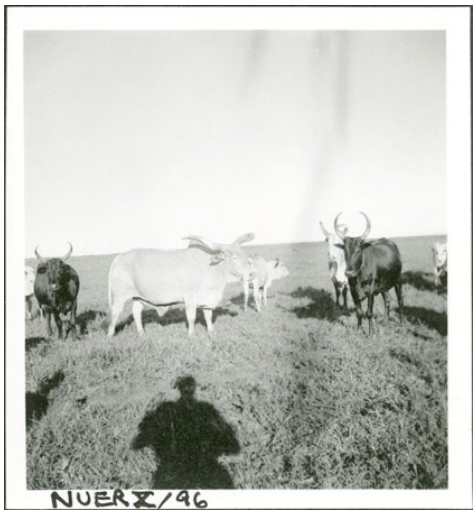
History of Anthropological Thought



Anthropology 4034-0001
Fall 2018
Mondays, Wednesdays, Fridays, 8:30-9:20 AM
Business Administration CB1 O122

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Office Hours: Mondays and Wednesdays, 9:30 AM-11:30 AM, by appointment, or contact me through Webcourses and I will try to reply in 24 hours. **All** email communication must take place either in Webcourses or using a Knights E-mail account.

Course Description

Anthropologists have an unusual perspective on foundational questions because they study people in different cultural, historical, and environmental contexts. For more than 100 years, anthropologists have examined and debated issues of culture, race, gender, class, ethnicity, individual, agency, structure and society. We will explore these topics as we read original documents, discuss and debate different understandings of these issues. There will be some lecture in each class session to provide background information, and we will also analyze and debate these positions in small group discussions.

Course Goals

To understand relationships between scholars, ideas and people in anthropology.
To examine these anthropological conversations in historical and social context.
To relate academic thinking to "real-world" issues.
To practice using the act of writing to develop and communicate ideas.

Required Textbooks

[AT] Anthropological Theory: An Introductory History, 6th edition. R. Jon McGee and Richard L. Warms. McGraw-Hill, 2004. ISBN: 978-1-4422-5702-3 (pbk)

[VC] Visions of Culture: An Introduction to Anthropological Theories and Theorists, 4th edition. Jerry D. Moore. Altamira, 2012. ISBN: 978-0-7591-2218-5

These textbooks are available at the bookstore, and from many other sources. If you purchase your books somewhere else, note the ISBN number to **make sure** that you get the correct edition. The abbreviations are used in the class schedule (see below).

Grading

The requirements for this course are weighted as follows:

Class participation	10%
Weekly papers	50%
Midterm exam	20%
Final exam	20%

Class participation—This class meets three times a week, and we will read, discuss and debate many different ideas. This format depends on everyone's participation. You are expected to come to **every** class meeting and be an active part of in class activities, including writing, small group discussions, and classroom discussions. **Always** bring pen and paper to class.

Weekly papers—We will be reading essays from a wide range of anthropological thinkers, and writing short papers every week to respond to their ideas.

1) Read the weekly assignment, starting with the original essays in the McGee and Warms book [AT]. Then read the chapters in the Moore book [VC]
2) Choose one of the original essays that interest you, and try to find something in it that you either agree or disagree with. Use the footnotes and introductory materials in the textbook [AT], and the chapters in the Moore textbook [VC], to help generate ideas.
3) Write an argumentative paper that responds to a specific aspect of the original essay, in **no more than 500 words** (about two pages, double spaced). Use the word count feature in your word processor, and put the word count at the end of the paper. Put your name and a title on the paper, use a readable font (10 or 12 point), and put at least 1" margins all around. Use page numbers, and make the final product look neat and clear.
4) Your paper should do two things. First, it should raise an issue, by summarizing to an idea or a quote from one of the readings. Second, the paper should contain an idea or argument that you write in response to that issue. You **do not** need to do any outside reading or research for these papers. Instead, focus on explaining what you think, and backing it up with a detailed example or two.
5) We require electronic submission, because it allows us to give you more feedback on your writing. Electronic submissions will be accepted until class time (8:30 AM), **through Webcourses**. If the paper is submitted electronically after this time, or in person after class, it will not be accepted. **No exceptions**.
6) In class we will work in small caucus groups and as a whole to discuss and debate the issues that are raised in each week's readings.
7) There are 14 possible assignments, however, only your best 10 scores will be counted. You can (and probably should) submit 11 or more papers, and have the top 10 grades counted. **Be careful to submit 10 papers**—if you calculate the percentages, you will see that your grade will suffer if you do not.
8) The reports will be graded on a simple 10-point scale (7=not good, 8=good, 9=very good, 10=excellent).

Exams—there will be two exams (one midterm and a final). Exams consist of some objective questions (multiple choice, matching) identifications, and short essay questions. All material covered in the course may be included on the exams. No makeup exams will be given without written documentation of a valid excuse. There are no exceptions to this rule.

We will not spend time in class reviewing the exams. If you wish, I encourage you to make an appointment and I would be glad to go over the exams with you.

Grading scheme—For the final grades, the +/- system will be used. The percentages correspond to the following letter grades.

A	94-100	C	74-76
A-	90-93	C-	70-73
B+	87-89	D+	67-69
B	84-86	D	64-66
B-	80-83	D-	60-63
C+	77-79	F	<60

Anthropology Websites

These websites contain information about the history and current state of anthropology as a discipline and in the public sphere. They can help you generate ideas for your weekly papers, or even help study for the exams. Many anthropology blogs are also full of good links and information.

American Anthropological Association (www.aaanet.org)
UCF Library (library.ucf.edu)
see especially the Anthropology Plus database and online journals
Google Earth (earth.google.com)
Anthro{dendum} (https://anthrodendum.org/)
Sapiens (https://www.sapiens.org/)
HAU (https://www.haujournal.org/index.html)

Strategies for studying

There will be a lot of times throughout the semester when we will be working together, either through discussion or by working in small groups. In order for the class to be a success, everyone will have to participate and keep up with the work. These guidelines will help you earn a good grade:

1) Prepare for each class by doing all of the readings in advance.
2) Come to **every** class.
3) Practice taking notes in class. Learn how to summarize points quickly and write them down. You don't need to write down every word, but you do need more than a word every ten minutes. If you hear it more than once, odds are you should write it down.

4) Keep up with the reading assignments—the point of lecture is not to rehash what is in the readings, but to discuss the issues that those readings bring up.

Writing Center

Here at UCF there is an excellent service to help all writers improve their work by conferencing with other writers. Find out more about it at (www.uwc.ucf.edu). Take advantage of these resources, because they will certainly improve your writing and they are available to you at no charge.

Classroom decorum

In order for many humans to coexist at 8:30 AM in a small room, cooperate and learn, some basic ground rules are necessary.

Class discussions—some of the issues that we will be talking about in class this semester have the potential to provoke strong opinions and disagreement. In order for us to work together as a class, we will all need to be aware of this. By all means express your opinion, but also be receptive to other people when they express their opinions.

Small electronics—turn off all things that beep, whistle or sing before you come to class. Keep them off while you are in class.

Tape recorders and computers—it is okay to tape lecture and discussion, but please inform me before doing so. Feel free to use your laptop, although if you do **I might call on you** to look up something on the Internet for class discussion. We might revisit this policy; let's talk on the first day of class, and reach a consensus.

Disruptions—Talking during class, reading newspapers and other disruptive behavior will not be tolerated.

Cheating and Plagiarism—I have a zero-tolerance policy towards cheating and plagiarism. Students who cheat or plagiarize will fail the course, and most likely be expelled from the University. Please refer to your Golden Knights handbook for UCF rules regarding cheating.

Exams—If you cannot take an exam at the scheduled time because of a severe illness, injury, family emergency or participation in an official UCF event (sports, field trips, etc.) you must notify me immediately through email, in person, or through the department office (407-823-2227) **before** the exam. I will allow a make-up exam **only** with written proof such as a signed statement from a physician. If you do not have a validated excuse, you cannot take a make-up exam. There are no exceptions to this policy. It is **your** responsibility to schedule at time for a make-up exam.

Revisions and the syllabus

This syllabus is subject to revision as we work on topics throughout the semester. Updated syllabi will be distributed by email or the web, and you will hear about them in class. You should think of this syllabus as a contract that gives details about what will happen in the course. If this syllabus does not reflect your expectations, you should feel free to drop the course.

Date			Topic	AT reading	VC reading	Assignment **due**
Aug.	20	m	Introductions			
	22	w	History and Theory			
	24	f				
	27	m	Evolution	1-4 (Spencer, Tylor, Morgan, Marx + Engels)	1, 2 (Tylor, Morgan)	Paper 1 Evolution
	29	w				
	31	f				
Sep.	3	m	*Labor Day*			*No class*
	5	w	Sociology	5-7 (Durkheim, Mauss, Weber)	4, 9 (Durkheim, Mauss)	Paper 2 Sociology
	7	f				
	10	m				
	12	w	Four Fields	8-12 (Boas, Kroeber, Benedict, Mead, Whorf)	3, 5, 7 (Boas, Kroeber, Sapir) 6, 8 (Benedict, Mead)	Paper 3 Four Fields
	14	f				
	17	m				
	19	w	Functionalism	13-15 (Malinowski, Radcliffe-Brown, Gluckman)	10-12 (Malinowski, Radcliffe-Brown, Evans-Pritchard)	Paper 4 Functionalism
	21	f				
	24	m				
	26	w	Neoevolution	16-18 (White, Steward, Fried)	13, 14 (White, Steward)	Paper 5 Neoevolution
	28	f				
Oct.	1	m				
	3	w	Neomaterialism	19, 20 (Harris, Wolf)	15, 24 (Harris, Wolf)	Paper 6 Neomaterialism
	5	f				
	8	m				
	10	w	Structure, Language, and Cognition	21-23 (Lévi-Strauss, Conklin, Hunn)	17 (Lévi-Strauss)	Paper 7 Structure

	12	f	Midterm exam			Midterm
	15	m				
	17	w	Sociobiology	24, 25 (Wilson, Bird et al)	22 (Ornter)	Paper 8 Sociobiology
	19	f				
	22	m				
	24	w	Feminist Anthropology	26, 27 (Slocum, Leacock)	16 (Leacock)	Paper 9 Feminist Anthropology
	26	f				
	29	m				
	31	w	Symbolism and Interpretation	28-30 (Douglas, Turner, Geertz)	18-20 (Turner, Geertz, Douglas)	Paper 10 Symbolism and Interpretation
Nov.	2	f				
	5	m	Postmodernism	31-34 (Bourdieu, Foucault, Rosaldo, Hanson)	21, 23 (Fernandez, Bourdieu)	Paper 11 Postmodernism
	7	w				
	9	f				
	12	*m*	*Veteran's Day*			*No class*
	14	w	Gender	35-37 (Abu-Lughod, Valentine, Wardlow)		Paper 12 Gender
	16	f				
	19	m				
	21	w	Globalization	38-40 (Appadurai, Bestor, Friedman and Friedman)		Paper 13 Globalization
	23	f	*Thanksgiving Break*			*No class*
	26	m				
	28	w	Agency and Structure	41-43 (Bourgois, Ortner, Gomburg-Muñoz)		Paper 14 Agency and Structure
Dec.	30	f				
	5	w	Final Exam			7:00-9:50 AM