

**ANTH 202: Concepts & Methods in Cultural Anthropology**  
**Spring 2013 • Noon to 1:05pm**  
**Language Hall 102**

**Instructor:** Dr. Alicia DeNicola,  
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**Office hours:** Tues and Thurs by appointment

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*Good training in theory, and acquaintance with its latest results, is not identical with being burdened with "preconceived ideas." If a man sets out on an expedition, determined to prove certain hypotheses, if he is incapable of changing his views constantly and casting them all ungrudgingly under the pressure of evidence, needless to say his work will be worthless. But the more problems he brings with him into the field, the more he is in the habit of moulding his theories according to facts, and of seeing facts in their bearing upon theory, the better he is equipped for the work. Preconceived ideas are pernicious in any scientific work, but foreshadowed problems are the main endowment of a scientific thinker, and these problems are first revealed to the observer by his theoretical studies.*

--Bronislaw Malinowski, Argonauts of the Western Pacific, 1922 (p. 8-9)

**SUMMARY:**

This course is required for all anthropology majors and minors and Anthropology 101 is required as a prerequisite. Concepts and Methods in Social Anthropology explores some of the most influential theories and methods in anthropology from the 19<sup>th</sup> century to the present. The class is split into two distinct sections. The first half of the class is spent on familiarizing ourselves with a number of important theoretical paradigms coupled with concrete ethnographic examples. In the second half of the class, we will *practice* anthropological methods with an important focus on the connections between method and theory. By the end of the course, students should have an intimate sense of these paradigms, approaches and major critiques and be able to use such paradigms as analytical tools. Students should also leave this class with key insights into some of the fundamental history and perennial issues in anthropology.

It is useful to keep in mind that cultural anthropology in the 21<sup>st</sup> century is often a deconstructive discipline. A goal of this class is to understand what this means, how anthropology got to where it is today, and how the historical and political contexts of particular times influenced both theory and method. Practicing anthropology in this class includes more than simply an understanding of particular methods and how to practice them. It is also about understanding the importance of such methodology within the context of anthropological theory as well as exploring what happens when such methods are decontextualized from disciplinary theory and historical insight. In other words, we are working to understand why, of all the methodologies that social scientists could choose, some methods have become particularly important to anthropology and why the link between theory and practice is critical to anthropologists. *This is a Theory, Practice, Service, Learning Course (TPSL). Our TPSL experiences are central to our learning objectives and will be used to understand and practice the concepts and methods of anthropology. Your TPSL experiences will be the subject of your final paper.*

**GRADE DISTRIBUTION:**

- 10% Focus Papers & Comments (1 page)
- 10% First (possible collaborative) paper (5 pages)
- 10% Leading In-Class Discussion
- 15% Exam (multiple choice and short answer)
- 15% Final Presentations
- 10% Final Draft

15% Write up of Final Project (~6 pages) includes draft  
15% Class participation (includes bringing readings to class)  
**100% (see grade monitoring sheet attached)**

**REQUIRED TEXTS** (available at the book store) These books ARE required and you must bring the week's reading to class each day, whether we are working with books or printouts. You will lose class participation points if you do not bring your readings to class.

- Abu-Lughod, Lila. 2008. *Writing women's worlds : Bedouin stories*. 15th ed.  
Berkeley: University of California Press.
- Boellstorff, Tom. 2010. *Coming of age in second life : an anthropologist explores the virtually human*. Princeton N.J ;Woodstock: Princeton University Press.
- Crane, Julia G., and Michael V. Angrosino. 1992. *Field Projects in Anthropology: A Student Handbook*. Prospect Heights, IL: Waveland Press, Inc.
- McGee, R. *Anthropological theory : an introductory history*. 5th ed. New York: McGraw-Hill.
- Moore, Jerry D. 1997. *Visions of Culture: An Introduction to Anthropological Theories and Theorists*. Walnut Creek: AltaMira.

**All writing assignments are subject to the following reading/writing criteria which can be found online on blackboard:**

- 1) How to Read by Paul N. Edward**
- 2) The AAA Citation Guide (examples begin on page 7)**
- 3) Dr. DeNicola's writing Rubric "How I Grade"**
- 4) "Chapter 1: Seeing" FROM *Writing Analytically* by Rosenwasser and Stephen**

#### **FOCUS PAPERS:**

Before the beginning of each class you are required to upload a 1/2-page (approximately 150 words) reflection paper on that class's readings. **Three of these papers will be full-length and will be turned in in hard copy in class. They are marked in the syllabus.** The purpose of these papers is to 1) Focus on thinking about the readings and their relationships to each other and previous readings 2) Share your insights with others 3) Provide yourself with a record of your thoughts about the readings and 4) Practice your anthropological (textually and empirically evidence based) thinking skills. I will randomly grade 6 of the 15 focus papers. You will be able to choose your two best papers and ask me to grade those as part of the six graded focus papers. I will be looking for the following.

- A clear, *thoughtful thesis* (beyond what is obvious or written in the text). Do not tell me what the text says. Tell me how it relates to the issues we are discussing. See Rosenwasser and Stephen chapter listed above).
- A focus on *evidence* from the text (rather than opinion or common knowledge).
- Insight that will contribute to class discussion by asking questions or making connections that will help us more deeply understand anthropology, the texts, and how we might see the world differently through such concepts and methods as preferred by anthropologists

#### **SHORT ESSAY (First paper—collaboration acceptable)**

This paper is designed to help you begin thinking of how you may begin to look at your TPSL experiences through the theoretical lens of anthropology. You will need to apply the theories you are learning to your experiences for this paper. Both for this essay and your final project I will allow (if you LIKE – this is not required) you to work together with a partner as collaborators. Writing a paper with a partner provides you with the opportunity to bounce ideas off of another

thinker who has the same interests as you, and thus to write a more analytic and thought provoking paper than you might write on your own. You do not have to write with a partner, but may choose to do so. IF you choose this method, you also need to include a separate and individual half page that lays out how you collaborated, what each of you contributed to the final product and what you think each of your grades should be for the paper.

Due dates for the short essay appear in your schedule of assignments. They must be at least 1500 words (that is approximately 5 double-spaced pages in times font with 1" margins). They must have a bibliography (lack of a bibliography will result in the automatic loss of one full grade – i.e. an A- will automatically become a B-), and the focus, regardless of topic must be anthropological and analytic (as opposed to purely descriptive, rhetorical or informative). Since ethnography (in the form of producing a written description of research and fieldwork) is a critical part of anthropology, I take grammar and writing style quite seriously. I urge you to have your essays edited by someone you trust who writes well. Edit for grammar, meaning (make sure each paragraph makes sense where it is and adds to your thesis), and voice (use an academic voice). They all matter. These essays may be useful to your final project. So you may adjust your topic to correspond to a theory you may want to pursue in your final project. The purpose of these smaller papers is three-fold: 1) To assist you in practicing and enhancing your *analytic* and *anthropological* writing and thinking skills 2) To help you to plan your final project over time and give you the ability to use classroom explorations in your writing and 3) to provide a structure where you must think and re-think about the ideas that you are working with, thus providing you with a final paper that has more depth and more layers of analysis than would otherwise be possible (say if you researched it the week before finals and wrote it during an all-nighter the night before it was due).

### **IN CLASS DISCUSSIONS**

This is a seminar class. That means the class consists of in-class discussions. Participation is required and graded heavily. In addition to regular participation in discussion you will, in a small group, be asked over the course of the semester, to be in charge of leading in-class discussions. One of the important goals of this class is to guide you in: identifying important issues within a field; becoming familiar with key ways of reading and understanding; and being able to focus and analyse key questions or tensions within a reading as a precursor to asking more difficult and subtle questions. One way of honing those skills is to think about how you would teach them to others—or better yet, how you would lead others to discover for themselves the important aspects of a reading and how the ideas presented can help them see the world differently. Your job, as a group, in these instances is to discuss the day's readings with your group members so that you are intimately familiar with them. Then you will come up with a set of questions, conversations, or activities that will help your classmates also move beyond the obvious issues discussed in the readings and relate them to the larger issues in anthropology and the class.

### **FINAL PROJECT ESSAY**

The final essay is designed to allow you to understand your TPSL experiences through the lens of anthropological theory and practice. You must demonstrate that you are using the tools and theories of the class in this paper. It must be at least 1800 words (that's about 6 double-spaced pages in times font with 1" margins). The grade for your final essay will include an abstract, an annotated bibliography, and an outline of the project and a rough draft which will be due several weeks prior to the last day of class – the due date for each of these will be in your schedule of assignments. The paper will be judged on completeness, academic presentation, clear writing, and analysis. You will receive the prompt for your final project essay following the midterm.

## **CLASS PARTICIPATION**

Includes attendance, timely completion of reading assignments (by the class in which the material is to be discussed), whether you come to see me during office hours (and whether our conversations find their way into your work), and whether I see you participating in groups and adding to class discussion. Pop quizzes, though they are counted elsewhere, also make up a subjective part of your participation grade. If I see that your reading improved over the course of the semester as evidenced by pop quiz grades, I may take that into account. The opposite is also a possibility. As part of your “participation” grade in-class assignments cannot be made up. One of the critical aims of this class is to learn about culture – both your own and others’. *I consider the classroom to be an important anthropological field site. I believe that learning from and LISTENING RESPECTFULLY to your classmates provides both valuable information and an exercise in listening (a very important skill for anthropologists to master). Not coming to class is disrespectful to your classmates, and it will hurt your grade. Other students’ ideas are just as much part of culture (and therefore the data of anthropological research) as are the ideas of your instructor or the experts in the field. Learn to LISTEN and USE your classmates’ ideas as data.*

## **ATTENDANCE AND BEING ON TIME:**

One of the major premises of this class is that we are here to help one another learn. If you are not in class you cannot participate in this critical experience. You get two free absences, no questions asked. *But*, if you miss more than two classes, you should be aware that your FINAL grade will suffer by 1/3 grade for each class you miss after two. Thus if your final grade is a B and you miss three classes, the grade you receive will be a B-. If you miss four classes it will be a C+. Much of this class is focused on in-class discussion and activities that you will not be able to make up and will affect your grade. If you miss class, *everyone* suffers.

## **ASSIGNMENTS and LATE PAPER POLICY:**

All papers and assignments must be turned in on time. Turning in a paper late causes significant problems both for me (in trying to keep track of individual papers and juggling assignments) and also for you, because you will then continue to be behind throughout the class. In addition, *turning in late papers is unfair to those who completed their papers on time*. It is up to my discretion whether I will accept a late paper. Generally, I will not. However, on those rare occasions when I do, the paper’s grade will fall by 1/3 grade for each day it is late (i.e. a B+ will become a B, or an A- will become a B+). Any paper turned in more than 15 minutes after the start of class will be considered a day late. If you plan to request an extension for a late paper be aware that I will NOT grant extensions because of unexcused absence, sports absences, undocumented illnesses or emergencies, overwork, or family vacations. If you have a medical, family or personal emergency you may request an extension ONLY if you have documentation from a doctor, parent or counselor. Again, this is a fairness issue for those students who do manage (despite their also busy lives) to turn papers in on time.

*If you are a student with a documented disability on record and wish to have a reasonable accommodation made for you in this class please see me immediately. Or if you must miss class for a religious holiday, please notify me, in writing, one week prior to the class you expect to miss in order to be excused (assignments due on a particular day must still be turned in on or before the day specified).*

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*“Student work submitted as part of this course may be reviewed by Oxford and Emory faculty/staff for the purposes of improving instruction and enhancing Emory education.”*

## Weighted Grade worksheet

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Sprin 2013 • Dr. Alicia Ory DeNicola

*Instructions: Your grade for the assignment goes into column A. Multiply across to get a total for column B. Add column B down to get your weighted total out of 100 for your final grade.*

	A	B
Focus Papers	_____ x .10	= _____
Essay 1	_____ x .10	= _____
Leading Discussions	_____ x .10	= _____
Midterm Exam	_____ x .15	= _____
Final Presentations	_____ x .15	= _____
Final Draft	_____ x .10	= _____
Final Paper	_____ x .15	= _____
Class participation	_____ x .15	= _____
<b>Weighted Total</b>		= _____%

If you are only part way through the semester, you will have to do some additional calculations.  
Run this equation and SOLVE FOR Z (your percentage thus far in the class):

$$x/y=z/100$$

(example:  $45/65=z/100$  or  $4500/65=z$ )

x=your total percentages that you have earned so far  
y=the total \_possible\_ percentage for assignments so far  
z=your percentage grade at this point (not counting absences)

# Schedule of Class Assignments\*

Date	Day	Readings / Assignments	Pages	Important Dates / Notes
Jan 16	Wed	No reading due. Introduction to syllabus, course, theory, method.		First day of class: Announce assignment for Jan 18 – upload a photo by end of day Wednesday for Friday's Class. Subject: "Theory and Method"
Jan 18	Fri	Read: McGee and Warms, Preface and Introduction In class: Photographic analysis: Theory and Method	viii-4	The Construction of Knowledge. "T"ruth and "t"ruth This is central to all other concepts in this class!
Jan 21	Mon	No Class		MLK Holiday
<b>Analysis: The "Turn" or "Crisis" in anthropology (Just before 'present day'). Or, Constructing the present through Context (oh, and post-modernism)</b>				
Jan 22	Tue			Last day to change classes--Absences now count
Jan 23	Wed	<ul style="list-style-type: none"> <li>Clifford, Partial Truths (E-reading)</li> <li>Abu-Lughod, Writing Women's Worlds</li> <li>AND Writing Against Culture (E-readings)</li> </ul>	xi-xxxv/ 466-479	ASSIGN: Bring one-page analysis of Tues. and Wed readings to class (connections? Why here in the syl?) <i>TPSL, Ms. McLaughlin in class intro placemnt opts</i>
<b>Analysis: Going back to the Beginning. Or, Constructing the Present through our telling of the Past (or Materialism &amp; the influence of Evolution)</b>				
Jan 25	Fri	<ul style="list-style-type: none"> <li>McGee &amp; Warms (M&amp;W), Chp 2</li> <li>Moore, Chp 1</li> </ul>	30-44 5-17	On Edward Tyler (and the influence of Marx & Hegel) Look at Dates: (Hegel, Darwin, Marx)
Jan 28	Mon	<ul style="list-style-type: none"> <li>M&amp;W, Chp 3</li> <li>Moore, Chp 2</li> </ul>	45-56 18-32	On Lewis Henry Morgan (and the influence of Marx & Hegel) ASSIGN: One page analysis of Fri and Mon readings (Connections? Why go backwards here?)
<b>Analysis: Moving into the 20<sup>th</sup> Century. Or, Begin asking about the context/history and their connections on your own (Do you know what was happening?)</b>				
Jan 30	Wed	<ul style="list-style-type: none"> <li>M&amp;W, Chp 5</li> <li>Moore, Chp 4</li> </ul>		On Durkheim (and the influence of 'natural laws,' empiricism, and testing in the social sciences) <i>TPSL, Ms. McLaughlin in Class give out placemnts</i>
Feb 1	Fri	<ul style="list-style-type: none"> <li>M&amp;W, Chp 6</li> <li>Moore, Chp 9</li> </ul>	85-96 121-133	On Marcel Mauss (Exchange as a system of empirically observable social 'rules' / the 'economy')
Feb 4	Mon	<ul style="list-style-type: none"> <li>M&amp;W, Chp 7</li> <li>Find your own article on Weber, bring it to class</li> </ul>	97-110	On Weber (and finding your own historical and disciplinary context): ASSIGN: One-page explanation of how your article helped you understand M&G
<b>Analysis: Fieldwork, The 'Official' Beginnings of Anthropology (Papa Boas, Malinowski as the father of fieldwork, their "children" and the subfields)</b>				
Feb 6	Wed	<ul style="list-style-type: none"> <li>M&amp;W, Chp 8</li> <li>Moore, Chp 3</li> </ul>	117-124 33-45	On Papa Boas and the specifically American brand of Anthropology.

\* Note: These are difficult, theoretical readings. Reading the footnotes carefully (which IS part of your assignment), and also the introductions (which are not, but I strongly suggest you read them) can be extremely helpful in contextualizing and understanding the readings.

Feb 8	Fri	• M&W, Chp10 • Moore, Chp7	131-149 88-103	Sapir and Whorf (Star-trek fans?), Language as culture structure (remember Durkheim?)
Feb 11	Mon	• M&W, Chp 11 • Moore Chp 10	154-169 134-146	Fieldwork as a structuring, identifying 'method' of anthropology. How can fieldwork also be 'theory'??
Feb 13	Wed	• M&W, Chp 12 • M&W, Chp 12	170-180 161-174	Functional Structuralism(s): EP and Radcliffe-Brown in relation to Malinowski's Functionalism
Feb 15	Fri	• M&W, Chp 14-15 • Moore, Chp 6,8	200-220 78-87, 104-116	The subdisciplines, culture and personality, moving into the 'present'.
<b>Analysis: Structuralism, Sociobiology, Symbolism &gt; Post modernism → Or, Introducing theories of power into the mix (Historical context?)</b>				
Feb 18	Mon	MIDTERM EXAM		Multiple Choice: dates, titles relationships, concepts, vocab / Short Answer: analysis, connections, relationships
Feb 20	Wed	• M&W, Chps 22-23 • Moore, Chps 17, 22	322-343 231-246, 307-324	Separated by time, Connections between structuralism and Symbolism
Feb 22	Fri	• Mary Douglas (E-reading), Chp 17, in Implicit Meanings • Moore, Chp 20	276-315 272-288	Symbolism
Feb 25	Mon	• ½ class: Clifford Geertz (E-reading), Thick Description • ½ class: M&W, Chp 33, Deep Play: Notes on the Balinese Cockfight • Everyone: Moore, Chp 19	3-30 467-487  259-271	Interpretive anthropology: Note here that we are skipping much of anthropology's history out of necessity: Reemergence of Evolutionary Thought, Sociobiology, Feminist Anthropology, etc. This is a necessity because of time constraints but you need to know it is an important absence
Feb 27	Wed	½ Class: M&W, Chp 34 & Moore, Chp 23  ½ Class: M&W, Foucault (E-Reading) Intro to Discipline & Punish & Bordo, Feminism, Foucault & the Politics of the Body (E-reading)	492—507 &325-342  3-31 & 246-257	On Bourdieu (#1) and Foucault (#2), Discourse & Power as key aspects of theory, method and practice in the social sciences  #2 From Feminist Theory and the Body: A Reader (1999: Price and Shildrick, eds)
Mar 1	Fri	Abu-Lughod, Writing Women's Worlds	1-43	Reflections on power. Whose Power?
Mar 4	Mon	Abu-Lughod, Writing Women's Worlds	45-125	Reflection on reflexivity and interpretation
Mar 6	Wed	Abu-Lughod, Writing Women's Worlds	127-167	Midterm deficiencies Due
Mar 8	Fri	Abu-Lughod, Writing Women's Worlds	168-242	Last Day to drop classes
Mar 11	Mon	NO CLASS		SPRING BREAK
Mar 13	Wed	NO CLASS		SPRING BREAK

Mar 15	Fri	NO CLASS		SPRING BREAK
Analysis: Hard-core methods: What are they, how do we practice them				
Mar 18	Mon	Crane and Angrosino (C&A), Intro to Chp 2	v-143	Discussion on methods and connection to theory & practice in your TPSL classes
Mar 20	Wed	C&A, Chps 3-5	44-74	ASSIGN: use your methods in TPSL
Mar 22	Fri	C&A, Chps 6-7, 9	75-120, 108-120	ASSIGN: use your methods in TPSL
Mar 25	Mon	C&A, Chps 11-13	136-178	ASSIGN: use your methods in TPSL
Mar 27	Wed	C&A, Chps 14	179-190	ASSIGN: use your methods in TPSL
Analysis: Combining Theory and Methods as an ethnographic project (an example)				
Mar 29	Fri	Boellstorff Chp 1	1-31	Analysis of Boellstorff: What is he doing? Why does this combine theory and method?
Apr 1	Mon	Boellstorff Chp 2-3	32-86	Analysis of how YOU will use the lessons of Boellstorff
Apr 3	Wed	Boellstorff Chp 4	87-117	Theory, method and practice (how are you using the methods)
Apr 5	Fri	Boellstorff Chp 5	118-150	Theory, method and practice (how are you using the theory)
Apr 8	Mon	Boellstorff Chp 6-7	151-202	Theory, method and practice (how are you practicing the combination in TPSL)
Apr 10	Wed	Boellstorff Chp 8	203-236	Theoretical concepts of simulation
Apr 12	Fri	Boellstorff Chp 9	237-250	What is real, what is performance and how might you think about this in your work?
Analysis: Making it all come together: Working through The Writing Project				
Apr 15	Mon	Rosenwasser and Stephen (R&S) (E-reading) Chp 4: Reading	109-136	How to connect readings to methods and theory
Apr 17	Wed	R&S Chp 5: Linking Evidence & Claims (E-reading)	137-162	Just like it says. Critically important!
Apr 19	Fri	R&S Chp 6: Making a Thesis Evolve (E-reading)	163-195	Draft Workshop
Analysis: Considering the Audience. Or, practicing the final product and getting/giving useful feedback				
Apr 22	Mon	Presentations (3)		
Apr 24	Wed	Presentations (3)		
Apr 26	Fri	Presentations (3)		
Apr 29	Fri	Presentations (3)		Last day of classes
Apr 30	Mon			Reading Day
May 1-8				Final Exams
<b>May 1</b>	<b>Wed</b>	<b>FINAL PAPER DUE ON BLACKBOARD BEFORE CLASS TIME</b>		<b>I WILL ACCEPT NO LATE PAPERS</b>
May 11				Commencement