



Seminars in Anthropological Theory

ANTH 6010 (Fall 2023)

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Course location: NAH 115
Course time: Wed, 12:30 pm–3:15 pm
RA: TBD

Course description

This course introduces research postgraduate students to major theories and debates that have inspired the development of (sociocultural) anthropology. The course serves as a foundation for understanding both the history of anthropological thought and the wealth of contemporary theories. Over the course of the semester, we will discuss a range of theoretical propositions concerning evolution, culture, structure, subjectivity, agency, social change, power, gender, discourse, representation, ontology, globalization, and more. We will selectively explore some of the most prominent theories, writings, and concepts by interrogating them on three levels: (1) their explanatory power of human behavior and the social world; (2) social and historical circumstances in which they were produced; and (3) their application and value in ongoing anthropological work, including your research.

The readings in this syllabus will serve as (re)entry points into a larger body of work produced by key scholars relevant to anthropology. We will begin by reading the works of the discipline's foundational figures in Europe and North America in the 19th–early 20th centuries as well as their less-known contemporaries whose work gained recognition in the second half of the 20th century. We will proceed to more recent theoretical developments and discuss where our discipline is going.

Course format

This is a seminar, not a lecture. Participation is absolutely essential to your success in this class, so read the assigned texts carefully and come up with questions and interpretations.

Learning Outcomes

By the end of this course, students will be able to do the following:

- identify and explain the views of leading theorists in anthropology and other disciplines who have influenced anthropology since the 19th century
- describe and analyze major anthropological theories, concepts, genres, and debates

- explain the strengths and weaknesses of these theories and theoretical concepts
- assess anthropological theories according to the socio-political and historical contexts in which they were developed
- provide examples of the application of these theories to ethnographic studies and the everyday life, including your life and proposed research project
- apply these theories to the analysis of contemporary societies and cultures, especially as they relate to your own proposed research project

Reading Materials

Main reader:

Anthropological Theory: An Introductory History by McGee, R. Jon and Richard L. Warms **Seventh Edition. 2020.** Boston: McGraw-Hill.

! students can get a 30% discount when buying on rowman.com. Use promo code STUDENT30

Supplementary:

Readings for a History of Anthropological Theory (referred to as Readings) by Erickson, Paul A. and Liam D. Murphy. Fifth Edition 2017. Toronto: University of Toronto Press. E-book at CUHK library: <https://ebookcentral.proquest.com/lib/cuhk-ebooks/detail.action?docID=4931392>

Routledge Companion to Contemporary Anthropology, edited by Simon Coleman, Susan B. Hyatt and Ann Kingsolver. London and New York: Routledge, 2017. E-book <https://ebookcentral.proquest.com/lib/cuhk-ebooks/detail.action?docID=4748641>

Anthropology in Theory: Issues in Epistemology, edited by Henrietta Moore and Todd Sanders. 2014. <https://ebookcentral.proquest.com/lib/cuhk-ebooks/detail.action?docID=1575629>

Schools and Styles of Anthropological Theory, edited by Matei Candea. London and New York: Routledge, 2018. E-book <https://www-taylorfrancis-com.easyaccess1.lib.cuhk.edu.hk/books/e/9781315388267>

! Additional articles will be available on Blackboard. Please, note that further readings may be assigned as the course progresses, so it is your responsibility to check Blackboard regularly.

Useful resources

- The Cambridge Encyclopedia of Anthropology (full texts are available online) is an excellent teaching and learning resource hosted at the University of Cambridge. It has comprehensive articles on various anthropological concepts, theories, and scholars <http://www.anthroencyclopedia.com/articles-a-to-z>
- Oxford bibliographies (full texts are available via CUHK library) are thorough guides to the current scholarship with original commentary and annotations <https://www-oxfordbibliographies-com.easyaccess1.lib.cuhk.edu.hk/>
- If you need concise definitions of the concepts that you encounter in readings and lectures, check out this glossary of theory terms: <http://www.utpteachingculture.com/teaching-theory/glossary-of-theory-terms/>
- A complementary resource to our main book: Theory in Social and Cultural Anthropology: An Encyclopedia by R. Jon McGee & Richard L. Warms <https://sk-sagepub-com.easyaccess2.lib.cuhk.edu.hk/reference/theory-in-social-and-cultural-anthropology>

Assessment

1. Participation

You are expected to attend the class, having read the assigned readings and being ready with questions and comments that will facilitate our discussion. At the end of every class, I will mark your participation numerically from 0 (“none”) to 3 (“excellent”), and at the end of the semester I will use these numbers to calculate your grade. Keep in mind that participation does not mean quantity of contribution, but also its quality: how well you have read and understood the texts and how nuanced your interpretations and questions are.

You can miss one class with no explanation.
25% of the final grade

2. Reading response

Write a 1000-word analysis of one of the Further Readings (see the end of the syllabus) relevant to your research but not covered in class in detail. This paper should include a short biographical information of the author and a summary of the text, followed by your interpretation and critique of the main ideas. In this analysis, you should situate this reading in a broader scholarship and explain its legacy and contemporary significance.

Due on September 20 in class
25 % of the final grade

3. Subfield analysis

This is a critical analysis of a subfield or a body of scholarship in contemporary anthropology of your interest (e.g., medical anthropology, queer anthropology, anthropology of mobility, anthropology of the body, anthropology of globalization). The essay should begin with a timeline and a description of the key scholars, texts, and debates. You should then evaluate the field, its strengths and weaknesses, and connect it to a broader anthropological literature and your own research project. The essay should be based on your reading of **primary texts** (do not use book reviews, textbooks, and other scholars’ review articles).

There are three components:

- a) A 200-word description of your chosen field, naming at least 5 articles and/ or books you will read.
Due on September 6 in class
Ungraded
- b) Class presentation: present your work-in-progress
Due on October 25 in class
Ungraded
- c) Final essay
4000 (min) – 4500 words (max), excluding references
Due on December 10 on Blackboard. **Absolutely no extensions.**
A VeriGuide report must be attached
50% of the final grade

All written assignments should use 12 Times New Roman with 1-inch margins. Detailed guidelines will be posted on Blackboard and explained in class. Plagiarism and AI writing will result in a failing grade.

4. *Publication Ethics Training* (ungraded)

You will need to complete the publication ethics training developed by University. The training allows you to gain an understanding of the scope and examples of plagiarism as well as best practices of publishing, applicable to any written academic assignment. This assignment is ungraded, but you fail to submit the completion certificate, I will mark your class participation down.

Due August 30 via email

Access here: <https://www.research-ethics.cuhk.edu.hk/orktsResearch/Web/Quiz/public>

Grade Descriptors

Grade	Participation	Written assignments
A	You participate in all classes (one absence is ok). Your comments demonstrate that you have read the assigned readings, and your questions show a nuanced understanding of the course material	Your writing is original, nuanced, well-written, clear, and factual; your analysis and arguments are convincing. Everything is of a required length and format, and submitted on time
A -	You participate in almost all classes, with two classes missed or inactive. Your comments demonstrate that you have read the assigned readings, and your questions show a nuanced understanding of the course material	Your writing is original, nuanced, well-written, clear, and factual; your analysis and arguments are convincing, but may occasionally contain minor errors. Everything is of a required length and format, and submitted on time
B+	You participate in the majority of classes, with three classes missed or inactive. Your comments demonstrate that you have read most of the assigned readings, and your questions show a good understanding of the course material	Your writing demonstrates an overall good grasp of concepts and theories, but occasionally lacks clarity, contains several minor errors, and / or slightly deviates from required length and format. It is original and submitted on time.
B	You participate in the majority of classes, with four classes missed or inactive. Your comments demonstrate that you have read most of the assigned readings, and your questions show a good understanding of the course material	Your writing demonstrates an overall good grasp of concepts and theories, but occasionally lacks clarity, contains many minor errors, and / or deviates from required length and format. Everything is submitted on time and is original, although there might be minor problems with citations and attribution
B -	You participate in the majority of classes, with five classes missed or inactive. Your comments demonstrate that you have read most of the assigned readings, and your questions show a sufficient understanding of the course material	Your writing demonstrates an overall good grasp of concepts and theories, but lacks clarity, contains minor errors and a few major logical flaws, and / or deviates from required length and format. Everything is submitted on time and is original, although there might be minor problems with citations and attribution
C +	You participate in about half of classes, with six classes missed or inactive. Your comments demonstrate that you have read some of the assigned readings, and your questions show a partial understanding of the course material	Your writing shows an acceptable level of understanding of class material, but it lacks clarity, contains many major factual errors and logical flaws, and/or often deviates from required length and format. The assignments are submitted on time or a day late. The work is original, although there are serious problems with citations and attribution
C	You participate in about half of classes, with seven classes missed or inactive.	Your writing shows an acceptable level of understanding of class material, but it lacks clarity,

	Your comments demonstrate that you have read some of the assigned readings, and your questions show a partial understanding of the course material	contains many major factual errors and logical flaws, and does not follow the required length and format. The assignments are submitted on time or a day late. The work is original, although there are major problems with citations and attribution
C -	You participate in about half of the classes, with eight classes missed or inactive. Your comments demonstrate that you have read some of the assigned readings, and your questions show limited understanding of the course material	Your writing shows an acceptable level of understanding of class material, but it lacks clarity, contains many major factual errors and logical flaws, and does not follow the required length and format. The work is submitted a day or two late. It is original, although there are serious problems with citations and attribution
D +	You participate in a small number of classes, with 9-10 classes missed or inactive; or you show a low level of engagement. Your comments demonstrate that you have not read the assigned readings, and you do not quite understand what is being discussed	Your writing shows a minimal understanding of concepts and theories. It lacks effort, is hard to read and understand, contains major errors, flaws, and biased viewpoints. The work is original, but citations are absent. It considerably deviates from the required length and format (answers are too short), and/or are submitted a few days late.
D	You participate in a small number of classes, with 11-12 classes missed or inactive, or you show a low level of engagement. Your comments demonstrate that you have not read the assigned readings, and you do not understand what is being discussed	Your writing shows a minimal understanding of concepts and theories. It lacks effort, is hard to read and understand, contains major errors, flaws, and biased viewpoints. The work is original, but citations are absent. It considerably deviates from the required length and format (too short), and submitted many days late.
F	You almost never participate, or you miss all the seminars or come unprepared	Your writing is submitted more than a week late or not submitted at all. The work is extremely short, factually incorrect, biased, and/or contains instances of plagiarism and AI writing.

Weekly schedule

Subject to change. Stay tuned on Blackboard. All readings below are required. There will be additional readings not included in the syllabus but uploaded to Blackboard. These additional readings are optional but strongly recommended

Week One. August 2

- What is theory in anthropology?

Readings

- Lila Abu-Lughod. Speaking About Anthropological Theory. From <http://www.utpteachingculture.com/teaching-theory/why-theory-matters/>
- Louise Lamphere. Why Theory Matters. From <http://www.utpteachingculture.com/teaching-theory/why-theory-matters/>
- Don Brenneis. Why Theory Matters. From <http://www.utpteachingculture.com/teaching-theory/why-theory-matters/>

- Harry Liebersohn (2009) *Anthropology Before Anthropology*. In *A New History of Anthropology*, edited by Henrika Kuklick, pp. 17–32
- “The Early History of Anthropological Theory,” 2016. In *Readings*, pp. 3–10 (until “Marxism”)

Week Two. August 9

- 19th Century Evolutionism

Readings:

- Herbert Spencer (1860) “The Social Organism.” In *Anthropological Theory*, pp. 16–33
- Edward B. Tylor (1871) “The Science of Culture.” In *Anthropological Theory*, pp. 34–49
- Lewis Henry Morgan (1877) “Ethnical Periods.” In *Anthropological Theory*, pp. 50–62
- Karl Marx and Friedrich Engels (1846) “Feuerbach: Opposition of the Materialist and Idealist Outlook.” In *Anthropological Theory*, pp. 63–80
- Karl Marx and Friedrich Engels “Bourgeois and Proletarians.” In *Readings*, pp. 20–28

Week Three. August 16

- Social Theory in Europe

Readings:

- Émile Durkheim (1895) “What is a Social Fact”. In *Anthropological Theory*, pp. 86–93
- Marcel Mauss (1925) “Excerpts from *The Gift*.” In *Anthropological Theory*, pp. 94–108
- Max Weber (1922) “Class, Status, Party.” In *Anthropological Theory*, pp. 109–125
- Max Weber (1922) “The Sociology of Charismatic Authority.” In *Readings*, pp. 89–95

Week Four. August 23

- American Cultural and Psycho-Cultural Anthropology

Readings:

- Franz Boas (1920) “The Methods of Ethnology.” In *Anthropological Theory*, pp. 138–147
- A. L. Kroeber: *On the Principle of Order in Civilization as Exemplified by Changes of Fashion* (1919). In *Anthropological Theory*
- Ruth Benedict (1929) “The Science of Custom: The Bearing of Anthropology on Contemporary Thought.” In *Anthropological Theory*, pp. 158–167
- Margaret Mead (1928) “Introduction to *Coming of Age in Samoa*.” In *Anthropological Theory*, pp. 168–175
- Zora Neale Hurston (1935) *From Of Mules and Men*. In *Anthropological Theory*, Chapter 12

Week Five. August 30

- **Structural Functionalism and (Psychological) Functionalism**
- **Reemergence of evolutionary thought**

Readings:

- Bronislaw Malinowski (1939) The Group and the Individual in Functional Analysis. *American Journal of Sociology*, Vol. 44, No. 6, pp. 938-964
- A.R. Radcliffe-Brown (1958) Social Structure. In *Readings*, Chapter 18
- A.R. Radcliffe-Brown (1940) On Joking Relations. In *Anthropological Theory*, Chapter 16
- Leslie White: Energy and the Evolution of Culture (1943) In *Anthropological Theory*, Chapter 16
- Julian Steward: The Patrilineal Band (1955) In *Anthropological Theory*, Chapter 17

Week Six. September 6

- **Structuralism**
- **Language and Cognition**

Readings:

- Claude Levi-Strauss (1960) "Four Winnebago Myths: A Structural Sketch." In *Anthropological Theory*, pp. 345–353
- Edmund Leach (1972) "Structuralism in Social Anthropology." In *Readings*, pp. 173–185
- Benjamin L. Whorf (1941) The Relation of Habitual Thought and Behavior to Language. In *Anthropological Theory*, pp. 345–353
- James P. Spradley (1970) A Bucket Full of Tramps. In *Anthropological Theory*, pp. 345–353
- Harold C. Conklin (1955) Hanunóo Color Categories. In *Anthropological Theory*, previous edition

Week Seven. September 13

- **Neomaterialism**
- **Interpretive Anthropology**

Readings:

- Marvin Harris (1966) "The Cultural Ecology of India's Sacred Cattle." In *Anthropological Theory*, pp. 309–224
- Roy Rappaport (1967) Ritual Regulation of Environmental Relations Among New Guinea People. In *Anthropological Theory*, Chapter 19
- Mary Douglas (1966) "External Boundaries." In *Anthropological Theory*, pp. 439–448
- Victor Turner: Symbols in Ndembu Ritual (1967)
- Clifford Geertz (1973) "Thick Description: Towards an Interpretive Theory of Culture." In *Readings*, pp. 320–337

Week Eight. September 20
Practice, Discourse, and Postmodernism

Readings:

- Pierre Bourdieu (1980) "Structures, Habitus, Practices." In *Anthropological Theory*, pp. 496–512
- Michel Foucault (1976) "The Incitement to Discourse." From the History of Sexuality, Vol I: The Will to Knowledge, Part 2, Chapter 1. In *Anthropological Theory*, pp. 513–531
- Michel Foucault (1976) "Right of Death and Power over Life." In *The History of Sexuality, Vol I: The Will to Knowledge*, Part 5
- Renato Rosaldo: Grief and a Headhunter's Rage (1989). In *Anthropological Theory*

Week Nine. September 27
- **The crisis of representation**
- **Postcolonial critique**

Readings:

- Allan Hanson (1989) "The Making of the Maori: Culture Invention and Its Logic." In *Anthropological Theory*, pp. 532–546
- James Clifford (1986) "Partial Truths." In *Readings*, pp. 454–474
- Talal Asad (1973) "Introduction" [Anthropology and the Colonial Encounter]. In *Readings*, pp. 383–390
- Edward Said (1989) Representing the Colonized: Anthropology's Interlocutors. *Critical Inquiry* 1989 15:2, 205-225
- Chandra Mohanty (1988) "Under Western Eyes: Feminist Scholarship and Colonial Discourses." *Feminist Review* 30: 61–88

Week Ten. October 4
Gender, Race, and Culture

Readings:

- Sally Slocum (1975) "Woman the Gatherer: Male Bias in Anthropology." In *Anthropological Theory*, pp. 408–417
- Katherine Lutz (1995) The Gender of Theory. In *Women Writing Culture*, Ruth Behar and Deborah Gordon eds. pp. 249–266
- Tom Boellstorff (2004) The Emergence of Political Homophobia in Indonesia: Masculinity and National Belonging. In *Anthropological Theory*, pp.
- Don Kulick (2009) "No." In *Linguistic Anthropology: A Reader*, Chapter 21, edited by Alessandro Duranti
- Gravlee, Clarence (2009) "How Race Becomes Biology: Embodiment of Social Inequality." *American Journal of Physical Anthropology* 139 (1): 47–57

- AAA statement on race
<https://www.americananthro.org/ConnectWithAAA/Content.aspx?ItemNumber=2583>

Week Eleven. October 11 Globalization, Capital, and Mobility

Readings:

- Eric R. Wolf. Facing Power – Old Insights, New Questions (1990). In *Anthropological Theory*
- Arjun Appadurai: Disjuncture and Difference in the Global Cultural Economy (1990). In *Anthropological Theory*
- David Harvey (1989) “Time-Space Compression and the Postmodern Condition.” In *The Condition of Postmodernity: An Enquiry into the Origins of Cultural Change*
- Philippe Bourgois: From Jíbaro to Crack Dealer: Confronting the Restructuring of Capitalism in El Barrio (1995). In *Anthropological Theory*
- Noel Salazar (2019) Mobility. REMHU, Rev. Interdiscip. Mobil. Hum., 27(57): 13-24
<https://www.scielo.br/j/remhu/a/h863RdmLZW9TpFMDJM3kMTw/?format=pdf&lang=en>

Week Twelve. October 18 Current trends

Required

- Faye Harrison (2016) Engaging Theory in the New Millennium. In *Routledge Companion to Contemporary Anthropology*, Chapter 2
- Aleksandar Boskovic and Thomas Eriksen (2008) “Introduction to Other People’s Anthropologies.” In *Readings*, pp. 586–599
- Sherry Ortner: Power and Projects: Reflections on Agency (2006). In *Anthropological Theory*
- Veena Das: Engaging with the Life of the Other: Love and Everyday Life (2010). In *Anthropological Theory*
- Cheryl Mattingly: Luck Friendship and the Narrative Self (2014). In *Anthropological Theory*

Week Thirteen. October 25

Class presentations

Further readings

- Laura Nader (2011) Ethnography as Theory. *HAU: Journal of Ethnographic Theory* 1(1): 211–219

- Charles Darwin (1871) "The Descent of Man." In *Readings*, pp. 57–66
- Nineteenth-Century Evolutionism. In *Anthropological Theory*, pp. 7–15
- Émile Durkheim (1915) "Introduction to *The Elementary Forms of the Religious Life*." In *Readings*, pp. 75–88
- Benjamin L Whorf (1922) "The Relations of Habitual Thought and Behavior to Language." In *Anthropological Theory*, pp. 176–193
- Sigmund Freud (1930) "Civilization and its Discontents." In *Readings*, pp. 67–75
- A.R. Radcliffe-Brown (1958) "Social Structure." In *Readings*, pp. 195–201
- Julian Steward (1955) "The Patrilineal Band." *Anthropological Theory*, pp. 273–288
- Edward O. Wilson: *The Morality of the Gene* (1975)
- Rebecca Bliege Bird, Eric Alden Smith, and Douglas W. Bird: *The Hunting Handicap: Costly Signaling in Human Foraging Strategies* (2001)
- Marvin Harris (1979) "The Epistemology of Cultural Materialism." In *Readings*, pp. 411–427
- Clifford Geertz (1972) "Deep Play: Notes on a Balinese Cock Fight." In *Anthropological Theory*, pp. 468–490
- Marshall Sahlins (1985) *Introduction to Islands of History*. In *Readings*, pp. 186–194
- Karen Sacks (1974) "Engels revisited: Women, the Organization of Production, and Private Property." In *Woman, Culture, and Society*, pp. 207–222
- Michel Foucault (1961) "The Birth of the Asylum." In *Readings*, pp. 421–436
- Michel Foucault (1991) "Governmentality." In *The Foucault Effect: Studies in Governmentality*, edited by Graham Burchell, Colin Gordon and Peter Miller. Chicago, IL: University of Chicago Press
- Judith Butler (1988) "Performative Acts and Gender Construction." In *Readings*, pp. 347–358
- Strathern, Marilyn (1987), 'An Awkward Relationship: The Case of Feminism and Anthropology', *Signs*.12:(2): 276–292
- Kirin, Narayan (1993), 'How native is Native Anthropology?', *American anthropologist*, New Series, 95(3): 671–686.
- Spivak, Gayatri (1995), 'Can the Subaltern Speak?', in D. Landry and G. Maclean (eds.), *The Spivak Reader*, New York: Routledge.
- George Marcus and Michael Fischer (1986) "A Crisis of Representation in the Human Sciences." In *Readings*, pp. 475–483
- Rosaldo, Renato (1989) "Introduction: Grief and a Headhunter's Rage." In *Culture and Truth: The Remaking of Social Analysis*. Boston: Beacon Press, 1993, pp. 1–21

- Mascia-Lees, Francis, Patricia Sharpe & Colleen Cohen (1989) "The Postmodernist Turn in Anthropology: Cautions from a Feminist Perspective." *Signs* 15(1): 7–33
- Lynn Bolles (2013) Telling the Story Straight: Black Feminist Intellectual Thought in Anthropology. In *Transforming Anthropology*, 21(1), 57–71
- Thomas Csordas (1993) "Somatic Modes of Attention." *Cultural Anthropology*, 8 (2): 135–156
- Michael Jackson "Knowledge of the Body." In *Anthropology in Theory: Issues in Epistemology*, edited by Henrietta Moore and Todd Sanders, Chapter 27
- Emily Martin "The End of the Body?" In *Anthropology in Theory: Issues in Epistemology*, edited by Henrietta Moore and Todd Sanders, Chapter 28
- Jonathan Friedman and Kajsia Ekholm Friedman (2013) "Globalization as a Discourse of Hegemonic Crisis." In *Anthropological Theory*, pp. 649–668
- Arjun Appadurai (1986) "Introduction: Commodities and the Politics of Value." In *The Social Life of Things: Commodities in Cultural Perspective*, edited by Arjun Appadurai, pp. 3–63
- Aihwa Ong (2007) "Neoliberalism as a Mobile Technology." *Transactions of the Institute of British Geographers*, 32(1): 3–8
- Aihwa Ong (1999) Introduction. In *Flexible Citizenship: The Cultural Logics of Transnationality*. Durham: Duke University Press, pp. 1–26
- Marilyn Strathern "Persons and partible persons." In *Schools and Styles of Anthropological Theory*, edited by Matei Candea, Chapter 15
- Bruno Latour (1996) "On Actor-Network-Theory: A Few Clarifications." *Soziale Welt*, vol. 47, pp. 369–381
- Bruno Latour (2005) "Introduction" to *Reassembling the Social: An Introduction to Actor-Network Theory*. New York: Oxford University Press, pp. 1–17
- Eduardo Kohn (2013) "Introduction" to *How Forests Think: Toward an Anthropology Beyond the Human*. Berkeley: University of California Press
- Soumya Venkatesan (2010) "Ontology is Just Another Word for Culture," *Critique of Anthropology* 30(2): 152–200
- Anna Tsing (2004) "Introduction" to *Friction: An Ethnography of Global Connection*. Princeton and Oxford: Princeton University Press
- Nancy Scheper-Hughes "The Primacy of the Ethical: Propositions for a Militant Anthropology." In *Anthropology in Theory: Issues in Epistemology*, edited by Henrietta Moore and Todd Sanders, Chapter 30
- Roy D'Andrade "Moral Models in Anthropology." In *Anthropology in Theory: Issues in Epistemology*, edited by Henrietta Moore and Todd Sanders, Chapter 41
- Brian MASSUMI, Introduction to *Parables for the Virtual: Movement, Affect, Sensation*
- Yael NAVARO-YASHIN, "Affective Spaces: Melancholic Objects: ruination and the production of anthropological knowledge," JRAI

- Theodore C. Bestor: Kaiten-zushi and Konbini: Japanese Food Culture in the Age of Mechanical Reproduction (2006) In *Anthropological Theory*

The AAA's stance on race: <http://www.aaanet.org/stmts/racepp> and on immigration: <http://www.aaanet.org/issues/press/upload/Georgia-Anti-Immigration-Law.pdf>

Policies

Disability Services. If you need special accommodations or classroom modifications, you need to notify both me and the University's Wellness and Counselling Center (<https://www2.osa.cuhk.edu.hk/disability/en-GB>) no later than the third week of classes.

Academic Integrity. The University has recently updated its policy on Academic Integrity and the penalties for plagiarism and cheating. You can find the information here: http://www.cuhk.edu.hk/policy/academichonesty/Eng.htm#files_2013-14/p06.htm Read it carefully: every student is expected to comply with the policy; otherwise, if you are suspected of violating these obligations you will be subject to the outlined sanctions. If you have any questions, do not hesitate to ask me or your TA about this!

Late Work. Late or incomplete assignments will be marked down: a grade will be subtracted for each late day.