

Senior Seminar in Anthropology
ANTH4970
Time: MW 5:30-6:45PM
Room: GCB 229
Spring 2012

Instructor: Dr. Scott Catey
Office: Sparks Hall 352B
Office hours: TTh 12:00-1:00PM & BY APPT.
Email: acatey@gsu.edu

Readings:

1. Henrietta Moore and Todd Sanders, 2006. *Anthropology in Theory: Issues in Epistemology*. Blackwell.
2. Trudy Turner, ed., 2004. *Biological Anthropology and Ethics: From Repatriation to Genetic Identity*. SUNY Press
3. Karen Vitelli and Chip Colwell-Chanthaphonh, 2006. *Archaeological Ethics*, 2d ed. AltaMira Press.
4. Additional readings will be available either on uLearn or through the library's electronic journals.

**** Reading assignments are to be completed prior to the date they are scheduled.**

Course Overview

This course is intended to give students the opportunity to reflect on and write about what they have learned in their undergraduate anthropology curriculum, and to engage in thoughtful modes of integration and synthesis of the substantive elements of that learning. Theory is an important dimension that has historically underwritten the integration of the subfields of anthropology and justified its disciplinary knowledge claims. In order to achieve the goals of the course, we will ask what kinds of knowledge are (or have been) generated by anthropology, under what conditions, and with what implications, consequences, and effects. This will entail an examination of the "problematics of investigation [and] the historical organization of things" (Glissant, *Caribbean Discourse*, Virginia, 1989:66).

Anthropology is not only a field of theories, however; it is also a practice, and so, we will also consider the ethical and epistemological dimensions of the discipline and of professionalization in the field, as well as practical concerns related to professional development, career-building, and the application of anthropological methods, ideas, and techniques to real world problems in real world settings. In order to accomplish these goals, we need to read and comprehend difficult texts, understand and articulate complex arguments, critique and improve these arguments and related intellectual and ideological positions, seek clarity and precision in our own work, learn socially, and be able to reflect meaningfully on our own limitations and conditions. This means that in this course, reading, writing, discussing, and reflecting are paramount. Readings, writing (and re-writing) assignments, peer reviewing, and discussion are designed with these objectives in mind, and require that students grapple with ideas at home and elsewhere, and come to class prepared to discuss, dissect, critique, and analyze.

Course Objectives:

In this course, students will:

- More fully understand and be able to describe the basic methods, analytical procedures, and theoretical frameworks of the subfields of anthropology;
- Have a fuller appreciation for the design and execution of anthropological research, and the relationship between fieldwork, data-analysis, and writing substantial ethnographic works;
- Understand classic and current debates within the discipline, and be able to articulate important recent theoretical elaborations in the field;
- Appreciate the potential for integrating research across the subdisciplines; and
- Develop professional skills.

Grading:

The course will be conducted as a seminar and students will be responsible for leading discussion on course readings. At least two students will be scheduled to present each class period, and these presenters should plan to work collaboratively on developing each day's presentation and leading discussion. Deep, broad, and careful attention to the textual materials and the substantive content of each reading is required. Attendance, preparation, and participation in class are imperative to the success of the course and to the development of each student, and will constitute 30% of the final grade.

This is a Critical Thinking through Writing (CTW) course; therefore, students will be required to revise and resubmit certain assignments. (See the CTW rubric at the end of this syllabus for specific details on how your writing will be evaluated).

There are two CTW writing assignments that will give students the opportunity to integrate what they have learned in their undergraduate coursework. These assignments entail writing papers and conducting peer review of your colleagues' work. Both papers should demonstrate the roles of biological, archaeological, linguistic, and cultural anthropology in the context of the topic, and a discussion of the ethical and epistemological dimensions. Further details will be given in class.

- The first is a short (5-8pp) research paper that examines a particular theoretical paradigm or school that has been important to anthropology, and details an important personality in that school. A list of possible paradigms/schools is available on uLearn. These papers are to be argument-based, not merely descriptive reviews. The first draft of this paper is due at or before the beginning of class on Monday, February 6, 2012. It will then go through peer review, and the final, revised draft must be included in your CTW portfolio, due at or before the start of class on April 18, 2012. This paper will constitute 20% of the final grade.
 - Peer reviewing details and guidelines will be given in class and available on uLearn.
 - Peer reviews must be returned on or before February 20, 2012.
- The second is a medium length (7-10pp) research paper, which presents an analysis of an event to which all subfields of anthropology have been important contributors. Some examples include the "Kennewick Man" controversy; the destruction of antiquities in Iraq; or human rights concerns, including the Rwandan genocide, the Holocaust, the atrocities of the Pol Pot regime in Cambodia, or the disappeared in Argentina and Guatemala. For a more lighthearted approach, students can alternatively select a film or television show and constructively analyze and critique the (mis)use of anthropology and (dis)integrations of the subfields in popular culture. This might include one or more of the *Indiana Jones* films, *Bones*, *Star Trek* (the original series or *Next Generation*), *Planet of the Apes* (TV or films), *The Mummy* (1999) or *Tomb of the Dragon Emperor* (2008), *Apocalypto*, *Battlestar Galactica* (2004-2009), *The X-Files*, and so on. Students are encouraged to be creative with this project. A list of possible topics/events will be available on uLearn. Students may also propose their own topic, but must have the instructor's approval to proceed. Each student must also present an academic conference-style presentation (10-15 minutes, max) on this paper and the research conducted for it. The presentations will take place at the end of the term. The first draft of this paper is due at or before the start of class on March 14, 2012. The instructor will return it with comments for revision. The revised draft must be included in your CTW portfolio, due at or before the start of class on April 18, 2012. This paper and presentation will constitute 30% of the final grade.
- All CTW work must be enclosed in a portfolio on submitted to the instructor at or before the start of class on April 18, 2012. This portfolio must be a 9"x12" clasp envelope with the student's name written clearly on the front.

In addition, we will examine professional development and the pursuit of a career in anthropology or related fields, and short writing assignments will accompany these threads.

There are no exams for this course.

Late Policy:

Barring acceptable justification, any assignment submitted late will have 33% of its full value deducted for each day that it is late, including weekends and holidays.

Attendance Policy:

Absences will be excused pursuant to GSU guidelines. Excused absences will not affect the final grade. Documentation will be required. Unexcused absences will affect the final grade. Three or more unexcused absences will result in a failing grade. Make up work must be agreed with the instructor in advance except in case of emergency.

Grading Breakdown:

Discussion leading, attendance, preparation & participation: 30%	Short paper: 20%	Paper and presentation: 30%	Peer reviews 20%
---	---------------------	--------------------------------	---------------------

Schedule: January 9 – April 23, 2012

Week 1

Themes	Readings and Assignments
1/09: Introduction and orientation 1/11: Anthropology’s object(ives)	1/09: 1/11: Moore & Sanders, “General Introduction” & “Anthropology and Epistemology” (pp. xi-21), & chap 1 (Boas)

Week 2

Themes	Readings and Assignments
1/16: Martin Luther King Day, No Class 1/18: Precursors	1/16: None 1/18: Moore & Sanders, chs. 2 (Kroeber), 4 (Durkheim), 6 (Sapir)

Week 3

Themes	Readings and Assignments
1/23: 1/25: Structuralisms 1	1/23: Moore & Sanders, chs. 7 (Benedict), 8 (Malinowski), 10 (White) 1/25: Moore & Sanders, chs. 11 (Radcliffe-Brown), 13 (Levi-Strauss)

Week 4

Themes	Readings and Assignments
1/30: Structuralisms 2 2/01: Anti- and Post-Structuralisms	1/30: Moore & Sanders, chs. 22 (Asad), 37 (Bourdieu) 2/01: Moore & Sanders, chs. 54 (Latour), 56 (Marcus)

Week 5

Themes	Readings and Assignments
2/06: Perspective and Social Location 2/08: Whose “Others”?	2/06: Moore & Sanders, chs. 42 (Thornton), 43 (Abu-Lughod) First draft of short paper due 2/08: Moore & Sanders, ch. 50 (Dhareshwar), 51 (Viveiros de Castro)

Week 6

Themes	Readings and Assignments
2/13: Historical turns 2/15:	2/13: Moore & Sanders, chs. 34 (Wolf), 36 (Donham) 2/15: Moore & Sanders, chs. 49 (Oyewumi), 55 (Gupta & Ferguson)

Week 7

Themes	Readings and Assignments
2/20: Language, cognition, belief	2/20: Moore & Sanders, chs. 24 (Levi-Strauss), 25 (Crick), 26 (Bloch) Peer reviews of short paper due
2/22: FEBRUARY 24: Course midpoint	2/22: Moore and Sanders, chs. 28 (Tyler), 29 (Sperber) FEBRUARY 24: Course midpoint

Week 8: February 27 – March 4, 2012: SPRING BREAK

Week 9

Themes	Readings and Assignments
3/05: Ontogenies	3/05: Moore & Sanders, chs. 17 (Ingold), 18 (Gibson)
3/07:	Turner, ch. 1 3/07: Turner, chs. 2-4

Week 10

Themes	Readings and Assignments
3/12:	3/12: Vitelli & Colwell, Intro, chs. 1, 2
3/14:	3/14: Hodder, An Archaeology of the Four Field Approach (uLearn) First draft of Paper 2 due

Week 11

Themes	Readings and Assignments
3/19:	3/19: Turner, chs. 9, 10
3/21:	3/21: Vitelli & Colwell, chs. 3, 19, 20

Week 12

Themes	Readings and Assignments
3/26:	3/26: Turner, chs. 13, 15; Vitelli & Colwell, chs. 6
3/28: No Class	3/28: No Class

Week 13

Themes	Readings and Assignments
4/02:	4/02: Turner, chs. 17, 18, 19
4/04:	4/04: Vitelli & Colwell, chs. 13, 17, 22

Week 14

Themes	Readings and Assignments
4/09:	4/09: Codes of Ethics, available on uLearn
4/11:	4/11: Vitelli & Colwell, chs. 23, 25

Week 15

Themes	Readings and Assignments
4/16:	4/16: Presentations
4/18:	4/18: Presentations Portfolio due

ADA Statement:

Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which accommodations are sought.

Academic Honesty at GSU

The Georgia State University’s honor code requires all students to be honest in their academic work. University policies on cheating, plagiarism, and related issues are available at: http://www2.gsu.edu/~catalogs/2010-2011/undergraduate/1300/1380_academic_honesty.htm.

GSU’s Attendance Policy:

The GSU Dean of Students Student Code of Conduct can be found here: http://www2.gsu.edu/~wwwdos/wordFilesEtc/2011-2012_April_14_On_Campus_Handbook_Student_Code_of_Conduct.pdf. The attendance policy is on page 35.

GSU’s Grading scale:

Letter Grade	A+	A	A-	B+	B	B-	C+	C	C-	D	F, WF
%-age	100%	93-99%	90-93%	88-89%	84-87%	80-83%	78-79%	74-77%	70-73%	60-69%	0-59%
Grade Point	4.3	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.0	0.0

Useful Information:

- The course syllabus provides a general plan for the course; deviations may be necessary.
- Laptop use during class is permitted only for the purposes of note-taking or other appropriate uses. Students found using laptops or other electronic devices inappropriately will be asked to leave and will receive an unexcused absence for the day.
- Cell phones and pagers must be turned off during class.
- Incompletes will not be allowed.
- Your constructive assessment of this course plays an indispensable role shaping education at Georgia State University. Upon completion of the course, please take time to fill out the online course evaluation.
- Plagiarism in any form is subject to University policy, which may include penalties up to and including expulsion.
- Students experiencing personal problems that interfere with their academic performance are encouraged to contact the University Counseling Center (404-413-1640) for assistance with psychological or mental health issues, and for sexual assault services.

ANTHROPOLOGY CTW RUBRIC (ANTH 3033; ANTH 4970; ANTH 4980)

Assessment ratings:

I = FULLY SATISFACTORY

II = SATISFACTORY, BUT NEEDS IMPROVEMENT

III = UNSATISFACTORY

1. Student identifies and summarizes a relevant issue, topic, or problem.

I Clearly identifies the challenge and subsidiary, embedded, or implicit aspects of the issue. Identifies integral relationships essential to analyzing the issue.

II Summarizes issue, though some aspects are incorrect or confused. Nuances and key details are missing or glossed over.

III Does not attempt to or fails to identify and summarize accurately

2. Through a review of available theories and appropriate research methods, student identifies multiple perspectives on her or his research question, and explores how these perspectives are rooted in specific social, cultural, and political-economic contexts.

I Identifies appropriate theories and methodologies.

Analyzes the issue with a clear sense of scope and context. Considers other potential contexts.

Analysis acknowledges complexity and situates theories in their multiple social, cultural, and political contexts.

Questions assumptions, addressing ethical dimensions underlying the issue.

II Begins to identify theoretical and methodological approaches that are appropriate for the research question, although in a limited way.

Presents and explores relevant contexts and assumptions regarding the issue, although in a limited way. Analysis primarily relies on established authorities.

Provides some recognition of context and consideration of assumptions and their implications.

III Fails to take into account fundamental aspects of anthropological theory and methods.

Approach to the issue is in egocentric or ethnocentric terms. Does not identify multiple perspectives on the research question.

Does not recognize context or surface assumptions and underlying ethical implications, or does so superficially.

3. Student develops own approach. This entails assessing the implications, strengths, and limitations of the theories and methods s/he selects.

I Position demonstrates ownership for constructing knowledge or framing original questions, integrating objective analysis and intuition.

Appropriately identifies own position on the issue, drawing support from experience, and information not available from assigned sources. Shows awareness of how own position is situated in a specific social, cultural, and political context.

Clearly presents and justifies own view or hypothesis while qualifying or integrating contrary views or interpretations.

Position or hypothesis demonstrates sophisticated, integrative thought and is developed clearly throughout.

II Position includes some original thinking that acknowledges, refutes, synthesizes, or extends other assertions, although some aspects may have been adopted.

Presents own position or hypothesis, though inconsistently. Presents and justifies own position without addressing other views, or does so superficially. Self-positioning shows partial reflexivity.

Position or hypothesis is generally clear, although gaps may exist.

III Position or hypothesis is clearly inherited or adopted with little original consideration.

Addresses a single source or view of the argument, failing to clarify the established position relative to one's own.

Fails to present and justify own opinion or forward hypothesis. Position or hypothesis is unclear or simplistic.

Fails to show awareness of how own position is situated in a specific social, cultural, and political context.

4. Student collects, presents, and analyzes data in an appropriate manner.

I Evidence of search, selection, and source evaluation skills; notable identification of uniquely salient resources.

Examines evidence and its source; questions its accuracy, relevance and completeness.

Discerns fact from opinion.

Correlations are distinct from causal relationships between and among ideas. Sequence of presentation reflects clear organization of ideas, subordinating for importance and impact.

Information need is clearly defined and integrated to meet and exceed assignment, course or personal interests.

II Demonstrates adequate skill in searching, selecting, and evaluating sources to meet the information need.

Use of evidence is qualified and selective.

Discerns fact from opinion and may recognize bias in evidence, although attribution is inappropriate.

Distinguishes causality from correlation, though presentation may be flawed.

Appropriate data/evidence or sources provided, although exploration appears to have been routine.

III No evidence of search, selection or source evaluation skills.

Repeats information provided without question or dismisses evidence without adequate justification.

Does not distinguish among fact, opinion, and value judgments.

Conflates cause and correlation; presents evidence and ideas out of sequence.

Data/evidence or sources are simplistic, inappropriate or not related to topic.

5. Student draws sound conclusions, and assesses implications and consequences.

I Identifies, discusses, and extends conclusions, implications, and consequences. Considers context, assumptions, data, and evidence. Qualifies own assertions with balance.

Conclusions are qualified as the best available evidence within the context. Consequences are considered and integrated. Implications are clearly developed, and consider ambiguities.

II Conclusions consider or provide evidence of consequences extending beyond a single discipline or issue. Presents implications that may impact other people or issues.

Presents conclusions as relative and only loosely related to consequences. Implications may include vague reference to conclusions.

III Fails to identify conclusions, implications, and consequences, or conclusion is a simplistic summary.

Conclusions presented as absolute, and may attribute conclusion to external authority.

6. Student presents her or his argument effectively and in clear, well-organized, and grammatically correct English prose.

I Language clearly and effectively communicates ideas. May at times be nuanced and eloquent.

Errors are minimal. Style is appropriate for audience.

Organization is clear; transitions between ideas enhance presentation. Consistent use of appropriate format. Few problems with other components of presentation.

All sources are cited and used correctly, demonstrating understanding of economic, legal and social issues involved with the use of information.

II In general, language does not interfere with communication.

Errors are not distracting or frequent, although there may be some problems with more difficult aspects of style and voice.

Basic organization is apparent; transitions connect ideas, although they may be mechanical. Format is appropriate although at times inconsistent.

Most sources are cited and used correctly.

III In many places, language obscures meaning.

Grammar, syntax or other errors are distracting or repeated. Little evidence of proofreading. Style is inconsistent or inappropriate.

Work is unfocused and poorly organized; lacks logical connection of ideas. Format is absent, inconsistent, or distracting.

Few sources are cited or used correctly.

ANTHROPOLOGY CTW RUBRIC (ANTH 3033; ANTH 4970; ANTH 4980)	I: FULLY SATISFACTORY 11-15 pts.	II: SATISFACTORY, BUT NEEDS IMPROVEMENT 6-10 pts.	III: UNSATISFACTORY 0-5 pts.
1. Student identifies and summarizes a relevant issue, topic, or problem.	<i>Comments:</i> _____pts.	<i>Comments:</i> _____pts.	<i>Comments:</i> _____pts.
2. Through a review of available theories and appropriate research methods, student identifies multiple perspectives on her or his research question, and explores how these perspectives are rooted in specific social, cultural, and political-economic contexts.	<i>Comments:</i> _____pts.	<i>Comments:</i> _____pts.	<i>Comments:</i> _____pts.
3. Student develops own approach. This entails assessing the implications, strengths, and limitations of the theories and methods s/he selects.	<i>Comments:</i> _____pts.	<i>Comments:</i> _____pts.	<i>Comments:</i> _____pts.
4. Student collects, presents, and analyzes data in an appropriate manner.	<i>Comments:</i> _____pts.	<i>Comments:</i> _____pts.	<i>Comments:</i> _____pts.
5. Student draws sound conclusions, and assesses implications and consequences.	<i>Comments:</i> _____pts.	<i>Comments:</i> _____pts.	<i>Comments:</i> _____pts.
6. Student presents her or his argument effectively and in clear, well-organized, and grammatically correct English prose.	<i>Comments:</i> _____pts.	<i>Comments:</i> _____pts.	<i>Comments:</i> _____pts.

Additional comments & extra points:

Total= ____/100