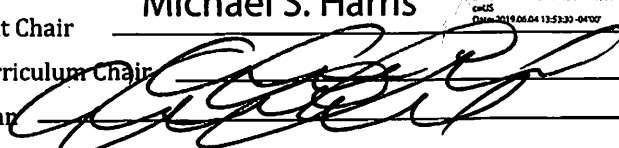
 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Graduate Programs	UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department Anthropology College Arts and Letters	
Current Course Prefix and Number ANG 6034	Current Course Title Seminar Anthropological Theory 1	
<i>Syllabus must be attached for ANY changes to current course details. See Guidelines. Please consult and list departments that may be affected by the changes; attach documentation.</i>		
Change title to: Seminar in Anthropological Theory Change prefix From: To: Change course number From: To: Change credits* From: To: Change grading From: To: *Review <u>Provost Memorandum</u>	Change description to: Change prerequisites/minimum grades to: Change corequisites to: Change registration controls to: Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.	
Effective Term/Year for Changes: Fall 2020	Terminate course? Effective Term/Year for Termination:	
Faculty Contact/Email/Phone		
Approved by Department Chair <u>Michael S. Harris</u> College Curriculum Chair  College Dean _____ UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____	<small>Digitally signed by Michael S. Harris DN: cn=Michael S. Harris, o=FAU, ou=Anthropology, email=mharris@fau.edu, c=US Date: 2019.06.04 13:53:30 -0400</small>	Date 7/1/19 7/8/19 7/8/19 _____ _____ _____ _____

Email this form and syllabus to UGPC@fau.edu one week before the UGPC meeting.

GRADUATE COLLEGE

JUL 09 2019

Received

ANG 6034
Section 001 (CRN XXXX)
GRADUATE SEMINAR IN
ANTHROPOLOGICAL THEORY (3 credits)
FALL
Monday 6:00-8:50 P.M. – SO 190

Instructor: Arlene Fradkin, Ph.D.

Office Hours: TBA

Contact Information: TBA

COURSE DESCRIPTION

This course examines in depth the development of anthropological theory from the establishment of anthropology as a discipline to the mid-20th century. The course will focus on major schools of thought that crosscut the four subfields of anthropology and will cover important theoretical works written by prominent figures of those schools. Because this is a graduate-level seminar, it is assumed that students enrolled in this course have a basic foundation in the four anthropological subfields.

COURSE OBJECTIVES

The objectives of this course include the following:

- Understanding the history and development of anthropological theory and its major schools of thought up to the mid-20th century.
- Knowledge of the fundamental terminology, concepts, and principles used in the discipline of anthropology.
- Development of critical skills in reading and evaluating theoretical writings and methodological approaches.
- Development of skills in participating in theoretical discussions with and giving presentations before professional peers.

GRADUATE COLLEGE

JUL 09 2019

Received

REQUIRED TEXTS

R. Jon McGee and Richard L. Warms – *Anthropological Theory: An Introductory History*. 6th edition. Rowman & Littlefield, Lanham, Maryland, 2017.

Thomas S. Kuhn – *The Structure of Scientific Revolutions*. 3rd edition. The University of Chicago Press, Chicago and London, 1996.

Bruce G. Trigger – *A History of Archaeological Thought*. 2nd edition. Cambridge University Press, Cambridge, Great Britain, 2006.

PLUS assigned articles as noted in course outline in this syllabus. These readings are available on Canvas or as otherwise indicated.

COURSE REQUIREMENTS

Classes will consist predominantly of discussion. **Students MUST read the assignments in advance of the class in order to effectively participate in class discussions.** Biweekly papers (2 pages each) will be assigned based on the readings of the two weeks and will be due the following Monday in class.

Course requirements consist of the following:

- Biweekly papers – topics to be assigned
- Final term paper – topics to be assigned
- Participation in class discussions/Demonstrated knowledge of course materials

All papers must be typed, double-spaced. Text references and bibliography must be according to the format of the American Anthropological Association (AAA) Style Guide or The Chicago Manual of Style. A hard copy of each paper must be submitted. Biweekly papers will count toward the final course grade, though they will not be graded individually. **NO PAPERS WILL BE ACCEPTED LATE.**

Final term papers are due Monday, December , 20 by 5 P.M. One hard copy of the paper must be submitted. **NO PAPERS WILL BE ACCEPTED LATE.**

GRADING

Grading is as follows:

- Biweekly papers 25%
- Final term paper 50%
- Attendance/Participation in class discussions/
Demonstrated knowledge of course materials 25%

A	93-100
A-	90-92.9
B+	87.5-89.9
B	82.5-87.4
B-	80-82.4
C+	77.5-79.9
C	72.5-77.4
C-	70-72.4
D+	67.5-69.9
D	62.5-67.4
D-	60-62.4
F	< 59.9

ATTENDANCE POLICY STATEMENT

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

DISABILITY POLICY STATEMENT

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie, and Jupiter – however, disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS) CENTER

Life as a University student can be challenging physically, mentally, and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

STATEMENT OF ACADEMIC INTEGRITY

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

COURSE OUTLINE AND READING ASSIGNMENTS

DATE GENERAL TOPICS AND READING ASSIGNMENTS

WEEK 1

TOPICS:

- Introduction to Course
 - ◆ General themes to be covered
 - ◆ Anthropological Terms/Concepts
- The Nature of Science
 - ◆ Epistemology (Study of Knowledge)
 - ◆ Scientific Method – theory, hypothesis, law, etc.
 - ◆ Kuhn and the Structure of Scientific Revolutions
 - ◆ Paradigms in Social Science

READINGS:

- Kuhn, Thomas S. (1996) – *The Structure of Scientific Revolutions* (textbook)
- Weinberger, David (2012) – Shift Happens. In *The Chronicle of Higher Education*.

WEEK 2

TOPICS:

- The Enlightenment (Age of Reason – late 17th-18th centuries) and the Development of Social Science – Europe and North America
 - ◆ John Locke, Jacques Turgot, Montesquieu, Denis Diderot, Immanuel Kant, Adam Smith, Adam Ferguson, etc.
 - ◆ Antiquarianism and the Roots of Archaeology
 - ◆ Pre-professional Archaeology – Speculation, Early Surveys/Excavations
 - ◆ Early Linguistic Studies – Pānini, Greeks, Priscian
 - ◆ Vernacular Languages – G.W. Leibniz, Johann Gottfried von Herder

READINGS:

- Harris, Marvin (1968) – *The Rise of Anthropological Theory*, Chapters 1-3 (pp. 1-79)
- Trigger, Bruce G. (2006) – *A History of Archaeological Thought*, Chapter 3 (80-120) (textbook)
- Smith, Adam (2010) – Letters of Jurisprudence. In *Foundations of Anthropological Theory*, edited by Robert Launay, pp. 273-275
- Ferguson, Adam (2010) – An Essay on the History of Civil Society. In *Foundations of Anthropological Theory*, edited by Robert Launay, pp. 277-288

PAPER DUE – ENLIGHTENMENT

COURSE OUTLINE AND READING ASSIGNMENTS (CONTINUED)

DATE GENERAL TOPICS AND READING ASSIGNMENTS

WEEK 3

TOPICS:

- 19th-Century Evolutionism – Biological
 - ◆ Early Evolutionary Ideas – catastrophism, uniformitarianism, etc.
 - ◆ Georges Cuvier, Jean Baptiste Lamarck, James Hutton, Charles Lyell
 - ◆ Taxonomic Classification, Species Concept – Carolus Linnaeus
 - ◆ Charles Darwin, Alfred Wallace
- 19th-Century Evolutionism – Social
 - ◆ Thomas Malthus
 - ◆ Herbert Spencer

READINGS:

- Darwin, Charles, and Alfred Wallace (1858) – On the Tendency of Species to Form Varieties; and on the Perpetuation of Varieties and Species by Natural Means of Selection
- Darwin, Charles (1859) – *On The Origin of Species*: Chapter 3 (Struggle for Existence), Chapter 4 (Natural Selection), Chapter 5 (Laws of Variation)
- Malthus, Thomas (1798) – *An Essay on the Principle of Population*, Chapter 2
- Spencer, Herbert (1872) – The Survival of the Fittest, *Nature*, Vol. 5, pp. 263-264
- Spencer, Herbert (1860) – The Social Organism. In McGee and Warms textbook, pp. 16-33

COURSE OUTLINE AND READING ASSIGNMENTS (CONTINUED)

DATE GENERAL TOPICS AND READING ASSIGNMENTS

WEEK 4 TOPICS:

- 19th-Century Evolutionism – Cultural
 - ◆ Georg W.F. Hegel, Karl Marx, Friedrich Engels
 - ◆ “Unilinear” Evolution – Sir Edward Burnett Tylor (*Primitive Culture*), Lewis Henry Morgan (*Ancient Society*)
- 19th-Century Evolutionism – Archaeology, Linguistics
 - ◆ Three Age Classification System (Stone-Bronze-Iron) – Christian J. Thomsen, Jens J.A. Worsaae
 - ◆ Charles Lyell (*The Geological Evidences of the Antiquity of Man*)
 - ◆ Comparative Method (Archaeology) – John Lubbock (*Prehistoric Times*)
 - ◆ Gabriel de Mortillet – Stratigraphy/Archaeological Chronological Sequence
 - ◆ Comparative Method (Comparative/Historical Linguistics) – Sir William Jones, Rasmus Christian Rask, Jacob Grimm, Franz Bopp, August Schleicher

READINGS:

- Marx, Karl, and Friedrich Engels (1845-1846) – Feuerbach: Opposition of the Materialist and Idealist Outlook. In McGee and Warms textbook, pp. 57-73
- Tylor, Sir Edward Burnett (1871) – The Science of Culture. In McGee and Warms textbook, pp. 34-49
- Morgan, Lewis Henry (1877) – Ethnical Periods. In McGee and Warms textbook, pp. 50-62
- Trigger, Bruce G. (2006) – *A History of Archaeological Thought*, Chapter 4 (pp. 121-158) (textbook)
- Linguistics handout

PAPER DUE – EVOLUTION

COURSE OUTLINE AND READING ASSIGNMENTS (CONTINUED)

DATE GENERAL TOPICS AND READING ASSIGNMENTS

WEEK 5 TOPICS:

- Race and Racism – 19th Century
 - ◆ History of Race, Scientific Racism, and Racial Determinism
 - ◆ Monogenesis and Polygenesis
 - ◆ Race, Colonialism, and Slavery
 - ◆ Classification of Races
 - ◆ Racial Phrenology and Craniometry
 - ◆ Race and Environment
 - ◆ Race and Human Evolution
 - ◆ American Archaeology – Moundbuilder Theory
 - ◆ Middle American Archaeology (Maya) – John Stephens/
Frederick Catherwood
- Race and Racism – 20th Century
 - ◆ Herskovits and the Development of African American Anthropology
 - ◆ Using Ethnography to Acknowledge Relationship between
African Culture and African American Culture
 - ◆ Continuing Controversy over Race Inside and Outside of
Anthropology

READINGS:

- Harris, Marvin (1968) – *The Rise of Anthropological Theory*,
Chapter 4 (pp. 80-107)
- Trigger, Bruce G. (2006) – *A History of Archaeological Thought*,
Chapter 4 (pp. 158-164) + p. 185 (textbook)
- Brinton, Daniel (1890) – Who Were the Mound Builders? The Probable
Nationality of the “Moundbuilders.” In *Essays of an Americanist*,
pp. 67-82
- Garn, Stanley M., and Carleton S. Coon (1955) – On the Number of
Races of Mankind, *American Anthropologist*, Vol. 57, No. 5,
pp. 996-1001
- Smedley, Audrey (1998) – “Race” and the Construction of Human
Identity, *American Anthropologist*, Vol. 100, No. 3, pp. 690-702
- Jackson, John P., Jr. (2001) – “In Ways Unacademical”: The Reception
of Carleton Coon’s The Origin of Races, *Journal of the History of
Biology*, Vol. 34, pp. 247-285
- Herskovits, Melville J. (1941) – *The Myth of the Negro Past* (excerpts)
- Caspari, Rachel (2003) – From Types to Populations: A Century of
Race, Physical Anthropology, and the American Anthropological
Association, *American Anthropologist*, Vol. 105, No. 1, pp. 65-76
- American Anthropological Association, *RACE: Are We So Different?*
Project URL: <http://www.understandingrace.org/>

COURSE OUTLINE AND READING ASSIGNMENTS (CONTINUED)

DATE GENERAL TOPICS AND READING ASSIGNMENTS

WEEK 6 TOPICS:

- Historical Particularism – Franz Boas
 - ◆ Professionalization of Anthropology
 - ◆ Development of Four-field Approach in Anthropology
 - ◆ Emphasis on Fieldwork/Collection of Data – Inductive Approach
 - ◆ Salvage Ethnography
 - ◆ Cultural Universals, Cultural Relativism, Cultural Diversity
 - ◆ Psychic Unity of Humankind
 - ◆ Culture History, Culture Historical Approach
 - ◆ Race, Language, and Culture
- Historical Particularism – Franz Boas’s Students
 - ◆ Alfred L. Kroeber, Robert H. Lowie

READINGS:

- Boas, Franz (1896) – The Limitations of the Comparative Method of Anthropology, *Science*, Vol. 4, No. 103, pp. 901-908
- Boas, Franz (1902) – Some Problems in North American Archaeology, *American Journal of Archaeology*, Vol. 6, No. 1, pp. 1-6
- Boas, Franz (1909) – Race Problems in America, *Science*, Vol. 29, No. 752, pp. 839-849
- Boas, Franz (1916) – Eugenics, *The Scientific Monthly*, Vol. 3, No. 5, pp. 471-478
- Boas, Franz (1920) – The Methods of Ethnology. In McGee and Warms textbook, pp. 138-146
- Boas, Franz (1936) – The Effects of American Environment on Immigrants and Their Descendants, *Science*, Vol. 84, No. 2189, pp. 522-529
- Kroeber, Alfred L. (1919) – On the Principle of Order in Civilization as Exemplified by Changes of Fashion. In McGee and Warms textbook, pp. 147-157
- Kroeber, Alfred L. (1952) – *The Nature of Culture* (excerpt – “The Concept of Culture in Science”)
- Lowie, Robert H. (1947) – *Primitive Society* (excerpt – “Introduction,” pp. 1-13)

PAPER DUE – RACISM/HISTORICAL PARTICULARISM

COURSE OUTLINE AND READING ASSIGNMENTS (CONTINUED)

DATE GENERAL TOPICS AND READING ASSIGNMENTS

WEEK 7

TOPICS:

- Historical Particularism – Linguistics and Archaeology
 - ◆ Linguistics
 - Linguistic Universals and Linguistic Diversity – Edward Sapir/Morris Swadesh
 - Linguistic Relativity
 - Classification of American Indian Languages – J.W. Powell, Franz Boas
 - Development of Descriptive Linguistics – Franz Boas (U.S.), Ferdinand de Saussure (Europe)
 - Language and Thought, Linguistic Determinism – Franz Boas, Edward Sapir, Benjamin Lee Whorf
 - ◆ Archaeology
 - 19th Century – Descriptive Classification of Archaeological Remains/Sites
 - Jeffries Wyman, Heinrich Schliemann, etc.
 - First Half of 20th Century – Chronologies of Culture History
 - Stratigraphic Methods and Seriation
 - Culture Classifications, Artifact Typologies
 - Sir Flinders Petrie, Manuel Gamio, Nels C. Nelson, Alfred V. Kidder, William C. McKern, etc.
- Diffusionism
 - ◆ German Diffusionism: *Kulturkreis*, or “Culture-Circle” School – Friedrich Ratzel, Leo Frobenius, Fritz Graebner, Wilhelm Schmidt
 - ◆ British Diffusionism: W.H.R. Rivers (Oceania), “Egyptocentrism” – Grafton Elliot Smith, W.J. Perry
 - ◆ American Diffusionism: Culture-Area Concept – Otis T. Mason, Clark Wissler, Alfred Kroeber

COURSE OUTLINE AND READING ASSIGNMENTS (CONTINUED)

DATE GENERAL TOPICS AND READING ASSIGNMENTS

WEEK 7

(continued)

READINGS:

- Boas, Franz (1911) – *Handbook of American Indian Languages*, Introduction (excerpt – “Linguistics and Ethnology”)
- Sapir, Edward, and Morris Swadesh (1946) – American Indian Grammatical Categories, *Word*, Vol. 2, pp. 103-112
- Sapir, Edward (1929) – The Status of Linguistics as a Science, *Language*, Vol. 5, pp.207-214
- Trigger, Bruce G. (2006) – *A History of Archaeological Thought*, Chapter 6 (pp. 278-303, 217-223) (textbook)
- Wissler, Clark (1917) – *The American Indian: An Introduction to the Anthropology of the New World* (excerpt – “The Food Areas of the New World”)
- Kroeber, Alfred L. (1939) – *Cultural and Natural Areas of Native North America* (excerpts)
- Harris, Marvin (1968) – *The Rise of Anthropological Theory*, Chapter 14 (Diffusionism)

COURSE OUTLINE AND READING ASSIGNMENTS (CONTINUED)

DATE GENERAL TOPICS AND READING ASSIGNMENTS

WEEK 8 TOPICS:

- **Functionalism and Structural-Functionalism**
 - ◆ Social Cohesion/Social Solidarity, Collective Conscience – Émile Durkheim
 - ◆ Principle of Reciprocity – Marcel Mauss
 - ◆ “Primitive” thinking – Lucien Lévy-Bruhl
 - ◆ Sacred/Profane – Émile Durkheim
 - ◆ Psychological functionalism, Individual needs – Bronislaw Malinowski
 - ◆ Social structure – A. R. Radcliffe-Brown
 - ◆ Functionalism in Archaeology – Grahame Clark, Irving Rouse, Gordon Willey, etc.
 - ◆ Conjunctive approach (Archaeology) – Walter Taylor (foreshadowed New Archaeology)

READINGS:

- Durkheim, Émile (1895) – What Is a Social Fact? In McGee and Warms textbook, pp. 86-93
- Durkheim, Émile (1915) – *The Elementary Forms of the Religious Life* (excerpt)
- Mauss, Marcel (1925) – Excerpts from *The Gift*. In McGee and Warms textbook, pp. 94-108
- Malinowski, Bronislaw (1922) – The Essentials of the Kula. In McGee and Warms textbook, pp. 201-217
- Malinowski, Bronislaw (1939) – The Group and the Individual in Functional Analysis. *American Journal of Sociology*, Vol. 44, pp. 938-964
- Radcliffe-Brown, A.R. (1952) – On Social Structure. In *Structure and Function in Primitive Society*
- Radcliffe-Brown, A.R. (1940) – On Joking Relationships. In McGee and Warms textbook, pp. 218-229
- Trigger, Bruce (2006) – Early Functional-Processual Archaeology. In Trigger textbook, Chapter 7, pp. 314-372

PAPER DUE — STRUCTURAL-FUNCTIONALISM

COURSE OUTLINE AND READING ASSIGNMENTS (CONTINUED)

DATE GENERAL TOPICS AND READING ASSIGNMENTS

WEEK 9 TOPICS:

- Culture and Personality
 - ◆ Cultural Configuralist framework – Ruth Benedict, Margaret Mead
 - ◆ Culture and Human Nature – Margaret Mead
 - ◆ National character studies – Ruth Benedict, Margaret Mead
 - ◆ Anthropology and Freud
 - ◆ Neo-behaviorist learning theories
 - ◆ Childrearing practices – Ruth Benedict, Margaret Mead
 - ◆ Neo-Freudian – Abram Kardiner, Cora DuBois, Edward Sapir, Ralph Linton
 - ◆ Modal personality – Anthony F.C. Wallace, Cora DuBois
 - ◆ Personality theory and Linguistics – David Aberle

READINGS:

- Benedict, Ruth (1934) – Anthropology and the Abnormal. *The Journal of General Psychology*, Vol. 10, pp. 59-79
- Benedict, Ruth (1934) – The Integration of Culture. In *Patterns of Culture* by Ruth Benedict
- Mead, Margaret (1928) – Introduction to Coming of Age in Samoa. In McGee and Warms textbook, pp. 211-217
- Mead, Margaret (1935) – *Sex and Temperament in Three Primitive Societies* (introduction)
- Mead, Margaret, and Rhoda Metraux, eds. (1953) – *The Study of Culture at a Distance* (excerpt)
- Freeman, Derek (1983) – *Margaret Mead and Samoa: The Making and Unmaking of an American Myth* (excerpt)
- Holmes, Lowell, and Ellen Rhoads Holmes (1992) – Postscript/Samoan Character and the Academic World: The Mead/Freeman Controversy. In *Samoan Village Then and Now*, pp. 139-152
- DuBois, Cora (1944) – *The People of Alor* (excerpt)
- Aberle, David F. (1957) – The Influence of Linguistics on Early Culture and Personality Theory. In *Essays in the Science of Culture*, edited by Gertrude E. Dole and Robert Caneiro, pp. 1-29

COURSE OUTLINE AND READING ASSIGNMENTS (CONTINUED)

DATE GENERAL TOPICS AND READING ASSIGNMENTS

WEEK 10 TOPICS:

- Materialism: Dialectical and Cultural
 - ◆ Karl Marx, Friedrich Engels
 - ◆ Marvin Harris
 - ◆ Eric Wolf
 - ◆ Eleanor Leacock
- New Archaeology, Processual Archaeology – Lewis Binford (encompasses Neo-evolution, Cultural ecology, Systems theory)
- Ethnoarchaeology, Middle Range Theory – Carol Kramer, Richard Gould, John Yellen, Lewis Binford

READINGS:

- Marx, Karl, and Friedrich Engels (1867) – *Das Kapital* (excerpt)
- Engels, Friedrich (1884) – *The Origin of the Family, Private Property, and the State* (excerpt)
- Harris, Marvin (1979) – *Cultural Materialism: The Struggle for a Science of Culture* (excerpt)
- Harris, Marvin (1966) – The Cultural Ecology of India's Sacred Cattle. In McGee and Warms textbook, pp. 309-323
- Leacock, Eleanor (1983) – Interpreting the Origin of Gender Inequality: Conceptual and Historical Problems. *Dialectical Anthropology*, Vol. 7, pp. 263-284
- Wolf, Eric (1966) – Peasantry and Its Problems. In McGee and Warms textbook, pp. 324-337
- Binford, Lewis (1962) – Archaeology as Anthropology. *American Antiquity*, Vol. 28, pp. 217-225
- Flannery, Kent (1967) – Culture History v. Culture Process: A Debate in American Archaeology. *Scientific American*, Vol. 217, No. 2, pp. 119-122
- Trigger, Bruce (2006) – Processualism and Postprocessualism. In Trigger textbook, Chapter 8, pp. 392-444

COURSE OUTLINE AND READING ASSIGNMENTS (CONTINUED)

DATE GENERAL TOPICS AND READING ASSIGNMENTS

WEEK 11 TOPICS:

- Neo-Evolutionary Thought – 20th Century
 - ◆ Archaeological record/Technological advances – V. Gordon Childe
 - ◆ Energy/Evolutionary change – Leslie White
 - ◆ Multilinear Evolution – Julian Steward
 - ◆ Specific/General Evolution – Julian Huxley, Marshall Sahlins, Elman Service
 - ◆ Social Organization/Evolution – George Murdock, Elman Service
 - ◆ Evolution of inequality – Morton Fried
 - ◆ Evolution of the state – Robert Carneiro
 - ◆ Evolution of civilization – Kent Flannery
 - ◆ Human biological evolution, Cladistics, Lumpers versus Splitters, Human origins, African Origin versus Multiregional Models

READINGS:

- Childe, V. Gordon (1941) – *Man Makes Himself* (excerpt)
- White, Leslie (1943) – Energy and the Evolution of Culture. In McGee and Warms textbook, pp. 252-272
- Steward, Julian H. (1955) – Multilinear Evolution: Evolution and Process. In *Theory of Culture Change: The Methodology of Multilinear Evolution* by Julian H. Steward, pp. 11-29
- Sahlins, Marshall D., and Elman R. Service (1960) – Evolution: Specific and General. In *Evolution and Culture* by Marshall D. Sahlins and Elman R. Service, pp. 12-44
- Carneiro, Robert (1970) – A Theory of the Origin of the State. *Science*, Vol. 169, pp. 733-738
- Flannery, Kent (1972) – The Cultural Evolution of Civilizations. *Annual Review of Ecological Systems*, Vol. 3, pp. 399-426
- Trigger, Bruce (2006) – Processualism and Postprocessualism. In Trigger textbook, Chapter 8, pp. 386-392
- Stringer, Christopher, and Peter Andrews (1988) – Genetic and Fossil Evidence for the Origin of Modern Humans. *Science*, Vol. 239, pp. 1263-1268
- Cann, Rebecca L., Mark Stoneking, and Allen C. Wilson (1987) – Mitochondrial DNA and Human Evolution. *Nature*, Vol. 325, pp. 31-36

PAPER DUE – MATERIALISM/NEO-EVOLUTION

COURSE OUTLINE AND READING ASSIGNMENTS (CONTINUED)

DATE GENERAL TOPICS AND READING ASSIGNMENTS

WEEK 12 TOPICS:

- Cultural Ecology
 - ◆ Environmental Determinism – Friedrich Ratzel, Ellsworth Huntington
 - ◆ Environmental Possibilism – Alfred L. Kroeber, C. Daryll Forde
 - ◆ Cultural Ecology – Julian H. Steward
 - ◆ Cultural Ecology and Ethnography – Charles O. Frake
 - ◆ Ethnoecology – Harold Conklin (to be covered more in Ethnoscience)
- Ecological Anthropology
 - ◆ Systems Theory, Ecosystem approach, Populations – Andrew P. Vayda, Roy Rappaport, Kent Flannery
 - ◆ Hunters/Gatherers – Richard Lee, Pastoralists – Fredrik Barth, Horticulturalists – Roy Rappaport
 - ◆ Environmental and Subsistence Archaeology – Robert Braidwood, Richard MacNeish, Joseph Caldwell, Karl Butzer, Kent Flannery
 - ◆ Settlement Archaeology – Gordon Willey, K.C. Chang
 - ◆ Adaptation and Modern Human Variation – skin color/solar radiation, body size/climate, hypoxia/altitude, infectious disease/microorganisms, etc.

READINGS:

- Huntington, Ellsworth (1915) – *Civilization and Climate* (excerpt)
- Steward, Julian H. (1955) – The Concept and Method of Cultural Ecology. In *Theory of Culture Change: The Methodology of Multilinear Evolution* by Julian H. Steward, pp. 30-42
- Frake, Charles O. (1962) – Cultural Ecology and Ethnography. *American Anthropologist*, Vol. 64, pp. 53-59
- Conklin, Harold C. (1954) – An Ethnoecological Approach to Shifting Agriculture. *Transactions, New York Academy of Sciences*, Series II, Vol. 17, pp. 133-142
- Vayda, Andrew P., and Bonnie McCay (1975) – New Directions in Ecology and Ecological Anthropology. *Annual Review of Anthropology*, Vol. 4, pp. 292-306
- Flannery, Kent (1966) – The Ecology of Early Food Production in Mesopotamia. *Science*, Vol. 147, pp. 1247-1255
- Flannery, Kent (1968) – Archaeological Systems Theory and Early Mesoamerica. In *Anthropological Archaeology in the Americas*, edited by Betty Meggers, pp. 67-87
- Trigger, Bruce (2006) – Early Functional-Processual Archaeology. In Trigger textbook, Chapter 7, pp. 372-385

COURSE OUTLINE AND READING ASSIGNMENTS (CONTINUED)

DATE GENERAL TOPICS AND READING ASSIGNMENTS

WEEK 13 TOPICS:

- The “New Ethnography,” Ethnoscience, Cognitive Anthropology
 - ◆ Vocabulary structure – Semantic domains, Semantic arrangements, Classification models (taxonomy, paradigm, tree, etc.)
 - ◆ Structural Linguistics – Prague School of Linguistics, Synchronic study of language, Phonetic/Phonemic Structure
 - ◆ Formal (Structural) Semantic Analysis, Componential Analysis, Distinctive Features – Floyd G. Lounsbury, Ward H. Goodenough
 - ◆ Psychological Validity of Classification Systems – Anthony F.C. Wallace, Robbins Burling
 - ◆ Content of Folk Taxonomies – Brent Berlin, Eugene Hunn
 - ◆ Semantic Universals, Color Classification – Brent Berlin, Paul Kay
 - ◆ Cognitive Archaeology – Kent Flannery, Joyce Marcus
 - ◆ Primate Language Studies

READINGS:

- Frake, Charles O. (1962) – The Ethnographic Study of Cognitive Systems. In *Anthropology and Human Behavior*, edited by Thomas Gladwin and William C. Sturtevant, pp. 72-85
- Conklin, Harold C. (1955) – Hanunóo Color Categories. In McGee and Warms textbook, pp. 354-358
- D’Andrade, R.G. (1995) – *The Development of Cognitive Anthropology* (excerpt)
- Burling, Robbins (1964) – Cognition and Componential Analysis: God’s Truth or Hocus-Pocus? *American Anthropologist*, Vol. 66, pp. 20-28
- Berlin, Brent, Dennis E. Breedlove, and Peter H. Raven (1966) – Folk Taxonomies and Biological Classification. *Science*, Vol. 154, pp. 273-275
- Berlin, Brent, and Paul Kay (1969) – *Basic Color Terms* (excerpt)
- Hunn, Eugene (1975) – The Tenejapa Tzeltal Version of the Animal Kingdom. In McGee and Warms textbook, pp. 359-371
- Flannery, Kent V., and Joyce Marcus (1976) – Formative Oaxaca and the Zapotec Cosmos. *American Scientist*, Vol. 64, No. 4, pp. 374-383
- Savage-Rumbaugh, Sue (1986) – *Ape Language: From Conditioned Responses to Symbols* (excerpt)

PAPER DUE – CULTURAL ECOLOGY/COGNITIVE ANTHRO

COURSE OUTLINE AND READING ASSIGNMENTS (CONTINUED)

DATE GENERAL TOPICS AND READING ASSIGNMENTS

WEEK 14 TOPICS:

- French Structuralism
 - ◆ Ferdinand de Saussure
 - ◆ Structural analysis (kinship, myth), binary oppositions, human cognition – Claude Lévi-Strauss
 - ◆ Gender inequality, nature versus culture – Sherry B. Ortner
 - ◆ Eleanor Leacock
- Interpretive/Symbolic Anthropology
 - ◆ Clifford Geertz
 - ◆ Victor Turner
 - ◆ Mary Douglas

READINGS:

- Ortner, Sherry B. (1984) – Theory in Anthropology Since the 60s. *Comparative Studies in Society and History*, Vol. 26, No. 1, pp. 126-166
- Lévi-Strauss, Claude (1960) – Four Winnebago Myths: A Structural Sketch. In McGee and Warms textbook, pp. 345-353
- Turner, Victor (1967) – Symbols in Ndembu Ritual. In McGee and Warms textbook, pp. 449-467
- Geertz, Clifford (1973) – Deep Play: Notes on the Balinese Cockfight. In McGee and Warms textbook, pp. 468-490
- Douglas, Mary (1966) – External Boundaries. In McGee and Warms textbook, pp. 439-448

COURSE OUTLINE AND READING ASSIGNMENTS (CONTINUED)

DATE GENERAL TOPICS AND READING ASSIGNMENTS

WEEK 15 TOPICS:

- Post-Modernism
 - ◆ Early influences – Ludwig Wittgenstein
 - ◆ French scholars – Jacques Derrida, Michel Foucault, Pierre Bourdieu
 - ◆ Deconstruction – Jacques Derrida
 - ◆ Textual analysis
 - ◆ Postmodern critique of ethnographic writing – Renato Rosaldo, Lila Abu-Lughod
 - ◆ Postprocessual Archaeology – Ian Hodder, Michael Shanks, Mark Leone

READINGS:

- Foucault, Michel (1976) – The Incitement to Discourse. In McGee and Warms textbook, pp. 513-525
- Bourdieu, Pierre (1980) – Structures, Habitus, Practices. In McGee and Warms textbook, pp. 496-512
- Rosaldo, Renato (1989) – Grief and a Headhunter's Rage. In McGee and Warms textbook, pp. 532-546
- Hanson, Allan (1989) – The Making of the Maori: Cultural Invention and Its Logic. In McGee and Warms textbook, pp. 547-562
- Birth, Kevin (1990) – Reading and the Righting of Writing Ethnography. *American Ethnologist*, Vol. 17, No. 3, pp. 549-557
- Trigger, Bruce (2006) – Processualism and Postprocessualism. In Trigger textbook, Chapter 8, pp. 444-483

**FINAL TERM PAPER DUE ON MONDAY, DECEMBER
BY 5:00 P.M.**