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REVISION APPROVAL COVER SHEET FOR CONTINUATION OF W-DESIGNATION

TYPE III PROFESSOR MAKES INDIVIDUAL COURSE APPLICATION

Professor Amanda Barrett Poole


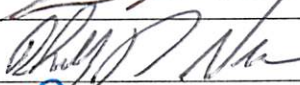
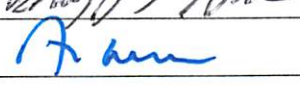
Department Anthropology

Email pooleab@iup.edu

Course Number/Title ANTH 480: Anthropology Seminar

Please provide answers to these questions on the next page:

1. Specific Course: include the most recent syllabus for the Type III course.
2. Specific Professor: discuss what the writing activities are intended to accomplish in this course. You do not need to describe the amount of writing, frequency of assignments or fill out the summary chart for writing assignments.

Approvals:	Signature	Date
Professor (s)		2/11/14
Department Chair		4/1/14
College Dean		5/7/14
Director of Liberal Studies		
UWUCC Co-chair(s)		

Received

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Liberal Studies

## **TYPE III PROFESSOR MAKES INDIVIDUAL COURSE APPLICATION**

PROFESSOR Amanda Poole

DEPARTMENT Anthropology

1. **Specific Course:** include the most recent syllabus for the Type III course.
2. **Specific Professor:** discuss what the writing activities are intended to accomplish in this course. You do not need to describe the amount of writing, frequency of assignments or fill out the summary chart for writing assignments.

**Writing activity example 1:** Students should be able to draw from key readings on a theoretical school of thought in Anthropology in order to identify the existence of these theoretical frameworks in contemporary discourse. In this writing activity, students should demonstrate understanding of course content and fluency in use of key analytic terms.

**Writing activity example 2:** Students should be able to synthesize readings across branches of theory in anthropology and respond to a prompt that asks them to argue a thesis about the relationship between these ideas. For example, do mid 20th century materialist theories in anthropology overcome the flaws of unilinear 19th century evolutionism? In this writing activity, students not only demonstrate understanding of course content, they are 'writing-to-learn' as they craft an argument based on synthesizing reading materials and demonstrate an ability to track concepts as they change over time.

**Writing activity example 3:** Students should be able to craft an original thesis statement and argue a theoretical position stemming from reading materials on cultural theory. In this writing activity, students are 'writing to learn' by selecting ideas and evidence that are important for supporting an argument.

**Writing activity example 4:** Students should be able to compose an analytical essay that applies anthropological theories to the analysis of a contemporary case study, for instance, drawing from practice theory in order to analyze and participate in contemporary debates about affirmative action.

**Writing activity example 5:** Students should be able to write convincingly about their own interests and professional goals based on the further study or application of anthropology. In this reflexive mode of writing, students should be able to relate core concepts covered in class to their own lives and ambitions, demonstrating an understanding and application of anthropological theory.

**Writing activity example 6:** Students should demonstrate fluency in the writing style and vocabulary of a particular subfield of anthropology along with a related theoretical lens (for instance, political ecology in environmental anthropology) to analyze the production of anthropological knowledge. In this writing assignment, students should draw from this subfield to frame an epistemological argument, for example, engaging in debates about the scientific or humanistic nature of anthropological inquiry from the perspective of a particular school of thought.

*Anth 480 Spring 2014, Wed 3:35 – 6:15*

## *Anthropology Seminar: History of Anthropological Thought*

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Office hours: Tues/Thurs 9-11:00, W 11 – 12, or by appointment

### **Introduction:**

In the wake of the American Anthropological Association (AAA) annual conference in November 2010 and the decision by the long range planning committee to remove 'science' from a statement of its plan, the anthropological community was once more plunged into a long-standing debate about the nature of our discipline. In many ways, this debate reflects deep-seated tensions between rationalist and romantic threads in anthropology, and the tension between humanist and positivist approaches to knowledge production. This class will track the productive tension between these varying approaches to researching humanity, and think critically about both the history and the possible futures of anthropology.

This course is designed to help you gain an understanding of the development of anthropological thought and specific theoretical perspectives that have evolved over the history of the discipline. We will read and analyze the original works of about 50 major scholars and their theoretical creativity. As a way to understand how and why these ideas evolved, we will also read related background essays that discuss the historical and social context of each scholar. After reading and reflecting on the assigned materials, we will respond via writing exercises, discussions, and debate. You will be graded according to your level of participation. We will conduct the class as a seminar as best we can. Course Goals: to know and articulate major theoretical world views; to know and use the formal language of each; to know how one view might be the product of or reaction to other views; to evaluate the strengths and weaknesses of the various approaches; to be able to discuss relevance of anthropological theories to current issues and events.

**Course Materials:** There are two required texts available online or through the campus bookstore.

1. McGee, R. and R. Warms. 2008. *Anthropological Theory: An Introductory History*. 4<sup>th</sup> or 5<sup>th</sup> Ed. McGraw Hill.
2. Moberg, Mark. 2013. *Engaging Anthropological Theory: A Social and Political History*. Routledge.

Note: Additional required readings will be available on our moodle site. As our class will focus substantial time on discussion of the readings, I would ask that **you bring the readings with you to class** – as a print-out or on your laptop. A low cost reader will be available from Copies Plus on request, which will save you the time and effort of printing each article individually.

### **Classroom Policies**

I believe that anthropology is best communicated in a learner-centered classroom. This means that I will work hard to create an atmosphere in which we value each other as sources of insight, questions, experiences, and perspectives. This approach asks you to be an active participant in class, and to be considerate and thoughtful of your peers. There will be some lecture involved in this class. However, as a seminar, this is an advanced class primarily characterized by informal discussion, debate, and Socratic dialectic – pursuing questions and examining the implications of the answers. The advantages of this format involve learning via partnership and the chance to explore topics, thoughts, and questions through detailed discussion and debate. The responsibilities of this format involve open mindfulness, preparation (reading in advance), dedication, and flexibility. You are expected to come prepared having completed all the readings to the best of your ability before the designated session. There may be some reading questions provided for select materials. It is not required that you write a response to these questions, rather, their purpose is to help orient you through some of the more difficult material so that you are prepared for class discussion. I care more about quality than

quantity when it comes to talking in class. Finally, please respect your fellow students during both in-class and electronic discussion forums. Please come to class on time, prepared, turn off your cell phone, and be courteous to those who may have differing perspectives on the material.

**Moodle:** We will be using Moodle as a platform for distributing assignments, recording grades, and participating in online discussion. I will also post power point lectures on Moodle at the end of the week. Please make sure that you can access our class website. This may require the assistance of the IUP IT Support Center. Call them (724-357-4000), stop by their office (Delaney Hall, Suite G35), or visit them online here: <http://www.iup.edu/itsupportcenter/>

**Plagiarism:** Plagiarism, putting your name to someone else's work, is a serious offence. The university has strict plagiarism policies. Please follow proper citation methods. Talk to me as soon as possible if you have any questions or concerns about the authenticity of your work, and how best to cite your sources. I can also direct you to the Center for Student Success at Pratt Hall, where you can find assistance with tutoring.

**Grades:** Grades in this course will be based on written papers, class participation, a presentation, and a final exam. Good faith intensive efforts will result in a high grade, while a lack of energy or serious attention to our collective efforts will result in a low grade. **Letter grade conversion: A (>90%), B (80-90%), C (70-80%), D (60-70%), F (<60%)**

**Moodle discussion posts:**

You must submit comments and questions to the course moodle discussion forum for 10 of the 14 weeks. Each of your posts should be **at least 200 words in length and should provide a thoughtful commentary on course materials** (readings, lectures, and/or other subjects directly relevant to the course). These posts may pose interesting questions for discussion and should demonstrate a critical engagement with the readings. Both original postings and substantial replies to other student's posts will be accepted for credit. Replies to other posts must also introduce your own thoughts on the material. These posts will be used to form the basis for class discussion. Posts are due each week by Wednesday at noon. As they are intended to help guide in-class discussion, **late posts will not be accepted for credit.** You are not restricted to only one post per week. If you participate consistently and thoughtfully in moodle discussions, I will take this into account when calculating the final course grade. E-posts will not be due the first week of the semester. The number of required posts is 10. *5 points for each post/activity = 50 points total.*

**Writing Assignments:**

This is a writing intensive class, involving a significant writing assignment on a near-weekly basis. These writing assignments are weighted equally. These writing assignments will involve either in-class quizzes and reaction papers on the readings or take-home assignments due the following week. You are required to complete 10 of these writing assignments. I will drop the two lowest graded essays. For this reason, *I will not accept late writing assignments.* There will be 8 total writing assignments logged in the grade-book, worth 25 points each. **Please note that attendance in class is critical for doing well on these writing assignments.** *25 x 8 = 200 points*

**Position Paper:**

As part of this class, you will draw from course readings, topics, and discussions in order to craft a position paper on the role of science in defining the discipline of anthropology. This assignment will be due in two parts (50 points each), and you will have a chance to revise this paper for submission at the end of the semester (50 points). *50 x 3 = 150 points*

**Theorist Presentation:**

You will be asked to give a brief presentation on one of the anthropologists or social theorists covered this semester. A rubric will be posted on moodle. *50 points*

**Final Exam:** There will be a final exam on material covered during the semester. *100 points*

Summary for 480 grading:		480 Grading Scale:
Discussion Forum Entries: 10 x 5=	50 points	493 – 550 = A
Theorist Presentation:	50 points	438 – 492 = B
Writing Assignments: 10 x20 =	200 points	383 – 437 = C
Position Paper – Part 1, 2, and revised:	150 points	328 - 382 = D
Final Exam:	100 points	327 and under = F
<b>Total:</b>	<b>550 points</b>	

**Tentative schedule:**

The reading load for this class is substantial- at a graduate seminar level. Part of the learning goals this semester involves developing the skills to read different kinds of material efficiently, carefully, and selectively. That said, this is a tentative syllabus. Depending on student interest, I may change, add, or divide some of the readings.

**Week 1: Wed Jan 22**

Course introduction, goals, and expectations; The birth of Anthropology; Why does theory matter?

**Week 2: Wed Jan 29**

**19<sup>th</sup> Century Evolutionism**

- Moberg Chapters 3 and 6
- McGee and Warms: "Nineteenth Century Evolutionism"
- McGee and Warms: Spencer "The Social Organism"
- McGee and Warms: Morgan, "Ethnical Periods"

**Week 3: Feb 5**

**Boas – Historical Particularism and Relativism**

- Moberg Chapter 7
- McGee and Warms: "Historical Particularism"
- McGee and Warms: Boas, "The Methods of Ethnology"
- McGee and Warms: Whorf "The Relation of Habitual Thought and Behavior to Language"

**Week 4: Feb 12**

**Functionalism and Structural-Functionalism – Durkheim’s Legacy**

- Moberg Chapter 5 and 9
- McGee and Warms: "The Foundations of Sociological Thought"
- McGee and Warms: "Functionalism"
- McGee and Warms: Durkheim, Emile "What Is a Social Fact?"
- McGee and Warms: Radcliffe-Brown "On Joking Relationships"
- McGee and Warms: Malinowski "The Essentials of the Kula"

**Week 5: Feb 19**

**Boas' Legacy – The Next Generation**

- Moberg Chapter 8
- McGee and Warms: Benedict "Psychological Types in the Cultures of the Southwest"
- McGee and Warms: Mead "Introduction to Coming of Age in Samoa"
- Zora Neale Hurston "Mules and Men: Ways of Seeing" Preface, Introduction, and Chapter 1: Available online at: <http://xroads.virginia.edu/~MA01/Grand-Jean/Hurston/Chapters/preface.html>

**Week 6: Feb 26**

**Marxism and Anthropology- Theorizing Social Change**

- Moberg Chapter 4
- McGee and Warms: Marx and Engels "Feuerbach: Opposition of the Materialist and Idealist Outlook"
- McGee and Warms: Wolf, Eric "Peasantry and Its Problems"
- McGee and Warms: Eleanor Leacock "Interpreting the Origins of Gender Inequality: Conceptual and Historical Problems"

**Week 7: March 5**

**Re-birth of materialism, and the struggle for the science of culture: Modern Evolutionism, Cultural Ecology, and Cultural Materialism**

- Moberg Chapter 11 and 12
- McGee and Warms: "The reemergence of evolutionary thought"
- McGee and Warms: "Neomaterialism: Evolutionary, Functionalist, Ecological, and Marxist"
- McGee and Warms: White, Leslie "Energy and the Evolution of Culture"
- McGee and Warms: Harris, Marvin "The Cultural Ecology of India's Sacred Cattle"

**Part 1 of Position Paper due**

**Week 8: March 12**

**From Durkheim to Levi Strauss - Structuralist anthropology**

- Moberg Chapter 13
- McGee and Warms: "Structuralism"
- McGee and Warms: Levi-Strauss, Claude "Four Winnebago Myths: A Structural Sketch"
- McGee and Warms: Ortner, Sherry "Is Female to Male as Nature is to Culture?"

**Week 9: Spring Break**

**Week 10: March 26**

**Anthropology and Gender**

- Moberg Chapter 2
- McGee and Warms: Anthropology and Gender
- McGee and Warms: Sally Slocum "Woman the Gatherer: Male Bias in Anthropology"
- McGee and Warms: David Valentine "'I Went to Bed with My Own Kind Once': The Erasure of Desire in the Name of Identity"
- Abu-Lughod, Lila. 1991. "Writing Against Culture" In *Recapturing Anthropology: Working in the Present*. The School of American Research. 68-87. (on moodle)

**Week 11: April 2**

**Symbolic and interpretive anthropology**

- McGee and Warms: "Symbolic and Interpretive Anthropology"
- McGee and Warms: Geertz, Clifford "Deep Play: Notes on the Balinese Cockfight"

- Marvin Harris vs. Clifford Geertz Debate on "Should Anthropology Model Itself on the Natural Sciences?"
- **Optional:** McGee and Warms: "Weber, Max "Class, Status, Party"

#### **Week 12: April 9**

##### **The postmodern turn: Practice**

- Moberg Chapter 10
- McGee and Warms: "Background to Postmodernism"
- McGee and Warms: Pierre Bourdieu "Structures, Habitus, Practices"
- Sillman, Stephen. 2009. "Change and Continuity, Practice and Memory: Native American Persistence in Colonial New England" *American Antiquity* 74(2): 211-230. (on moodle)
- Holmes, Seth. 2013. *Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States*. University of California press - excerpts

#### **Week 13: April 16**

##### **The postmodern turn: Discourse**

- Moberg Chapters 14 and 15
- McGee and Warms: "Postmodernism and its critics"
- McGee and Warms: Michel Foucault "The Incitement to Discourse"
- McGee and Warms: Rosaldo, Renato "Grief and a Headhunter's Rage"
- Shrestha, Nanda. 1995. "Becoming a Development Category" In *Power of Development*. Ed. Jonathan Crush. Routledge. Pgs. 266-277 (on moodle)

##### **Part 2 of Position Paper Due**

#### **Week 14: April 23**

##### **Globalization, Power, and Agency**

- McGee and Warms: "Globalization, Power, and Agency"
- McGee and Warms: Appadurai, Arjun "Disjuncture and Difference in the Global Cultural Economy"
- McGee and Warms: Bourgois, Philippe "From Jibaro to Crack Dealer: Confronting the Restructuring of Capitalism in El Barrio"
- McGee and Warms: Bestor, Kaiten-Zushi and Konbini "Japanese Food Culture in the Age of Mechanical Reproduction"

#### **Week 15: April 30**

##### **The future of anthropology: Round table discussion with Anthropology Faculty**

- Moberg Chapter 1

##### **Optional Readings:**

- Feinbert, Richard. 2009. "Bridging Science and Humanism: Thoughts on the Future of Anthropology" *Anthropology News*, December 2009. (on moodle)
- Spiro, Melford. 1992. "Cultural Relativism and the Future of Anthropology" In *Rereading Cultural Anthropology*. Ed. George Marcus, Duke University Press: 124-151. (on moodle)
- Geertz, Clifford. 1984. "Distinguished Lecture: Anti anti-relativism" *American Anthropologist* 86(2): 263-278. (on moodle)

##### **Final Draft of Position Paper Due**

**Final Exam: Wed May 7 5 – 7 pm**

ED Curran

1 global humanitarian assistances' website describes the problem as the fact that some of the most valuable minerals in substantial amounts but most of its people live on less than two dollars a day. Other than that the prevalence of violence and armed conflicts has resulted in thousands fleeing to other countries.

2 they advocate the idea of development in the DRC because it will reduce the amounts of armed conflict.

3 I couldn't find that.

4 do you have any specific plans for the development of the DRC? How do you plan on implementing them?