

Course content may vary to meet the needs of this class. Continued enrollment in this course implies that you have read and accepted the conditions listed in this syllabus.

SYLLABUS

ANTH 4980

History and Theories of Anthropology

Monday, Wednesday, Friday, 11:30 am-12:20 pm

Instructor: Jacob Freeman

Email: jacob.freeman@usu.edu

Office Location: Old Main 245B

Office Hours: Tuesday and Thursday 2-3 pm or by appointment

The best way to reach me is by email. I will usually return your email within 24 hours, unless you email me on Saturday or Sunday

You are required to bring college rule paper and a pen or pencil to class. We will be doing journal entries throughout the semester and your class participation grade depends on turning in your journals on a regular basis.

All other relevant reading, videos, podcasts, *ecceterra* are posted on canvas and/or are available in the Library.

Course Introduction: This course is an introduction to the history of thought in anthropology and closely related disciplines (e.g., sociology, political science). We will identify the epistemological foundations of anthropology and develop our knowledge of historical shifts in the dominant research paradigms of anthropology. This is an advanced course, and I expect each student to do all of the assigned reading, associated assignments, and participate in class discussions. We will collaborate to help each other come to a richer understanding of theory in anthropology.

This is a foundation course that explores the diverse theoretical perspectives in anthropology by tracing the history of the discipline. Theory is fun! Theory is what allows an anthropologist to move from description to explanation. Theory is everywhere, implicitly or explicitly. Theory does not consist of mere speculations, nor is it an act of ad hoc wondering. Theories are not proven or disproven. Let me say that again. Theories are not proven or disproven. They are evaluated for their usefulness. Theory is the sum of knowledge from a particular research perspective, at a particular point in intellectual history. Theory shapes our conceptualization of issues, and even our ability to recognize them. Most importantly, theory shapes our interpretations - what we think we know.

The objectives of this course are below. Anytime you are wondering ‘what should I be learning in this course?’ Reread these objectives.

- Learn the difference between scientific and humanist approaches to the construction and evaluation of arguments in anthropology
- Identify and describe major “schools of thought” in anthropology
- Identify and critique theories of human behavior and action

Central design principles behind this course are:

1. that being a successful participant in an academic discipline requires that students know expectations of the discipline
2. know the history of the discipline and
3. that it is necessary to learn the skills to read and evaluate the arguments made by anthropologists in order to craft one’s own arguments

Course Structure: This course is divided into four parts.

Part I of the course will explore the philosophical underpinnings of science and the humanities. This is not a philosophy course. Part I of this course will introduce the concepts of epistemology, induction, deduction, the problem of induction and hermeneutics. These concepts are essential to understand the goals of anthropologists and theories of human behavior and action.

Part II of the course will provide an overview of theory in anthropology with a focus on the historical roots of current ideas in anthropology. We will develop a knowledge of the history of ideas and how ideas shape inquiry, and students will read selections from the primary anthropological literature. In this part of the course, we will practice critical thinking by comparing and contrasting early paradigms for understanding humanity.

Part II Themes: 1) *Evolutionary anthropology*; 2) *Symbolic and interpretive anthropology*; 3) *Structure, function and agency*; 4) *Rationality and decision making*. We will continue to revisit these themes throughout Parts III and IV of the course.

Part III of the course is an exploration of current anthropological literature and will give each of us the opportunity to go beyond the assigned readings for the whole class. Paper #1 will allow students to tailor their reading to their own interests and develop an in-depth understanding of a paradigm in contemporary anthropology (e.g., human behavioral ecology, historical ecology). This exploration will serve as background knowledge for Part IV of the course.

How to succeed

To successfully complete this course, you will

1. Complete all required readings and come to EVERY CLASS. Obviously, some absences are unavoidable. I do not take attendance. If you miss class, your grade will suffer.
2. Prepare for class by completing assignments and participate in class discussions.

3. Please do not wait to seek help. By the last few weeks of the semester, it may be too late to fix many problems that might have been tractable if you had taken the initiative earlier.

Grading

Each student's grade will reflect their participation and performance on written assignments, quizzes and tests.

Grade scale:

A	100-90%
B	89-80%
C	79-70%
D	69-60%
F	<60%

Assignments and Learning Tools:

Journal Entries-each journal check is worth 15 points. The bulk of this course's grade will depend on writing assignments done in each student's journal. Each student is required to keep a two column journal. All you need to do this is legal pad or college rule paper. The left hand column is for reading notes. The right hand column is for writing exercises that we will do in class. Journals will be turned in on a regular basis.

There are two types of journal entries: *reading notes* and *freewrites*. Reading notes are required for every assigned reading. I will outline my expectations for reading notes in class. In general, you should strive to summarize the main points that an author is making IN YOUR OWN WORDS. Your reading notes will be written in the left hand column of your journal. Freewrites are writing exercises that we will conduct in class. These exercises are designed to get each individual thinking more analytically about the topics and reading that we will discuss in class.

Experiment Participation-50 points: In the first week of this course, you are required to participate in an experiment called the "Packman Game." The data collected during the experiment will be used in class. To earn the 50 points, all you need to do is show-up to one of the three experimental sessions listed below. Plan on the session lasting 1 to 1.5 hours. Tuesday: 3:20 pm to 5 pm; Wednesday 7:20 am to 9 am; Thursday-5:10-6:45 pm. All experiments will take place in the Family Life Computing Lab room 201. Please arrive on time! We will use these data in class. Please do not talk about the experiment with other students this semester at USU!

Pre-test and Post-test 100 points. There are two tests in this course. The first test is a pre-test due Friday, January 13th. This is a take-home exam. As long as you attempt to answer every question, you will receive full credit (25 points). This is a pre-test, you are not expected to know all of the answers, just do your best. The test is a series of short-answer and essay questions. All exams must be typed, double spaced, with 1 inch margins and in 12 point font. Turn all exams in electronically via Canvas. The Post-test is tentatively

scheduled for Friday March 3rd. This exam is worth 75 points. To receive full credit, all questions must be answered well. All exams must be typed, double spaced, with 1 inch margins and in 12 point font. Turn all exams in electronically via Canvas.

Paper #1-100 points. Write an analysis of the academic work of your chosen contemporary anthropologist. This analysis will include three parts. (1) The individual's intellectual pedigree; (2) The assumptions of the major paradigm/kind of anthropology that the individual works within; (3) An analysis of the edges of knowledge identified by the anthropologist's work. These are unanswered questions or perspectives the author has not thought about that dictate where research should go next.

EXTRA CREDIT: No extra credit is given. Put your effort into the assignments and the expectations of the course. Policy for late assignments.

LATE ASSIGNMENTS: I do not accept late assignments. We are nevertheless, a team, and if you communicate with me, I will work to accommodate legitimate problems you may have. Stay in touch and be responsible.

The USU ACADEMIC INTEGRITY POLICY can be found at the web address below. If you have any questions about whether a behavior violates academic standards, ASK. Please do not violate the standards. As I said, science is a public good and the provision of public goods requires honesty.

<http://www.usu.edu/student-services/student-code/article6.cfm>

Below is the standard for academic integrity.

ARTICLE VI. University Regulations Regarding Academic Integrity

SECTION VI-1. University Standard: Academic Integrity

Students have a responsibility to promote academic integrity at the University by not participating in or facilitating others' participation in any act of academic dishonesty and by reporting all violations or suspected violations of the Academic Integrity Standard to their instructors

The Honor Pledge To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge:

I pledge, on my honor, to conduct myself with the foremost level of academic integrity.

Violations of the Academic Integrity Standard (academic violations) include but are not limited to:

- 1. Cheating: (1) using or attempting to use or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity, including working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done individually; (2) depending on the aid of sources beyond those authorized*

by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work; (4) acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission; (5) continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity; (6) submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or (7) engaging in any form of research fraud.

2. Falsification: altering or fabricating any information or citation in an academic exercise or activity.

3. Plagiarism: representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

IN COMPLIANCE WITH THE AMERICANS WITH DISABILITIES ACT (ADA), qualified students with disabilities may be eligible for reasonable accommodations. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, 797-2444 voice, 797-0740 TTY, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice.

I will do everything I can to accommodate all students. Please see disability services to obtain any necessary documentation. The web address is:
<http://www.usu.edu/drc/>

IN COMPLIANCE WITH THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA), it is the policy of the Department of Sociology, Social Work & Anthropology at Utah State University to maintain the confidentiality of students records. When it is not feasible to distribute exams, papers, and other assignments to students individually (e.g., in large-enrollment classes), the instructor may obtain from students a signed waiver of confidentiality regarding class assignments so exams, papers, and other academic exercises may be placed out during class or during other group sessions for students to pick up. A general waiver may be sought from each student at the beginning of the academic term with the understanding that the waiver may be rescinded , in writing, during the academic term if the student chooses. If a student does not sign a waiver, then assignments must be returned to that student confidentially.