This course provides a broad perspective of the history of theory in anthropology and the critical skills needed for understanding the sub-discipline. An overview of the history of theorizing about society and culture will help outline the past, present, and future of anthropology and its relations with other scientific and humanistic disciplines. The course will be run in seminar style, where students contribute extensively by researching topics of interest to them and presenting their findings in class. Reading, research skills, and classroom discussion will be strongly emphasized.

The course is loosely organized as a historical review of social theories that have been influential in anthropology. One major premise in the course is that graduate students should have the opportunity to read and engage original, frequently book-length works. Emphasis will be on recent or current developments, beginning with the introduction of interpretive anthropology and criticisms of anthropological practices appearing around the same time. Although many contemporary thematic areas are not directly addressed with a selection of readings, these themes are implicit in many of the course texts, and are available for discussion and student projects. Thus, a second premise is that students should be free to pursue their own concerns and interests. Independent research assignments provide these opportunities; in-class presentations of research will hopefully multiply the benefits of independent study.

If you have any disabilities or other considerations and need accommodations, please discuss them with me immediately. Students who are registered with the Disability Support Services (DSS) Office and provide written DSS documentation will be accommodated without prejudice.

Policy on consecutive and medically-necessitated absences: Students are responsible for notifying the instructor in the event of planned absences (i.e. religious observances) and unforeseen absences (illness, etc.). In-class participation and discussion is a substantial and integral part of the work in this course. Regular attendance is necessary because your comprehension and preparation to discuss assigned readings will be evaluated on an ongoing basis during class meetings. In-class presentations are considered “major scheduled grading events”. Without appropriate documentation, these assignments may not be postponed, or made up in the event that a student is absent. Please review the university’s policy on absences at http://www.testudo.umd.edu/soc/atedasse.html.
ASSIGNMENTS

Please read through the criteria for your course work carefully, as you will be evaluated according to what follows. Written work should be in American Anthropologist format, and please use in-text citations rather than footnotes (check the back pages of the journal or view the .pdf at http://www.aaanet.org/publications/style_guide.pdf; If you use Endnote in your research, American Anthropologist can be selected to format your bibliographies). The closest equivalent style guide is The Chicago Manual of Style. All work should be double spaced, 12-point font, one-inch margins, spell-checked, grammatical, etc.

1. Reading and Discussion

During weekly class meetings the emphasis will be on seminar-style discussion of the course material. Each week we will cover one book, or its equivalent in articles and book chapters amounting to around 200-250 pages of reading. Every student is expected to complete the assigned reading in advance of the day it is scheduled for discussion. If you cannot read everything, be strategic and read one or a few items carefully, so that you have something to say in class.

We have a small group this semester. Nobody can hide for an entire class meeting (myself included!). Please, please arrive prepared to have a discussion of the assigned reading.

Familiarity with the assigned readings should be reflected in written assignments and presentations. The final research project will provide an opportunity for students to display mastery of the course material by identifying assigned readings that are relevant to their projects and referencing these appropriately.

For best results, take notes on the readings as you go along, with page numbers. This will help in discussion (“….what page are you on?”) and in references to the course material in your written work. Because you need your notes, laptops and tablets are absolutely welcome during our class meetings. Enjoy, but do not abuse this privilege.

2. Course Proposal

Due Date: 10/4/2016, in class.

Each student will submit a brief (1-2 page) précis and reading list for the midterm presentation and research paper. The précis should describe the topics that you will research, and must be accompanied by a list of 8-10 sources that will inform the research paper; students need not have read all of these sources at the time that the précis is due, just identify them. The précis is not binding: students can change topics further on.

You should select a topic as soon as possible so there is time to gather the necessary references, or change topics if for some reason you are forced to. Ask me questions at any time if you get hung up, or if you want feedback on a topic that you are thinking of.
3. **Midterm Presentation – Classic Statements**

**Due Date: 10/18/2016**

Each student will make an in-class presentation on the work of one 19th- or 20th-century anthropologist of their choosing. Authors of foundational works are preferred for this assignment – significant figures in their respective national academies. Presentation should make clear how this individual’s work contributed to and influenced anthropological discourses, and helped to shape the history of the discipline.

A good way to approach this assignment is to select a major figure in one of the major domains that we are not treating in detail, such as:

- Classical cultural evolutionism
- Cultural ecology
- Culture-and-personality or psychological anthropology
- Exchange theory
- Functionalism or structural-functionalism
- Linguistic anthropology
- Peasant studies
- …and so forth.

Be sure to read critically: presentations should identify the critiques leveled against this figure or the schools of thought that they represent. Students may also suggest original critiques based on their own analysis of an individual’s works, in light of more recent theories and frameworks.

Plan for a 15-minute presentation, with Powerpoint or a comparable medium. Presentations must be clearly referenced with author, year and pages, and include a list of works cited, just like any research paper.

Also, each student should include some recommended readings from the individual they are presenting on, and coordinate with the instructor to make these available to the class. Select around 2-3 items, preferably short ones, that are representative of this scholar’s thinking and impact upon the discipline.

4. **Anthropological Legacies Research Paper and Presentation**

**Due Date: 11/29/2016**

Students will complete a relatively brief research paper exploring the genealogy and history of one area of theory, a geographical or topical field, departmental legacy, or tradition in anthropological theory. This assignment is similar to the midterm’s intellectual biography, but more in-depth. Papers should be around 10-12 pages (2,500-3,000 words) in length exclusive of the bibliography, not more, and should be well organized and referenced, drawing from the course materials as appropriate. Students will have approximately 15 minutes to present of their research and interpretations during our last class meeting on December 6, with slides following the guidelines for the midterm.
The purpose of this assignment is to allow students to pursue their own interests through substantive research, without a burdensome, open-ended term research paper. Topics should be narrow enough so you can address them thoroughly in a paper of this length, but substantive so that there is a cross-reference trail in the literature that you can follow, discussing the roots, emergence, and efflorescence of an idea, problem, or research area. The end-of-term research paper is especially well suited to filling in an area of theory that is especially interesting to you, but is neglected in the syllabus. The topic may be past or current theory.

I will review a draft version of your paper if you get it to me at least a week before the due date. Drafts need not be very polished. I will review draft papers in the order they are received, either on paper or via email. I can only read electronic documents in .pdf, .txt, .rtf, .doc or .docx formats.

ACADEMIC INTEGRITY

Please review the University's policy on academic integrity, found in the student handbook. The Code of Academic Integrity is also available on the web at:

http://www.president.umd.edu/policies/iii100a.html

I have no expectation of encountering plagiarism in this class. Sometimes, however, people unintentionally plagiarize because they do not know what actually constitutes plagiarism. To avoid the appearance of plagiarism in written work, it is important to reference the sources of your ideas so as to keep the difference between others’ ideas or arguments and the ideas or arguments that are uniquely yours. One reference per paragraph is suggested as a minimum. You cannot reference too many sources, although you are expected to be creative and generate some of your own ideas in your papers.

On web resources: Web resources should not be your major sources, and they are not exempt from the rules of plagiarism. Cutting and pasting text from a web site and changing some of the words around is absolutely plagiarism, even if you include a citation for the web site. This and other forms of internet plagiarism will not be tolerated.

Note that web pages are virtually never peer reviewed. You can cite material from the internet in your research, but with a few exceptions web sources are always inferior to peer-reviewed sources (i.e. books and journal articles) for the purposes of scholarly research. An exception would be new and emerging issues in anthropology that reach the blogosphere, sometimes as reworked conference papers, before traditional, scholarly publication.

Use internet sources only if they contain information that you cannot find anywhere else, and only if the publisher is reputable (for instance, a professional society like the American Anthropological Association, or an accredited museum). Consider them secondary sources only, or as starting points to guide you towards better, scholarly sources. Cite web pages by giving the author and title of the page, the web address, and the date you visited the site. Use the "last updated" date for the date of publication, or say n.d. (no date).
GRADING CRITERIA

The syllabus includes deadlines for all assignments and other due dates: it is your responsibility to know when assignments are due and when to prepare for presentations. There will be no extra-credit assignments. During this course you will be evaluated according to the following schedule:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Weekly Preparation and Discussion</td>
<td>25%</td>
</tr>
<tr>
<td>Course Proposal</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Anthropological Legacies Paper</td>
<td>30%</td>
</tr>
<tr>
<td>Presentation of Final Research Project</td>
<td>15%</td>
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</tbody>
</table>

If you are running late with any assignments, you are responsible to contact me as soon as possible in class, during office hours, or via email. If you cannot complete an assignment on time, please contact me. You cannot completely miss any assignment and expect to do well.

SCHEDULE FOR THE COURSE

<table>
<thead>
<tr>
<th>Date</th>
<th>Wk</th>
<th>Topic &amp; Readings</th>
</tr>
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<tbody>
<tr>
<td>08/30</td>
<td>1</td>
<td>Course introduction; review syllabus and assignments. Discuss alternative readings.</td>
</tr>
</tbody>
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| 09/13 | 3  | National Traditions Readings: (1) Barth et al., One Discipline, Four Ways: British, German, French and American Anthropology (2005). Read the foreword and British,
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<th>Date</th>
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<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>09/20</td>
<td>4</td>
<td>Interpretive Anthropology</td>
<td>Geertz, <em>The Interpretation of Culture</em> (1973)</td>
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</tbody>
</table>
| 09/27 | 5   | The Reflexive (or Literary) Turn | (1) Fabian, “Our Time, Their Time, No Time: Coevalness Denied” (1983b) and “Conclusions” (1983a)  
(2) Marcus and Fischer, “Ethnography and Interpretive Anthropology” (1986)  
Patterson, *A Social History of Anthropology in the United States* (2001), Chapter 5 |
(2) Bourdieu, *The Logic of Practice*, (1990), selections  
*Precis and Reading List due in class today.* |
<p>| 10/11 | 7   | Colonial Archives and Histories | (1) Liebmann, “The Intersections of Archaeology and Postcolonial Studies” (2008) |</p>
<table>
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<tr>
<th>Date</th>
<th>Number</th>
<th>Topic</th>
<th>Readings</th>
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</table>
(3) Asad, “Introduction” in *Anthropology and the Colonial Encounter* (1975)  
| 10/25 | 9      | The Frankfurt School and Cultural Criticism | Readings:  
(3) Benjamin, “The Work of Art in the Age of Mechanical Reproduction” and “Theses on the Philosophy of History” (1969)  
| 11/01 | 10     | Governmentality                     | Read:  
(1) Foucault, “Governmentality” (1991)  
(2) Foucault, “Panopticism” in *Discipline and Punish: The Birth of the Prison* (1977)  
(3) De Certeau, “Micro-Techniques and Panoptic Discourse: A Quid pro Quo” (1986)  
(5) Adorno, “Culture and Administration” (1991b)  
<table>
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<th>Date</th>
<th>Day</th>
<th>Topic</th>
<th>Read</th>
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<tr>
<td>11/22</td>
<td>13</td>
<td>Topic and Readings TBD</td>
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<tr>
<td>11/29</td>
<td>14</td>
<td>Topic and Readings TBD</td>
<td></td>
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<tr>
<td>11/29</td>
<td>14</td>
<td><strong>Term research projects due today.</strong></td>
<td></td>
</tr>
<tr>
<td>12/06</td>
<td>15</td>
<td><strong>Last class - Presentations of term research projects.</strong></td>
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</table>
COURSE TEXTS

The following texts will be read in their entirety, or almost. These texts have been ordered through the University Book Center, and are also available from McKeldin Reserves:

Barth, Fredrik, Andre Gingrich, Robert Parkin and Sydel Silverman

Geertz, Clifford

Patterson, Thomas C.

Rosaldo, Renato

ADDITIONAL READINGS ON ELMS

Adorno, Theodor

Agamben, Giorgio

Asad, Talal

Benjamin, Walter

Bottomore, Tom

Bourdieu, Pierre
Clifford, James

Colwell-Chanthaphohn, Chip, and T.J. Ferguson

de Certeau, Michel


Dirks, Nicholas B.

Fabian, Johannes


Ferguson, James and Akhil Gupta

Foucault, Michel


Hansen, Thomas Blom and Finn Stepputat
Harvey, Penelope  

Jacknis, Ira  

Liebmann, Matthew  

Marcus, George E. and Michael J. Fischer  

Marcuse, Herbert  

Mbebe, Achille  

Patterson, Thomas C.  

Piccone, Paul  

Povinelli, Elizabeth A.  

Said, Edward W.  

Spivak, Gayatri Chakravorty  

Stocking, George W., Jr.  


Taussig, Michael  


Veltmeyer, Henry  