

**Howard University 84064-214-01 and 80003-314-01  
ANTHROPOLOGICAL THEORY (3 credits): Fall 2012**

**Time: Monday, Wednesday, and Friday 12:10 - 1:00 pm**

**Place: DGH 203**

**Professor:** Dr. Eleanor King

**Telephone:** 202-806-5255

**Office Hours:** MWF 10:00 am – 11:00 pm   **Office:** DGH 234

MW 1:00 - 2:00 pm

and by appointment

**E-mail:** [emking@howard.edu](mailto:emking@howard.edu)

## **Course Overview**

### ***Description:***

We will explore the major schools of anthropological thought from a historical perspective. Using original articles by leading theoreticians we will look at the role theory has had in fashioning anthropological debate both past and present. Lectures, readings, writing assignments, and class discussions will help us examine, too, how theory has influenced the kinds of issues anthropologists deal with and vice versa.

### ***Objectives:***

1. To understand the historical context of theories and how to evaluate them within that framework.
2. To appreciate the contributions of specific anthropologists to the development of anthropological thought.
3. To understand the trajectory of anthropological thought from its origins to the present, and the genesis of current issues.
4. To develop an appreciation for the interrelation of theory and practice.

***Prerequisites:*** Introduction to Cultural Anthropology or permission of the instructor.

### **Required Reading: (1 and 2 should come packaged together)**

- (1) Erickson, Paul A., and Liam D. Murphy, *A History of Anthropological Theory* (3rd edition). Peterborough, Canada: Broadview Press (2008).
- (2) Erickson, Paul A., and Liam D. Murphy, *Readings for a History of Anthropological Theory*. Peterborough, Canada: Broadview Press (2001).
- (3) Ira E. Harrison and Faye V. Harrison, *African-American Pioneers in Anthropology*. Urbana, IL: University of Illinois Press (1999).
- (4) One ethnography of your choice (see specific requirements below).

### **Selections as noted from:**

Welsch, Robert L., and Kirk M. Endicott, *Taking Sides: Clashing Views on Controversial Issues in Cultural Anthropology*. 2<sup>nd</sup> edition. Guilford, CN: Mc-Graw-Hill/Dushkin (2006).

*The Encyclopædia of the Social Sciences* [available in library reference sections].

Additional readings as assigned.

## Course Format:

The 50' classes will be taught in a lecture and seminar format. They will include two components: lectures by the instructor and student-led discussions and debates.

**Lectures:** The lectures will review materials presented in the text and clarify the readings. Informal discussion and questions are welcome at all times.

**Student-led Discussions:** One of the objectives of this class is to familiarize you with the original writings of leading anthropological thinkers. Another objective is to make you aware of differences of opinion and the growth of theory within the field. Weekly discussion sessions led by students form an integral part of this course. The technique of student-led discussions will be explained in class. In addition, formal class debates on specific topics, also led by students, are part of your class requirements (see 'Taking Sides' below). That means that you *must* come prepared to class, with the assigned readings done by the time assigned, in order to participate.

## Course Requirements:

### *General*

This is an **interactive** course. That means that you are expected to be present and to participate in classroom discussions and activities. Bear in mind, too, that materials presented or issues raised during class discussions may not be in your texts, and that exercises, etc., will not be repeated. You are graded on participation, so attendance will be taken to see who is there, participating. Participation, however, is contingent on your being prepared, too (see readings below). This is a combined upper-level undergraduate class and a graduate class, so you will be expected to be on top of your work.

All assignments are due at the **beginning** of class on the day they are listed. That means that **readings** should be done by the date beside them. Please note that this course is reading-intensive, so make sure to pace yourself and keep up. We will have several discussions during the course of the semester about the readings, to clarify any questions you have about them. These informal discussions will take place in student-led discussions, so be prepared. If you are not, you will be marked absent for that day of discussion.

All **written assignments must be typed** and handed in as you walk into class. (The notes you take on articles for class discussions or debates do not have to be.) **Electronic submissions are not accepted and answers to debate questions may not be turned in late, unless pre-arranged.**

**Papers**, unlike debate questions, are accepted late but they will be dropped a **full** grade (10 points) the first day and one point every day thereafter. *Note:* It is better to turn in your assignment late and get a lesser grade than not to turn it in at all and lose all those points. However, no assignment will be accepted 10 days after its due date.

You **must** be present for all exams, debates, and the group report. If you see you will miss any of these, you must contact me **beforehand**. There are no provisions for making up your exam, a debate, or the group report unless arranged ahead of time. If something truly unexpected happens at the last minute, such as a serious illness or a death in the family, you must bring a written excuse from the appropriate authority (doctor, funeral director) indicating the problem.

Similarly, if you anticipate any problems completing any part of the assignments or taking any of the exams in the allotted time due to a disability, either suspected or documented, you **must** contact me ahead of time. Howard University is committed to providing an educational environment that is accessible to all students. In accordance with this policy, students in need of accommodations due to a disability should contact the Office of the Dean for Special Student Services (201-238-2420) for verification and determination of reasonable accommodations as soon as possible after admission and at the beginning of each semester as needed. Failure to notify me of a disability will mean that you will have to complete the assignments as required, no exceptions.

There will also be occasional in-class or on-line written learning assessments to help you monitor your own progress. These will not be graded.

Finally, syllabi, handouts, assignments and important class announcements will be posted in **Blackboard**. It is your responsibility to ensure that you have access to Blackboard to download them. Please make sure, too, that you have registered the correct email address with the University to receive class emails for reminders about assignments, etc.

### ***Specific***

***For undergraduates:*** During the course of the semester, in addition to the readings, you will be required to take a lead position on an issue and lead the classroom debate in “Taking Sides,” complete a paper (10-12) pages on a selected ethnography, prepare a group report on museum exhibits, and take 4 exams, as follows below.

***For graduate students:*** You will be expected to participate in the “Taking Sides” and museum assignments, the same as the undergraduates. However, instead of a short paper and four exams, you will be required to write a longer (ca. 20 pages) paper as described below.

***Undergraduates and graduate students (required):***

1. **“Taking Sides,” or debates on anthropological issues:** It would be an understatement to say that anthropologists have not always agreed on critical issues. Controversy and discussion are part and parcel of the field and have helped move forward key theoretical developments. In order to help you understand the readings and some of the important theoretical disagreements, you will be required to co-lead two out of 6 debates. You will take one side of the question given, and your opponent/co-leader will take the other. Depending on the number of students enrolled, there may be more than one debate leader per side. In that case, you are **required to work** with the other person on your “side” to present your point of view, so there is no overlap or redundancy. Over the course of the semester, you will be expected to take one “pro” and one “con” stance.

All students should read the materials assigned in the syllabus prior to the debate (“class readings” in the syllabus), plus the additional materials listed in the “Taking Sides” handout for that particular issue (“debate readings”). Debate readings are posted in the debate folder on Blackboard. Those who are leading the debate will present their respective positions for 10-15’ per side, backing up their arguments with specific quotes, etc. These initial presentations will be followed by rebuttals and further discussion. **During the discussion all seminar members are expected to participate.** Thus, though you will be required to lead only two debates, you **must** come prepared to participate actively in **all** the debates as you will be graded on this participation.

To prepare for each debate, you are required to hand in a 2-3 page position paper that summarizes the debate (i.e., the issues involved) and articulates your own position. You cannot just give your general opinion; you must back up your statements with specific references to the articles you’ve read, properly cited. You must use all the articles assigned in these opinion pieces, except for entries from the *Encyclopaedia of the Social Sciences*, which are for background information and which **only the debate leaders must include**. Your grade will take both leadership and regular participation in the debates into account. The six debates count for 16% of your final grade: 8% for the two you co-lead (4% apiece), and 8% for the 4 others (or 2 % each, 1% for participation, 1% for article summaries). **Debates are tentatively scheduled as follows: August 27, September 7, September 26, October 10, October 22, and November 9.** A handout detailing the debates is posted on Blackboard. **You will sign up for the debates you wish to lead on August 22.**

2. **Group report on museum exhibits:** Anthropological theory can be seen in action not only in ethnographies and how they are constructed but in more tangible and visible places such as in museum exhibits. How we present our discipline to

the public is an important concern as it influences, in turn, how anthropology is widely viewed and how research is funded. You will be asked to visit a specific set of exhibits to examine how they express past and current anthropological viewpoints. While you may visit on your own, you will be required to formulate a review of these exhibits with your colleagues and present the results in class on **November 26**. A detailed instruction sheet on this project will be provided on October 26. **All members of the group are expected to be present for the report and to share in the presentation.** If for any reason you are forced to miss it, you **must** contact me ahead of time (see above). The group project counts for 8% of your final grade.

***Undergraduates only (required):***

3. **Ethnography paper:** You will be required to read one classic ethnography from the list posted on Blackboard. You will then write a 10-12 page paper detailing the theoretical position of the ethnography's author and suggesting an alternate theoretical interpretation—i.e., the way someone else might have interpreted the same data. To do so you will describe a central theme of the ethnography and how the author treats that issue (for example, does the author talk more about social organization? the economy? political structure? religion?). Your analysis will identify the author's theoretical perspective and discuss whether or not that shaped her/his perceptions of the issue. At the end of the paper you will suggest how someone from a different theoretical perspective might treat the issue you chose (economy, political organization, etc.) for that same ethnography. This assignment, worth 18% of your grade, will be done in stages to help you pace yourself and complete it in time. Each of these stages has a deadline and a point value and are spaced at roughly 2-week intervals: (1) choose the ethnography (1%) **August 29**; (2) write a summary sentence about the ethnography (1%) **September 12**; (3) submit a brainstorming outline (2%) **October 3**; (4) submit a first draft (5%) **October 17**; (5) finish your peer review of a colleague's paper (2%) **October 26**; (6) submit final draft (7%) **November 16**. Expectations for the summary sentence and the brainstorming outline are included on the ethnographies list and the entire assignment will be reviewed regularly in class. **There will be no late work accepted except by prior arrangement; if you miss a deadline, you miss out on those points.** Papers will be graded for grammar, spelling, organization, composition, and bibliography as well as content. Please consult the Writing Guide (below) and the citation handout for proper bibliographic format.

**Should include electronic copy and/or additional hard copy for peer review; must photocopy peer review comments**

4. **Exams:** There will be **four partial** (*i.e.*, non-cumulative) exams over the course the semester covering readings, films, lectures, and debates done in class. They will consist of short identifications and essays. The tentative dates for these exams and the materials they will cover are listed below. Please note that there is no final in this class. The last and fourth exam will be given on the last day of classes (**graduating seniors:** this falls within the time you have to complete your exams). Study guides for all four exams will be posted on Blackboard in the beginning of the

semester. You *must* be present for every exam. If you know of a conflict ahead of time, let me know as soon as possible so we can work out a makeup time. The exams each count for 12% of your final grade, for a total of 48%.

**Friday, September 21: Exam 1**

**Readings:** Erickson and Murphy *History*, pp. 17-59, 78-80, 93-111;; Erickson and Murphy *Readings*, introductions to Parts I and II and articles by Boas, Darwin, Durkheim, Freud, Marx and Engels, Morgan, Spencer, and Tylor; Harrison and Harrison, introduction and chapter on Cobb (*please note*: Hurston and King will be included on exam 2);

**Theories/themes covered:** 19<sup>th</sup> century evolutionists; diffusionists; French sociology; historical particularism, part 1(Boas).

**Friday, October 12: Exam 2**

**Readings:** Erickson and Murphy *History*, pp. 123-134; 111-134; Erickson and Murphy *Readings* articles by Benedict, Evans-Pritchard, Kroeber, Lowie, Malinowski, Mead, Meyers-Fortes, Radcliffe-Brown, and Sapir ; Harrison and Harrison, chapters on Day, Diggs, Dunham, Fauset, Foster, Hurston, and King; articles by Hurston and Fauset

**Theories/themes covered:** historical particularism, part 2 (the Boasians); the African-American pioneers and Boasian anthropology; British functionalism and structural functionalism.

**Wednesday, October 31: Exam 3**

**Readings:** Erickson and Murphy *History*, pp. 84-89, 111-122, 137-147; Erickson and Murphy *Readings*, introduction to Part III and articles by Gluckman, Leach, Levi-Strauss, and White; Harrison and Harrison, chapter on Willis; Davis and Havighurst article

**Theories/themes covered:** neo-evolutionism, cultural ecology, structuralism, and cognitive anthropology/ethnoscience/new ethnography.

**Wednesday, November 28: Exam 4\***

**Readings:** Erickson and Murphy *History*, pp. 81-84, 147-201, and 205-215; Erickson and Murphy *Readings*, introduction to Part IV and articles by Anderson, Bourdieu, Clifford, Foucault, Geertz, Harris, Marcus and Fischer, Mintz and Wolf, Sahlins, Strathern, Taussig, Turner, and Wolf; Harrison and Harrison, chapters on Ross, St. Clair Drake, and Skinner; article by St. Clair Drake

**Theories/themes covered:** cultural materialism, biologized anthropology, symbolic and interpretive anthropology, transactionalism, feminist anthropology, political economy, postmodernism, and the role of anthropologists.

\* This date also works for graduating seniors.

***Graduates only (required):***

5. **Ethnography comparison:** Learning how different anthropologists approach their material is key to understanding how they work. In addition to the debates and the group museum project, you will be required to explore anthropological

theory by reading two different ethnographies and comparing them. You will follow roughly the same schedule as the undergraduates, but you only need to submit your choices and two drafts to complete this assignment (though you can, if you like, submit an outline for review; it will not be graded, however). Also, you have until the last day of the semester to complete your final draft. You may choose two ethnographies from the ethnography list or you may come discuss other, more contemporary selections that may fit your interests better. The objective of this paper is (1) to pick two different theorists; (2) to examine what each one says about the culture they are observing, specifically the **social organization**; (3) identify each anthropologist's theoretical point of view; and (4) re-analyze each ethnography using the other theorist's point of view. So, for example, if you choose Evans-Pritchard and Margaret Mead, you would re-examine Mead's work from Evans-Pritchard's point of view and vice versa. This paper is worth 66% of your grade and you *must* complete it in two drafts, in order to get feedback; failure to do so will result in the loss of those points. The due dates and the point percentages for completing the different stages of this assignment are as follows: **August 29**, selection of ethnographies (1 %); **October 17**, first draft (25%); **November 28**, second draft (40%). A handout detailing this assignment will be posted on Blackboard.

## **Grading (both undergraduates and graduate students):**

### ***General***

Grades will be based on a combination of the assignments and class participation as outlined below. Please remember that **you** are responsible for all the information presented in the course, with no exceptions, so if you find yourself absent for whatever reason, you need to contact your classmates to find out what was covered. If you know ahead of time that you will miss a class (*e.g.*, compulsory athletic event) or if some problem comes up regularly affecting your attendance, please contact me so that we can deal with the situation **BEFORE** your grade suffers. Remember that more than 1/3<sup>rd</sup> of this class relies on your presence (34%, as follows: participation—10%, Taking Sides—16%, group report—8%).

If you feel at any time that your grade needs help, please come to see me during the course of the semester. **DO NOT** come in at the end of the term and try to bargain for a grade and **DO NOT** try to tell me what grade you need: it is up to *you* to ensure that you earn the grade you want.

***Extra credit:*** You may receive one (1) point of extra credit by writing a 1-2 page paper (double-spaced) critically discussing any three (3) readings under one of the main topic headings we cover in the class (*e.g.*, “American Anthropology: Franz Boas and his Followers”). “Critically discussing” means that you make an objective assessment of the piece, what the author was trying to accomplish, and whether or not you thought (s)he was successful in accomplishing it, and that you tie together the three pieces in some way. In other words, just writing a two-page paper does

not guarantee you that extra credit point. You may earn up to three (3) points total of extra credit, which will be added to your raw grade in the class, once I compute final grades. No extra credit work will be accepted after Thanksgiving.

***Breakdown of Final Grade:***

<u>Undergraduates</u>		<u>Graduate Students</u>	
Class discussions	10%	Class discussions	10%
“Taking Sides” debates	16%	“Taking Sides” debates	16%
Ethnography paper	18%	Ethnographies paper	66%
Group project	8%	Group project	8%
4 Exams, @ 12% each	48%		
	TOTAL 100%		TOTAL 100%

***Grading Scheme:***

90-100	A	65-69	D
80-89	B	< 60	F
70-79	C		

**Writing Guidelines**

Please read and follow the *Writing and Citation Guide* posted on Blackboard.

Writing is an essential tool for thinking and communicating in virtually every profession. Therefore, in this course you are expected to produce writing that is not only thoughtful and accurate, but also organized, clear, and consistent with the rules of Standard English. If your writing does not meet these standards, you may have points deducted or be asked to revise. For assistance with your writing, go to the student section of the Writing across the Curriculum (WAC) website:

<http://www.cetla.howard.edu/wac/students.aspx>.

**Academic Integrity**

***Cheating*** of any kind will not be tolerated. Any student caught cheating on exams or assignments will get 0 points for that assignment and/or fail the course, depending on the nature and persistence of the cheating. They may also be referred for further disciplinary action within the College of Arts and Sciences.

***Plagiarism*** is a serious academic offense. Please take special note of the section on plagiarism in the *Writing and Citation Guide*.



**OVERVIEW OF DUE DATES (N.B.: subject to change)**

8/22	Sign up for debates
8/27	Debate 1
8/29	Ethnography choices due for all students
9/7	Debate 2
9/12	One-sentence summary of ethnography due (undergraduates)
9/21	Exam 1 (undergraduates)
9/26	Debate 3
10/3	Brainstorming outline due (undergraduates)
10/10	Debate 4
10/12	Exam 2 (undergraduates)
10/17	1 <sup>st</sup> draft of paper due, all students
10/22	Debate 5
10/26	Peer reviews of papers due (undergraduates)
10/31	Exam 3
11/9	Debate 6
11/16	Final draft of paper due (undergraduates)
11/26	Group report
11/28	Exam 4 (undergraduates); final draft of paper due (graduate students)

## Tentative Course Schedule and Assignments:\*

\* Please note that some of the readings are not assigned in the same sequence as in the books

### August 20-24      **The Nature of Anthropology and Anthropological Knowledge**

8/22

Class readings:      THIS SYLLABUS!  
Erickson and Murphy *History*, pp. 17-37 ((Introduction and The Early History of Anthropological Theory, up to but not including The Enlightenment)  
Erickson and Murphy *Readings*, pp. 63-75 (Darwin)

In class:              ***Sign up for debates***

8/24

Class readings:      Erickson and Murphy *History*, pp. 37-48 (The Enlightenment, The Rise of Positivism, and Marxism) and 59-74 (Archaeology Comes of Age and Charles Darwin and Darwinism)  
Erickson and Murphy *Readings*, pp. 3-14 (Introduction to Part I), 15-25 (Marx and Engels), and 56-62 (Spencer)

### August 27              **Taking Sides Debate #1**

Class readings:      Harrison and Harrison:, pp. 1-36 (Introduction)

Debate readings:      D'Andrade, "Moral Models in Anthropology"  
*Encyclopædia of the Social Sciences*, "Epistemology" and "Theory"

In class:              **Topic:** Is science an ideology? Are all cultural interpretations of equal value?

### Aug. 29 – Sept. 5      **Evolutionism and Diffusionism**

8/29

Class readings:      Erickson and Murphy *History*, pp. 48-59 (Classical Cultural Evolutionism and Evolutionism vs. Diffusionism)  
Harrison and Harrison, pp. 101-136 (Cobb)

In class:              ***Choice of ethnography due, undergraduates and graduate students***

8/31

Class readings:      Erickson and Murphy *Readings*, pp. 26-42 (Tylor) and 43-55 (Morgan)

9/3

**No class: LABOR DAY**

9/5

Class readings: Erickson and Murphy *Readings*, pp. 95-105 (Freud)

**September 7 Taking Sides Debate #2**

Debate readings: Stocking, George, "On the Limits of 'Presentism' and 'Historicism' in the Historiography of the Behavioral Sciences"  
Stocking, George, "The Dark-Skinned Savage: The Image of Primitive Man in Evolutionary Anthropology"  
*Encyclopædia of the Social Sciences*, "Cultural Evolution" or "Evolutionism"

In class: **Topic:** The philosopher of science Paul Whitehead once said: "A science that hesitates to forget its founders is lost." Should we forget the evolutionists and the concepts they gave us?

**September 10-12 Sociological Foundations and European vs American Differences**

9/10

Class readings: Erickson and Murphy *History*, pp. 78-80  
Erickson and Murphy *Readings*, pp. 109-120 (Introduction to Part II)

Written work: Acquire and look over ethnography/ies

9/12

Class readings: Erickson and Murphy *Readings*, pp. 76-94 (Durkheim)  
Harrison and Harrison, pp. 51-69 (Hurstun)

Written work: ***One-sentence summary of ethnography due***

**Sept. 14- Oct. 1 American Anthropology: Franz Boas and His Followers**

9/14

Class readings: Erickson and Murphy *History*, pp. 93-111 (American Cultural Anthropology)  
Erickson and Murphy *Readings*, pp. 121-129 (Boas)  
Harrison and Harrison, pp. 70-84 (King)

9/17

Begin reading ethnography; read ahead for class

9/19

Class readings: Erickson and Murphy *Readings*, pp. 130-140 (Lowie), 131-154 (Kroeber), and 181-186 (Sapir)  
Harrison and Harrison, pp. 154-167 (Diggs)

**September 21 Exam 1; please note that only Franz Boas will be covered in the exam, and not his followers**

9/24

Class readings: Erickson and Murphy *Readings*, pp. 155-162 (Mead) and 163-180 (Benedict)  
Harrison and Harrison, pp. 85-100 (Foster) and 137-153 (Dunham)

**September 26 Taking Sides Debate #3**

Debate readings: Mead, Margaret, "Introduction to *Sex and Temperament in Three Primitive Societies*"  
Welsch, Robert L., and Kirk M. Endicott, eds. (2006), "Was Margaret Mead's Fieldwork on Samoan Adolescents Fundamentally Flawed?"  
*Encyclopædia of the Social Sciences*, "Margaret Mead" and "Derek Freeman"

In class: **Topic:** Was Margaret Mead's fieldwork biased by her theoretical preconceptions?

9/28

**No class: CONVOCATION**

10/1

Class readings: Harrison and Harrison, pp. 37-50 (Day) and 213-242 (Fauset)  
Fauset, Arthur Huff, "Tales and Riddles Collected in Philadelphia," *The Journal of American Folklore*, 41:162 (Oct.-Dec.):529-557, 1928  
Hurston, Zora Neale, "Dance Songs and Tales from the Bahamas," *The Journal of American Folklore* 43:169 (Jul.-Sept.):294-312, 1930  
*Fauset and Hurston articles posted under "Additional Readings" on Contents page in Blackboard*

**October 3-5 British Social Anthropology**

10/3

Class readings: Erickson and Murphy *History*, pp. 123-128 (British Social Anthropology, up to but not including E. E. Evans-Pritchard)  
Erickson and Murphy *Readings*, pp. 197-205 (Radcliffe-Brown) and 206-227 (Malinowski)

Written work: ***Ethnography brainstorming outline due (undergraduates)***

10/5

Class readings: Erickson and Murphy *History*, pp. 128-134 (British Social Anthropology, finish)  
Erickson and Murphy *Readings*, pp. 228-246 (Meyers Fortes and Evans-Pritchard)

**October 8**

**No class: COLUMBUS DAY**

- October 10**                    **Taking Sides Debate #4**  
 Debate readings: Kuper, Adam, “Anthropology and Colonialism”  
 Evans-Pritchard, “The Nuer of the southern Sudan”  
*The Encyclopaedia of the Social Sciences*, “E. E. Evans-  
 Pritchard”
- In class:                    **Topic:** Does British structural-functionalism’s colonial ties  
 invalidate its theoretical conclusions?
- October 12**                    **Exam 2**
- October 15-19**                **Anthropology in a Westernizing World: Acculturation,  
 Neo-Evolutionism, and Cultural Ecology**
- 10/15  
 Class readings: Erickson and Murphy *History*, pp. 137-138 (The Later  
 Twentieth Century and Early Twenty-First Century) and 141-  
 147 Cultural Neo-Evolutionism)  
 Erickson and Murphy *Readings*, pp. 257-269 (Introduction to  
 Part III) and 271-301 (Gluckman)
- 10/17  
 Class readings: Erickson and Murphy *Readings*, pp. 383-407 (White)  
 Written work: ***First draft of paper due, undergraduates and graduate  
 students***
- 10/19  
 Class readings: Harrison and Harrison, pp. 243-264 (Willis)  
 Davis, Allison, and Robert J. Havighurst, “Social Class and  
 Color Differences in Child-Rearing,” *American Sociological  
 Review* 11:6:698-710, 1946.  
*Davis and Havighurst article posted under “Additional  
 Readings” on Contents page in Blackboard*
- October 22**                    **Taking Sides Debate #5**  
 Debate readings: White, Leslie, “Energy and the Evolution of Culture”  
 Steward, Julian, “The Patrilineal Band”  
*Encyclopaedia of the Social Sciences*, “Leslie White,” “Julian  
 Steward,” and “Cultural Ecology”
- In class:                    **Topic:** Does the use of cross-cultural comparison invite  
 ethnocentric and, ultimately, racist classifications of culture?
- October 24-26**                **Structuralism**
- 10/24  
 Class readings: Erickson and Murphy *History*, pp. 84-89 (Ferdinand de  
 Saussure) and 111-122 (French Structural Anthropology)

10/26

Class readings: Erickson and Murphy *Readings*, pp. 302-312 (Lévi-Strauss) and 313-331 (Leach)

Written work: ***Peer review of paper due, undergraduates***

In class: ***Introduction to group project***

**October 29 Cognitive Anthropology**

10/29

Class readings: Erickson and Murphy *History*, pp. 138-141 (Cognitive Anthropology)

**October 31 Exam 3**

**November 2 Cultural Materialism**

11/2

Class readings: Erickson and Murphy *History*, pp. 147-150 (Cultural Materialism)

Erickson and Murphy *Readings*, pp. 408-423 (Harris)

**November 5 Biologized Anthropology**

11/5

Class readings: Erickson and Murphy *History*, pp. 150-156 (Biologized Anthropology)

Erickson and Murphy *Readings*, pp. 427-439 (Introduction to Part IV) and 441-453 (Sahlins)

**November 7 Symbolic and Interpretive Anthropology**

11/7

Class readings: Erickson and Murphy *History*, pp. 81-84 (Weber) and 157-166 (Symbolic and Interpretive Anthropology)

Erickson and Murphy *Readings*, pp. 332-356 (Geertz) and 357-382 (Turner)

**November 9 Taking Sides Debate #6**

Debate readings: Welsch, Robert L., and Kirk M. Endicott, eds. (2003), "Should Cultural Anthropology Model Itself on the Natural Sciences?"

Erickson and Murphy *Readings*, pp. 642-687 (Ortner)

*Encyclopædia of the Social Sciences*, "Cultural Materialism" and "Symbolic Anthropology" or "Interpretive Anthropology"

In class

**Topic:** Should cultural anthropology model itself on the natural sciences?

**November 12 No class: VETERANS' DAY**

- November 14**      **Transactionalism and Feminist Anthropology**  
 11/14  
 Class readings: Erickson and Murphy *History*, pp. 166-173 (Transactionalism) and 168-148 (Feminist Anthropology)  
 Erickson and Murphy *Readings*, pp. 543-572 (Strathern)
- November 16**      **Political Economy**  
 11/16  
 Class readings: Erickson and Murphy *History*, pp. 173-180 (Political Economy)  
 Erickson and Murphy *Readings*, pp. 466-489 (Wolf), 490-506 (Taussig), and 507-513 (Mintz and Wolf)  
 Written work: ***Final draft of paper due, undergraduates***
- November 19**      **Postmodernism**  
 11/19  
 Class readings: Erickson and Murphy *History*, pp. 180-194 (Postmodernity)  
 Erickson and Murphy *Readings*, pp. 514-532 (Foucault), 533-542 (Bourdieu), and 598-630 (Clifford)  
 Harrison and Harrison, pp. 265-273 (Ross)
- November 21**      **No class; reading day**  
 11/21  
 Final readings: Erickson and Murphy *History*, pp. 194-201 (Globalization and Public Anthropology) and pp. 205-215 (Conclusion)  
 Erickson and Murphy *Readings*, pp. 573-597 (Anderson) and 631-641 (Marcus and Fischer)  
 Harrison and Harrison, pp. 191-212 (St. Clair Drake) and 274-292 (Skinner)  
 Drake, St. Clair, "Further Reflections on Anthropology and the Black Experience," *Transforming Anthropology* 1:2:1-14, 1990  
*Drake article posted under "Additional Readings" on Contents page in Blackboard*
- November 22-25**    **THANKSGIVING RECESS**
- November 26**      **Group report**
- November 28**      **Exam 4**  
 11/28  
 Written work: ***Final draft of papers due, graduate students***