

New Course Request

Indiana University

Indianapolis Campus

Check Appropriate Boxes: Undergraduate credit Graduate credit Professional credit

1. School/Division SLA 2. Academic Subject Code ANTHRO
3. Course Number 4565 (must be cleared with University Enrollment Services) 4. Instructor
5. Course Title ANTHROPOLOGICAL THOUGHT

Recommended Abbreviation (Optional) (Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Spring 2010
7. Credit Hours: Fixed at 3.0 or Variable from to
8. Is this course to be graded S-F (only)? Yes No
9. Is variable title approval being requested? Yes No

10. Course description (not to exceed 50 words) for Bulletin publication:
An overview of the major theoretical developments within anthropology, as the discipline has attempted to produce a universal and unified view of human life based on knowledge of evolution and prehistoric and contemporary cultures.

11. Lecture Contact Hours: Fixed at 3-0 or Variable from to
12. Non-Lecture Contact Hours: Fixed at or Variable from to
13. Estimated enrollment: 30 of which 35% percent are expected to be graduate students.
14. Frequency of scheduling: annually Will this course be required for majors? Yes, for MA students
15. Justification for new course: This is a graduate level version of our undergraduate class.
16. Are the necessary reading materials currently available in the appropriate library? Yes

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.
18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.
19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: [Signature]
Date 10-22-07
Department Chairman/Division Director

Approved by: [Signature]
Date 4-17-08
Dean

Dean of Graduate School (when required) Date
Chancellor/Vice-President Date
University Enrollment Services Date

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

Anthropology A565: ANTHROPOLOGICAL THOUGHT

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Course Description

This course traces the development of Anthropological theory from the early 20th century up to the present. Students will examine what is distinctive about an Anthropological perspective and will analyze how anthropological ideas have shifted over the last century in accordance with the emergence of new social and political imperatives.

Course Rationale/Learning Objectives

This is a course on the history of anthropological thought from the early 20th century, when Anthropology began to be institutionalized as a discipline, to the present. Rather than go through each theoretical development in chronological order, we will be developing our own history of anthropological thought by looking at a series of debates between anthropologists in a range of historical periods. For the first part of the semester, every class reading will feature articles I have paired together, either because one is a critique of the other, or because they illustrate two very different interpretations of the same data or because they show two entirely different approaches to examining a similar set of questions. For these pairings, you will be asked to write short papers, examining the differences between the two authors and providing your own perspective on the debate. As we move through this material, we will be developing a sense of how through the last 100 years or so, anthropologists have introduced different models for understanding and analyzing social reality into the discipline

Many of these readings (but not all) will focus on Africa. This is not a course on the Anthropology of Africa *per se* but Africa is important as a topic because it has played such a critical role in shaping the anthropological imagination, from the days of colonialism into the present. We will end the course reading two contemporary ethnographies about Africa and Africans to see two examples of how cultural anthropologists today represent Africa and Africans in a rapidly changing and globalizing world.

In some respects, we will be reading against traditional canons of anthropological literature in that we will be hearing some of the voices less commonly read in such courses. Most histories of anthropological thought identify a sharp break between anthropology before 1960 and after, seeing the work of the earlier period as representing non-western cultures as if they were perpetually static and bounded. While this is true for much of the early anthropological work that constitutes the disciplinary cannon, we will see that prior to the contemporary period, there were, indeed, anthropologists who tried to incorporate attention to both the question of change and to situating cultures within larger regional, national and international structures. That many of these anthropologists happened to be people of color and/or women is not surprising when we consider that many such marginalized anthropologists wrote from their understandings of social inequalities and desire for change based on their own experiences of subordination. That their work has often been excluded from the cannon of anthropological thought speaks to issues of power in the process of institutionalizing academic disciplines.

Non-Negotiable Policies

Attendance at class is mandatory. This material is complex and class discussions and lectures will be essential for your ability to understand the readings comprehensively. Everyone is allowed **two** missed classes without explanation required or penalties; after **two** missed

classes, you will need to see me about any additional missed classes. Consistent absence from class will be grounds for dismissal from the class or for receiving a failing grade.

This class will rely heavily on class discussion and small group work in class. Class lectures and discussions will be based on the readings but will NOT be summaries of the readings. Therefore, in order to master the course materials, you will be expected to complete the readings on time and to attend class and participate in group discussions and any other activities. Needless to say, I expect you to conduct yourself courteously in class. This means arriving on time, remaining in your seat until the end of class and not engaging in activities that will be distracting to your fellow students OR to the professor. (ALL CELL PHONES SHOULD BE TURNED OFF!)

If you have any special requirements concerning your successful participation in and completion of the course, please see me as soon as possible.

All written work must be submitted ON TIME. Plagiarism, that is the use of another person's work without appropriate attribution, is not acceptable and will be grounds for expulsion from the class or failure.

Papers are due on the dates specified in the syllabus. **Please bring hard copy to class** because we will be using these papers in our class discussions. If you miss a class and need to submit a paper by email, please send it via OnCourse. If you do not get an acknowledgement from me in response to an electronic submission, that means I did not receive it. Please re-send or bring a hard copy to the next class. **In all cases, you should always keep an electronic copy of the final version of your paper on your own computer or on a diskette, CD or flash drive. If I request an additional copy of your paper, you must be able to produce it so keep electronic copies of all of your papers until the end of the semester!**

For every day a paper is late, it will be marked down 1 point. I will only accept late papers UP UNTIL the next paper is due; at that point, if a previous paper is not in, you will receive a 0 for that assignment. Since the point-counterpoint assignments are fairly close together, this demands you keep up with the syllabus as best you can. Please see me if you have any extenuating circumstances.

All papers should be double-spaced in 12-point font. When you use citations, please use the following format: (Author Date: page). Because all of the writing assignments in this class are based on assigned readings, you do NOT need to include bibliographies. You also don't need to include a title page. Just make sure your name appears at the top of the paper.

The course requirements include completion of the assigned readings listed below; attendance at and participation in all classes; and completion of all writing assignments. All of the readings except the two books will appear on the class OnCourse site as pdfs; they can be downloaded and printed out from computers on campus or from your home computer if you have fairly good modem connection. If you have problems printing out the articles from the Web site, please let me know immediately so I can give you the readings on a CD. You will need a copy of Adobe Acrobat reader in order to open the readings; this is available free of charge and can be downloaded from the Adobe web site.

Note: In order to pass this course, all of the written assignments must be completed. Missing any one of these assignments is grounds for failing the course.

Plagiarism Policy

Any work of others without proper attribution is considered plagiarism and is grounds for failing the course. If you have any questions about policy on citation of sources, please see me. You can also find a helpful guide to citation styles at:

<http://www.ulib.iupui.edu/genref/writing.html>

Anthropologists generally use APA style for in-text citations.

You can also find information about IUPUI's Student Code of Conduct at:

<http://life.iupui.edu/does/code.htm>

Americans with Disabilities Act

If you need any special accommodations in completing this course due to a disability of any kind, please contact Adaptive Educational Services at (317) 274-3241. This office is located in Cavanaugh CA 001E.

WRITING ASSIGNMENTS AND GRADING

(7) POINT-COUNTERPOINT ESSAYS (explained below)	35= 5 points each
(2) CRITICAL BOOK REVIEWS	30 points = 15 points each
(1) RESEARCH PAPER	25 points
ORAL PRESENTATION	10 points

TOTAL= 100

You will note that there are no separate points for participation and attendance; at the graduate level, I expect everyone to attend regularly and to participate. We will be working on the point-counterpoint exercises in class and notes will generally not be posted to the OnCourse site. I will keep track of attendance and in calculating the final grades, if someone falls in between two grades, their attendance record will be taken into account. Because of the way I am teaching this course, I believe that it will be quite difficult to do well in the class without regular attendance. If you have particular problems attending class, please let me know.

FINAL GRADE SCALE FOR THE COURSE: TOTAL POINTS = 100

98-100	A+
92-97	A
89-91	A-
86-88	B+
82-85	B
79-81	B-
76-78	C+
70-75	C
60-69	D
>60	F

Policy on Re-writing

I place a lot of emphasis on improvement.. If you are not pleased with the grades on any of your essays, I encourage you to come see me to get more detailed feedback so that you can improve for your next assignment.

If you receive a grade below a B- and want to re-write your essay and resubmit it for another grade, you may do so under the following conditions:

- You must come and see me in my office hours (or by appointment) to go over the essay;
- You must complete the re-write BEFORE the next assignment is due so that you do not get behind in the syllabus.

The final grade for that assignment will become an average of the two grades.

Please remember that I am here to help you succeed in this course. Please feel free to ask questions in class or to contact me by email outside of class. I am also available to help you either by appointment or during my office hours. I check my voicemail and my office email regularly and will usually respond to messages within 24 hours.

EXPLANATION OF CLASS ASSIGNMENTS

POINT-COUNTERPOINT EXERCISES

The point-counterpoint exercises are short essays that ask you to examine two points of view and to evaluate them. These assignments are about 3 pages long: The second article in the pairing will be in some way a reaction to the first article. After reading both articles you will usually be asked to write 2 pages from the perspective of the first writer in which you respond to the second author's critique. There is some variation in this assignment so you should be sure to read the instructions for each of the point-counterpoint exercises. Your third page is your own commentary on the debate.

In writing your commentary, you should think about the following issues:

- What is the main point each of the authors is trying to make?
- What kind of evidence does each author use in making his/her case?
- What kind of model is each author using to explain the evidence?
- How would you evaluate each author's use of evidence in making his or her argument?
- Whose case do you find most compelling and why?

CRITICAL BOOK REVIEWS

You will write critical book reviews (about 5 pages each) for each of the two books we will read as a class, Apter's Pan-African Nation and Harrison's Outsider Within. In writing your book review, follow the style guidelines of a major sociocultural anthropology journal (e.g., *American Ethnologist* or *American Anthropologist*). This should entail a concise, systematic review of the author's key theoretical arguments, an assessment of the author's methodology, and an appraisal of the significance and implications of the author's findings for anthropology. You should also be prepared to critique the book in terms of both its strengths and weaknesses, and this critique can either follow the "summary" part of your review or be interwoven throughout your review—this depends on which style you are more comfortable with. In your final paragraph, you should also address the particular audiences (e.g., undergraduate courses, graduate courses, specific subjects, etc.) for which the book would or would not be appropriate.

RESEARCH PAPER GUIDELINES

Your research paper will present an opportunity for you to apply your accumulating knowledge of initiatives in sociocultural anthropological theory through focusing on the work of one particular anthropologist. The length of this paper should be 8-10 pages long, *not* including the bibliography that you will attach to it. Your research paper proposal is due no later than the beginning of class on February 6 and your research paper is due no later than the beginning of class on _____ which is our final class meeting and also the class in which you will be making your presentation of your research findings.

Your primary goal should be to provide an *intellectual genealogy* of the particular anthropologist you have chosen. There are several components to this undertaking:

- 1) Make sure that you have developed a complete bibliography of “your” anthropologist’s publications. Do an author search for any books on IUCAT’s regular search system, and then do a search for articles using the social science search engine available at the IUPUI library; also check the bibliographies of all the publications by your anthropologist that you can physically get hold of—this is usually a good source as most anthropologists include their previous publications in their bibliographies/ references cited. Sometimes web searches can turn up additional publications and even web pages on specific anthropologists, but make sure these are supplemental to your library searches and bibliographical searches. **Be sure to use anthropological citation style; the AAA style guide is posted to our OnCourse site.**
- 2) To the extent that you can find information about your anthropologist, provide a *brief* biography of him or her: e.g., when s/he was born (and therefore what generation s/he is), where s/he grew up, where s/he got their degrees from, what social movements, historical events, and intellectual/ theoretical trends s/hemight have been influenced by, etc.
- 3) Trace out the key contours of the theoretical and ethnographic contributions of your anthropologist’s publications to sociocultural theory in anthropology. I.e., what are the larger anthropological schools that have shaped the theoretical agendas of your anthropologist, and how in turn has his/her work informed these schools? What are his/her key arguments and research findings? In which contexts has s/he carried out his/her research (e.g., along national/ regional, rural vs. urban, etc. lines) and with what constituencies (e.g., along gender/ sexuality, class, race/ ethnicity, generation, etc. lines)? And what methodologies did s/he employ? If the anthropologist you have chosen has published extensively, you should get a sense of the scope of his/her work as well as the range of his/her research projects by reading the introductions and conclusions of his/her books and skimming the intervening chapters, as well as skimming the articles that you are able to locate. You should also choose one book to focus in on more carefully so that you get a sense of how the anthropologist’s ethnographic data informs his/her theory and arguments. If you choose an anthropologist who has published less extensively, you should focus in on all the publications in some depth.

I will post a list of possible anthropologists to the OnCourse site; you will also be able to select an anthropologist whose work interests you in particular. Your proposal for this project must be submitted to me and approved before you embark on this undertaking.

During the last week of classes, everyone will give a 5-10 minute presentation on the anthropologist whose work you chose to focus on.

Required Texts (available at the IUPUI Campus Bookstore)

The following texts have been ordered for the course and should be available both from the IUPUI Bookstore in Cavanaugh Hall and also from Indy’s College Bookstore (601 W. 11th St., Indianapolis, 317-631-2665).

Apter, Andrew 2005. The Pan-African Nation: Oil and the Spectacle of Culture in Nigeria. Chicago: University of Chicago Press, ISBN 0-226-02355-9.

Harrison, Faye V. 2008. Outsider Within: Reworking Anthropology in the Global Age. Urbana: University of Illinois Press.

(Both are in paperback and should be easily available on-line as well).

READING AND WRITING SCHEDULE

Tuesday, January 9: INTRODUCTION TO THE CLASS

In-class reading to be distributed: Code of Ethics of the American Anthropological Association, *Approved June 1998*

Thursday, January 11: Cultural Relativism and Human Rights

DUE: FIRST POINT-COUNTERPOINT EXERCISE

Point

Executive Board, American Anthropological Association, 1947, "Statement on Human Rights," *American Anthropologist*, Vol. 49, 539-543. [OC]

Counterpoint

Steward, Julian, 1948, "Comments on the Statement on Human Rights," *American Anthropologist*, Vol. 50, pp. 351-352. [OC]

Please write your first point-counterpoint exercise. It should be about 2 pages long. On the first page, you should respond to Julian Steward's comments as if you are on the Executive Board of the American Anthropological Association. On the second page, please evaluate which position you most agree with, the statement issued by the AAA or the critique presented by Julian Steward. Why? How can anthropologists reconcile our commitment to cultural relativism with our ethical concerns about human rights?

ADDITIONAL READING: Harrison, Faye V. 2005. "Global Perspectives on Human Rights and Interlocking Inequalities of Race, Gender and Related Dimensions of Power," in Resisting Racism and Xenophobia: Global Perspectives on Race, Gender and Human Rights, edited by Faye V. Harrison, Alta Mira Press, pp. 1-31. [OC]

Tuesday, January 16: Theory in Anthropology

Ortner, Sherry 1984. "Theory in Anthropology Since the Sixties," Comparative Studies in Society and History, vol. 26(1):126-166. [OC]

Goodenough, Ward H. 2002. "Anthropology in the 20th Century and Beyond," American Anthropologist 104(2): 423-440. [OC]

Nader, Laura 2002. "Missing Links: A Commentary on Ward Goodenough's Moving Article "Anthropology in the 20th Century and Beyond," American Anthropologist 104(2): 441-449.

DISCUSSION QUESTIONS: WHAT IS EACH OF THESE AUTHOR'S VISION OF THE ROLE OF ANTHROPOLOGY IN THE CONTEMPORARY WORLD? WHAT ARE THE MAJOR DIFFERENCES BETWEEN GOODENOUGH'S PERSPECTIVE AND NADER'S?

Thursday, January 18: Anthropology and Race

READINGS:

American Association of Physical Anthropologists, AAPA Statement on Biological Aspects of Race, Published in the *American Journal of Physical Anthropology*, vol. 101, pp 569-570, 1996. [OC]

AAA Statement on Race, 1998. [OC]

Drake, St. Clair, 1978. "Reflections on Anthropology and the Black Experience," Anthropology & Education Quarterly, Vol. 9, No. 2, pp. 85-109. [OC]

Harrison, Faye V., 1998. "Introduction: Expanding the Discourse on 'Race'," American Anthropologist, Vol. 100, No. 3, pp. 609-631. [OC]

DISCUSSION QUESTIONS: WHAT DO YOU THINK ABOUT THE AAA AND AAPA'S POSITIONS ON THE ISSUE OF RACE? WHAT ROLE DO YOU THINK THE CONCEPT OF RACE SHOULD PLAY IN CONTEMPORARY ANTHROPOLOGY?

Tuesday, January 23: Scientific Racism and the Birth of Anthropology

For the classes on Tuesday, January 23rd and Thursday, January 25th, you may choose either one of the Point-Counterpoint Assignments. You must complete one of these assignments. Whether you are writing for a particular day or not, everyone is expected to come to class having completed all of the reading.

OPTION #1: POINT-COUNTERPOINT EXERCISE

Points

Brinton, Daniel G. 1894. "Variations in the Human Skeleton and Their Causes," American Anthropologist 7(4):377-388. [OC]

Brinton, Daniel G. 1898, "The People of the Philippines," American Anthropologist, Vol. 11(10): 293-307. [OC]

Counterpoint

Boas, Franz, 1899. "Some Recent Criticisms of Physical Anthropology," American Anthropologists, Vol. 1(1): 98-106. [OC]

For this assignment, please write a point-counterpoint essay in which you imagine how Brinton would respond to Boas' remarks. Please note, however, that Brinton represents a perspective known as "scientific racism" which has been discredited. Therefore, please write a one page response to Boas as Brinton and then write a 2-page commentary on the merits of Boas' perspective over Brinton's. In constructing your commentary, you may draw on the readings on race from the previous class (or on Boas' other essay assigned for today, "Anthropology").

ADDITIONAL REQUIRED READING FOR TODAY: Boas, Franz, 1908, Anthropology, New York: Columbia University Press. [OC]

DISCUSSION QUESTION: HOW DOES BOAS COUNTER THE ASSUMPTIONS THAT UNDERGIRD THE WORLDVIEW WE NOW DESCRIBE AS "SCIENTIFIC RACISM"?

Thursday, January 25: The Narrative of Progress

OPTION #2: POINT-COUNTERPOINT ON THE FOLLOWING ARTICLES

Points:

McGee, W.J. 1897. "The Science of Humanity," American Anthropologist, vol. 10(8):241-272. [OC]

Powell, J.W., 1888. "From Barbarism to Civilization," American Anthropologist, Vol. 1(2): 97-123. [OC]

Counterpoint

Boas, Franz, 1920. "The Methods of Ethnology," *American Anthropologist*, Vol. 22(4):. 311-321. [OC]

For this assignment, please write a point-counterpoint essay in which you imagine how Powell would respond to Boas' remarks. Please note, however, that, like Brinton, Powell and McGee also represent a perspective which has been discredited. Therefore, please write a one page response to Boas as Powell or McGee (or both) and then write a 2-page commentary on the merits of Boas' perspective over theirs. In constructing your commentary, you may draw on readings from the class on race and/or from Boas' essay on Anthropology.

DISCUSSION QUESTION: IN CONTRAST TO THE PATTERN OF UNILINEAR CULTURAL EVOLUTION ADVOCATED BY POWELL AND MCGEE, WHAT IS BOAS' ALTERNATIVE EXPLANATION FOR CULTURAL DIVERSITY?

Tuesday, February 6: Anthropology and Indirect Rule: The British in Africa

READINGS:

Radcliffe-Brown, A. R., 1948. "Preface" in *African Political Systems*, edited by M. Fortes and E. E. Evans-Pritchard. London, New York, Pub. for the International African Institute by the Oxford University Press. [OC]

Fortes, M. and E. E. Evans-Pritchard 1948. "Introduction," in *African Political Systems*, edited by M. Fortes and E. E. Evans-Pritchard. London, New York, Pub. for the International African Institute by the Oxford University Press.

Wilson, Godfrey, 1940. "Anthropology as a Public Service," *Africa: Journal of the International African Institute*, Vol, 13(1): 43-61. [OC]

Evans-Pritchard, 1946. "Applied Anthropology," *Africa: Journal of the International African Institute*, Vol. 16(2): 92-98. [OC]

DISCUSSION QUESTION: WHAT DID THESE COLONIAL ERA ANTHROPOLOGISTS SEE AS THE ROLE OF ANTHROPOLOGICAL RESEARCH IN AFRICA?

DUE IN CLASS TODAY: A 2-page proposal for your research paper topic.

Thursday, February 8: Doing Anthropology in Colonial Africa

POINT-COUNTERPOINT ASSIGNMENT ON THE FOLLOWING ARTICLES:

Point

Gluckman, Max 1940. "'The Bridge': Analysis of a Social Situation in Zululand," reprinted in *The Anthropology of Politics*, edited by Joan Vincent, Blackwell Publishers, pp. 53-58. [OC]

Counterpoint

Frankenberg, Ronnie 1982. "'The Bridge' Revisited," reprinted in *The Anthropology of Politics*, edited by Joan Vincent, Blackwell Publishers, pp. 58-64. [OC].

Please write a 1-2 page response from Gluckman's perspective in response to Frankenberg's re-study of Gluckman's original article and a 1 page commentary on which of these anthropologist's representation and analysis you found intellectually most interesting and valuable. Why?

Thursday, February 15: Debates on the Anthropology of Africa

Comaroff, Jean and John Comaroff 1998. "Occult Economies and the Violence of Abstraction: Notes from the South African Postcolony," American Ethnologist 26(2):2679-303. [OC]

Moore, Sally Falk 1998. "Reflections on the Comaroff Lecture," American Ethnologist 26(2):304-306.

DISCUSSION QUESTION: WHAT ARE THE POINTS OF DIFFERENCE BETWEEN THE COMAROFFS AND SALLY FALK MOORE?

Tuesday, February 20: Africans in Cities

POINT-COUNTERPOINT EXERCISE ON THE FOLLOWING ARTICLES:

Gluckman, Max, 1961. "Anthropological Problems Arising from the African Industrial Revolution." In Social Change in Modern Africa, A. Southall, ed. Oxford: Oxford University Press, pp. 67-82. [OC]

Ferguson, James 1992. "The Country and City on the Copperbelt," Cultural Anthropology, vol 7(1): 80-92. [OC]

These two articles represent perspectives on African urbanization separated by several decades. Ferguson's article is not directly a critique of Gluckman but it offers a very different perspective on understanding African urbanism. Please write a 1-2 page response from Gluckman to Ferguson in which Gluckman explains his view of townsmen and tribesmen to Ferguson. Then write a 1 page commentary in which you discuss which of these views makes more sense to you and why.

Thursday, February 22: Symbolic Anthropology

This is a point-counterpoint exercise that we will do together in class. Please come to class prepared with notes on each of these articles so that we can write the response from Geertz to Roseberry in class together.

Point:

Geertz, Clifford 1973. "Deep Play: Notes on a Balinese Cockfight," in his The Interpretation of Cultures. New York: Basic Books. [OC]

Counterpoint:

Roseberry, William 1994. "Balinese Cockfights and the Seduction of Anthropology," in his Anthropologies and Histories: Essays in Culture, History and Political Economy. New Brunswick: Rutgers University Press. [OC]

Tuesday, February 27: Power and Culture 1

EVERYONE SHOULD DO ALL OF THESE READINGS BUT YOU CAN CHOOSE ONE OF THE POINT-COUNTERPOINT OPTIONS TO WRITE ON, EITHER THE FIRST FOR FEB. 27 OR THE SECOND FOR FEB. 29:

POINT-COUNTERPOINT OPTION #1

Points:

Steward, Julian H. 1953. "Culture Patterns of Puerto Rico," Annals of the American Society of Political and Social Science, vol. 285:95-103.

Steward, Julian H. 1988 [1955]. "The Concept and Method of Cultural Ecology," reprinted in Bohannan, Paul and Mark Glazer, eds. High Points in Anthropology, McGraw Hill 322-332.

Counterpoints:

Mintz, Sidney, 2001. "The People of Puerto Rico Half a Century Later: One Author's Recollections," The Journal of Latin American Anthropology, Vol. 6, No. 2, pp. 74-83.

Wolf, Eric R., 1982. "Introduction" in Europe and the People Without History, Berkeley: University of California Press, pp. 4-23.

Julian Steward's articles describe his concept of cultural ecology and explain a research project he conducted with students in Puerto Rico that helped him develop his ideas about cultural ecology. Both Sidney Mintz and Eric Wolf were graduate students at the time they went to Puerto Rico with Steward. Each of their articles contains critiques of Steward's theoretical conceptualization of the Puerto Rican research. Write a 1-2 page response to Mintz and Wolf from Steward and then a 1-page commentary in which you indicate whose perspective you find most compelling and why.

Thursday, March 1: Power and Culture 2

POINT-COUNTERPOINT OPTION #2

Asad, Talal, 1972. "Market Model, Class Structure and Consent: A Reconsideration of Swat Political Organisation," Man, Vol. 7, No. 1, PP. 74-94. [OC]

This classic article by Talal Asad provides a summary of a book by Frederik Barth within the context of Asad's critique of Barth's work. Asad will provide a very clear explication of Barth's analysis as presented in his book, The Swat Pathans. Please write a 1-2 page response to Asad's critique from Barth's perspective, then write a 1 page commentary in which you indicate which analysis of Swat culture you find most compelling, Barth's or Asad's and why.

DISCUSSION QUESTION: WHAT DO SIDNEY MINTZ, ERIC WOLF AND TALAL ASAD ALL SHARE IN COMMON IN THEIR VIEW OF ANTHROPOLOGY? HOW WOULD YOU CHARACTERIZE THEIR THEORETICAL MODEL?

Tuesday, March 6: Dilemmas of Postmodernism

For this week you also have a choice of two different point-counterpoint exercises. As always, everyone should do ALL the reading!

POINT-COUNTERPOINT OPTION #1

Point

Clifford, James, 1986. "Introduction: Partial Truths." In Writing Culture: The Poetics and Politics of Ethnography, edited by J. Clifford and G. Marcus. Berkeley: University of California Press, pp. 1-26. [OC]

Counterpoint

Harrison, Faye V. 1991. "Anthropology as an Agent of Transformation: Introductory Comments and Queries." In Harrison, F., editor, Decolonizing Anthropology: Moving Further Toward an Anthropology for Liberation, Washington, D.C.: Association of Black Anthropologists/American Anthropological Association, pp. 1-14. [OC]

How to conduct and write up anthropological research responsibly has long been of concern in the discipline but the debate erupted in new ways in 1986, when Clifford and Marcus published their book, Writing Culture. Harrison responds to Clifford's argument but she also contributes another view of how to re-think the politics of Anthropology's mission. Please write a 3-page essay in which you compare Clifford's recommendations for a more politically responsible anthropology with Harrison's. Whose perspective do you find most compelling and why?

Thursday, March 8: Archaeology and Power

POINT-COUNTERPOINT OPTION #2

Binford, Lewis R. 1980. "Willow Smoke and Dogs' Tails: Hunter-Gatherer Settlement Systems and Archaeological Site Formation," American Antiquity, vol. 45 (1):4-20. [OC]

Hall, Martin and Pia Bomardella 2005. "Las Vegas in Africa," Journal of Social Archaeology 5(1): 5-24. [OC]

This will be a challenging point-counterpoint exercise! These articles are not direct responses to one another but they each demonstrate the application of very different theoretical models to interpreting archaeological data. Please write a 3-page paper in which you spend 2 pages explaining the two different models used in each of these articles and write 1 page on which treatment of the archaeological data you find most compelling and why.

Tuesday, March 13: Popular Views of Africa and Anthropological Responses, 1
AGAIN, for the next two classes, everyone should do ALL of the readings but you can pick one of these two options to write your point-counterpoint paper on.

DISCUSSION QUESTION FOR THIS WEEK: WHAT CAN AN ANTHROPOLOGICAL PERSPECTIVE CONTRIBUTE TO OUR UNDERSTANDING OF CONFLICT IN AFRICA AND GLOBALLY?

POINT-COUNTERPOINT OPTION #1

Point

Kaplan, Robert 1994. "The Coming Anarchy," Atlantic Monthly Magazine [OC]

Counterpoint

Besteman, Catherine, 2000. Political Economy and Robert Kaplan in Africa: A Response to "The Coming Anarchy," PoLAR, vol. 23, no 1: pp. 25-32. [OC].

Robert Kaplan's article represents a mainstream view of contemporary Africa as a place rife with chaos and social disorder. Besteman's response illustrates how ethnographic knowledge of a place like Somalia provides a different perspective on war and conflict in post-colonial societies. Please write a 1-2 page response to Besteman as Kaplan, and a 1-page commentary in which you discuss what you believe an anthropological perspective contributes to our understanding of the causes and consequences of the war in Somalia.

Thursday, March 15: Popular Views of Africa and Anthropological Responses, 2

POINT-COUNTERPOINT OPTION #2

Point

Kaplan, Robert D. 1986. "Sudan: A Microcosm of Africa's Ills". Atlantic Monthly Magazine.

Counterpoint

Hutchinson, Sharon Elaine, 2000. "Nuer Ethnicity Militarized," Anthropology Today, vol. 16, no. 3: 6-13.

Unlike the pairing above, Hutchinson's article is not a direct response to Kaplan's but she does show how an anthropological perspective on the war in Sudan provides us with a very different understanding of the interests involved in that conflict. Please write Kaplan's response to Hutchinson's analysis and then a 1-page commentary in which you discuss what you believe an anthropological perspective contributes to our understanding of the causes and consequences of the war in Sudan.

WEEK OF MARCH 19th: SPRING BREAK! ENJOY A WELL-DESERVED REST AND BEGIN READING THE PAN-AFRICAN NATION by Andrew Apter.

Tuesday, March 26: The Pan-African Nation

READING: Introduction Chapters 1 -3

Thursday, March 28: The Pan-African Nation

READING: Chapters 4-5

FILM: "Delta Force"

Tuesday April 3: The Pan-African Nation

READING: Chapters 6-8, conclusion

Thursday, April 5: The Pan-African Nation

DUE: CRITICAL BOOK REVIEW OF THE PAN-AFRICAN NATION

Please write a 5 page critical review in which you evaluate how you think Apter's ethnography measures up in your view as an ethnography of contemporary Africa. In your paper, please incorporate references to at least 3 of the articles we've read for class to help you make your argument. When you make claims about Apter's book, ALWAYS use specific examples from the text to make your points. What do you think an anthropological approach to contemporary Africa should look like and does Apter's book fulfill your expectations? Why or why not?

Tuesday, April 10: Outsider Within

READING: Introduction, Parts 1 and 2

Thursday, April 12: Outsider Within

READING: PART 3 & 4

Tuesday, April 17: Outsider Within

READING: PARTS 5, 6, Conclusion

Thursday, April 19: Outsider Within

DUE: SECOND CRITICAL BOOK REVIEW

Please write a 4-5 page paper in which you analyze and evaluate Faye Harrison's vision of anthropology. Using specific examples from the text, what do you see as Harrison's most significant contributions? How does her vision of Anthropology's past and future reflect the many themes we have dealt with in this course? How does she both build on earlier research while presenting a new vision for where anthropology needs to go?

Tuesday, April 24: RESEARCH PAPER PRESENTATIONS

Thursday, April 26: RESEARCH PAPER PRESENTATIONS

Last day of class! All research papers due in class TODAY!

Anthropology 360: ANTHROPOLOGICAL THOUGHT

Fall 2007

Class Time: Monday, Wednesday, 10:30-11:45

Room: Cavanaugh 411

Instructor: Dr. Susan Hyatt

Office: Cavanaugh Hall 413d

Telephone: 278-4548

e-mail: suhyatt@iupui.edu

Office Hours: Mondays and Wednesdays from 3:00-4:30 and by appointment

Course Description/ Course Rationale:

This is a course on the history of anthropological thought from the early 20th century, when Anthropology began to be institutionalized as a discipline, to the present. Rather than go through each theoretical development in chronological order, we will be developing our own history of anthropological thought by looking at a series of debates between anthropologists in a range of historical periods. For the first part of the semester, every class reading will feature articles I have paired together, either because one is a critique of the other, or because they illustrate two very different interpretations of the same data or because they show two entirely different approaches to examining a similar set of questions. For these pairings, you will be asked to write short papers, examining the differences between the two authors and providing your own perspective on the debate. As we move through this material, we will be developing a sense of how through the last 100 years or so, anthropologists have introduced different models for understanding and analyzing social reality into the discipline

Many of these readings (but not all) will focus on Africa. This is not a course on the Anthropology of Africa *per se* but Africa is important as a topic because it has played such a critical role in shaping the anthropological imagination, from the days of colonialism into the present. We will end the course reading two contemporary ethnographies about Africa and Africans to see two examples of how cultural anthropologists today represent Africa and Africans in a rapidly changing and globalizing world.

In some respects, we will be reading against traditional canons of anthropological literature in that we will be hearing some of the voices less commonly read in such courses. Most histories of anthropological thought identify a sharp break between anthropology before 1960 and after, seeing the work of the earlier period as representing non-western cultures as if they were perpetually static and bounded. While this is true for much of the early anthropological work that constitutes the disciplinary cannon, we will see that prior to the contemporary period, there were, indeed, anthropologists who tried to incorporate attention to both the question of change and to situating cultures within larger regional, national and international structures. That many of these anthropologists happened to be people of color and/or women is not surprising when we consider that many such marginalized anthropologists wrote from their understandings of social inequalities and desire for change based on their own experiences of subordination. That their work has often been excluded from the cannon of anthropological thought speaks to issues of power in the process of institutionalizing academic disciplines.

In keeping with IUPUI's Principles of Undergraduate Education, this course emphasizes critical thinking and analysis, particularly toward the end of enhancing your understanding of the range of diversity and universality in human history, societies, and ways of life.

Non-Negotiable Policies

Attendance at class is mandatory. This material is complex and class discussions and lectures will be essential for your ability to understand the readings comprehensively. Everyone

is allowed **two** missed classes without explanation required or penalties; after **two** missed classes, you will need to see me about any additional missed classes. Consistent absence from class will be grounds for dismissal from the class or for receiving a failing grade.

This class will rely heavily on class discussion and small group work in class. Class lectures and discussions will be based on the readings but will NOT be summaries of the readings. Therefore, in order to master the course materials, you will be expected to complete the readings on time and to attend class and participate in group discussions and any other activities. Needless to say, I expect you to conduct yourself courteously in class. This means arriving on time, remaining in your seat until the end of class and not engaging in activities that will be distracting to your fellow students OR to the professor. (ALL CELL PHONES SHOULD BE TURNED OFF!)

If you have any special requirements concerning your successful participation in and completion of the course, please see me as soon as possible.

All written work must be submitted ON TIME. Plagiarism, that is the use of another person's work without appropriate attribution, is not acceptable and will be grounds for expulsion from the class or failure.

Papers are due on the dates specified in the syllabus. **Please bring hard copy to class** because we will be using these papers in our class discussions. If you miss a class and need to submit a paper by email, please send it via OnCourse. If you do not get an acknowledgement from me in response to an electronic submission, that means I did not receive it. Please re-send or bring a hard copy to the next class. **In all cases, you should always keep an electronic copy of the final version of your paper on your own computer or on a diskette, CD or flash drive. If I request a an additional copy of your paper, you must be able to produce it so keep electronic copies of all of your papers until the end of the semester! ALL PAPERS ARE DUE BY THE BEGINNING OF CLASS**

For every day a paper is late, it will be marked down 1 point. I will only accept late papers UP UNTIL the next paper is due; at that point, if a previous paper is not in, you will receive a 0 for that assignment. Since the point-counterpoint assignments are fairly close together, this demands you keep up with the syllabus as best you can. Please see me if you have any extenuating circumstances.

All papers should be double-spaced in 12-point font. When you use citations, please use the following format: (Author Date: page). Because all of the writing assignments in this class are based on assigned readings, you do NOT need to include bibliographies. You also don't need to include a title page. Just make sure your name appears at the top of the paper.

The course requirements include completion of the assigned readings listed below; attendance at and participation in all classes; and completion of all writing assignments. All of the readings except the two books will appear on the class OnCourse site as pdfs; they can be downloaded and printed out from computers on campus or from your home computer if you have fairly good modem connection. If you have problems printing out the articles from the Web site, please let me know immediately so I can give you the readings on a CD. You will need a copy of Adobe Acrobat reader in order to open the readings; this is available free of charge and can be downloaded from the Adobe web site.

Note: In order to pass this course, all of the written assignments must be completed. Missing any one of these assignments is grounds for failing the course.

WRITING ASSIGNMENTS AND GRADING

There will be TWO kinds of writing assignments:

(6) POINT-COUNTERPOINT ESSAYS (explained below)
(2) BOOK REVIEW ESSAYS

10 pts each = 60
20 pts each = 40
TOTAL = 100

SCALE FOR 10 PT EXERCISES		SCALE FOR 20 pt BOOK REVIEWS	
10	A	20	A+
9	A-	18-19	A
8	B+	16-17	A-
7	B	15	B+
6	B-	14-13	B
5	C	12	B-
4	D	11-10	C
>4	F	9	D
		>8	F

PLEASE SEE MY GRADING RUBRIC ON THE SYLLABUS PAGE OF OnCourse FOR AN EXPLANATION OF HOW THE EXERCISES AND ESSAYS WILL BE GRADED.

You will note that there are no separate points for participation and attendance; at this 300 level of course, I expect everyone to attend regularly and to participate. We will be working on the point-counterpoint exercises in class and notes will generally not be posted to the OnCourse site. I will keep track of attendance and in calculating the final grades, if someone falls in between two grades, their attendance will be taken into account. Because of the way I am teaching this course, I believe that it will be quite difficult to do well in the class without regular attendance. If you have particular problems attending class, please let me know.

FINAL GRADE SCALE FOR THE COURSE: TOTAL POINTS = 100

98-100	A+
92-97	A
89-91	A-
86-88	B+
82-85	B
79-81	B-
76-78	C+
70-75	C
60-69	D
>60	F

Policy on Re-writing

I place a lot of emphasis on improvement. If you are not pleased with the grades on any of your essays, I encourage you to come see me to get more detailed feedback so that you can improve for your next assignment.

If you receive a grade below a B- and want to re-write your essay and resubmit it for another grade, you may do so under the following conditions:

- You must come and see me in my office hours (or by appointment) to go over the essay;

- You must complete the re-write BEFORE the next assignment is due so that you do not get behind in the syllabus.

The final grade for that assignment will become an average of the two grades.

Please remember that I am here to help you succeed in this course. Please feel free to ask questions in class or to contact me by email outside of class. I am also available to help you either by appointment or during my office hours. I check my voicemail and my office email regularly and will usually respond to messages within 24 hours.

EXPLANATION OF CLASS ASSIGNMENTS

POINT-COUNTERPOINT EXERCISES

The point-counterpoint exercises are short essays that ask you to examine two points of view and to evaluate them. These assignments are about 3 pages long: The second article in the pairing will be in some way a reaction to the first article. After reading both articles you will usually be asked to write 2 pages from the perspective of the first writer in which you respond to the second author's critique. There is some variation in this assignment so you should be sure to read the instructions for each of the point-counterpoint exercises. Your third page is your own commentary on the debate.

In writing your commentary, you should think about the following issues:

- What is the main point each of the authors is trying to make?
- What kind of evidence does each author use in making his/her case?
- What kind of model is each author using to explain the evidence?
- How would you evaluate each author's use of evidence in making his or her argument?
- Whose case do you find most compelling and why?

The instructions for the two review essays appear below on their due dates.

Required Texts (available at the IUPUI Campus Bookstore)

The following texts have been ordered for the course and should be available both from the IUPUI Bookstore in Cavanaugh Hall and also from Indy's College Bookstore (601 W. 11th St., Indianapolis, 317-631-2665).

Besteman, Catherine 1999. Unraveling Somalia: Race, Violence and the Legacy of Slavery. Philadelphia: University of Pennsylvania Press.

Stoller, Paul, 2002. Money Has No Smell: The Africanization of New York City. Chicago: University of Chicago Press,

(Both are in paperback and should be easily available on-line as well).

READING AND WRITING SCHEDULE

Wednesday, August 22: INTRODUCTION TO THE CLASS

In-class reading to be distributed: Code of Ethics of the American Anthropological Association, *Approved June 1998*

Monday, August 27: Cultural Relativism and Human Rights

DUE: FIRST POINT-COUNTERPOINT EXERCISE

Point

Executive Board, American Anthropological Association, 1947, "Statement on Human Rights," *American Anthropologist*, Vol. 49, 539-543. [OC]

Counterpoint

Steward, Julian, 1948, "Comments on the Statement on Human Rights," *American Anthropologist*, Vol. 50, pp. 351-352. [OC]

Please write your first point-counterpoint exercise. It should be about 2 pages long. On the first page, you should respond to Julian Steward's comments as if you are on the Executive Board of the American Anthropological Association. On the second page, please evaluate which position you most agree with, the statement issued by the AAA or the critique presented by Julian Steward. Why?

ADDITIONAL READING: Harrison, Faye V. 2005. "Global Perspectives on Human Rights and Interlocking Inequalities of Race, Gender and Related Dimensions of Power," in Resisting Racism and Xenophobia: Global Perspectives on Race, Gender and Human Rights, edited by Faye V. Harrison, Alta Mira Press, pp. 1-31. [OC]

CLASS DISCUSSION QUESTION: HOW CAN ANTHROPOLOGISTS RECONCILE OUR COMMITMENT TO CULTURAL RELATIVISM WITH OUR ETHICAL CONCERNS ABOUT HUMAN RIGHTS?

Wednesday, August 29: Theory in Anthropology

Ortner, Sherry 1984. "Theory in Anthropology Since the Sixties," Comparative Studies in Society and History, vol. 26(1):126-166. [OC]

Goodenough, Ward H. 2002. "Anthropology in the 20th Century and Beyond," American Anthropologist 104(2): 423-440. [OC]

Nader, Laura 2002. "Missing Links: A Commentary on Ward Goodenough's Moving Article "Anthropology in the 20th Century and Beyond," American Anthropologist 104(2): 441-449.

DISCUSSION QUESTIONS: WHAT IS EACH OF THESE AUTHOR'S VISION OF THE ROLE OF ANTHROPOLOGY IN THE CONTEMPORARY WORLD? WHAT ARE THE MAJOR DIFFERENCES BETWEEN GOODENOUGH'S PERSPECTIVE AND NADER'S?

Monday, September 3: LABOR DAY—no class

Wednesday, September 5: Anthropology and Race

READINGS:

American Association of Physical Anthropologists, AAPA Statement on Biological Aspects of Race, Published in the *American Journal of Physical Anthropology*, vol. 101, pp 569-570, 1996. [OC]

AAA Statement on Race, 1998. [OC]

Drake, St. Clair, 1978. "Reflections on Anthropology and the Black Experience," Anthropology & Education Quarterly, Vol. 9, No. 2, pp. 85-109. [OC]

Harrison, Faye V., 1998. "Introduction: Expanding the Discourse on 'Race', American Anthropologist, Vol. 100, No. 3, pp. 609-631. [OC]

DISCUSSION QUESTIONS: WHAT DO YOU THINK ABOUT THE AAA AND AAPA'S POSITIONS ON THE ISSUE OF RACE? WHAT ROLE DO YOU THINK THE CONCEPT OF RACE SHOULD PLAY IN CONTEMPORARY ANTHROPOLOGY?

Monday, September 10: Scientific Racism and the Birth of Anthropology

For the classes on Monday, September 10 and Wednesday, September 12, you may choose either one of the Point-Counterpoint Assignments. You must complete one of these assignments. Whether you are writing for a particular day or not, everyone is expected to come to class having completed all of the reading.

POINT-COUNTER-POINT #2
OPTION 2a:

Points

Brinton, Daniel G. 1894. "Variations in the Human Skeleton and Their Causes," American Anthropologist 7(4):377-388. [OC]

Brinton, Daniel G. 1898, "The People of the Philippines," American Anthropologist, Vol. 11(10): 293-307. [OC]

Counterpoint

Boas, Franz, 1899. "Some Recent Criticisms of Physical Anthropology," American Anthropologists, Vol. 1(1): 98-106. [OC]

For this assignment, please write a point-counterpoint essay in which you imagine how Brinton would respond to Boas' remarks. Please note, however, that Brinton represents a perspective known as "scientific racism" which has been discredited. Therefore, please write a one page response to Boas as Brinton and then write a 2-page commentary on the merits of Boas' perspective over Brinton's. In constructing your commentary, you may also draw on the readings on race from the previous class (or on Boas' other essay assigned for today, "Anthropology").

ADDITIONAL REQUIRED READING FOR TODAY: Boas, Franz, 1908, Anthropology, New York: Columbia University Press. [OC]

DISCUSSION QUESTION: HOW DOES BOAS COUNTER THE ASSUMPTIONS THAT UNDERGIRD THE WORLDVIEW WE NOW DESCRIBE AS "SCIENTIFIC RACISM"?

Wednesday, September 12: The Narrative of Progress

POINT-COUNTERPOINT #2

OPTION 2b:

Points:

McGee, W.J. 1897. "The Science of Humanity," American Anthropologist, vol. 10(8):241-272. [OC]

Powell, J.W., 1888. "From Barbarism to Civilization," American Anthropologist, Vol. 1(2): 97-123. [OC]

Counterpoint

Boas, Franz, 1920. "The Methods of Ethnology," American Anthropologist, Vol. 22(4):. 311-321. [OC]

For this assignment, please write a point-counterpoint essay in which you imagine how Powell would respond to Boas' remarks. Please note, however, that, like Brinton, Powell and McGee also represent a perspective which has been discredited. Therefore, please write a one page response to Boas as Powell or McGee (or both) and then write a 2-page commentary on the merits of Boas' perspective over theirs. In constructing your commentary, you may draw on readings from the class on race and/or from Boas' essay on Anthropology.

DISCUSSION QUESTION: IN CONTRAST TO THE PATTERN OF UNILINEAR CULTURAL EVOLUTION ADVOCATED BY POWELL AND MCGEE, WHAT IS BOAS' ALTERNATIVE EXPLANATION FOR CULTURAL DIVERSITY?

Monday, September 17: Anthropology and Indirect Rule: The British in Africa

READINGS:

Radcliffe-Brown, A. R., 1948. "Preface" in *African Political Systems*, edited by M. Fortes and E. E. Evans-Pritchard. London, New York, Pub. for the International African Institute by the Oxford University Press. [OC]

Fortes, M. and E. E. Evans-Pritchard 1948. "Introduction," in *African Political Systems*, edited by M. Fortes and E. E. Evans-Pritchard. London, New York, Pub. for the International African Institute by the Oxford University Press. [OC]

Wilson, Godfrey, 1940. "Anthropology as a Public Service," Africa: Journal of the International African Institute, Vol, 13(1): 43-61. [OC]

Evans-Pritchard, 1946. "Applied Anthropology," Africa: Journal of the International African Institute, Vol. 16(2): 92-98. [OC]

DISCUSSION QUESTION: WHAT DID THESE COLONIAL ERA ANTHROPOLOGISTS SEE AS THE ROLE OF ANTHROPOLOGICAL RESEARCH IN AFRICA?

Wednesday, September 19: Doing Anthropology in Colonial Africa

EVERYONE SHOULD DO ALL OF THE NEXT READINGS BUT YOU CAN CHOOSE ONE POINT-COUNTERPOINT ASSIGNMENT TO COMPLETE, EITHER WEDNESDAY, SEPTEMBER 19TH OR MONDAY, SEPTEMBER 24

POINT-COUNTERPOINT #3

Option 3a:

Gluckman, Max 1940. "The Bridge': Analysis of a Social Situation in Zululand," reprinted in The Anthropology of Politics, edited by Joan Vincent, Blackwell Publishers, pp. 53-58. [OC]

Counterpoint

Frankenberg, Ronnie 1982. "The Bridge' Revisited," reprinted in The Anthropology of Politics, edited by Joan Vincent, Blackwell Publishers, pp. 58-64. [OC]

Please write a 2 page response from Gluckman's perspective in response to Frankenberg's re-study of Gluckman's original article and a 1 page commentary on which of these anthropologist's representation and analysis you found intellectually most interesting and valuable and why.

Monday, September 24: Africans in Cities

POINT-COUNTERPOINT #3

Option 3b

Gluckman, Max, 1961. "Anthropological Problems Arising from the African Industrial Revolution." In Social Change in Modern Africa, A. Southall, ed. Oxford: Oxford University Press, pp. 67-82. [OC]

Ferguson, James 1992. "The Country and City on the Copperbelt," Cultural Anthropology, vol 7(1): 80-92. [OC]

These two articles represent perspectives on African urbanization separated by several decades. Ferguson's article is not directly a critique of Gluckman but it offers a very different understanding of African urbanism. Please write a 1-page response from Gluckman to Ferguson in which Gluckman explains his view of townsmen and tribesmen to Ferguson. Then write a 2-page commentary in which you discuss which of these views makes more sense to you and why.

Wednesday, September 26: Debates on the Anthropology of Africa

Comaroff, Jean and John Comaroff 1998. "Occult Economies and the Violence of Abstraction: Notes from the South African Postcolony," American Ethnologist 26(2):2679-303. [OC]

Moore, Sally Falk 1998. "Reflections on the Comaroff Lecture," American Ethnologist 26(2):304-306. [OC]

Comaroff, Jean and John Comaroff 1998. "Response to Moore: Second Thoughts," American Ethnologist 26(2):307-309. [OC]

DISCUSSION QUESTION: WHAT ARE THE POINTS OF DIFFERENCE BETWEEN THE COMAROFFS AND SALLY FALK MOORE REGARDING THE ANTHROPOLOGY OF AFRICA?

Monday, October 1: Power and Culture I

POINT-COUNTERPOINT #4

Asad, Talal, 1972. "Market Model, Class Structure and Consent: A Reconsideration of Swat Political Organisation," Man, Vol. 7, No. 1, PP. 74-94. [OC]

This classic article by Talal Asad provides a summary of a book by Frederik Barth within the context of Asad's critique of Barth's work. Asad will provide a very clear explication of Barth's analysis as presented in his book, The Swat Pathans. Please write a 2 page response to Asad's critique from Barth's perspective, then write a 1 page commentary in which you indicate which analysis of Swat culture you find most compelling and useful, Barth's or Asad's, and why.

Wednesday, October 3: Power and Culture II

EVERYONE SHOULD DO ALL OF THESE READINGS BUT YOU CAN CHOOSE ONE OF THE POINT-COUNTERPOINT OPTIONS TO WRITE ON, EITHER THE FIRST FOR WEDNESDAY, OCTOBER 3 OR THE SECOND FOR MONDAY, OCTOBER 8.

POINT-COUNTERPOINT #5

Option 5a

Points:

Steward, Julian H. 1953. "Culture Patterns of Puerto Rico," Annals of the American Society of Political and Social Science, vol. 285:95-103.

Steward, Julian H. 1988 [1955]. "The Concept and Method of Cultural Ecology," reprinted in Bohannan, Paul and Mark Glazer, eds. High Points in Anthropology, McGraw Hill 322-332.

Counterpoints:

Mintz, Sidney, 2001. "The People of Puerto Rico Half a Century Later: One Author's Recollections," The Journal of Latin American Anthropology, Vol. 6, No. 2, pp. 74-83.

Wolf, Eric R., 1982. "Introduction" in Europe and the People Without History, Berkeley: University of California Press, pp. 4-23.

Julian Steward's articles describe his concept of cultural ecology and explain a research project he conducted with students in Puerto Rico that helped him develop his ideas about cultural ecology. Both Sidney Mintz and Eric Wolf were graduate students at the time they went to Puerto Rico with Steward. Each of their articles contains critiques of Steward's theoretical conceptualization of the Puerto Rican research. Write a 2 page response to Mintz and Wolf from Steward and then a 1-page commentary in which you indicate whose perspective you find most compelling and why.

Monday, October 8: Power and Culture III

POINT-COUNTERPOINT #5

Option 5b

Point:

Geertz, Clifford 1973. "Deep Play: Notes on a Balinese Cockfight," in his The Interpretation of Cultures. New York: Basic Books. [OC]

Counterpoint:

Roseberry, William 1994. "Balinese Cockfights and the Seduction of Anthropology," in his Anthropologies and Histories: Essays in Culture, History and Political Economy. New Brunswick: Rutgers University Press. [OC]

Roseberry's article here is an explicit critique of one of the most famous articles in Cultural Anthropology. Write a 2-page response from Geertz to Roseberry and then write one page in which you indicate whose approach you find more useful and why.

DISCUSSION QUESTION: WHAT DO SIDNEY MINTZ, ERIC WOLF AND TALAL ASAD ALL SHARE IN COMMON IN THEIR VIEW OF ANTHROPOLOGY? HOW WOULD YOU CHARACTERIZE THEIR THEORETICAL MODEL?

Wednesday, October 10: Dilemmas of Postmodernism

READING:

Clifford, James, 1986. "Introduction: Partial Truths." In Writing Culture: The Poetics and Politics of Ethnography, edited by J. Clifford and G. Marcus. Berkeley: University of California Press, pp. 1-26. [OC]

Harrison, Faye V. 1991. "Anthropology as an Agent of Transformation: Introductory Comments and Queries." In Harrison, F., editor, Decolonizing Anthropology: Moving Further Toward an Anthropology for Liberation, Washington, D.C.: Association of Black Anthropologists/American Anthropological Association, pp. 1-14. [OC]

CLASS DISCUSSION: How to conduct and write up anthropological research responsibly has long been of concern in the discipline but the debate erupted in new ways in 1986, when Clifford and Marcus published their book, Writing Culture. Harrison responds to Clifford's argument but she also contributes another view of how to re-think the politics of Anthropology's mission. Whose perspective do you find most compelling and why?

Monday, October 15: Popular Views of Africa and Anthropological Responses I

AGAIN, for the next two classes, everyone should do ALL of the readings but you can pick one of these two options to write your point-counterpoint paper on, either the assignment due Wednesday, October 17 or the assignment due Monday, October 22.

DISCUSSION QUESTION FOR THIS WEEK: WHAT CAN AN ANTHROPOLOGICAL PERSPECTIVE CONTRIBUTE TO OUR UNDERSTANDING OF CONFLICT IN AFRICA AND GLOBALLY?

POINT-COUNTERPOINT OPTION #6

Option 6a

Point

Kaplan, Robert 1994. "The Coming Anarchy," Atlantic Monthly Magazine [OC]

Counterpoint

Besteman, Catherine, 2000. Political Economy and Robert Kaplan in Africa: A Response to "The Coming Anarchy," PoLAR, vol. 23, no 1: pp. 25-32. [OC].

Robert Kaplan's article represents a mainstream view of contemporary Africa as a place rife with chaos and social disorder. Besteman's response illustrates how ethnographic knowledge of a place like Somalia provides a different perspective on war and conflict in post-colonial societies. Please write a 2-page response to Besteman from Kaplan, and a 1-page commentary in which you discuss what you believe an anthropological perspective contributes to our understanding of the causes and consequences of the war in Somalia.

Wednesday, October 17: Popular Views of Africa and Anthropological Responses II

POINT-COUNTERPOINT #6

Option 6b

Point

Kaplan, Robert D. 1986. "Sudan: A Microcosm of Africa's Ills". Atlantic Monthly Magazine.

Counterpoint

Hutchinson, Sharon Elaine, 2000. "Nuer Ethnicity Militarized," Anthropology Today, vol. 16, no. 3: 6-13.

Unlike the pairing above, Hutchinson's article is not a direct response to Kaplan's but she does show how an anthropological perspective on the war in Sudan provides us with a very different understanding of the interests involved in that conflict. Please write a 2-page response from Kaplan to Hutchinson's analysis and then a 1-page commentary in which you discuss what you believe an anthropological perspective contributes to our understanding of the causes and consequences of the war in Sudan.

Monday, October 22:
Feminist Interventions

Rosaldo, Michelle Zimbalist and Louise Lamphere (1974) Introduction to *Women, Culture and Society*, edited by Rosaldo and Lamphere. Stanford: Stanford University Press, pp. 1-15. [OC]

Michelle Z. Rosaldo and Louise Lamphere 1974. "Introduction," *Woman, Culture, and Society*, Rosaldo and Lamphere, eds. Stanford: Stanford University Press, pp. 1-15. [OC]

Micaela di Leonardo (1991) "Introduction: Gender, Culture, and Political Economy: Feminist Anthropology in Historical Perspective." In di Leonardo, ed. *Gender at the Crossroads of Anthropological Knowledge*. Berkeley: University of California Press, pp. 1-48. [OC]

CLASS DISCUSSION QUESTION: WHAT KIND OF CONCERNS DID FEMINIST ANTHROPOLOGISTS INTRODUCE INTO THE DISCIPLINE? WHAT CRITIQUES DID THEY OFFER OF ANTHROPOLOGY?

Wednesday, October 24:
Archaeology and Power

READING:

Mullins, Paul 2003. "Engagement and the Color Line: Race, Renewal, and Public Archaeology in the Urban Midwest," *Urban Anthropology and Studies of Cultural Systems and World Economic Development*, Vol. 32. [OC]

Praetzelis, Mary and Adrian Praetzelis 2004. "Black is Beautiful": From Porters to Panthers in West Oakland," in *Putting the 'There' There: Historical Archaeologies of West Oakland*. Anthropological Studies Center, Sonoma State University. [OC]

CLASS DISCUSSION QUESTION: WHAT PARALLELS DO YOU SEE BETWEEN MULLINS' AND PRAETZELLIS & PRAETZELLIS' INTERPRETATION OF THEIR DATA AND THE WORK OF ANTHROPOLOGISTS WE HAVE READ EARLIER IN THE SEMESTER? WHAT KIND OF THEORETICAL ORIENTATION DO YOU THINK INFLUENCED THIS WORK?

Monday, October 29: Unraveling Somalia
READING:

Wednesday, October 31: Unraveling Somalia
READING: Chapter 2

Monday, November 5: Unraveling Somalia
READING: Chapters 3 & 4

Wednesday, November 7: Unraveling Somalia
READING: Chapter 5

Monday, November 12: Unraveling Somalia
READING: Chapters 6 & 7

Wednesday, November 14: Unraveling Somalia
READING: Chapters 8 and Conclusion

Monday, November 19

DUE: REVIEW OF UNRAVELING SOMALIA

Please write a 5-page review essay in which you evaluate how you think Besteman's ethnography measures up in your view as an ethnography of contemporary Africa. In your paper, please incorporate references to at least 5 of the articles we've read for class to help you make your argument. When you make claims about Besteman's book, ALWAYS use specific examples from the text to make your points. What do you think an anthropological approach to contemporary Africa should look like and does Besteman's book fulfill your expectations? Why or why not?

Wednesday, November 21: THANKSGIVING—NO CLASS

Monday, November 26: Money Has No Smell

READING: Chapters 1, 2, 3

Wednesday, November 28: Money Has No Smell

READING: Chapters 4, 5, 6

FILM: "In and Out of Africa"

Monday, December 3: Money Has No Smell

READING: Chapters 7,8 and Epilogue

Wednesday, December 5: Money Has No Smell

Concluding thoughts on Money Has No Smell

Monday, December 10: LAST DAY OF CLASS

Semester Wrap-up

DUE: FINAL WRITING ASSIGNMENT

Your final writing assignment is a 5-page response paper to the ethnography, Money Has No Smell. Your essay should focus on the question: How does Paul Stoller represent the present-day relationship between Africa (in this case, Niger) and the rest of the world? How does he portray the lives of the group of contemporary Africans whom he studies and how do you think that portrayal answers to some of the critiques of Anthropology that we looked at earlier in the semester? Please use references to at least 5 of the articles we read earlier in the semester. Please do **not** use all of the same references you used for your last book review! You can have one or at most 2 overlaps with the articles you cited for your first review essay.

YOU WORKED HARD THIS SEMESTER AND I HOPE YOU LEARNED A LOT! HAVE A GREAT CHRISTMAS BREAK AND STAY IN TOUCH!