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GENERAL INFORMATION

Professor Information



Instructor:	Dennis Wiedman, Ph.D. Anthropologist	Phone:	(305) 348-2262
Office Hours:	Thursdays 2:15 to 3:15 PM or by appointment.	Office:	SIPA 327 (MMC)
		E-mail:	Please use Blackboard Messages.
		Website:	Faculty Webpage

Course Description and Purpose

How can you understand and explain the similarities and differences among peoples of the world? This course investigates anthropological ways of knowing, understanding, and explaining humankind. A special focus is on how theories and methods are used by anthropologists to address contemporary issues.

Theories structure a discipline's inquiry and define what is important. Through a comparative analysis of the similarities and differences among major anthropological theories and theorists, we discuss how these have changed or remained consistent over time adapting to the social, political, and economic trends in science, society, and the world. By each student focusing on a contemporary theory we explore the history of ideas and theorists that guide anthropological inquiry, applications and public discourse today. On successful completion of the course you should be able to articulate a theoretical perspective you can use to understand contemporary issues and problems.

Course Objectives

Students will be able to:

1. Understand the interpretive and explanatory role of theory for the production of knowledge.
2. Critique the assumptions, questions and preferred methods for major anthropological theories.
3. Apply a theoretical perspective to address a contemporary issue or problem.
4. Articulate:
 - a theoretical explanation for a research question or applied problem.
 - the major theorists credited for the development of the theory
 - how theory is used by contemporary anthropologists.

Major and Curriculum Objectives Targeted

All disciplines are welcome. For those who are pursuing the anthropology track for the BA in Anthropology/Sociology, this is a required course.

Teaching Methodology

Course materials and discussions will be conducted online using Blackboard Learning Management System. Course content is based on textbook and journal article readings, Professor presentations, PowerPoint presentations, discussion forums, web content, videos, and FIU electronic library sources. In addition to the Professor's presentations, this course uses web content, primarily Internet video, to immerse you in the primary concepts presented in the textbook and weekly readings.

Weekly modules take you through the specific learning objectives and discussion forums enabling you to critically evaluate and communicate the information. You will become a Theory Specialist of one major anthropological theory. In weekly discussions you will learn to defend your theory and distinguish it among the other major theories. Your Individual Essay promotes critical inquiry and an understanding of how anthropology can be used to solve human problems. Two exams and the final exam evaluate your overall comprehension.

IMPORTANT INFORMATION

Proctored Exam Policy

This online section does not require an on-campus visit or proctored exam.

Course Prerequisites

There are no prerequisites for this course.

Textbook



A History of Anthropological Theory (Required)

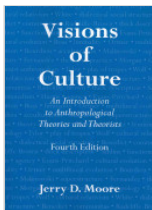
Paul A. Erickson, Liam Donat Murphy

University of Toronto Press, 5th Edition, 2017

ISBN-10: 91442636831

ISBN-13: 978-1442636835

[Book Info](#). You may purchase your textbook online at the [FIU Bookstore](#).



Visions of Culture: An Introduction to Anthropological Theories and Theorists (Required)

Jerry D. Moore

Altamira Press, 4th Edition, 2012

ISBN-10: 0759122180

ISBN-13: 9780759122185

[Book Info](#). You may purchase your textbook online at the [FIU Bookstore](#).

Original Anthropology Theorist Readings: Selected publications written by the original theorists are required readings as noted in the schedule below. All are available free of charge through the FIU Library – electronic journals. A list of these with FIU electronic library web addresses are provided in Course Materials.

Technical Requirements & Skills

One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy we mean being able to manage and organize computer files efficiently, and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the "[What's Required](#)" webpage to find out more information on this subject.

Technical course requirements include the following:

- A reliable Internet connection
- Regular access to a laptop or desktop computer with an updated operating system and web browser
- Anti-virus software
- Adobe Acrobat Reader ([Download Here](#))
- Microsoft PowerPoint

- Microsoft Word or similar word processor
- [Required Browser Check](#) for [Blackboard Learn](#) (our online learning platform)

This course utilizes the following tools:

- **Adobe Connect** ([Privacy Policy](#))
- **Turnitin** ([Privacy Policy](#))

Please visit our [Technical Requirements](#) webpage for additional information.

If you encounter any technical problems while submitting an assignment or assessment, it is your responsibility to contact [FIU Online Support Services](#) immediately and take note of your case number for future reference. The phone number is 305-348-3630.

Accessibility And Accommodation

Please visit our [ADA Compliance](#) webpage for information about accessibility involving the tools used in this course.

Please visit [Blackboard's Commitment Accessibility](#) webpage for more information.

For additional assistance please contact FIU's [Disability Resource Center](#).

Policies

Please review [FIU's Policies](#) webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

Timeliness

Exercises and essays are due on the due date. Late Essays receive a letter grade reduction for each week it is late. The last dates to submit extra credits and late assignments are posted in the course schedule.

Turnitin

Designated out-of-class exercises and course papers must be submitted in Blackboard through Turnitin. This University sponsored service improves student writing by preventing plagiarism and provides rich feedback. Review the detailed [Turnitin Instructions](#) on how to submit your assignments and how to review the Grademark comments (feedback) from your professor.

Academic Misconduct Statement

What Constitutes Cheating and Plagiarism?

Academic Misconduct includes: **Cheating** – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. **Plagiarism** – The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Plagiarism, or attempting to pass off another's work as your own, falls into three different categories:

1. A written work that is entirely stolen from another source;
2. Using quotations from another source without properly citing them;
3. Paraphrasing from another source without proper citations;
4. Resubmitting your own work for a second time in a different class for another grade.

This is called "self-plagiarism" and is not acceptable.

All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook. Any student who fails to give

credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism. Offenders will receive a grade of F (0 points) for the plagiarized assignment, and possibly for the course.

How to Avoid Plagiarism

To avoid plagiarism, you must scrupulously give credit whenever you use another person's idea, opinion, theory, written or spoken words, as well as any facts, statistics, graphs, drawings - any pieces of information- that are not **common knowledge**. The following rules should be observed to make sure that the distinction between one's own words, ideas or work, and those of others is justly maintained.

- Put in **quotations** everything that comes directly from the text of another's work, especially when taking notes.
- Alternatively, you can **paraphrase** another person's work, but be sure you are not just rearranging or replacing a few words. A good strategy is to (1) read over what you want to paraphrase carefully, (2) cover up the text with your hand, (3) write out the idea in your own words without peeking, and (4) check your paraphrase against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.
- Whether you quote, paraphrase or otherwise borrow another's work, always **cite or indicate the source** of the information, and **provide references** following one of the many accepted styles or formats.
- **Common knowledge** such as George Washington's date of birth or meaning of OLS regression need not be quoted, cited, or referenced. However, borrowing another's original or creative presentation of common knowledge should follow the above mentioned rules. When in doubt, follow the rules.

Learn more about the [academic integrity policies and procedures](#) as well as [student resources](#) that can help you prepare for a successful semester.

You must agree to the Ethics Statement in order to proceed with the course.

Expectations of this Course

This is an online course, which means most (if not all) of the course work will be conducted online. Expectations for performance in an online course are the same for a traditional course. In fact, online courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students.

As a student in this course, you are expected to:

- Review the "Getting Started" information located in the course content
- Introduce yourself to the class **during the first week** in the appropriate discussion forum
- Take the Practice Quiz to ensure that your computer is compatible with Blackboard Learn
- Understand the required readings, instructor presentations, and web video content.
- Become a Theory Specialist in one major anthropological theory.
- Follow the course schedule and submit assignments by the deadlines
- Log into the course **at least 3 times per week**
- Dialog with students in assigned theory groups in Blackboard
- Produce an Individual Essay and a Theory Question with justification.
- Take quizzes and a final examination
- Engage in weekly discussion/questions by posting positions and responses. Respond to discussion posts **within 2 days**
- Respond to Blackboard Messages **within 2 days**

I, the instructor, will:

- Log in to the course **7 times per week**
- Respond to Blackboard Messages **within 3 days**
- Grade assignments **within 7 days** of the assignment deadline

COURSE DETAIL

Course Communication

Below is a summary of the primary methods to communicate in the class within Blackboard.

Announcements. Used when I need to communicate something to the whole class. It is important to read announcements as soon as they are posted. Announcements are also sent to the student's FIU email.

Messages. Blackboard messages is the best method to communicate with me privately. Do not use regular email. Only students enrolled in the course, the instructors, and Blackboard technical support can view messages and discussions. Users must log on to the Blackboard system to send/receive/read messages. There are no notifications in Blackboard to inform users when a new message has been received; therefore it is recommended that you check your messages routinely to ensure up-to-date communication.

Discussion Forums. Be sure to regularly check the "Course Issues" and "Open Discussion" forums in the Discussion Board.

- In the **Course Issues** forum, you and the instructor can post any course issues, such as clarification of instructions, problems, issues, or interesting ways to use Blackboard. Students, please help one another by answering questions or issues when they are posted.
- In the **Open Discussion** forum, you and the instructor can post interesting ideas you may have related to the course. This is an open discussion facilitating back and forth dialog. Something in the news related to the course? Find an interesting web site? How about your insights connecting things learned in the course, or new ways to implement anthropological concepts. Is there a campus/community event, TV program, or special place to see? This Forum is to liven up the course and facilitate interactions. (This forum is not for course points or a grade).

Visit our [Writing Resources](#) webpage for more information on professional writing and technical communication skills.

Professor Meetings Using Adobe Connect

Adobe Connect is an online meeting room where you can interact with your professor and fellow students by sharing screens, sharing files, chatting, broadcasting live audio, and taking part in other interactive online activities.

Professor meetings will take place at scheduled times only during the first two weeks:

- The first will be the afternoon of **Wednesday, January 10 from 4 pm - 5 pm, ET**
- The second meeting will be on **Wednesday, January 17 from 6 pm - 7 pm, ET.**

Thereafter, meetings can be scheduled when there is student interest. Attendance is not required. Individual students can email the professor or teaching assistant at any time to make an appointment to talk about their concerns.

Requirements for using Adobe Connect:

- Disable any window pop-up blocker.
- [Adobe Flash Player](#) is required to successfully run your Adobe Connect meeting. You can [test your computer](#) to make sure your computer and network connections are properly configured to provide you with the best possible Adobe Connect meeting experience.
- Use of a combination [headset and microphone](#) with USB connection is recommended to ensure quality sound and reduce technical difficulties.

Reference [Adobe Connect \(Tutorials & Help\)](#) to learn about the tool, how to access your meeting rooms and recordings.

Course Requirements

All course requirements must be completed in order to earn a passing grade. Each course requirement earns points as noted in the grade calculation section. Final grades are non-negotiable; letter grades are assigned based on the points earned.

Weekly Lessons

These are learning modules containing PowerPoint presentations, web content, and videos.

Exercises

Points are earned for the following learning activities:

1. Syllabus Quiz
2. Self Introduction in Discussion Board
3. Ethics Statement
4. Course Feedback Survey

Ranking of Major Anthropological Theories & Justification

You have the opportunity to become a Theory Specialist expert in one of the major anthropological theories and required journal article highlighted in this course. For this written assignment, you need to rank your top 3 preferred theories from one (most preferred) to three and then write a justification paragraph for each of them.

From your preferences, I assign you to **groups of 4-6 members**, each group representing an anthropological theory. Each group has their own *Group Discussion Board* to dialog with one another as they become familiar with the theory and locate related anthropology journal articles. See more detailed instructions in Course Materials. This one page ranking and justification is posted in Blackboard – Assignments by **Sunday February 4, 11:59 pm**.

Theory Specialist Position Statement

Theory group members serve as *Theory Specialists*: advocates, proponents, and spokespersons for their assigned theory. Each student *Theory Specialist* focuses on a distinct aspect of the theory in consultation with theory group members to ensure that each student's Position Statement is unique. Evidence for this dialog consultation must be recorded in Blackboard Group Discussions.

During the second half of the semester, each week is devoted to a defense of one major anthropological theory and the required journal article. Each student *Theory Specialist* contributes one thoughtful "**Theory Specialist Position Statement**" on an aspect of the major theory and the required original theorist publication. The week of the theory's defense, students from the other theory groups then post questions and responses to at least one of the Position Statements from the perspective of their theory specialty (150-200 words). See more detailed instructions in Course Materials. Theory Specialist Position Statements must be posted in the Group *File Exchange* by the **Thursday prior to the week of the defense**.

Individual Theory Essay

Each theory specialist must submit an individual essay to demonstrate knowledge of anthropological theory and skills in critical analysis and writing. Detailed assignment instructions with required headers and outline are posted in Blackboard: Course Materials: Instructions for Course Essays.

First, locate and discuss one *peer-reviewed* anthropology *research* journal article that is directly related to the assigned theory or required article. Choose one research article published in the past seven years in one of the anthropology journals that is an example of your major theory. Select an article that is different from others in your Theory Group. Group members verify that the article meets selection criteria. Evidence for this dialog must be recorded in Blackboard-Discussions. The essay must answer how the authors use anthropology theory and methods to address the research problem.

Minimum of 500 words of text, not including abstract or "References Cited" section. **Web pages cannot be used as sources unless they are clearly justified as an authoritative sources.** Papers will be evaluated for their content, as well as grammar and spelling.

The essay, along with a copy of the selected article with your markups indicating key concepts, must be submitted online in Blackboard: Assignment Dropbox via "Turnitin.com." This University sponsored service improves student writing by preventing

plagiarism and provides rich feedback. Review the detailed [Turnitin Instructions](#) on how to submit your assignments and how to review the Grademark comments (feedback) from your professor.

Multiple-Choice Question and Justification

Create a multiple-choice question on a specific aspect of your required theory article. Best questions may be used in the final exam. Use the format detailed in the instructions for "Designing Multiple Choice Questions," located in "Course Materials." Include a paragraph justifying the importance of the topic for understanding this major theory. Note the page number in the source document(s) where more information can be found. Also, include the correct answer. Post in course Discussion Board. Respond to questions and clarifications that students have in discussing your question.

Weekly Discussions

Semester First Half: Commentary and Responses

Each week, starting in Week 2, I will post a discussion prompt in the *Class Discussion Board* based on the topic covered the previous week. You are expected to contribute **at least 1 thoughtful commentary** and **at least 2 responses** to other students' commentaries. Commentaries reflect on the weekly topics/questions drawn from your understanding of the course materials, your personal experiences and what you found interesting or surprising. Responses to another student's posting might provide an alternative perspective, a clarification, additional information, etc.

- Discussion topics will be posted by **Tuesday at 6:00 am, ET**
- Post at least one commentary of 150-200 words by **Wednesday at 11:59 PM, ET.**
- Post at least 2 responses of 100-150 words each by **Sunday at 11:59 PM, ET.**
- Discussion forum closes and does not accept items after the due date.

Semester Second Half: Anthropological Theory Defenses

Anthropological theory defenses begin in Week 8. Each student Theory Specialist for that week's theory contributes one thoughtful **"Theory Specialist Position Statement"** on an aspect of the major theory and the required original theorist publication.

- The weeks prior to the theory's scheduled defense, group members dialog in the *Group Discussion Board* with one another to refine each group member's unique Theory Specialist Position Statement.
- Prior to the theory's defense week, each group member must submit their Individual Theory Position Statement by **Thursday at 11:59 pm** to the Group Discussion Board for dialog and refinements.
- Individuals post their finalized Position Statements to the Group *File Exchange* and the corresponding *Assignment Dropbox* by **Sunday at 11:59 pm, ET.**
- Instructor makes the Position Statements available to the whole class in the *Weekly Discussion Board* by the **next Tuesday at 6:00 am, ET** and closes by **Sunday at 11:59 PM, ET.**
 - Students begin by posting a question from the perspective of their theory directly related to that week's theory and/or required article. Theory Specialists and respondents dialog back and forth highlighting the distinctions between their major theories.
 - Responses to another student's posting might provide an alternative perspective, a clarification, additional information derived from their theoretical perspective.
 - Before posting, students should read prior posts by other students to ensure that they are adding something new to the discussion. Everyone must post **at least 2 substantive responses.**
 - The week's defending theory specialists are expected to respond to comments promptly throughout the week. Multiple shorter dialogs back and forth on critical issues are highly desirable and receive the highest scores.

These discussions must NOT be used for the transmission of personal messages from a student to another, or from a student to the professor. For personal communications, use Blackboard Messages.

Grading. Discussion entries will be evaluated for thoughtfulness and evidence that you are engaging the course materials. Posts must demonstrate that you read and viewed the required article by citing the source page, PowerPoint lecture, video title, or any other source used. To receive any points, you must directly refer to required article, course readings, presentations or videos. Additional information from other sources is highly valued. See *Discussions and Defense Instructions* in "Course Materials" for more detailed information. Discussion forums are graded within one week after the deadline.

Assessments

The quizzes and the final exam are primarily multiple choice, true/false, and matching-type questions.

Quizzes

Two quizzes cover material from the weekly readings, presentations, web materials and exercises. The second quiz covers materials since beginning of course with greater emphasis on materials since the first quiz. Quizzes will have 35-45 questions. They will be available from **Sunday at 6:00 am** of the week scheduled and are due the **following Monday by 11:59 PM, ET**. Scores will be posted within a week.

Final Exam

The final exam is cumulative of the entire course including all readings, presentations, web materials and exercises. Reserve two hours for this exam which will be available from the morning of **Sunday, April 22 at 6 am; due Monday, April 23 at 11:59 pm, ET**.

Make-up quizzes and final exam will be given only to those students who present a written document from a physician, the FIU Clinic or comparable legitimate source. Make-ups may be different than the original format.

In order to mitigate any issues with your computer and online assessments, it is very important that you take the "Practice Quiz" from each computer you will be using to take your graded quizzes and exams. It is your responsibility to make sure your computer meets the minimum [hardware requirements](#).

Assessments in this course are not compatible with mobile devices and should not be taken through a mobile phone or a tablet. If you need further assistance please contact [FIU Online Support Services](#).

Optional Ways to Get a Better Grade (Extra Credit)

Instructions for the variety of ways to earn extra credit are in Blackboard: Course Materials: Optional Extra Credit Opportunities.

Optional Contemporary Theorist Presentation

You can produce a PowerPoint presentation focusing on the career of a single contemporary anthropologist---specifically, on how they contributed to the further development of anthropological theories. A contemporary theorist is a Ph.D. Anthropologist who has published in the past ten years. The presentation should be of a length that is presentable in ten minutes, and should be about ten slides. A voiceover recording adds to the quality of learning by other students. Post the presentation in the course Assignment Dropbox. Be sure to reduce the pixel size of the graphic images so that the file is not too large to submit via Blackboard. Earn up to three extra points.

Optional PowerPoint Presentation to the Class

I will preview the submitted "Optional Anthropology Theorist Presentations," and select those to be reviewed and commented online by everyone in the class. The selected Optional Presentations can earn up to 5 additional points.

Optional Internet Videos

Recommend Internet videos that facilitate student understanding of anthropological theory. Justify your selection with a paragraph why it is of value for students to view, how it specifically contributes to a better understanding of anthropological theory. Identify the part of the course where this could be used to facilitate student learning. What makes this interesting? Include the web address, title of the video and viewing minutes. Post in Blackboard Class Discussion Board Optional Video where students view and comment on the video. Recommendations are accepted anytime during the semester up to deadline for extra credits noted in the syllabus course schedule. Earn up to 5 extra points for all your recommendations.

Resource: Library Exercises

Library lessons inform you how to locate the anthropology journal article for your essay, and provide ways to learn more about anthropology. This online FIU Library study guide was specifically developed for this course. It guides you through the use of the FIU library to locate anthropology books, journals, databases and AA citation style. See web page at [ANT3034 Library Guide](#).

- **Library Home:** Introduces the web page purpose, layout and exercise tabs.
- **Library Lesson 1:** Become familiar with the Library: Learn to use the FIU electronic library to locate and access books and journals.
- **Library Lesson 2:** Database Comparison: Learn to use the FIU electronic library to locate and access Anthropology publications using the databases *AnthroSource* and *Anthropology Plus*.
- **Library Lesson 3:** Anthropology Journals: Shows how to locate anthropology journals for this course.

Formatting and Referencing

Format and Line Spacing

Use MS Word, using 1 inch top, bottom, and side margins. Use Times Roman 12 point font. Do not use separate cover page. The single line spaced "References Cited" section immediately follows the text, do not begin on the next page. Do not use footnotes. Place topic of paper, student name, and date single-spaced on top of first page. Name should appear on the top right of each page. Bottom center page numbers. For each of the assignments follow the instructions in Blackboard: Course Materials which provides further specifications on the outline to follow, the section headers, page lengths and line spacing.

American Anthropologist Style

All assignments, both electronic, MUST use the source citation format and style of the American Anthropologist. Style guidelines are available in Blackboard: Course Materials, "Writing Papers in the Style of the American Anthropologist."

Grading

Course Requirements	Number of Items	Points for Each	Points
Exercises	4	1	4
Ranking of Anthropological Theories & Justification	1	3	3
Theory Specialist Position Statement and Defense	1	10	10
Individual Theory Essay & Annotated Article	1	15	15
Multiple-Choice Question & Justification	1	3	3
Weekly Discussions	10	3	30
Quizzes	2	10	20
Final Exam	1	15	15

Course Requirements	Number of Items	Points for Each	Points
Points			100
<i>Optional (Extra Credit)</i>			<i>Earn up to:</i>
Contemporary Theorist Presentation			3
Selected PowerPoint Presentation			5
Anthropology Internet Video Recommendations			5

Letter	Range (%)	Letter	Range (%)	Letter	Range (%)
A	95 - 100	B	83 - 86	C	70 - 76
A-	90 - 94	B-	80 - 82	D	60 - 69
B+	87 - 89	C+	77 - 79	F	0 - 59

COURSE CALENDAR

Module Weekly Schedule

- You are expected to log into the course **at least 3 times per week** to review weekly content. Be sure to check the *Course Issues* and *Open Discussion* forums in the Discussion Board.
- The below is a quick reference guide to when lessons, activities, quizzes, exercises, and web video content are scheduled or due. However, you are responsible for reviewing all weekly course content in Blackboard during the scheduled dates. Assigned readings are to be completed by the week indicated.
- Theory defenses are scheduled the week following the instructor’s online presentation on the theory.
- Quizzes become available from **Sunday, 6:00 am** of the week scheduled and are due the **following Monday by 11:59 PM, ET**.
- All activities are due at **11:59 pm, ET** on their respective due dates, except for live professor meetings scheduled and when noted otherwise.

Week 1: Jan. 8 - Jan. 14

Introductions and Course Overview

Learning Materials

- Presentation: Anthropological Theories Introduction
- Web content

Introductions and Course Overview

Activities

- Professor Meeting 1:** via Adobe Connect; **Wednesday**, Jan. 10 from 4 pm to 5 pm, ET
- Exercise 1:** Syllabus Quiz in Assessments section, due **Sunday**. *Must complete to proceed in course.*
- Exercise 2:** Self Introduction in the Discussion Board due **Sunday**

Week 2: Jan. 15 - Jan. 21

Anthropology Defined

Readings

- Erickson & Murphy: Pps.1-32
- Moore: ix – 3; Founders. Tyler, Morgan 5-29

Learning Materials

- Presentation: Anthropology Defined
- Web Content

Activities

- **Professor Meeting 2:** via Adobe Connect; **Wednesday**, Jan. 17 from 6 pm to 7 pm, ET
- **Discussion 1:** commentary due **Wednesday**; responses to peers due **Sunday**
- **Exercise 3:** Ethics Statement in Assessments section, due **Sunday**. *Must complete to proceed in course.*

Week 3: Jan. 22 - Jan. 28

Major Theories

Readings

- Erickson & Murphy: 33-69
- Moore: Boas, Durkheim 36-54

Learning Materials

- Presentation: Major Anthropological Theories
- Web Content

Activities

- **Library Lessons:** Locate original theorist's publication and journals for individual essay

Week 4: Jan. 29 - Feb. 4

American Cultural Patterns and Configurations

American Cultural Patterns and Configurations

Readings

- Erickson & Murphy: 70-82
- Moore: Pps. 55-58; Kroeber, Benedict 59-80, Mead 95-106

Learning Materials

- Presentations:
 - Cultural Patterns
 - Explaining and Predicting
 - Scientific Method
- Web Content

Activities

- **Discussion 2:** commentary due **Wednesday**; responses to peers due **Sunday**
- **Ranking of Anthropological Theories & Justification:** due in Assignment Dropbox, **Sunday**

Week 5: Feb. 5 - Feb. 11

British Structures and Functions

Readings

- Moore: Malinowski, Radcliffe-Brown, Evans-Pritchard 122-156
- Erickson and Murphy 94-105.

Learning Materials

- Presentations:
 - Structural Functionalism
 - Units of Analysis
- Web Content

Activities

- **Discussion 3:** commentary due **Wednesday**; responses to peers due **Sunday**
- **Quiz 1:** available in Assessments section, **Sunday, Feb. 11 at 6:00 am - Monday, Feb. 12 at 11:59 pm, ET**

Week 6: Feb. 12 - Feb. 18

Structuralism

Structuralism

Readings

- Moore: Mauss 107-121, Levi-Strauss 205-223, Douglas 247-260
- Erickson & Murphy: 83-93.

Learning Materials

- Presentations:
 - Structuralism
 - Anthropological Domains of Explanation
- Web Content

Activities

- **Exercise 4:** Course Feedback Survey in Assessments section, due **Sunday**

Week 7: Feb. 19 - Feb. 25

Evolution

Readings

- Erickson & Murphy: 111-165
- Moore: 157-159. White, Steward 161-184
- Article 1: Wilf, Eitan. 2015 Routinized Business Innovation: An Undertheorized Engine of Cultural Evolution. *American Anthropologist* 117(4):679-692.

Learning Materials

- Presentations:
 - Evolutionism
 - Writing in the Style of the American Anthropologist
- Web Content

Activities

- **Evolution Theory Specialist Position Statements:** post in Group Discussion Board by **Thursday**; submit final statement in Group *File Exchange* AND Turnitin dropbox by **Sunday**.

Week 8: Feb. 26 - Mar. 4

Cognitive Theory

Cognitive Theory

Readings

- Moore: Sapir 81-94
- Erickson & Murphy: 107-111
- Article 2: Wiedman, Dennis, and Iveris Martinez. (Cognitive). 2017 Organizational Cultural Theme Theory and Analysis of the Strategic Planning of a New Medical School. *Human Organization* 76(3):264-274.

Learning Materials

- Presentation: Cognitive Theory
- Web Content

Activities

- **Discussion/Defense 4: Evolution:** commentary and responses due **Sunday**
- **Cognitive Theory Specialist Position Statements:** post in Group Discussion Board by **Thursday**; submit final statement in Group *File Exchange* AND Turnitin dropbox by **Sunday**.
- **Individual Theory Essay & Annotated Article:** due in Turnitin dropbox on **Sunday**

Week 9: Mar. 5 - Mar. 11

Materialism, Political Economy

Readings

- Erickson & Murphy 117-125, 145-156.
- Moore: Harris 185-195; Leacock 196-204; Wolf 308-326
- Article 3: Joos, Vincent. 2017 Space, Female Economies, and Autonomy in the Shotgun Neighborhoods of Port-au-Prince, Haiti. *Economic Anthropology* 4(1):37-49.

Learning Materials

- Presentation: Materialism
- Web Content

Activities

- **Discussion/Defense 5: Cognitive Theory:** commentary and responses due **Sunday**
- **Materialism Theory Specialist Position Statements:** post in Group Discussion Board by **Thursday**; submit final statement in Group *File Exchange* AND Turnitin dropbox by **Sunday**.

Week 10: Mar. 12 - Mar. 18 - Spring Break. No Classes.

Week 11: Mar. 19 - Mar. 25

Symbolic Interpretive

Symbolic Interpretive

Readings

- Erickson & Murphy: 125-134
- Moore: Pps. 205-207; Turner 224-234; Geertz 235-246
- Article 4: Mentore, Laura. 2012 The Intersubjective Life of Cassava among the Waiwai. *Anthropology and Humanism* 37(2):146-155.

Learning Materials

- Presentation: Symbolic Interpretive
- Web Content

Activities

- **Quiz 2:** available in Assessments, **Sunday, Mar. 25 at 6:00 am - Monday, Mar. 26 at 11:59 pm, ET.**
- **Discussion/Defense 6: Materialism:** commentary and responses due **Sunday**
- **Symbolic Interpretive Theory Specialist Position Statements:** post in Group Discussion Board by **Thursday**; submit final statement in Group *File Exchange* AND Turnitin dropbox by **Sunday**.

Week 12: Mar. 26 - Apr. 1

Transactionalism, Processualism & Agency

Readings

- Erickson & Murphy: 135-144.
- Moore: Bourdieu 292-307; Sahlins 327-345
- Article 5: Westermeyer, William H. (Processualism and Agency). 2016 Local Tea Party Groups and the Vibrancy of the Movement. *PoLAR: Political and Legal Anthropology Review* 39(S1):121-138.

Learning Materials

- Presentation: Transactionalism and Agency
- Web Content

Activities

- **Discussion/Defense 7: Symbolic Interpretive:** commentary and responses due **Sunday**
- **Transactionalism/Agency Theory Specialist Position Statements:** post in Group Discussion Board by **Thursday**; submit final statement in Group *File Exchange* AND Turnitin dropbox by **Sunday**.

Turnitin dropbox Week 13: Apr. 2 - Apr. 8

Biocultural, Globalization, Feminism

Biocultural, Globalization, Feminism

Readings

- Erickson & Murphy 171-187.
- Moore: Pps. 261-265; Fernandez 267-276; Ortner 277-291
- Article 6: Wiedman, Dennis (Biocultural, Globalization). 2012 Native American Embodiment of the Chronicities of Modernity: Reservation Food, Diabetes and the Metabolic Syndrome among the Kiowa, Comanche and Apache. *Medical Anthropology Quarterly* 26(4):595-612

Learning Materials

- Presentations:
 - Biocultural Theory
 - Feminism
- Web Content

Activities

- **Discussion/Defense 8: Transactionalism/Agency:** commentary and responses due **Sunday**
- **Biocultural Theory Specialist Position Statements:** post in Group Discussion Board by **Thursday**; submit final statement in Group *File Exchange* AND Turnitin dropbox by **Sunday**.

Week 14: Apr. 9 - Apr. 15

Post-Modernism

Readings

- Erickson & Murphy 156-169, 187-204.
- Moore: Postscript, Current Controversies 346-352
- Article 7: Thomas, Todne (Post-Modernism). 2016 Strangers, Friends, and Kin: Negotiated Recognition in Ethnographic Relationships. *Anthropology and Humanism* 41(1):66-85.

Learning Materials

- Presentation: Post Modernism
- Web Content

Activities

- **Discussion/Defense 9: Biocultural:** commentary and responses due **Sunday**
- **Post-Modernism Theory Specialist Position Statements:** post in Group Discussion Board by **Thursday**; submit final statement in Group *File Exchange* AND Turnitin dropbox by **Sunday**.

Week 15: Apr. 16 - Apr. 22

Activities

- **Discussion/Defense 10: Post-Modernism:** commentary and responses due **Sunday**
- **Selected Contemporary Theory Presentations (Extra Credit):** professor will post them in Discussion Board for commenting
- **Final Exam:** available in Assessments, **Sunday, Apr. 22 at 6 am - Monday, Apr. 24 at 11:59 pm, ET.**

Week 16: Apr. 23 - Apr. 28 (Saturday)

Activities

- **Final Exam: due Monday, Apr. 24 at 11:59 pm, ET.**
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