

# ANG5742: Problems in Forensic Anthropology

Department of Anthropology  
College of Sciences, University of Central Florida

## COURSE SYLLABUS- Spring 2018

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Instructor:	<i>John J. Schultz, Ph.D.</i>	<i>Class Meeting Days:</i>	<i>Monday</i>
Office:	<i>Phillips Hall 409T</i>	<i>Class Meeting Hours:</i>	<i>3:00-5:50pm</i>
Phone:	<i>407-823-1180</i>	<i>Class Location:</i>	<i>MSB 149</i>
E-Mail:	<i>john.schultz@ucf.edu</i>		
Office Hours:	<i>Monday 1:00-3:00pm; or by appointment</i>		

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### University Course Catalogue Description

Current issues and topics in forensic anthropology.

### Course Objectives

After completing this course students will develop a basic proficiency in the following areas:

- ***History of Forensic Anthropology***
- ***Taphonomy***
  - Understanding the theoretical basis and history of forensic taphonomy
  - Recognizing the different stages of human decomposition
  - Recognizing the environmental factors affecting postmortem change to bone including alterations through both flora and faunal impacts
  - Recognizing and identifying the different stages of heat alteration to bone and the commercial cremation process
  - Establishment of a postmortem interval based on taphonomic changes to bone
- ***Trauma***
  - Understanding basic bone biomechanics
  - *Recognizing Blunt and Gunshot trauma*
  - Evaluating the timing of trauma to bone (is the damage perimortem, or postmortem)
- ***Ethics and Legal Considerations in Forensic Anthropology***

### Course Description

This is an advanced forensic anthropology course focusing on both taphonomic alterations to bone and trauma-based patterns of injury and healing (where

applicable). It is expected that each student is proficient in human osteology, including small fragment identification as well as basic laboratory methods of skeletal analysis. This course will increase the student's knowledge of two fundamental areas of forensic casework and will provide the foundation for continuing studies in ANG 6740C Advanced Forensic Anthropology.

### **Course Prerequisites**

Graduate student in the Anthropology MA program and completion of a Human Osteology Class

### **Required Textbook**

Passalacqua NV, Rainwater CW. 2015. Skeletal Trauma Analysis: Case Studies in Context. West Sussex: Wiley Blackwell.

### **Additional Readings**

Refer to course schedule for additional readings

### **Basis for Final Grade**

Your final grade will be based on a total of 400 possible points and will be derived from class participation, leading two class discussions, and writing two papers: one on an approved taphonomic topic of your choice and one on an approved trauma topic of your choice. The requirements for this course are weighted as follows:

<b>Assessment</b>	<b>Points</b>	<b>Percent of Final Grade</b>
<b>Academic Activity Assignment</b>	1	0.25%
<b>Taphonomy</b>		
Presentation	50	12.5%
Paper	100	25%
<b>Trauma</b>		
Presentation	50	12.5%
Paper	100	25%
<b>Class Participation</b>	9	2.25%
<b>Leading Two Class Discussions</b>	30	7.5%
<b>Four Short Case Reports</b>	60	15%

### **Class Participation (9 points)**

This is a graduate level course, and as such it is expected that each student will participate in class each week. You will be expected to have read all of the

required readings and contribute to the class discussion. **Grades will be based on the respectful exchange of thought and ideas and on the contribution's relevance to the weekly topic.**

### **Leading Class Discussion (30 points)**

Each student will be expected to facilitate two class discussions: on one taphonomic topic and one trauma topic. Topics will be selected the first week of class.

Two to three required readings are already chosen for the discussion that provide foundational information for the topics. Your role as the weekly student leader will be select two to three additional pertinent articles as required readings and post the reference information on Canvas at least one week prior to the planned discussion. The articles can be pertinent research and cases studies to supplement the class discussion. It is a good idea to have Dr. Schultz review your selected articles ahead of time to confirm that they are appropriate for the discussion topics.

### **Short Case Reports (60 points)**

You will be required to complete four short case reports, 15 points each, with appropriate case file documentation. Each assigned case will consist of interpreting and describing traumatic injuries to the skeleton. Report details will be discussed in class.

### **Required Papers and Presentations (150 points each for a total of 300 points)**

You will be required to write two fully referenced (AJPA style) literature review papers. Each paper is to be double-spaced with 1" margins, utilizing Time New Roman font and is not to exceed 25 pages (including cover page, literature cited, figures and tables). You may select a topic in each category that interests you. The topic may be the same as your discussion topic, or may be on another topic we cover in class. We will discuss further requirements for the papers in class. In addition, you will be required to present both papers as PPT presentations. We will discuss further requirements for the PPT presentations in class.

### **Academic Activity Assignment – What I expect to achieve by completing this class.**

Starting with the fall 2014 semester, verification of student engagement is required to support UCF's compliance with a federal financial aid regulation that must be followed for all classes. The regulation states that students who receive federal student aid must be academically engaged in each course in which they are enrolled. Without verification of this engagement, students will not receive their student aid. Institutions must now verify that every student enrolled in every course has met this standard. Everyone is required to post a statement, even if you do not require federal aid, which explains the following:

- 1) Please post what you expect to achieve by completing this class.

All postings must be completed by January 12 (11:59 pm). You will receive one point for completing the assignment. However, you will receive a deduction of 2 points if the posting is not completed by January 12.

**Grading Scale** The +/- system will be used in this class.

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

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### **Course Policies: Grades**

**Paper Requirements:** Due dates for outlines and papers are clearly marked on the schedule. If you must miss a class (see attendance policy below), you may send me your assignment via email BEFORE class begins. No assignments will be accepted after that time. Should you miss a deadline due to a valid emergency, I will require an acceptable written excuse from a physician or written proof of a personal or family crisis such as a death certificate.

**Grades of “Incomplete”:** Incomplete grades are given only in situations where unexpected and DOCUMENTED medical emergencies prevent a student in good standing in the course from completing the remaining work. I am the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the “I” will automatically be recorded as an “F” on your transcript.

**Final Grades:** I do not make individual allowances for final grades. If you are doing poorly in the class make arrangement to speak with me early in the semester so we can discuss ways to improve study and comprehension skills.

### **Course Policies: Technology and Media**

**Email:** I prefer students to email my UCF account directly when there are questions or when sending assignments. I check my UCF email regularly and you can generally expect a response the day of the email or the next weekday. I may only check email once during the weekend. If you do not receive a response over the weekend, you can expect a response Monday morning.

**Laptop Usage:** Using a laptop to take notes is a privilege, not a right. You are allowed to use a laptop to take course notes, However, you are not allowed to use the laptop for anything else such as internet surfing, chatting, or checking your email during class time.

## **Course Policies: Student Expectations**

**Attendance Policy:** Attendance is mandatory and will be tracked weekly. I realize that sometimes life gets in the way of classes and you may need to miss a class. However, you should still be prepared for class in advance. If it becomes necessary for you to miss a class, you will be given the opportunity to make up the work by turning in a typed 5 page fully-referenced (AJPA style) paper at the next class that summarized the readings that we discussed in the class period that you missed. There will be a penalty of 15 points deducted from your total class points if you do not complete the assignment. Please contact me before class if you will not be present for a particular class session. In addition to attending each class meeting, class participation is very important in graduate school. Most of our courses follow a seminar format. Participation refers to your ability to ask questions and/or direct comments to stimulate a class discussion. This does not mean students will be graded on how much they speak, but rather on how well they are prepared and involved in the class.

**Professionalism Policy:** Per university policy and classroom etiquette: mobile phones, iPods, etc. must be silenced during all classroom discussions. Also, texting is not appropriate during class time. Those not heeding this rule will be asked to leave the classroom so as to not disrupt the learning environment if this becomes a problem. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a 5% reduction in their final class grade.

**Academic Conduct Policy:** Academic dishonesty in any form will not be tolerated. If you are uncertain as to what constitutes academic dishonesty, please consult The Golden Rule, the University of Central Florida's Student Handbook (<http://www.goldenrule.sdes.ucf.edu>) for further details. As in all University courses, The Golden Rule "Rules of Conduct" will be applied. Violation of these rules will result in a record of the infraction being placed in your file and the work in question will receive a grade of "zero" AT A MINIMUM. At the instructor's discretion, you may also receive a failing grade for the course. Confirmation of such incidents can also result in expulsion from the University.

**University Writing Center:** The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you've written (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information, or to make an appointment, visit the UWC website at <http://www.uwc.ucf.edu>, stop by MOD 608, or call 407-823-2197.

**Assessability Access:** The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need

accommodations must be registered with Student Disability Services before requesting accommodation from the professor. To contact Student Disability Services:

Student Disability Services

Student Resource Center, Room 132

Phone 407-823-2371

<b>Course Schedule</b>				
<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Trauma Case</b>	<b>Facilitator</b>
1	Jan 8 <sup>th</sup>	Class Introduction and Writing Short Reports		N/A
2	Jan 15 <sup>th</sup>	<b>Martin Luther King Jr. Day</b>		<i>No class</i>
3	Jan 22 <sup>nd</sup>	Introduction to Forensic Anthropology; Evaluating Timing of Injury		Dr. Schultz & 1 Student
4	Jan 29 <sup>th</sup>	Trauma: Gunshot Wounds and Blunt Force Trauma		2 Students
5	Feb 5 <sup>th</sup>	Sharp Force Trauma and Saw Wounds		1 Student
6	Feb 12 <sup>th</sup>	Trauma Case studies	Case 1	2 Students
7	Feb 19 <sup>th</sup>	Trauma Presentations		N/A
8	Feb 26 <sup>th</sup>	Time Since Death and Decomposition		1 Student
9	Mar 5 <sup>th</sup>	The Effects of Burial Environment and Subaerial Weathering	Case 2	1 Student
10	Mar 12 <sup>th</sup>	<b>Spring Break</b>		<i>No Class</i>
11	Mar 19 <sup>th</sup>	Forensic Significance Based on Taphonomic Modifications and Bone Staining		1 Student
12	Mar 26 <sup>th</sup>	Animal Damage and Dispersal	Case 3	1 Student
13	Apr 2 <sup>nd</sup>	Thermal Modifications and Cremations		1 Student
14	Apr 9 <sup>th</sup>	Miscellaneous Taphonomy Research		1 Students
15	April 16 <sup>th</sup>	Ethics and Legal Considerations	Case 4	Dr. Schultz
16	Apr 23 <sup>rd</sup>	Class wrap-up		N/A
17	Apr 30 <sup>th</sup>	Taphonomy Presentations		N/A

TTY/TDD only phone 407-823-2116

**Important UCF Deadlines for Spring 2018**

January 11, 2018 (11:59 PM)

Drop/Swap

January 12, 2018 (11:59 PM)

Add

March 21, 2018 (11:59 PM)

Grade Forgiveness

March 21, 2018 (11:59 PM)

Withdrawal





## ANT4854/ANG5853: Advanced GIS Methods in Anthropology

Department of Anthropology

College of Sciences, University of Central Florida

### COURSE SYLLABUS

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Instructor:	<i>Scott Branting</i>	Term:	<i>Spring 2018</i>
Office:	<i>Phillips Hall 309-E</i>	Credit Hours	<i>3</i>
Phone:	<i>(407) 823-4962</i>	Class Meeting Days:	<i>W</i>
E-Mail:	<i>scott.branting@ucf.edu</i>	Class Meeting Hours:	<i>3:00pm – 5:50pm April 25<sup>th</sup> 1:00pm – 3:50pm</i>
Website:	<i>Canvas</i>	Class Location:	<i>HPA1 – 104</i>
Office Hours:	<i>Dr. Branting W 11:00-1:00 or by appointment Paige T 3:30-4:30, TH 1:00-2:00 or by appointment</i>	TA:	<i>Paige Paulsen</i>
		TA email:	<i>paulsen@knights.ucf.edu</i>

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#### University Course Catalog Description

This course provides an advanced introduction to Geographic Information Systems (GIS) methods from an anthropological perspective. This course is part of a two course sequence with GIS Methods in Anthropology and fulfills the two-course core requirement for the GIS undergraduate and graduate certificates.

#### Course Overview

This course will build upon the GIS Methods in Anthropology course by engaging you in implementing the research proposals that you developed in the earlier course. Course readings and discussions will allow deeper exploration of GIS topics. This course will allow you to achieve a working proficiency in one or more core areas of geospatial analysis and achieve the completion of a project to showcase your knowledge and skills. Presentation and peer review of the final geospatial projects will encourage your engagement with not only your own topic but also the topics and analysis of the widely divergent projects developed in this course. This course is part of a two course sequence with GIS Methods in Anthropology and fulfills the two-course core requirement for the GIS undergraduate and graduate certificates.

#### Course Objectives

In this course, students will gain skills in:

- Project Implementation: applying a research design to real world data to generate interpretable scientific results
- Writing: writing a final project report based on the conclusions of the research



- Public speaking: through the presentation of the project and its analysis
- Interdisciplinarity: both working with interdisciplinary data sources and methods, as well as peer-review of other students' interdisciplinary projects.

### Course Prerequisites

ANT4852/ANG5852: GIS Methods in Anthropology or consent of instructor

### Required Text and Articles

Readings in this course take the form of journal articles, which are available through the UCF Library web site. In cases where a reading is not available for electronic download, a copy of the reading will be made available through the course website on [Webcourses@UCF](mailto:Webcourses@UCF).

### Basis for Final Grade

Your grade will be based upon your final project report (70%), a syllabus quiz (1%), participating in discussions of the readings (9%), and a presentation of that proposal to the entire class (20%). Failure to hand it in assignments on the due date, in the absence of a pre-accepted excuse, will result in a score of (0) for that assignment. Presentation times during the final weeks of class will be scheduled later in the class. Failure to present at that time, in the absence of a pre-accepted excuse, will result in a score of (0) for the presentation.

<i>Assignments</i>	<i>Due Date</i>	<i>Percent of Grade</i>	<i>Max. Points</i>
Syllabus Quiz	By Friday, Week 1 at 3pm	1% and federal verification requirement	1
Participation in Classroom Discussions – Graduate students are expected to take a larger participatory role	In class	9%	9
Final Undergraduate Project Report or Final Graduate Project Report	April 4 <sup>th</sup> , 2018 at start of the class period (3:00pm)	70%	70
Oral Presentation of Project	Assigned Class Period in Weeks 14,15, and during Finals	20%	20

The syllabus quiz also completes the verification requirement for students who receive federal financial aid. Verification of student engagement is required to support UCF's compliance with federal financial aid regulations. The regulations state that without verification of student engagement at the start of each course in which a student is enrolled, students will not receive their student aid. UCF is required to verify that every student enrolled in every course meets this regulation. All students, whether or not you receive federal student aid, are required to complete the syllabus quiz by 3pm on the Friday of first week.

<i>Letter Grade</i>	<i>Points</i>
A	93 – 100 points
A-	90 – 92 points
B+	87 – 89 points
B	83 – 86 points
B-	80 – 82 points
C+	77 – 79 points
C	73 – 76 points
C-	70 – 72 points
D+	67 – 69 points
D	63 – 66 points
D-	60 – 62 points
F	59 and below

## Course Policies

### Student Conduct

All student conduct must conform to the purpose of this class, which is to provide a welcoming and inclusive environment for the learning and sharing knowledge. This will require civility and respect for each other during lectures and discussions, as well as trust and cooperation between you and me. Cheating, plagiarism, and disruptive behavior will, therefore, not be tolerated in class. If your behavior in class is being disruptive (e.g. talking, violating the electronic device policy, arriving late, distracting other students), I may use my right as instructor to ask you to leave the class. If a student habitually disturbs the class I also reserve the right to reduce their final course grade by up to 10%. Plagiarism and cheating are particularly serious offenses. Penalties for plagiarism or cheating can include a failing grade on an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://z.ucf.edu/>. All students are required to follow the Rules of Conduct found within the Golden Rule, the University of Central Florida's Student Handbook ([www.goldenrule.sdes.ucf.edu](http://www.goldenrule.sdes.ucf.edu)). Violations of these rules may result in a record of the infraction being placed in your file. Confirmation of such incidents may result in expulsion from the University.

### Disability Accessibility

Both I and the University of Central Florida are committed to providing reasonable accommodations for people with disabilities. Students who need accommodations in this course must first register with Student Accessibility Services ([sas.sdes.ucf.edu](http://sas.sdes.ucf.edu)) and should also speak with me at the start of the semester to discuss needed accommodations. The Student Accessibility Services office is available to also provide you with a wide range of assistance beyond this course setting.

**University Writing Center:** The University Writing Center ([uwc.cah.ucf.edu](http://uwc.cah.ucf.edu)) is a free resource for UCF students. If you require assistance with any part of the writing process, they have trained consultants who can help you if you plan ahead. Since a written assignment comprises a large percentage of your grade for this course, I would encourage you to seek out their assistance if you require it.

**Electronic Device Policy**

Students learn in different ways and are comfortable with different technologies. You are welcome to use a computer, tablet, smartphone or similar device in class meetings for note taking. You may not, however, use these devices for non-course-related purposes including: phone calls, texting, checking emails, and making use of the internet. If you wish to use them to record a lecture you need to ask about this in advance. You may also not use the device in any way that is distracting to other students in the classroom. If you are found to be doing so, you will be asked to put away the device and will not be permitted to use devices in class from that point forward. The use of a device to send or receive a call or message is not permitted in class at any point unless there is an emergency. Please be sure these devices are silenced, in accordance with University policy, and in your pocket or bag for the duration of the class.

**Attendance**

Attendance at class meetings is important to meet the goals of this class. I will not take formal class attendance, although I may keep a record of attendance of individual students at my discretion if it is warranted. I expect that students attend class regularly and I will not provide class notes to students for class periods that students miss. In addition, if you are not in attendance on days when you may be presenting, without a pre-accepted excuse, you will receive a score of (0) for that assignment.

**Updates and Notifications**

The course website on Webcourses will be used for any general notifications or updates to this course, including changes to this syllabus.

**Obtaining Notes for Missed Classroom Sessions**

If you miss a class period it is your responsibility to obtain notes from a fellow classmate. I will not provide notes or a copy of any discussion or activities.

**Grades of "Incomplete"**

Incomplete grades are only given when an unexpected and documented emergency situation prevented a student from completing the remaining work at the time when the emergency occurred. I have the right to make the final decision on whether or not to issue an incomplete, rather than submitting a final grade based upon your completed work. Incomplete work must be finished by the end of the next semester or the "I" will automatically become an "F" on your transcript.

### Course Schedule

This syllabus is tentative and I may make reasonable schedule modifications to meet the goals of the class. Articles will be posted on the course website or provided in class.

Week	Day	Date	Topic Assignments Due	Reading Assignments
1	W	Jan. 10	Introduction to Class  Classroom – Introduction, Syllabus Quiz, Paper Discussions  <b>ASSIGNMENT: Syllabus Quiz due Fri. 12<sup>th</sup>, 3pm</b>	
2	W	Jan. 17	Monitoring Things from Space  Classroom Discussion and Project Preparation Session	Joshi et al. (2015) "Mapping dynamics of deforestation and forest degradation in tropical forests using radar satellite data"
3	W	Jan. 24	Tracking Movement  Classroom Discussion and Project Preparation Session	Strandburg-Peshkin et al. (2015): "Shared decision-making drives collective movement in wild baboons";  Calabrese et al. (2010): "The Geography of Taste: Analyzing Cell-Phone Mobility and Social Events"
4	W	Jan. 31	More Statistical Analysis and Arguments  Classroom Discussion and Project Preparation Session	Austin et al. (2005): "Clustering of fast-food restaurants around schools: a novel application of spatial statistics to the study of food environments";  Spielman (2006) "Appropriate use of the K Function in Urban Environments";  Austin et al. (2006) "Austin et al. Respond"

5	W	Feb. 7	Telling a Story with Maps - Cartography  Classroom Discussion and Project Preparation Session	Roth (2013): "Interactive maps: What we know and what we need to know";  Scassa et al. (2015): "Legal Issues in Mapping Traditional Knowledge: Digital Cartography in the Canadian North"
6	W	Feb. 14	Maps and Behavior  Classroom Discussion and Project Preparation Session	Raanan and Shoval (2014): "Mental maps compared to actual spatial behavior using GPS data: A new method for investigating segregation in cities"
7	W	Feb. 21	PPGIS, Crowdsourcing, Web  Classroom Discussion and Project Preparation Session	Brovelli et al. (2015): "Public participation in GIS via mobile applications"
8	W	Feb. 28	Simulations  Classroom Discussion and Project Preparation Session	Sellers et al. (2007): "An agent-based model of group decision making in baboons"
9	W	Mar. 7	Databases and Privacy  Classroom Discussion and Project Preparation Session	Exeter et al. (2014): "'Whose data is it anyway?' The implications of putting small area-level health and social data online"
10	W	Mar. 14	<b>SPRING BREAK</b>  <b>NO CLASS</b>	
11	W	Mar. 21	Proposal Preparation Session	
12	W	Mar. 28	Proposal Preparation Session	
13	W	Apr. 4	The Future of GIS  <b>ASSIGNMENT DUE AT START OF CLASS</b> <b>Wednesday Apr 4</b> <b>Final Project Report (no more than 10 pages)</b>	Sui (2015): "Emerging GIS themes and the six senses of the new mind: is GIS becoming a liberation technology?"

14	W	Apr. 11	STUDENT PRESENTATIONS	
15	W	Apr. 18	STUDENT PRESENTATIONS	
Finals	W	Apr. 25	*Note Different Time: 1:00pm – 3:50pm STUDENT PRESENTATIONS	

### Article Bibliography

Austin, S. Byrn, Steven J. Melly, Brisa N. Sanchez, Aarti Patel, Stephen Buka, and Steven Gortmaker  
2005 Clustering of fast-food restaurants around schools: a novel application of spatial statistics to the study of food environments. *American Journal of Public Health* 95(9):1575-1581.

Austin, S. Byrn, Steven J. Melly, Brisa N. Sanchez, Aarti Patel, Stephen Buka, and Steven Gortmaker  
2006 Austin et al. Respond. *American Journal of Public Health* 96(2):205.

Brovelli, Maria Antonia, Marco Minghini, and Giorgio Zamboni  
2015 Public participation in GIS via mobile applications. *ISPRS Journal of Photogrammetry and Remote Sensing* 114:306-315.

Calabrese, Francesco, Francisco C. Pereira, Giusy Di Lorenzo, Liang Liu, Carlo Ratti  
2010 The Geography of Taste: Analyzing Cell-Phone Mobility and Social Events. In *Pervasive Computing. Pervasive 2010*. P. Floréen, A. Krüger, and M. Spasojevic, eds. Pp. 22-37. Berlin: Springer.

Exeter, Daniel John, Sarah Rodgers, and Clive Eric Sabel  
2014 "Whose data is it anyway?" The implications of putting small area-level health and social data online. *Health Policy* 114:88-96.

Joshi, Neha, Edward T.A. Mitchard, Natalia Woo, Jorge Torres, Julian Moll-Rocek, Andrea Ehammer, Murray Collins, Martin R. Jepsen, and Rasmus Fensholt  
2015 Mapping dynamics of deforestation and forest degradation in tropical forests using radar satellite data. *Environmental Research Letters* 10(3):034014.

Raanan, Malka Greenberg and Noam Shoval  
2014 Mental maps compared to actual spatial behavior using GPS data: A new method for investigating segregation in cities. *Cities* 36:28-40.

Roth, Robert E.

2013 Interactive maps: What we know and what we need to know. *Journal of Spatial Information Science* 6:59-115.

Scassa, Teresa, Nate J. Engler, and D.R. Fraser Taylor

2015 Legal Issues in Mapping Traditional Knowledge: Digital Cartography in the Canadian North. *The Cartographic Journal* 52(1):41-50.

Sellers, W.I., R.A. Hill, and B.S. Logan

2007 An agent-based model of group decision making in baboons. *Philosophical Transactions of the Royal Society B* 362:1699-1710.

Spielman, Seth

2006 Appropriate use of the K Function in Urban Environments. *American Journal of Public Health* 96(2):205.

Strandburg-Peshkin, Ariana, Damien R. Farine, Iain D. Couzin, and Margaret C. Crofoot

2015 Shared decision-making drives collective movement in wild baboons. *Science* 348(6241):1358-1361.

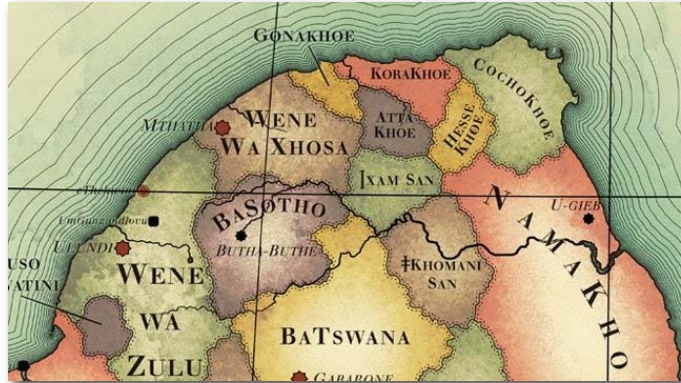
Sui, Daniel

2015 Emerging GIS themes and the six senses of the new mind: is GIS becoming a liberation technology? *Annals of GIS* 21(1):1-13.

# GIS Applications in Anthropology

Anthropology 6181C-0001  
Spring 2018  
Tuesdays, 3:00-5:50 PM  
HPA 1, Room 0111

Dr. John H. Walker  
[john.walker@ucf.edu](mailto:john.walker@ucf.edu)  
409o Howard Phillips Hall



Office Hours: Tuesdays and Thursdays 10:30-12:30 PM, or by appointment (contact me by email and I will try to reply in 24 hours)

## *Course Description*

In this class we will work together and learn how to use Geographic Information Systems (GIS) to frame and answer questions in anthropology and archaeology. I expect that you will develop a basic understanding of the principles behind Geographic Information Science and how GIS can be applied to many kinds of problems. We will study how anthropologists and archaeologists have always been interested in spatial questions, using examples to illustrate concepts in spatial analysis. We will learn the skills to use particular software (ArcGIS 10) to integrate, display and analyze various kinds of spatial data. This class takes the form of a seminar, and students are expected to be active members of a working and learning community, giving constructive feedback to one another.

## *Attendance policy*

If you will not be able to attend class, you should choose a different course. Attendance at **all** class sessions is expected because it is the **only** way that this course can succeed, and provide the best opportunity for us to pool our experience and learn together. Should you be forced to miss a class, please notify me ahead of time.

## *Course Goals*

To learn to think spatially.

To understand the concepts behind Geographic Information Systems, and apply those concepts by learning a specific software package (ArcGIS 10).

To prepare a professional presentation on an independent research question that uses GIS to address a theoretical question.

To share knowledge and thoughtful, critical feedback with the other members of the class.



### *Required Textbooks*

[G] Ormsby, T, Napoleon, E., Burke, R., Groessl, C., and Bowden. 2010. *Getting to know ArcGIS Desktop* (for ArcGIS 10). Redlands: ESRI Press.

[B] Bolstad, P. 2012. *GIS Fundamentals—A First Text on Geographic Information Systems*. 4<sup>th</sup> edition. White Bear Lake, MN: Eider Press.

### *Required Software*

Google Earth [<http://earth.google.com/download-earth.html>] or ArcGIS Earth [<http://www.esri.com/software/arcgis-earth>] Note that you only need to download free software.

ArcGIS (version 10) Note that this program is available through the Ormsby et al book, and also at various labs around campus. I will also be able to get a license for each of us (as needed). You can also use the my apps link through UCF, and use the software remotely.

The first two textbooks are available at the bookstore, and at many other locations. If you purchase your books somewhere else, make sure that you get the correct edition. The Bolstad textbook is available from online sellers and from [www.atlasbooks.com](http://www.atlasbooks.com)

We will also be using readings distributed electronically. We will use the first three weeks of the semester to search online for published articles in which GIS is used to investigate research questions. Students will have input into our selection of readings for the remainder of the semester. Other class materials will include websites, online manuals, maps and other documents. A fairly high degree of familiarity and ease with computers and managing information is expected. Pending approval by the university, we will be using a Webcourses website to communicate with each other and distribute documents. We will also use a wiki, or collaborative website, (or possibly the new Canvas/Webcourses2 system) to communicate with one another.

### *Grading*

The requirements for this course are weighted as follows:

Class participation	20%
Lab assignments	30%
Final project	50%

Class participation: This class combines elements of a seminar and a laboratory, and the engagement of everyone in the class is necessary for each of us to get the most out of the experience. Accordingly, class participation makes up 20% of your grade. Be prepared every week to discuss the readings for that week, and to work with each other on the lab assignments. If you understand the material well, you have an obligation to communicate that and to **help your classmates**. If you are still figuring some of it out, you have an obligation to ask questions and **work with your classmates**. No matter how you use GIS in the future, you will spend a lot of your time explaining it to people and helping them to understand it better.

The format of part of each class meeting will be a combination of lecture and discussion. Each week, we will discuss the concepts outlined in the Bolstad textbook, and in some cases illustrate those concepts by talking about anthropological, archaeological and geographical approaches to space.

**Labs:** Most weeks there will be a lab assignment, working directly with ArcGIS. We will work on the problems defined in the lab during class, and then you will be expected to continue to work on the problem throughout the week. The assignments are due one week later, via email, at 9 am on the day of class. For most labs, you are expected to take a screenshot or send a file that shows that you have completed the exercises in the ArcGIS textbook. No late assignments will be accepted. The lab assignments will be graded on a simple check/check-plus/check-minus system. The goal of these assignments is to encourage you to learn the complexities of the ArcGIS software. They are your opportunity to show a good-faith effort to work with the program.

**Final Projects:** Each student will prepare a project that consists of three related parts: a GIS database, a seminar paper that presents a problem based on that database, and a presentation of the database and the analysis to the class. Here is an important point: you can work collaboratively on the database, even though you will each be turning in a separate paper. We will talk in class about working together on a database. Groups of no more than 5 people can work together in this way. Another important point is that you will be required to provide written feedback to one another on the final projects. This peer review will be part of the final project grade.

#### Seminar papers:

Each participant in the class will be required to write a research paper on a topic of their choice relating to GIS and Anthropology. I will approve each student's topic. Please select your topic immediately and begin work right away. Dates for intermediate steps in the research process are listed in the syllabus. These dates are important because if they are not followed, the schedule for the entire class will be disrupted.

**Topic, title and abstract:** Clear your topic with me before handing in the abstract.

**Annotated Map:** Students will prepare and post a map with an accompanying essay that explains the central point of their research project. This map and essay should connect a theoretical concept or problem with a spatial representation.

**Detailed outline:** Students will prepare a detailed outline of their research and paper.

**Formal presentation:** A complete draft of the paper is due in the final two weeks of the semester. Each student is responsible for distributing copies to all participants one week before the paper is to be presented. Each paper will be assigned a discussant. The discussant, in consultation with the author, will present a concise summary of the paper and a critical review of it (about 5-10 minutes). Following this presentation, the author will be allowed to address issues and questions that have been raised, and then discussion will be open to all participants.

**Final version:** Each student must give the authors prompt feedback on their drafts, including comments on everything from theoretical arguments to data presentation to punctuation. Based on these comments, a final version is prepared and a hard copy is turned in during Final exam week. Students will also make copies of their papers

available to all seminar participants. Papers and comments will be made available on the class wiki.

### *Access to ArcGIS*

The University of Central Florida has a site license for ArcGIS, which is a very valuable resource. We will use the program here during class time, and it is also available on campus. The program has been installed at the following locations:

Main computer lab, Classroom 1  
Business Administration 148A  
Computer Science II 113B and 104

### *Course Websites*

The web is a very important tool for learning more about GIS, acquiring data, finding help from other people, online training, and downloading the results of GIS research. Here is a very brief selection of relevant websites to help you get started.

Society for American Archaeology ([www.saa.org](http://www.saa.org))  
American Anthropological Association ([www.aaanet.org](http://www.aaanet.org))  
Shovelbums ([www.shovelbums.org](http://www.shovelbums.org))  
UCF Library ([library.ucf.edu](http://library.ucf.edu))  
Google Scholar ([scholar.google.com](http://scholar.google.com))  
Google Earth ([earth.google.com](http://earth.google.com))  
Maryland Global Land Cover Facility (<http://glcf.umiacs.umd.edu/index.shtml>)  
USGS data gateway (<http://edcimswww.cr.usgs.gov/pub/imswelcome/>)  
ESRI ([www.esri.com](http://www.esri.com))  
NASA's World Wind (<http://worldwind.arc.nasa.gov/>)  
Strange Maps (<http://bigthink.com/blogs/strange-maps>)

### *Writing Center*

UCF has 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](http://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.

I urge you to take every opportunity to work with your graduate student peers to edit and critique each others' written work. **The people you learn the most from in graduate school are your fellow students.**

### *Classroom decorum*

In order for more than 20 humans to coexist in a computer lab, cooperate and learn something, some basic ground rules are necessary.

Small electronics—turn off all things that beep, whistle or sing before you come to class.

Tape recorders—it is okay to tape lecture, but please inform me before doing so. We will discuss as a class whether we think it is okay to tape our discussions.

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 the Golden Knights handbook for UCF rules regarding cheating.

### *Revisions*

This syllabus is **subject to revision** as we work on topics throughout the semester. Updated syllabi will be distributed via email or the web, and you will hear about them in class. Additional readings will be distributed in the same fashion.

<i>W</i>	<i>Mo</i>	<i>D</i>	Topic	Lab	Reading	Project assignment
<i>1</i>	<i>Jan</i>	<i>9</i>	Introductions			
<i>2</i>		<i>16</i>	Data Models	G 1-4, [look at 14]	B 1-2 Find an article I Dunnell 1992	Make your first entry on the class website
<i>3</i>		<i>23</i>	Projections and Sources	G 13, 15	B 3,4 Find an article II Hodder 1977	
<i>4</i>		<i>30</i>	GPS, Aerial and Satellite Images	G 5, 16	B 5,6 Find an article III/Class Library 0	
<i>5</i>	<i>Feb</i>	<i>6</i>	Digital Data	G 6-7	B 7 Class Library I	Topic, Title and 200 word abstract DUE
<i>6</i>		<i>13</i>	Attribute Data and Tables	G 8[look at 9]	B 8 Class Library II	
<i>7</i>		<i>20</i>	Basic Spatial Analysis	G 10	B 9 Class Library III	Map and essay (500-750 words) DUE
<i>8</i>		<i>27</i>	Raster Analysis	G 11	B 10 Class Library IV	
<i>9</i>	<i>Mar</i>	<i>6</i>	Terrain Analysis	G 12	B 11 Class Library V	Detailed outline of your project DUE
		<i>13</i>	<i>Spring Break</i>			
<i>10</i>		<i>20</i>	Spatial Estimation	G 18-19	B 12 Class Library VI	
<i>11</i>		<i>27</i>	Spatial Modeling	G 20	B 13 Class Library VII	
<i>12</i>	<i>Apr</i>	<i>3</i>	Data Standards		B 14 [15] Class Library VIII	
<i>13</i>		<i>10</i>	Map and Paper Workshop			Draft versions of papers DUE
<i>14</i>		<i>17</i>	Student presentations			Seminar class, feedback to authors
		<i>24</i>	<i>Final Exam period</i>			Final version of paper DUE at 5 pm



# SEMINAR IN CULTURAL ANTHROPOLOGY

ANG 6930

Spring 2018

Wednesday: 6:00 pm – 8:50 pm

HPH 409M

3 Credit Hours

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Dr. Shana Harris  
Department of Anthropology  
Office Hours: Wednesday: 1:00pm – 5:00pm

Howard Phillips Hall 409N  
shana.harris@ucf.edu  
407-823-4963

## Course Description

This course is a graduate-level introduction to cultural anthropology, a field whose primary focus is on understanding sociocultural forms of contemporary life. It will provide an overview of theories, concepts, and issues that have been central to cultural anthropology, particularly over the last 50 years. Course materials include foundational texts as well as ethnographic examples that illustrate how cultural anthropologists utilize social theories and concepts to analyze a variety of phenomena. This course will be conducted as a seminar; it emphasizes preparation, active participation, and open engagement with the assigned readings. Therefore, in addition to written assignments, we will collaboratively examine the complex yet fascinating intellectual history, research, and insights of cultural anthropology.

This course has three objectives: 1) to expose you to major theories, concepts, and issues in cultural anthropology; 2) to provide you with opportunities to identify and communicate complex ideas through writing; and 3) to encourage the development and advancement of your own research projects and interests using cultural anthropological insights.

## Class Structure

Class meetings are conducted primarily as seminars by focusing on discussion. Occasionally, short “lectures” will cover specific topics and perspectives on the week’s topic, while discussions will focus on the readings assigned for that week.

## Course Requirements

### **Attendance**

Attendance for this course is required and monitored. You are allowed **one unexcused absence** during the semester. You must let Dr. Harris know in advance of any extenuating circumstance (serious illness, personal/family tragedy, etc.) that may cause you to miss more than one class. In these cases, you must provide Dr. Harris with official documentation (doctor’s note, copy of conference registration, etc.) explaining your absences. If you are absent for **more than one class**

**without an excuse**, your attendance and participation grade (see below) will be negatively affected. If you will be attending or presenting at an academic conference which causes you to miss more than one class, please let Dr. Harris know and we will discuss how you can make up the class.

### **Reading and Participation**

Reading course materials and active participation in the course are both required. Students are expected to attend class having read the required readings as well as the other students' reading responses (see below). Both the readings and reading responses will serve as the basis for class discussions and activities. Doing well in the course will depend not only on keeping up with weekly readings, but also diligently and frequently participating in discussions and activities **every class**.

One or two discussion leaders (assigned the first week of class) will facilitate each class discussion. Each person will serve as a discussion leader two times. Discussion leaders are expected to create a plan to encourage thoughtful and engaging in-class discussion. These discussions can take many forms, but discussion leaders should allow space for the discussion to develop and change direction during the course of the conversation.

### **Reading Responses**

Beginning in Week 2, you will write short responses to the required readings for each week (500-600 words, singled-spaced, 1" margins on all sides, Times New Roman 12-point font, bibliography, Chicago Style citations). Your responses must be posted in the Discussion section of the course Webcourses page by **11:59pm** on the evening **prior to** class. You are expected to read your fellow students' responses before coming to class the following day. Reading responses are meant to be just that, responses to **all** of the weeks' readings and **not just summaries**. To receive full credit, responses must be critical, insightful reflections on the readings that comment on the texts and draw connections between the texts. Failure to post your response by the 11:59pm deadline will lower your grade. You will write 12 reading responses, but **your lowest reading response grade will be dropped**.

### **Final Paper**

You will write a final paper that incorporates your research interests with topics and readings discussed in this course. You must choose a topic relevant to **cultural anthropology** for this paper. The topic can be related to your thesis (if already chosen), a thematic area, or a theoretical orientation. This paper is an opportunity for you to go beyond course material to examine cultural anthropological literature not discussed in class. However, you will be required to incorporate some course material. Your paper must be 4000-5000 words (not including bibliography), double-spaced, 1" margins on all sides, Times New Roman 12-point font, and Chicago Style citations. You will be provided with more information on the specific requirements on this paper later in the semester.

### **Grading Structure**

Reading Responses (11 out of 12)	30% of total grade
Final Paper	40% of total grade
Attendance and participation	30% of total grade (15%: discussion leadership, 15%: non-leadership participation and peer review)



## **Grading Scale**

Reading responses, attendance, and participation will be graded using the following scale:  $\sqrt{+}$ ,  $\sqrt{}$ ,  $\sqrt{-}$  (If you get more than one  $\sqrt{}$  on reading responses, please see me to discuss.)

The final paper will be graded using the following scale: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F

## Course Policies

### **Late Policy**

Late assignments will receive a lower grade for every day that they are late. In other words, if you received an “A-” but the assignment is one day late, your grade will be a “B+”. If it is two days late, your grade will be a “B”. If it is three days late, your grade will be a “B-” and so on. Extensions will rarely be given except in the case of extenuating circumstances. All late assignments must be emailed to Dr. Harris.

### **Grade Disputes**

If you would like to dispute a grade on a particular assignment, please come to my office hours in person and submit your graded work via email along with a written explanation of why you would like me to read and review your work a second time. Please be aware, though, that my willingness to re-read your work is not a guarantee that your grade for the assignment will be changed.

### **Academic Integrity**

Cheating and plagiarism will not be tolerated in this course. I expect you to do your own work; cheating and plagiarism will carry serious consequences. It must be understood that anyone who knowingly aids in plagiarism or other cheating (i.e. allowing another student to copy a paper or assignment) is as guilty as the cheating student. In the event of academic dishonesty, a zero grade will be given for the exam, quiz, or assignment and may, depending on the severity of the case, lead to an F for the course. An offense may be subject to appropriate referral to the Office of Student Conduct for further action. Please see the UCF Golden Rule for further information.

### **Knights Email and Webcourses Communication**

Because there will be important email and Webcourses communications between Dr. Harris and the class, students are responsible for checking their “knights.ucf.edu” email and Webcourses inboxes regularly.

### **Student Accessibility Services**

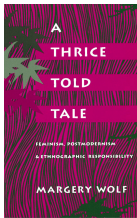
UCF has services available to students with disabilities. These services are meant to ensure that students with disabilities receive appropriate accommodations in their instructional activities. If you are not familiar with these services and believe that you could benefit from them, please contact Student Accessibility Services (sas@ucf.edu or 407-823-2371) or Dr. Harris as soon as possible. If you have already used these services and need any form of accommodation to assist you with your learning for this course, please let Dr. Harris know immediately.

## Academic Activity Record

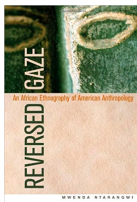
**DO THIS ASAP!** All students have to document academic activity at the beginning of each semester. To show that you began this course, complete the “Academic Activity” assignment by Friday, January 12, by answering a question pertaining to this syllabus. The assignment can be found on the Webcourses page. This Academic Activity assignment is **not** part of your course grade; it only documents your presence in this class. Failure to complete the assignment may result in a delay in the disbursement of your financial aid.

## Required Texts

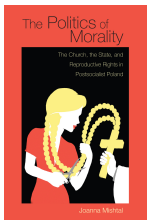
The required books for this course are:



- Wolf, Margery. 1992. *A Thrice Told Tale: Feminism, Postmodernism, and Ethnographic Responsibility*. Stanford: Stanford University Press.



- Ntarangwi, Mwenda. 2010. *Reversed Gaze: An African Ethnography of American Anthropology*. Champaign: University of Illinois Press.



- Mishtal, Joanna. 2015. *The Politics of Morality: The Church, the State, and Reproductive Rights in Postsocialist Poland*. Athens: Ohio University Press.

The books are available for purchase at the student bookstore. Several articles are also required and are available electronically on the Webcourses page for this course. All assigned articles are listed in the class schedule below, which specifies when students are expected to read them. Please download articles to your computers and/or print them so you can make notes and have them available for review later in the semester. To access Webcourses: login on to [webcourses.ucf.edu](http://webcourses.ucf.edu), go to Courses, and select our class ANG6930-18Spring 0001. Technical support for Webcourses: 407-823-0407.

## Course Schedule

### Week 1

#### Wednesday, January 10

- TOPIC: Introduction to Cultural Anthropology

- READINGS: Eriksen, Thomas Hylland. 2004. Selections from *What is Anthropology?*, 1-18 (“Why Anthropology?”). London: Pluto Press.

Hammersley, Martyn, and Paul Atkinson. 2007. Selections from *Ethnography: Principles in Practice*, 1-19 (“What is Ethnography?”). London: Routledge.

Herzfeld, Michael. 2001. Selections from *Anthropology: Theoretical Practice in Culture and Society*, 1-20 (“Orientations: Anthropology as a Practice of Theory”). Malden: Blackwell.

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## Week 2

Wednesday, January 17

Reading Response #1
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- TOPIC: Political Economy
- READING: Erickson, Paul A., and Liam D. Murphy. 1998. Selections from *A History of Anthropological Theory*, 39-44 (“Marxism”) and 135-140 (“Political Economy”). Peterborough: Broadview Press.

Roseberry, William. 1988. “Political Economy.” *Annual Review of Anthropology* 17:161-185.

Mintz, Sidney. 1983. “Caribbean Marketplaces and Caribbean History.” *Radical History Review* 27:110-120.

Stebbins, Kenyon. 1987. “Tobacco or Health in the Third World: A Political Economy Perspective with Emphasis on Mexico.” *International Journal of Health Services* 17:521-536.

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## Week 3

Wednesday, January 24

Reading Response #2
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- TOPIC: Practice Theory
- READINGS: Bourdieu, Pierre. 1986. “The Forms of Capital.” In *Handbook of Theory and Research for the Sociology of Education*, edited by John G. Richardson, 241-258. New York: Greenwood Press.

Swartz, David L. 2002. “The Sociology of Habit: The Perspective of Pierre Bourdieu.” *Occupational Therapy Journal of Research* 22:61S-69S.

**[SKIP “IMPLICATIONS FOR OCCUPATIONAL THERAPY” (PG. 67S-68S)]**

Ortner, Sherry. 1984. "Theory in Anthropology Since the Sixties." *Comparative Studies in Society and History* 26:126-166.

Bourgois, Philippe, and Jeff Schonberg. 2007. "Intimate Apartheid: Ethnic Dimensions of Habitus among Homeless Heroin Injectors." *Ethnography* 8:7-31.

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## Week 4

Wednesday, January 31

Reading  
Response #3

- TOPIC: Power and Governmentality
- READINGS: Foucault, Michel. 1978. Selections from *The History of Sexuality: Volume I: An Introduction*, 3-13 ("We 'Other Victorians'"), 17-35 ("The Incitement to Discourse"), 36-49 ("The Perverse Implantation"), 135-159 ("Right of Death and Power Over Life." New York: Vintage Books.

Foucault, Michel. 1979. Selections from *Discipline and Punish: The Birth of the Prison*, 3-31 ("The Body of the Condemned"), 135-169 ("Docile Bodies"), 195-228 (Panopticism"). New York: Vintage Books.

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## Week 5

Wednesday, February 7

Reading  
Response #4

- TOPIC: Neoliberalism
- READINGS: Ganti, Tejaswini. 2014. "Neoliberalism." *Annual Review of Anthropology* 43:89-104

Ferguson, James. 2009. "The Uses of Neoliberalism." *Antipode* 41:166-184.

Sharma, Aradhana. 2006. "Crossbreeding Institutions, Breeding Struggle: Women's Empowerment, Neoliberal Governmentality, and State (Re)formation in India." *Cultural Anthropology* 21:60-95.

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## Week 6

Wednesday, February 14

Reading  
Response #5

- TOPIC: Governance and Reproductive Rights in Poland
- READING: Mishtal, Joanna. 2015. *The Politics of Morality: The Church, the State, and Reproductive Rights in Postsocialist Poland*. Athens: Ohio University Press.

## Week 7

Wednesday, February 21

Reading  
Response #6

- TOPIC: Crisis of Representation
- READINGS: Marcus, George E., and Michael M.J. Fischer. 1986. Selections from *Anthropology as Cultural Critique*, 1-6 (“Introduction”) and 7-16 (“A Crisis of Representation in the Human Sciences”). Chicago: University of Chicago Press.

Clifford, James. 1986. “Introduction: Partial Truths.” In *Writing Culture: The Poetics and Politics of Ethnography*, edited by James Clifford and George Marcus, 1-26. Berkeley: University of California Press.

Clifford, James. 1983. “On Ethnographic Authority.” *Representations* 2:118-146.

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## Week 8

Wednesday, February 28

Reading  
Response #7

- TOPIC: Feminist Anthropology
- READINGS: di Leonardo, Micaela. 1991. “Introduction: Gender, Culture, and Political Economy: Feminist Anthropology in Historical Perspective.” In *Gender at the Crossroads of Knowledge*, edited by Micaela di Leonardo, 1-48. Berkeley: University of California Press.

Lutz, Catherine. 1995. “The Gender of Theory.” In *Women Writing Culture*, edited by Ruth Behar and Deborah A. Gordon, 249-266. Berkeley: University of California Press.

Wolf, Margery. 1992. *A Thrice Told Tale: Feminism, Postmodernism, and Ethnographic Responsibility*. Stanford: Stanford University Press.

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## Week 9

Wednesday, March 7

Reading  
Response #8

- TOPIC: Postcoloniality and the “Other”
- READINGS: Abu-Lughod, Lila. 1991. “Writing Against Culture.” In *Recapturing Anthropology: Working in the Present*, edited by Richard G. Fox, 137-162. Santa Fe: School of American Research Press.

Trouillet, Michel-Rolph. 2003. Selections from *Global Transformations: Anthropology and the Modern World*, 7-28 (“Anthropology and the Savage Slot: The Poetics and Politics of Otherness”). New York: Palgrave Macmillan.

Said, Edward. 1989. “Representing the Colonized: Anthropology’s Interlocutors.” *Critical Inquiry* 15:205-225.

Mohanty, Chandra Talpade. 1988. “Under Western Eyes: Feminist Scholarship and Colonial Discourses.” *boundary 2* 12:333-358.

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## Week 10

NO CLASS (SPRING BREAK)

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## Week 11

Wednesday, March 21

Reading  
Response #9

- TOPIC: Anthropology and Race
- READINGS: Visweswaran, Kamala. 1998. “Race and the Culture of Anthropology.” *American Anthropologist* 100:70-83.

Baker, Lee D. 2010. Selections from *Anthropology and the Racial Politics of Culture*, 156-219 (“The Cult of Franz Boas and His ‘Conspiracy’ to Destroy the White Race”). Durham: Duke University Press.

Mullings, Leith. 2005. “Interrogating Racism: Toward an Antiracist Anthropology.” *Annual Review of Anthropology* 34:667-693.

Shanklin, Eugenia. 1998. “The Profession of the Color Blind: Sociocultural Anthropology and Racism in the 21st Century.” *American Anthropologist* 100:669-679.

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## Week 12

Wednesday, March 28

Reading  
Response #10

- TOPIC: Anthropology as Ethnographic Subject
- READING: Ntarangwi, Mwenda. 2010. *Reversed Gaze: An African Ethnography of American Anthropology*. Urbana: University of Illinois Press.

## Week 13

Wednesday, April 4

Reading  
Response #11

- TOPIC: Violence and Suffering
- READINGS: Farmer, Paul. 1997. "On Suffering and Structural Violence: A View from Below." In *Social Suffering*, edited by Arthur Kleinman, Veena Das, and Margaret Lock, 261-283. Berkeley: University of California Press.

Kleinman, Arthur. 2000. "The Violences of Everyday Life: The Multiple Forms and Dynamics of Social Violence." In *Violence and Subjectivity*, edited by Veena Das, Mamphela Ramphele, and Pamela Reynolds, 226-241. Berkeley: University of California Press

Holmes, Seth M. 2007. "'Oaxacans Like to Work Bent Over': The Naturalization of Social Suffering among Berry Farm Workers." *International Migration* 45:39-66.

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## Week 14

Wednesday, April 11

Reading  
Response #12

- TOPIC: Anthropology of the Good
- READINGS: Ortner, Sherry B. 2016. "Dark Anthropology and Its Others: Theory Since the Eighties." *HAU: Journal of Ethnographic Theory* 6:47-73.

Robbins, Joel. 2013. "Beyond the Suffering Subject: Toward an Anthropology of the Good." *Journal of the Royal Anthropological Institute* 19:447-462.

Speed, Shannon. 2006. "At the Crossroads of Human Rights and Anthropology: Toward a Critically Engaged Activist Research." *American Anthropologist* 108:66-76.

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## Week 15

Wednesday, April 18

Upload final paper draft to  
Webcourses by 11:59pm on  
Sunday, April 15

- TOPIC: Peer Review
- READING: Drafts of group members' final paper

Wednesday, April 25

Final paper due via  
Webcourses by 11:59pm