey** and you are required to do at least one per week.

Requirements and Assessment:

The following are the required assignments that will be graded:

Participation (10%): Participation includes doing the readings (as required, see below), coming to all the lectures and tutorials, asking questions, joining in on class-discussion or posting on the discussion board (on blackboard).

Response Paper (20%): You have to write a short response to one of the original texts (less than 500 words). The response paper has to be posted to the blackboard forum (under 'Response Paper') before the lecture in which we discuss the text (for example: Response to Durkheim, post before lecture on February 1). The response paper should address: What do you think we can learn from the author? How could this theory help explain a contemporary issue (give an example)? Also, quote one sentence from the text and say why you think it is important. **The response paper has to be submitted latest on March 1st via blackboard in the tutorial section!!**

2x Take-Home-Exams (35% each): The take-home exams will require you to use at least two of the original texts (marked in grey syllabus) to write a paper (1000 - 1500 words) in response to given questions. **The exams are due on March 8 and April 28.** The questions will be posted on blackboard in week 8 and week 14 of the class.

E-mail your Take-Home-Exams as a word-document from your CUHK e-mail account to the instructor. Please label the document: “LastName_FirstName_Exam1 (or 2).”

VeriGuide requirements: Students are required by university policy to submit all exam papers to VeriGuide (https://academic.veriguide.org/academic/login_CUHK.jspx). A take-home-exam assignment without a signed declaration from VeriGuide will not be graded.

Grade Descriptors (Course Specific Descriptor):

A: Outstanding performance on all learning outcomes.

(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. The work goes beyond merely summarizing key ideas. The work clearly differentiates between the position of the author versus the position(s) the author wishes to challenge. Concrete evidence corresponds to statements and claims).

A-: Generally outstanding performance on all (or almost all) learning outcomes.

(The work synthesizes course materials and key ideas in an original way, but there are areas for improvement).

B: 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.

(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. There is some confusion over what position the author has taken versus the position(s) the author wishes to challenge).

C: Satisfactory performance on the majority of learning outcomes, possibly with a few weaknesses.

(The work shows some effort, but course materials have not been sufficiently engaged or the paper fails to directly address the prompt. The argument and the writing is not

clear).

D: Barely satisfactory performance on a number of learning outcomes.

(The work shows little effort to engage course materials. There are major problems with clarity of argument and writing).

F: Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements.

(The work has failed respond to the assignment prompt).

Policies and Support:

- **Technology Use:** Please be respectful and do not distract yourself and your fellow students. Students are only allowed to use their tablets or laptops in class to take notes. Please do not use your devices for non-class related activities. Mobile phones must be turned on silent (not vibrate).
- **Educational Technology:** This class relies on the use of Blackboard. All required class readings, the out-of-class assignment submissions, as well as announcements will be done through it. Note that it uses the email address assigned to you by the University, so it is your responsibility to have an electronic mail forwarded to your main email address.
- **Respectful Conduct and Discussion Rules:** We will discuss many interesting and important topics. While I encourage thoughtful, engaged, and controversial discussion, I expect you to be polite and respectful of your classmates' opinions, limit your statements to academic (not emotional) arguments, and not use offensive language or judgmental statements. Please give each other time to talk, do not interrupt, and most importantly listen to each other.
- **Late Submission:** Late submission will suffer a fraction of a grade per day. For example, an A will become an A-.
- **Academic Honesty and Plagiarism:** Academic honesty is crucial and plagiarism is a serious offense. The university has recently updated its policies on Academic Integrity and the penalties for plagiarism and cheating:
http://www.cuhk.edu.hk/policy/academichonesty/Eng_hm_files_%282013-14%29/p06.htm. You are required to cite properly (guidelines:

<http://www.cuhk.edu.hk/ant/tstyle.doc> and http://www.ilc.cuhk.edu.hk/english/resource/referencing_avoidingplagiarism1.pdf) to avoid plagiarism. Any use of AI-based writing programs (such as ChatGPT) is not allowed and is considered plagiarism. Please do not hesitate to talk to me and ask questions about this.

- **Independent Learning Center:** If you need help with communication and learning skills, the University has a great resource for you. You can schedule a consultation or attend workshops on various strategies for improving learning outcomes <https://www.ilc.cuhk.edu.hk/EN/mission.aspx>
- **Special Accommodation:** If you need special accommodations or classroom modifications, you need to notify both me and the University's Wellness and Counseling Center (<https://www2.osa.cuhk.edu.hk/disability/en-GB>) no later than the third week of class.

Course Schedule

Week 1 (January 11): Why Theory?

Introduction. No readings.

Week 2 (Jan 18): Marx and Weber – Historical Materialism vs. Meaningful Action

Turner, Beeghley, and Powers, "The Sociology of Karl Marx," in *The Emergence of Sociological Theory* (7th Edition). Read pp. 113 - 132.

Karl Marx, "History," in *The German Ideology: Part I*, pp. 155-175 (1845-46).

Turner, Beeghley, and Powers, "The Sociology of Max Weber," in *The Emergence of Sociological Theory* (7th Edition). Read pp. 161 – 166, 180 - 195.

Max Weber, "Asceticism and the Spirit of Capitalism," in *The Protestant Ethic and the Spirit of Capitalism* (1905).

+++ Week 3 (Jan 25): No Class because of Lunar New Year Vacation +++

Week 4 (Feb 1): Durkheim and Mauss – Social Cohesion and Integration

Moore, Jerry D.: "Émile Durkheim: The Organic Society," in *Visions of Culture – An Introduction to Anthropological Theory* (3rd Edition)..

Émile Durkheim, Introduction to *The Elementary Forms of Religious Life*, in *Readings for a History of Anthropological Theory* (1915).

Eriksen, Thomas Hylland: “Reciprocity,” in *What is Anthropology?* (2004).

Marcel Mauss, excerpts from *The Gift*, in *Anthropological Theory: An Introductory History* (1925).

Week 5 (Feb 8): Tyler and Morgan – Early Anthropology and the Study of Difference

Moore, “Edward Tylor: The Evolution of Culture,” in *Visions of Culture*.

Sir Edward Burnett Tylor, “The Science of Culture,” in *Anthropological Theory: An Introductory History* (1871).

Moore, “Lewis Henry Morgan: The Evolution of Society,” in *Visions of Culture*.

Lewis Henry Morgan, “Ethnical Periods,” in *Anthropological Theory: An Introductory History* (1877).

Week 6 (Feb 15): Boas and Malinowski – Beginnings of Contemporary Anthropology

Moore, “Franz Boas: Culture in Context,” in *Visions of Culture*.

Franz Boas, “The Methods of Ethnology,” in *Anthropological Theory: An Introductory History* (1920).

Moore, “Bronislaw Malinowski: The Functions of Culture,” in *Visions of Culture*.

Bronislaw Malinowski, “General Account of Gardening,” in *Coral Gardens and Their Magic, Volume I* (1935).

Week 7 (Feb 23): Radcliffe-Brown and Evans-Pritchard – British Social Anthropology

Moore, “A. R. Radcliffe-Brown: The Structures of Society,” in *Visions of Culture*.

A.R. Radcliffe-Brown, “On Joking Relationships,” in *Anthropological Theory: An Introductory History* (1940).

Moore, “E. E. Evans-Pritchard: Social Anthropology, Social History,” in *Visions of Culture*.

E. E. Evans-Pritchard, “The Notion of Witchcraft explains Unfortunate Events,” in *Witchcraft, Oracles, and Magic among the Azande* (1937).

Week 8 (Mar 1): Benedict and Sapir – American Cultural Anthropology

Moore, “Ruth Benedict: Patterns of Culture,” in *Visions of Culture*

Ruth Benedict, “The Individual and the Pattern of Culture,” in *Readings for a History of Anthropological Theory* (1934).

Moore, “Edward Sapir: Culture, Language, and the Individual,” in *Visions of Culture*

Edward Sapir, “Why Cultural Anthropology Needs the Psychiatrist,” in *Selected Writings of Edward Sapir* (1938).

+++ Posting of questions for take-home-exam (due on March 8 by noon) +++

+++ Week 9 (March 8): No Class because of Reading Week+++

Week 10 (Mar 15): The Materialists – Neo-evolutionism and Cultural Materialism

Moore, “Leslie White: Evolution Emergent,” in *Visions of Culture*.

Leslie White, “Energy and Tools,” in *Readings for a History of Anthropological Theory* (1959).

Moore, “Marvin Harris: Cultural Materialism,” in *Visions of Culture*.

Marvin Harris, “The Cultural Ecology of India’s Sacred Cattle,” in *Anthropological Theory* (1960).

Week 11 (Mar 22): Levi Strauss and Marshall Sahlins - Structuralism

Moore, “Claude Lévi-Strauss: Structuralism,” in *Visions of Culture*.

Claude Lévi-Strauss, “Structural Analysis in Linguistics and in Anthropology,” in *Structural Anthropology* (1963).

Moore, “Marshall Sahlins: Culture Matters,” in *Visions of Culture*.

Marshall Sahlins, “Introduction [Islands of History],” in *Readings for a History of Anthropological Theory* (1985).

Week 12 (Mar 29): Turner and Douglas – Symbolic Anthropology

Moore, “Victor Turner: Symbols, Pilgrims, and Drama,” in *Visions of Culture*.

Victor Turner, “Symbols in Ndembu Ritual,” in *Anthropological Theory: An Introductory History* (1967).

Moore, "Mary Douglas: Symbols and Structures, Pollution and Purity," in *Visions of Culture*.
Mary Douglas, "Secular Defilement," in *Purity and Danger* (1966).

+++ Week 13 (April 5): No Class because of Ching Ming Festival +++

Week 14 (Apr 12): Geertz (and Mintz) – Interpretative Anthropology

Moore, "Clifford Geertz: An Interpretive Anthropology," in *Visions of Culture*.

Clifford Geertz, "Deep Play: Notes on the Balinese Cockfight," in *Anthropological Theory: An Introductory History* (1973).

Sidney Mintz. 1985. "Chapter 4: Power". In: S. Mintz. *Sweetness and Power*. Pp. 151 - 171. New York: Viking.

Week 15 (Apr 19): Theories of Practice

Moore, "Pierre Bourdieu: An Anthropology of Practice," in *Visions of Culture*.

Pierre Bourdieu, "Structures and the habitus," in *Outlines of a Theory of Practice* (1972).

Moore, "Tim Ingold: Anthropology Beyond Humanity," in *Visions of Culture*.

Tim Ingold, "Knowing from the Inside," in *Making: Anthropology, archaeology, art and architecture* (2013).

+++ Posting of questions for take-home-exam (due on April 28th by noon) +++