COURSE CHANGE REQUEST
Graduate Programs

Department  Anthropology
College  Arts and Letters

Current Course Prefix and Number  ANG 6490
Current Course Title  Seminar Cultural Anthropology 1

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.

Change title to:
Seminar in Cultural Anthropology

Change description to:

Change prefix
From:  
To:  

Change prerequisites/minimum grades to:

Change course number
From:  
To:

Change corequisites to:

Change credits*
From:  
To:

Change registration controls to:

Change grading
From:  
To:

*Review Provost Memorandum

Effective Term/Year for Changes:  Fall 2020
Terminate course? Effective Term/Year for Termination:

Faculty Contact/Email/Phone

Approved by
Department Chair  Michael S. Harris
College Curriculum Chair
College Dean
UGPC Chair
UGC Chair
Graduate College Dean
UFS President
Provost

Date  7/9/19

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

GRADUATE COLLEGE
JUL 09 2019
Received
ANG 6490
SEMINAR IN CULTURAL ANTHROPOLOGY – 3 credits – FALL
CRN XXXXX
Michael S. Harris, Ph.D.
561-297-3233, mharris@fau.edu
Office hours: MTW 10-12 and by appointment

Culture theory in historical perspective. This seminar is organized as a foray into contemporary social and cultural anthropology, with an emphasis on journal literature of the recent past. The readings chosen, from major anthropological journals, reflect the currents present in the state of the discipline and cover the following major topical areas as well as others: political economy (globalization, human rights), ecology/political ecology (environmentalism), humanistic approaches, medical anthropology, feminist approaches, and ritual and religion.

Course Objectives: Students are responsible for two primary activities or tasks:

I. Bi-weekly paper that offers critique, commentary or reaction to each of the week’s readings. In class, the paper will serve as a source for offering discussion topics.

II. Participating in class discussion. Participation means coming to class prepared with points to discuss and interacting verbally with your colleagues.

Learning Through Discussion
In order to have a useful discussion it is essential that all of us have a shared understanding of what we are trying to accomplish. We’ll begin by trying to hold explicitly to the format below. Of course, the success of a discussion is dependent upon everyone having read the material.

The Steps:
1. Agree on the discussion process
2. Identify themes
   a. What are 5-10 main themes found? What are the topics/sub-topics as evidenced through headings and sub-headings? How are they organized logically?
3. Allocate time
   a. Divide up time for themes and topics/sub-topics
   b. Divide up time for steps 4-7.
4. Discuss themes
   a. What does the author say?
5. Integrate ideas
   a. How does it relate to other things we know from other sources?
6. Apply ideas
   a. What is important to me personally?
7. Evaluate the author
   a. What was good and bad about the book, ideas, etc.?

What you can do to prepare for discussion:
1. Read the material
2. Define terms and concepts
   a. List words of which you are unsure
   b. Look them up
   c. Give an example to clarify the meaning
3. State the author’s message
   a. Write out a brief statement of the author’s message

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4. Identify major themes
   a. Identify the themes and topics in the reading
   b. Note organization of the author’s work in terms of headings and subheadings
   c. Consider the organization of these sub-topics as related logically or in some other manner. How are they connected?
   d. Methods utilized
   e. Theoretical underpinnings
   f. Presentation of the analysis/results
   g. Implications for theory or further research

5. Explore the primary theoretical and/or topical forbears the author utilizes
   a. Who, when, what – this will require you to do research on the topics/theories and to present some of your findings, including quotations from these sources

6. A commentary or critique on the article

Grading:
6 reaction/synthesis papers, the top 5 of which count toward your grade: 16% each (80% total)
Participation: 20%

Warning:
No late papers, no missing class.

August 22
Introduction

August 29


September 5


September 12
Duarte-Abadía, Bibiana, Rutgerd Boelens, and Tatiana Roa-Avendaño

Painter, Michael and Oscar Castillo

Pearson, Thomas W

Segi, Shio

September 19
Marrow, Jocylen

Badaro, Maximo

Nations, Marilyn, Joseph Corlis, and Jéssica I. D. Feitosa

Groes-Green, Christian

Roth, Eric Abella;Ngugi, Elizabeth;Benoit, Cecilia;Jansson, Mikael;Hallgrimsdottir, et al.

September 26
Samuels, Annemarie

Kabel, Allison and Catherine Chmidling

Marchezini, Victor

Faas, A J and Roberto E. Barrios
October 3
Pessoa, Silvia, Laura Harkness, and Andrew M. Gardner

Marino, Elizabeth and Heather Lazrus2015

Ortiz, Laura Velasco

Rahul Chandrashekhar Oka

Hage, Ghassan

October 10
Walker, Harry

Lazar, Sian
2015 "This Is Not a Parade, It’s a Protest March": Intertextuality, Citation, and Political Action on the Streets of Bolivia and Argentina. American Anthropologist 117(2): 242–256.

Tran, Allen L.

Goldstein, Daniel M.

October 17
Wentzell, Emily

Varma, Saiba

Meiu, George Paul

Jankowiak, William R., Shelly L. Volsche, and Justin R. Garcia

Continued ------
Menin, Laura

October 24
Harvey Whitehouse and Jonathan A. Lanman

Klin-Oron, Adam

Finnegan, Morna

Clarke, Morgan

Klaits, Frederick and Shenita A. Mclean

Zaloom, Caitlin

High, Casey

October 31
Rees, Tobias

Yvinec, Cédric

Sylvain, Renee

Frake, Charles O
2014 How to be a Tribe in the Southern Philippines during the Advent of NGOs and the Invention of the Indigenous. Human Organization 73(3): 197-204.

Wroblewski, Michael
November 7
Thiranagama, Sharika

Stasch, Rupert

Beliso-de Jesus, Aisha

Slotta, James

November 14
Skarbø, Kristine

Hoelle, Jeffrey

Ruiz-Ballesteros, Esteban Eduardo S. Brondizio

Maupin, Jonathan N. and Alexandra Brewis

Wilson, Bradley

November 21
Morris, Christopher

Friedman, Jonathan and Kajs Ekholm Friedman
2013 Globalization as a Discourse of Hegemonic Crisis: A Global Systemic Analysis. AMERICAN ETHNOLOGIST 40(2): 244–257.

Ortiz, Horacio

Cohen, Susanne
November 28
Hutchinson, Sharon E. and Naomi R. Pendle

Cepek, Michael L.

Winegar, Jessica

Cohen, Adrienne J.

Final exam period 12/12 7:00-9:30 pm

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.

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/
Code of Academic Integrity policy statement
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 University Regulation 4.001.