

History of Anthropology I: from the Origins to Boas

Code: 105764
ECTS Credits: 6

Degree	Type	Year	Semester
2500256 Social and Cultural Anthropology	OB	2	1

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

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Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Prerequisites

This subject has no prerequisites. It is recommended to course this subject before History of Anthropology II

Objectives and Contextualisation

Objectives

It is a Semester subject of the second year that traces the historical development of anthropology since its consolidation as an academic discipline in the second half of the Nineteenth Century to the theoretical developments of the Inter-war Period.

Its primary educational objective is to give historical coherence to the readings that are done in a dispersed way and that are systematized in very different ways to the rest of the subjects of the degree. At the end of the course students should be able to give reasons for:

- The general, theoretical and methodological characteristics of the different schools or currents that have occurred in this period of the history of anthropology;
- The main theses and developments of each one of the authors considered.

Competences

- Apprehending cultural diversity through ethnography and critically assessing ethnographic materials as knowledge of local contexts and as a proposal of theoretical models.
- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must demonstrate knowledge and understanding of the history of anthropological theory and the genesis of its basic concepts.

- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
- Using the discipline's ethnographic and theoretical corpus with analytical and synthesis skills.

Learning Outcomes

1. Applying the basic concepts of the anthropological theory.
2. Critically assessing ethnographic materials as a proposal for theoretical models.
3. Establishing historical connection between ethnographic and theoretical development.
4. Explaining aspects of the history of science by using the discipline's specific terminology.
5. Explaining the specific notions of the history of science.
6. Identifying main and supporting ideas and expressing them with linguistic correctness.
7. Identifying the key elements of the western cultural tradition from the 19th century to the present day.
8. Identifying the recent disciplinary developments and the correlation between the anthropological theory and the social disciplines related in their historical development and the current interdisciplinary tendencies.
9. Identifying the theories about human species in their relation to society and culture production.
10. Integrating holistically the progress from the classical fields of Anthropology.
11. Recognizing and interpreting the main theoretical orientations throughout the discipline's history from the 19th century to the present day.

Content

THEMATIC BLOCK I. THE BACKGROUND OF ANTHROPOLOGY

1. What history of what anthropology? Central and peripheral anthropologies. The influence of Colonialism.
2. *Anthropology* before Anthropology. The reflection on the otherness before the 19th Century: Antiquity and the Middle Ages; Renaissance and Baroque.
3. The immediate antecedents of the anthropological works of the Enlightenment.

THEMATIC BLOCK II. VICTORIAN ANGLOSAXON EVOLUTIONISM

1. Key influences beyond the Enlightenment heritage: C. Darwin and H. Spencer; K. Marx.
2. The emergence of Academic Anthropology.
3. Aspects of theory and method of Evolutionist orientation.
4. L. H. Morgan, paradigm of an evolutionist author (1818-1881).

THEMATIC BLOCK III. THE BIRTH OF SOCIAL ANTHROPOLOGY IN FRANCE

1. Influence of the French Sociology: Emile Durkheim (1858-1917) and the "Social fact".
2. Marcel Mauss (1872-1950) and other precursors of the French Social Anthropology.

THEMATIC BLOCK IV. DIFFUSIONISM AND HISTORICAL PARTICULARISM

1. Aspects of theory and method of the Diffusionist orientation.
2. The national variants of Diffusionism.
3. Historical Particularism: The contribution of Franz Boas (1858-1942).

THEMATIC BLOCK V. CONTINUITY LINES OF THE BOASIAN LEGACY: THE SCHOOL OF CULTURE AND PERSONALITY

1. The historical development of cultural anthropology in the United States.
2. The school of Culture and personality. Influences and phases.
3. The contributions of Margaret Mead (1901-1978) and R.F. Benedict (1887-1948).

Methodology

A. Theoretical and practical classes led by teachers: Master classes with ICT support and seminars for discussion in a large group and discussion of texts.

B. Search for documentation, reading texts, writing works

C. Study: Making diagrams, conceptual maps and summaries.

D. Tutorials: Personalized attention to the student in the office or in the classroom. The office hours and place for tutorials will be announced the first day of class and also will be available at the Moodle classroom.

TEACHING MATERIAL

In order to follow the teaching rhythm of the course, students must make the required readings that will be indicated in classes. The general bibliography contained in this Teaching Guide offers manuals that students are expected to use to complement the syllabus beyond what is explained in the classroom. During the course it is possible that other complementary literature is recommended.

DYNAMICS OF WORK

The course consists of 5 themed blocks. Each thematic block will be accompanied by one or more compulsory readings (chapters of a book or articles) that will be the basis for the discussion in class at the end of each thematic block. Compulsory readings complement the notes and will also be material to be taken into account for the assessment work. It can be asked the reading of a complete book or monograph related to one of the themed blocks, which will be indicated by the professor or should be chosen by the student from a list.

Mandatory readings and the calendar for the exam and the delivery of works will be provided at the beginning of the course and will be available in the moodle classroom.

The teaching methodology and the evaluation proposed in the guide may undergo some modification subject to the onsite teaching restrictions imposed by health authorities.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Seminars	5	0.2	2, 3, 4, 5, 8, 7, 6, 9, 11, 1
Theoretical classes	44	1.76	3, 4, 5, 8, 7, 6, 9, 10, 11, 1
Type: Supervised			
Individual and group tutoring	2.5	0.1	2, 3, 4, 5, 8, 7, 6, 9, 11, 1
Type: Autonomous			

Essay writing	30	1.2	2, 3, 4, 5, 8, 7, 6, 9, 11, 1
Mandatory readings	12	0.48	3, 4, 5, 8, 7, 6, 9, 11, 1
Personal study and work	45	1.8	2, 3, 4, 5, 8, 7, 6, 9, 10, 11, 1

Assessment

Evaluation of the course is understood as a continuous and progressive process, which extends throughout the course period and is developed from the realization of different assessment activities:

WORK MODULE (30% of the final grade):

Group work on a issue chosen by the students from a list proposed by the teacher. The guideline for the completion of the work and the evaluation rubric will be provided at the beginning of course.

PARTICIPATION MODULE (20% of the final grade): this module is not recoverable.

There will be several compulsory readings of texts of the authors worked in class that will be discussed collectively (in the classroom or through the Virtual Campus forum). The evaluation will take into account not only the number of debates where the student has participated but also on the quality of the intervention, as well as the participation on the day scheduled for the debate. The evidence on the participation will be the written contributions derived from the activities carried out.

WRITTEN TEST MODULE (50% of the final grade):

There will be two exams (25% each) on the course themes and the compulsory readings.

To pass the course, students will need to obtain a minimum score of 5 resulting from the average of the marks obtained in each of the activities (according to the percentage of each in the final note).

At the time of carrying out each evaluation activity, the lecturer will inform the students (in the classroom or via Virtual Campus) of the procedure and date of review of the qualifications.

At the beginning of the course, the schedule will be reached with the dates of completion of the work, discussion of compulsory readings, and exams. Also, it will be given the compulsory readings in PDF format at Virtual Campus.

ASSESSMENT IN CASE OF NON-PRESENTIAL SITUATION:

In the event that tests or exams cannot be taken onsite, they will be adapted to an online format made available through the UAB's virtual tools (original weighting will be maintained). Homework, activities and class participation will be carried out through forums, wikis, and/or discussion on Teams, etc. Lecturers will ensure that students are able to access these virtual tools, or will offer them feasible alternatives.

ASSESSMENT CRITERIA

All activities have a deadline that must be met strictly, according to the proposed schedule. The absence or delivery outside the term of the evaluation activities without a justified and accredited cause means that the activity will not be evaluated.

In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a zero for this activity, regardless of any disciplinary process that may take place. In the event of several irregularities in assessment activities of the same subject, the student will be given a zero as the final grade for this subject.

NOT ASSESSABLE

The student will receive the grade of Not assessable as long as he/she has not done one or any of the two exams and delivered the written essay, except for justified and duly accredited reasons. In any case, students

will obtain a "Not assessed/Not submitted" course grade unless they have submitted more than 30% of the assessment items.

RE-ASSESSMENT CRITERIA

Suspended students who meet the criteria to be assessable (ie who have completed the first exam (25%) and at least 50% of the discussions) and have obtained a minimum grade point average of 3.5 will be eligible for recovery. Recovery will consist of an examen of the suspended part. The participation module is not recoverable.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Critical commentary and discussion of readings	20%	7.5	0.3	3, 4, 5, 8, 7, 6, 9, 11, 1
Group writing of essays	30%	1	0.04	2, 3, 4, 5, 8, 7, 6, 9, 10, 11, 1
Written exams	50%	3	0.12	2, 3, 4, 5, 8, 7, 6, 9, 11, 1

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Software

MODDLE ON VIRTUAL CAMPUS