

Department of Anthropology
Anthropology 200-010
Introduction to the History of Anthropological Theory
Spring 2009

Dr. Donna Budani

Class Time: 9:30am-10:45am

Classroom: 217 Willard Hall

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Office Hours: Wednesday 8:30am – 12:00pm and by appointment Wednesday, afternoon from 2:30pm – 3:30pm. Room 138 Munroe Hall

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COURSE DESCRIPTION

This course examines key ideas, thinkers and theoretical movements in British, American, French, and German anthropology from the late 19th century to the present. It takes as its starting point the conviction that ideas are manifested by human actors within ever-broadening circles of context (Stocking 1992: 115). Thus it places major theorists and their foundational texts within a number of historical frameworks: a history of ideas, a school of thought, and/or national tradition as well as within contemporaneous political and cultural currents. Our goal, following Richard Handler, is to discover “why at certain moments, in certain contexts, one interpretation is seen as unimpeachable and super in comparison to others which are dismissed or highly questioned” (p. 457). The readings for this course include not only primary sources but also secondary sources that will help us approach this question and give us a sense of a historical moment's “structure of feeling.” What are the research questions that have guided anthropological inquiry since its beginning? What are the research questions that guide social cultural research today? By focusing on the research questions, we will explore the history of ideas and theories that inform contemporary practice of social cultural anthropology.

COURSE LEARNING OUTCOMES

At the end of this course, students will be able

- To describe and evaluate the major theoretical perspectives in cultural anthropology from the 19th century to the 21st century
- To formulate your own ideas about social cultural theory and be able to write critical reflections of theories discussed in class

- To assess the effectiveness of postmodernism as a theoretical orientation in social cultural anthropology
- To examine and debate the utility of theory in anthropology given some of the premises of postmodernism.

***REQUIRED BOOKS:**

1. R. Jon McGee and Richard Warms, editors. *Anthropological Theory: An Introductory History* Fourth Edition.
2. Mauss, Marcel *The Gift*
3. E.E. Evans-Pritchard: *Witchcraft. Oracles and Magic Among the Azande.*
4. Marvin Harris *Cows, Pigs, Wars and Witches*
5. Micaela di Leonardo *Gender at the Crossroads of Knowledge: Feminist Anthropology on the Post Modern Era*
6. Clifford, James and George E. Marcus *Writing Culture: The Poetics and Politics of Ethnography*

***Please note: I am aware that the cost of books for this class is excessively high. I urge you to buy used books and search out used book stores(besides Amazon.com and Barnes & Noble) on the Internet. Also, it is perfectly okay to buy the third edition of McGee and Warms “Anthropological Theory” I will put copies of the assigned books on reserve in the reserve room in Morris Library. If need be, I am willing to lend my own copy of any of the books to students in the class.**

COURSE FORMAT

Each class will be divided into the following segments:

- Opening mini-lecture
- Reading critiques and discussion of reading critiques
- In-class writing time in which you revise, expand, comment on, or rethink or expand your ideas based on the discussion in the previous segment

COURSE PERFORMANCE REQUIREMENTS

- Two Take Home Exams
- Final Essay

READING CRITIQUES 300 points Written Revised Critique

You are required to prepare a 2-3page reading critique per class on the assigned readings. A reading critique is in essay format and primarily contains your reactions and impressions of the reading assignments. Or, if you prefer, a bullet list of mini paragraphs about your reactions, impressions, and questions about the reading assignment. If you opt for a bullet list, the paragraphs comprising the bullet items should be single spaced. Naturally, you must identify the assigned readings in your critique. Your reading critique should be clear and structured and include several questions that a reading(s) has raised for you and which you would like the class to discuss. I am not looking for a particular form and you are free to adopt any style that enables you to best represent your ideas. However, when presenting a primary source, you should try to identify and explain the author's central purposes(s), use of concepts and analytical categories you are unfamiliar with and do or do not understand. It is important to identify both the implied and stated assumptions (what the author takes as a given, a truth or for granted) and generalizing statements. What questions does the author attempt to answer? What are your questions about the reading material, theorist or general conventions of "wisdom"? Students will be asked to present their reading critiques to the class.

A reading critique is due for each class. See Course Syllabus for the start date for written reading critiques. The reading critique you bring to class must be typed. Be sure you have included your name on the reading critique. Your daily reading critiques along with your revisions will be collected at the end of class and will be graded based on the content and your refinement of your thoughts and ideas during in-class writing time (see below). Ideally, your refinement of your reading critique should make evident a further consideration of the points you originally made and a general reconsideration in which you demonstrate insights gained as a result of class discussion.

Points are awarded on a percentage basis. If you earn a check mark for 90% of your written reading critique you are awarded the full 300 points. If you earn 80% of check marks, you are awarded 80% of 300 points and so on. A check mark indicates good or better and a minus indicates work should improve.

Presenting your Reading Critique in Class 50 points

Presentations are prescheduled so you will know in advance when you are scheduled to present and the subject of your presentation. Presentations are organized alphabetically. You will be given about 10 minutes within which to both present your ideas and facilitate a short discussion (you should be

aiming for something like a five minute presentation and five minute discussion). A presentation is not a summary of the readings. If your presentation is a summary, you will lose credit for the presentation.

Presentation Description

A presentation is based on your reading critique. For example, what would you say is the theorist main point(s) in the assigned reading? Does the theorist introduce any concepts in the assigned reading? What are they? What would be her/his definition of culture? What are some of the concepts associated with the theorist? What are some of the contributions the theorist made to anthropology? What question would you ask the theorist if you had the opportunity to speak to him or her? What questions do you have about the work you read? What concepts and/or ideas confused you? What is your own assessment of this theorist or/and her or his work? What impression have you formed about this theorist? Mention the questions you had while reading the assigned work. It is not necessary to incorporate all the above questions. Select the questions you can best discuss. I recommend that students do some Internet research on the theorist/author when preparing a presentation. If you incorporate a secondary source, make sure you identify the source from which you obtained the information. When discussing a secondary source, the objective is to summarize the article and its central argument, making connections between the context being elucidated and some of the ideas from the primary sources, asking with whom or what a particular author is engaged. Your presentation is **your written reading critique**. See Internet URL mentioned below. This is one of many resources offered on line.

In-class Writing

15 points per re-write

Fifteen Minutes before the end of class, you will be given time in class to write as a means of moving your thinking forwards. In other words, you will be asked to revise, expand, comment on, rethink, or expand your ideas based on the discussion in the first half part of each class period. These are wide open and may focus on one particular idea or may synthesize a number of ideas. You should feel free to write in response to any of the questions a presenter has put forth for the class, including responding to the ones you have posed in your own reading report. You turn in your comments at the end of each class for grading. A plus sign (+) means full credit and a minus Sign (-) means points taken off. Your grade will show the number of points taken off for an unsatisfactory reading critique and modification

Class Discussion

75 points

Students are expected to engage fully in each class discussion, demonstrating your knowledge of, and critical thinking about, all the articles assigned for a

particular day. This grade will also be based on how carefully you listen and therefore respond to others' ideas. There are many ways to engage each other in discussion. For example, you can respond to something the presenter says and you can volunteer your own ideas prompted by the assigned reading. Another way is to pose a question about something you are not sure about and address it to the class. Also, you might direct a question to me and I in turn will respond with another question?

Two Take Home Exams

Total of 200 points

Two 3 or 4 essay question exams will be given during the course of the term. Essay exams are take-home. Students will self select the three or four questions out of a possible 5 question. Essay exams may contain fewer questions. All exams must be typed. Instructions for each exam will be distributed in class. See course schedule for dates that the exam will be distributed in class and the date the exam is due in class

Final Paper

100 points

Your final paper will be a 5 to 6 page analysis of a major concept or theorist or theory which you find has much to recommend it. Your analysis should be evaluative and should critique selected concepts, outlining its meaning, merits, limitations, and status/importance/significance in contemporary anthropology. During the course of the semester, we will learn concepts and categories associated with theory and theorist we discuss. I advise that you keep a list of these concepts and theories so that your final paper can be written with easy reference to your list. Detailed information about this paper will be distributed in class by the end of April.

Internet Resources

Do a Google search on "Theory in Anthropology" or/and "Anthropological Theory". Look for the entry that says "Anthropological Theories: A Guide by Students Prepared By Students" at <http://www.as.ua.edu/ant/Faculty/murphy/anthros.htm>. You will find student summaries for all the major theories we will study. This material may and should be used for you to craft your reading critique. Although a good reference, these summaries in no way substitute for the reading assignment and your own critical thinking and reflection. I suggest you either book mark the page or when we study a particular theory, print a copy

MY POLICIES

1. Attendance and Late Work Policy

Consistent consecutive attendance is required. Attendance will be taken regularly at each class session and recorded per student for the class session. The material presented in lecture is not easily learned from someone else's notes. To do well in this course, you will need to attend class regularly. Absences due to prolonged illness or family obligations will be dealt with on an individual basis. Please let me know as far ahead of time as possible if you are unable to attend class. If you miss class without having obtained my permission, you will jeopardize your standing in the course and may be asked to withdraw from it. If you are absent from class without my permission and with no good reason, you will suffer a penalty of 4 points deducted from your final grade per each absence.

As a matter of general practice, **I do not accept late work.** However, there are times when, through no fault of your own or a situation beyond your control happens, you find yourself unable to complete an assignment. In such cases, students should contact me immediately in order to obtain my permission to hand in work past the due date. I tend not to give permission to submit a late reading report unless the student provides a very good reason. Keep in mind that my standards are very high. If a student is sick, the student must provide me with a doctor's note and/or copy of prescription given to the student by his or her doctor.

2. Student Daily Seminar Performance Assessment

When I am evaluating your daily participation in the seminar, I ask the following questions about individual participants:

- Is prepared having read and thought about reading assignment?
- Writes a good critique and poses questions that probe and explore the reading assignment with rigor?
- Cite reasons and evidence for their statements?
- Listen to others respectfully
- Talk to each other about ideas and discoveries made while reading the assignment?
- Ask for help to clear up confusion?
- Support each other? Questions other in a civil manner
- Listens to and builds on one another's comments
- Moves conversation forward and brings others into conversation

3. Required Reading on Electronic and Traditional Reserve: Please note that on your course schedule where daily reading assignment are listed there are some readings label *On Electronic and Traditional Reserve*. You are responsible for these readings. I will give you the class code so that you will be able to access readings electronically or if you want, the readings are available at the Reserve Desk in Morris Library

4. Student Participation and Class Reading

I expect that students in the class come prepared to discuss the reading assignments. To be prepared means that you have given the assignment a thorough and comprehensive reading. Preparation also means that you have annotated your text with questions, comments and observations, particularly those things for which you need clarification and/or elaboration. Do not highlight your text. Highlighting only colors your text. If you prefer, take notes on a separate paper and remember to label your notes with citations that is references to pages and paragraph.

5. Called Upon in Class

Students must be so thoroughly prepared for class that if called upon, they can give a comprehensive overview of their understanding of the reading assignment. On the other hand, if you are confused about the material or have little understanding about the assignment, I expect that you will say you need guidance as to how to understand the assignment. In either case, students called upon should have a demanding and tough question to pose to the class. All students must be prepared to actively participate in discussion by listening carefully, commenting on the responses of others and drawing others into the conversation.

For example, you may have a question about the material, even one as basic as “How am I to understand what I read?” or, “I have read the assignment but I do not understand it. For example, when x says y, what does he/she mean” “I have read the material and this is my understanding: My question is why would people believe such a thing?” Why is it important for me to know this? “Why are anthropologist still concerned about this? “Are they still concerned about this? I do not think I understand the relationship between the social/historical contexts of this perspective. Can anybody explain it to me? Questions are addressed to others in the class. For example, I understand x of what Tyler says do you agree? Why? Thus, students must be prepared to pose and answer this sort of question.

6. Class Start-Up Time

Class begins promptly at Students are expected to arrive in class promptly. If there is a valid reason for lateness, please speak to me as soon as possible. Repeated tardiness will result in a deduction of 40 points per occasion for repeated tardiness.

7. Class Etiquette

The University is a place for adults. I expect that students will act accordingly.

- Turn off Cell Phones and Other Electronic Devices before Class begins. If a phone rings during class, I will answer the phone.
- Sitting in class doing work for another class or being otherwise engaged [sending or receiving text messages] will result in an “F” for the class for that day.
- Important matters, such as missing classes, must be discussed with me in person, either after class or during office hours but **NOT VIA EMAIL**
- Once class begins, I expect your attention to be placed on lecture and presentations. Also, I expect all socializing to cease and no speaking to each other about matters that have nothing to do with class.

8. Reading with A Purpose

You are reading with a purpose which is to learn about different theoretical perspectives and the notable theorists. You are interested to know what the perspectives attempted to explain, Why that concept required explanation, what are the perspective’s strengths and weaknesses, what contributions did this perspective make to anthropology and what are the criticisms of this particular point of view? Keep in mind that you are reading ideas expressed in words, phrases and sentences that have a particular meaning in a social historical context. Therefore, you should not assume that any word or term you come across has the same meaning as it has today.

You are reading for concepts and ideas: What x thought about y and why x thoughts seemed to make sense. Why was x views important at the time and why do we need to know about x in the present?

Some of the readings are difficult to understand and present challenges. I expect you to have problems with understanding the readings. If you have difficulty, contact me before your presentation and come to class prepared to acknowledge that you did not understand the assigned readings. Not to be concerned for if you have difficulties others are also having difficulties.

9. Active Learning

Active learning requires the full participation of Professor and students. It is my teaching style to place less emphasis on teaching – as something the professor does - and more on learning and understanding as something we do together. My teaching methods are learner-centered. Students are

responsible for the learning accomplished in this course. My role is to facilitate learning by providing material in ways suited to your learning styles and to teach materials in ways that fulfill the course learning outcomes. It is your responsibility as much as it is mine to make this course enjoyable and stimulating. This requires your active participation in class discussion.

10. How to Make Reading Notes That Count

Read the text and make marginal notes (on post-its or separate piece of paper) indicating what seemed like the strongest parts of the text. *When you read, think of it as a conversation between you and the author. What is the author saying? Is it important? Why? Is this something I should know? Write on the margins of the page. Underlying and highlighting a text is a passive activity. All you accomplish is coloring the page. Before you reach for a highlight pen ask yourself: Is this section important? Why? Then write about it in the margins. As with any conversation, you will interrupt with questions and want explanations. Write these kinds of things in the margins and make them the basis of your questions.* When you have completed reading once through the text, go back and take notes in outline form, by paraphrasing sentences or paragraphs until you have reduced the many pages of text to a few pages. (Make sure to keep an accurate citation to the work so that any future use of these notes and paraphrases can be appropriately cited. You do not want to find yourself engaged in plagiarism.) **Do not rely on underlining.** This is insufficient. In order to "know" a text, you need to convert it into your own words, or your own organization of the text. The text needs to be processed in several different ways in your brain. Underlining is passive and does not help you learn the material.

CRITICAL READING TIPS

1. Define the specific problem or problems the author has tried to solve. What question does the author claim to address? You might also want to think about how this reading fits into the course. Why did the instructor place the reading at this point in the course? What is the topic on the syllabus? How does this reading provide an answer or information for this topic?
2. What theoretical statements does the author make? A theoretical statement proposes a relationship. For example, structural theories of deviance suggest that deviance (that which is to be explained) is a

consequence of the structure (organization of the parts) of a society. In other words, social structure produces deviance.

3. What are the concepts used? Become familiar with the author by defining key words author uses. Know the details of the argument. In the example above: what is social structure? What is meant by deviance? Do structural theorists/writers assume the reader knows what is meant by social structure? Do you need to find out what this means in order to understand the reading?
4. How does the author's argument/position compare with that of others who address the same question or related questions? Where are the points of similarity and difference?
5. What normative statements (value judgments) does the author make? What values does the author assume readers will share? What assumptions do the author make that may be contestable?
6. What is the author's methodology? (Here you should be concerned not only with the methods used but the kinds of arguments implied or given about what methods are more or less appropriate.) What constitutes evidence in this reading? Know the author's arguments by finding them in, or constructing them out of, sequences of sentences.
7. Determine which of the problems the author has solved and which s/he has not; and of those not solved, decide which the author knows s/he has failed to solve. If you disagree with the author, on what basis do you rest your disagreement? Is the author uninformed, misinformed, illogical, imprecise, or incomplete? Criticize fairly; do not pass judgment based on personal opinion, taste, or preference. Is the argument internally consistent? Does the evidence (both that presented by the author and other evidence in the field) support the argument?

University and Department Policies

1. Plagiarism

Plagiarism occurs when you take the words and ideas of another without giving credit to the original author. Even if the paper uses original language but the ideas belong to another, it is still plagiarism. If I find instances of plagiarism in your written material, you will receive a failing grade. It is easy to avoid plagiarism: do your own work, use your own words and give credit to the sources of your ideas whether that source is an author of a book or article or any information you obtain from the Internet. Do a Google search to find

examples of criteria to apply to evaluate web based sources and apply the most rigorous model you find.

2. Email

Sending emails to the class about readings, assignments, and other matters is something I do often. I will send emails to the class using the UDEL official class designation for this course. I will use the UDEL mail box designation to contact individual students in the class. If you have mailboxes other than UDEL it is your responsibility to see that your UDEL emails are forwarded to your mail box. Search the UDEL page for network [www.udel.edu/network] and follow instructions for forwarding your mail to your other mail box. I will not send mail to mailboxes other than UDEL.

Final Grades

300 points reading critique

15 points for re-writing aspects of reading critique

50 points per presentation

200 points for Exams

75 points Class Discussion

100 points Final Papers

A = 93% plus of the total; A- = 90% of the total

B+ = 87% of the total; B = 84% of the total

B- = 80% of the total; C+= 77% of the total

C = 74% of the total; C- = 70% of the total

D+ = 67% of the total; D = 64% of the total

D- = 60% of the total; F=59% or below failure

***Course Schedule
Anthropology 200-010
Introduction to the History of Theory in Anthropology
Spring 2009**

*** Please note: This schedule of class topics and student assessments (i.e. exams and essays) are subject to change. If for pedagogical reasons, I decide to change or amend any part of the course schedule, I will give students ample time to make the required changes and adjustments. Students will be informed in class or via email about changes and/or re-adjustments.**

Tuesday, February 10

Review of the Syllabus and Introduction to the Course

Review of Assigned Books

Guides to Reading

Why Study the History of Theory in Cultural Anthropology?

Reading Assignment

In McGee and Warms Introduction: Why Study Theory pp1-4

Thursday, February 12

Topic: British and US Victorian Anthropology

Reading Assignment:

“The Social Organism” by Herbert Spencer in McGee and Warms (hereafter, M&W)

On Reserve in Morris Library: (electronic and reserve reading)

In, **Victorian Anthropology** George Stocking, author. Chapter 1 The Idea of Civilization Before the Crystal Palace. Pages 8-45

In, **Victorian Anthropology** George Stocking, author Chapter 3 Travelers and Savages: The Data of Victorian Anthropology?

Tuesday, February 17

Early 20th Century Anthropology Strangers Abroad Series Film: W.H. Rivers

Be sure to complete Film Review Form (found on my Web site)

<http://www.udel.edu/anthro/budani>

Thursday, February 19

Topic: Founding Theory of Evolutionism

Reading Assignment:

Nineteenth Century Evolutionism Page 5-11 (M&W)

1. Sir Edward Burnett Tylor, *"The Science of Culture"* pages 28-42 (M&W)

Also, read editors' notes for Chapter 2 in M&W.

2. Lewis Henry Morgan, *"Ethnical Period"* Pages 43-53in (M&W); Also read editors' notes for Chapter 3 in M&W

Begin Reading "The Gift" by M Mauss

Reading Critiques Start Today and are due for every class until the end of the term.

Tuesday, February 24

The Crisis of Modernity: Foundations of Social Theory

Reading Assignment:**In, McGee &Warms:**

Nineteenth Century Evolutionism

1. Chapter 4 Karl Marx and Friedrich Engels *"Feuerbach: Opposition of the Materialist and Idealist Outlook"*, page 53- 66

Note: Continue to Read Mauss "The Gift"

Required Reading on Electronic and Traditional Reserve in Morris Library

3. "On Protestantism and Capitalism," excerpt from *The Protestant Ethic* by Max Weber

Thursday, February 26

Holding it all Together: Foundations of Social Theory in France

Reading Assignment:**In, McGee &Warms:**

Introduction

1. Emile Durkheim, *What is a social fact?*

2. Marcel Mauss, *The Gift*

Required Reading on Internet

4. Excerpt from *A General View of Positivism* by Auguste Comte, access at <http://www.fordham.edu/halsall/mod/comte-positivism.html>

Discussion: Marcel Mauss's "The Gift"

Tuesday, March 3**Foundation of American Anthropology****Historical Particularism**

1. Franz Boas, "The Methods of Ethnology" (M&W)
2. Ruth Benedict, "Psychological Types in the Cultures of the Southwest (M&W)

On Reserve at Morris Library and Electronic Availability

3. "Race, Culture and Language" In, "The Mind of Primitive Man" Franz Boas, author Pages 137-149
4. "The Limitations of the Comparative Method in Anthropology" in Race, Language and Culture Franz Boas, author. Pages 270-280
5. "The Aims of Anthropological Research" in, Race, Language and Culture Franz Boas, author Pages 243 – 259

Thursday, March 5**Boas's Influence**

FILM STRANGERS ABROAD SERIES V.2 Franz Boas VHS 5435

Begin reading Evans-Pritchard's "Witchcraft, Oracles and Magic among the Azande"

****Be sure to complete Film Review Report. See guidelines on my web page, Film Review**

Tuesday, March 10**Benedict/Mead****On Electronic and Traditional Reserve in Morris Library**

1. "Introduction and Chapter 1" in *Coming of Age in Samoa* by Margaret Mead
2. Chapter 6 in *Patterns of Culture* by Ruth Benedict
3. "Introduction and Chapter 1" in *Chrysanthemum and the Sword* by Ruth Benedict
4. American Anthropologist Vol.90 (no.3) 1988. "Margaret Mead and Samoa: Coming of Age in Fact and Fiction." Pages 656-663

FILM: STRANGERS ABROAD SERIES Margaret Mead

Be sure to complete Film Review Report. See guidelines on my web page, Film Review

Thursday, March 12**The Development of British Social Anthropology****Pre-Reading Exercises**

Do a Google and Scholar Google search on the following: Malinowski and Radcliffe-Brown, British Social Anthropology, Trobriand Islanders, and Malinowski's Diary [read British Social Anthropology Summary obtained from Anthropological Theory Web site mentioned above)

Reading Assignment

1. "The Essentials of the Kula" by B. Malinowski in (M&W)
2. "The Nuer of the Southern Sudan" by E.E. Evans- Pritchard in (M&W)
3. "The Mother's Brother in South Africa" by A. R. Radcliffe-Brown (M&W)

On Electronic and Traditional Reserve

4. "The Subject, Method and Scope of this Inquire" *Bronislaw Malinowski, author In, Argonauts of the Western Pacific Pages 1 – 25*
5. "From Fieldwork to Functionalism: Malinowski and the Emergence of British Social Anthropology" In, After Tylor, *George Stocking author Pages 233 – 297*

Exam 1 Distributed in class

Tuesday, March 17

FILM STRANGERS ABROAD MALIOWSKI VHS5435

Begin Reading Marvin Harris's Cows Pigs, Wars and Witches

Film Report Due Thursday

Exam 1 Due in Class

Thursday, March 19**Reading Assignment**

Evans-Pritchard's "*Witchcraft, Oracles and Magic among the Azande*"

Tuesday, March 24**Reading Assignment**

Evans-Pritchard's "*Witchcraft, Oracles and Magic among the Azande*"

Thursday, March 26**Reading Assignment**

Film: Strangers Abroad Series, E.E. Evans-Pritchard

Film Report Due Thursday after Spring Break

SPRING BREAK!!!**Tuesday, April 7****Reading Assignment***Marvin Harris/ Cultural Materialism**Read Harris's "Cows, Pigs, Wars and Withes"***Thursday, April 9****Reading Assignment***Cultural Materialism**Marvin Harris's "Cows, Pigs, Wars and Witches"***Tuesday, April 14****Reading Assignment***Cultural Materialism**Julian Steward and Cultural Ecology (M&W)**Do Internet Search on Julian Steward**What are some of his most important concepts?**How did he define culture?**What does he "mean" by the notion of integration?**What are some of his important contributions to anthropology?***Thursday, April 16****Reading Assignment***Feminist Anthropology**di Leonardo's Gender at the Cross Roads of Knowledge***Tuesday, April 21****Reading Assignment***Feminist Anthropology**di Leonardo's Gender at the Cross Roads of Knowledge***Thursday, April 23****Reading Assignment***Feminist Anthropology**di Leonardo's Gender at the Cross Roads of Knowledge*

Tuesday, April 28**Reading Assignment**

Symbolic Anthropology

Victor Turner

“Symbols in Ndembu Ritual” by Victor Turner (M&W)

Exam 2 Distributed in Class**Thursday, April 30****Interpretive Anthropologies****Reading Assignment**

“Deep Play: Notes on a Balinese Cock Fight” by Clifford Geertz (M&W)

On Electronic and Traditional Reserve

“Thick Description” by Clifford Geertz

Tuesday, May 4**On Electronic and Traditional Reserve**

1. “Boas, Foucault and the “Native Anthropologist”: Notes Toward a Neo-Boasian Anthropology” Matti Bunzl, author
2. “A Neo-Boasian Conception of Cultural Boundaries” Ira Bashkow, author
3. “Writing Culture: Postmodernism and ethnography” Mahmut Mutman
4. “Subjectivity and cultural critique” Sherry Ortner, author
5. “Talking about Culture: Globalization, human rights and anthropology” Fran Markowitz, author

Thursday, May 6*Postmodern Anthropology*Clifford and Marcus’s “*Writing Cultures: The Poetics and Politics of Culture*”**Tuesday, May 12***Postmodern Anthropology*Clifford and Marcus’s “*Writing Cultures: The Poetics and Politics of Culture*”

Thursday May 14

Postmodern Anthropology

Clifford and Marcus's *Writing Cultures: The Poetics and Politics of Culture*

Tuesday May 19

Consider:

What have you accomplished as a result of this course?

Is my perspective of anthropology changed? If yes, in what way? If not, why not?

What do I do now?

Final Paper Due in Class