

Spring 1-2016

ANTY 501.01: Historical Anthropology

Richard A. Sattler

University of Montana - Missoula, richard.sattler@umontana.edu

Let us know how access to this document benefits you.

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

Recommended Citation

Sattler, Richard A., "ANTY 501.01: Historical Anthropology" (2016). *Syllabi*. 4659.
<https://scholarworks.umt.edu/syllabi/4659>

This Syllabus is brought to you for free and open access by the Course Syllabi at ScholarWorks at University of Montana. It has been accepted for inclusion in Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

NTHROPOLOGY 501: HISTORICAL ANTHROPOLOGY

Spring 2016

2:10-5:00pm – Thursday – Social Sciences 252

INSTRUCTOR: Richard A. Sattler

PHONE: 243-5833

E-MAIL: richard.sattler@umontana.edu

OFFICE: Social Sciences 222

OFFICE HOURS: MW 11:00-12:00N

R 1:00-2:00pm

Course Description:

The course examines the location, use, and value of historical records in anthropological research. In particular we explore the locations and use of repositories and the nature of documentary resources for anthropological research, as well as the use of oral history and oral tradition. The course then concentrates on evaluation and uses of documentary and oral sources, and skills needed for those processes.

Course requirements:

Discussion: Each student is required to read everything assigned for that particular discussion period and to attend class prepared to discuss critically all the assigned readings. Your ability to articulate and analyze the reading materials and the ideas of your classmates in an in-depth fashion will determine a portion of your grade. Discussion is worth 30 percent of your grade. (See Guide to Discussion on Moodle.)

Reading journal: Reading Journal: All students will post a weekly reading journal entry over that week's assigned readings on Moodle. These will be posted on Moodle and are due on Wednesday by midnight. Reading Journals are worth 10% of your grade. (See Guide to Reading Journal on Moodle.)

Annotated bibliography of no less than 30 sources about a historical topic. The bibliography is worth 20 percent of your final grade. The bibliography is to be posted on Moodle and is due on **Thursday, May 5** by midnight, and is worth 15 percent of your grade. (See Guide to Bibliographies on Moodle.)

Research paper. You must choose a historical topic to research. You will determine topic, but the instructor must approve your topic. The paper is not a description, but a piece of analytical research that is theoretically and methodologically focused to sharpen your research skills. Ideally, the final paper should be a publishable piece. The project must be 20 to 25 typed pages, formatted in the American Anthropologist style. The paper will constitute 30 percent of your final grade. The paper is to be posted on Moodle and is due in by midnight on **Thursday, May 5**. (See Guide to Papers on Moodle.)

Oral Presentation: Each student will provide a synthesis of your work, pointing out the major issues and problems. The presentation should open new directions for critical discussion and provide you with the opportunity to give your opinion. Ideally the presentation will be at least ten minutes in length, followed by class questions. You will be graded on presentation, organization, content, delivery style, and ability to respond to questions. The purpose of the oral presentation is to provide you with the experience of delivering a paper at a conference. The presentation is worth 15 percent of your grade. (See Guide to Presentations on Moodle.)

Extra Credit: For those of you who would like to insure yourself a superior grade, I recommend doing several extra credit projects. Select as many as the recommended readings you wish and write a critical review of the work(s), discussing the work's relevancy to historical anthropology as a mode of inquiry. The work must be at least five typed pages formatted in the American Anthropologist book review style. The assignment is to be posted on Moodle and due at **midnight on May 6**. Each extra credit assignment will be worth 25 points. No late material will be accepted after the due date! (See Guide to Reviews on Moodle.)

Academic Honesty: All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online [here](#).

Students with Disabilities: If you need special accommodations, you should contact [Disability Services for Students](#) to make arrangements and let me know if there is anything I need to be aware of or that I need to do.

Required readings:

Barber, Russell J., and Frances F. Berdan. *The Emperor's Mirror: Understanding Cultures Through Primary Sources*. Tucson: University of Arizona Press, 1998.

On-Line Articles (on Moodle)

PROVISIONAL COURSE OUTLINE

WEEK 1 INTRODUCTION & OVERVIEW

Readings: Barber & Berdan, Ch. 1; Galloway, Ch. 1; Krech, "The State of Ethnohistory;" Silverman and Gulliver, "Historical Anthropology and the Ethnographic Tradition"

WEEK 2 GOING TO THE SOURCE(S), PT. I

Feb 2 - Field Trip to Archives & Government Documents, Mansfield Library (4th Floor), 2:00-5:00pm

WEEK 3 GOING TO THE SOURCE(S) , PT. II

Readings: Barber & Berdan, Pt III; Bradbury, "Historical Uses of Comparative Ethnography;" Brettell, "Archives and Informants;" Douglas, "Encounters with the Enemy?;" Kaplan, "Documenting History Historicizing Documentation;" Mathur, "History and Anthropology in South Asia;" Pitt, "Major Sources of Documentary Material;" Thornton, "A Rosebud Reservation Winter Count"

WEEK 4 DOCUMENTARY SOURCES

Readings: Barber & Berdan, Ch. 9-10; Galloway, Ch. 3, 5-6; Goodale, "Legal Ethnohistory in Rural Bolivia;" MacCormack, "History, Historical Record, and Ceremonial Action;" Sousa & Terraciano, "The 'Original' Conquest of Oaxaca"

WEEK 5 SPECIAL METHODS

Readings: Barber & Berdan, Ch. 3-6, 8, 11; Galloway, Ch. 7-10, 12

WEEK 6 ORAL HISTORY

Readings: Beck & Somerville, "Conversations between Disciplines;" Cutler, "Accuracy in Oral History Interviewing;" Fry, "Reflections on Ethics;" Goodall, "Writing a Life with Isabel Flick;" Hoffman, "Reliability and Validity in Oral History;" Jones, "Blended Voices;" Kenny, "A Place for Memory;" Lance, "Oral History Project Design;" Mintz, "The Anthropological Interview and the Life History;" Shopes, "Oral History and the Study of Communities;" Starr, "Oral History"

WEEK 7 ORAL TRADITION

Readings: Galloway, Ch. 13; Cohn, "Undefining Oral Tradition;" Cooper, "Oral Sources and the Challenge of African History;" Finnegan, "A note on Oral Tradition and Historical Evidence;" Henige, "Oral Tradition and Chronology;" Linstroth, "History, Tradition, and Memory among the Basques;" Saunt, "Telling Stories;" Vansina, "Tradition as Information Remembered;" Wadley, "Punitive Expeditions and Divine Revenge"

WEEK 8 INTERPRETING THE EVIDENCE

Readings: Barber & Berdan, Ch. 2, 7; Galloway, Ch. 2, 4, 18-19; Charlton, "On Agrarian Landholdings in Post-Conquest Rural Mesoamerica;" Guha, "The Politics of Identity and Enumeration in India c. 1600-1990;" Whitehead, "The Historical Anthropology of Text"

WEEK 9 MEANINGS OF THE PAST

Readings: Barnes, "Time and Sense of History in an Indonesian Village;" Cohn, "Pasts of an Indian Village;" Friedman, "Myth, History, and Political Identity;" Hobsbawm, "The Social Function of the Past;" Maxwell, "Sacred History, Social History;" Vansina, Mauny, & Thomas, "Introductory Summary;" Vansina, "Knowledge and Perceptions of the African Past"

WEEK 10 UNCOVERING HIDDEN HISTORIES

Readings: Galloway, Ch. 11; Baker, "Finding the Almouchiquois;" Chretien, "Confronting the Unequal Exchange of the Oral and the Written;" Leacock, "Montagnais Women and the Jesuit Program for Colonization;" Lewis, "To Turn as on a Pivot;" Muratorio, "Amazonian Windows to the Past;" Schneider, "Introduction the analytic strategies of Eric Wolf"

WEEK 11

SPRING BREAK
No Classes

WEEK 12 DECOLONIZING HISTORY

Readings: Davis, “History and the People without Europe;” Haley & Wilcoxon, “Anthropology and the Making of Chumash Tradition;” Perdue, “Race and Culture;” Schler, “Writing African Women’s History with Male Sources;” Townsend, “What in the World Have You Done to Me, My Lover;” Trigger, “Early Native American Responses to European Contact;” Willis, “The Indigenous Critique of Colonialism: A Case Study;” Wolputte, “Subject Disobedience”

WEEK 13 THEORY & INTERPRETATION I (216)

Readings: Galloway, “Conjuncture and Longue Duree;” Geertz, “Politics Past, Politics Present;” Guss, “Cimarrone, Theater, and the State;” Lamana, “Beyond Exoticization and Likeness;” Obeyesekere, “Part I;” Ortner, “Patterns of History;” Strathern, “Struggles for Meaning”

WEEK 14 THEORY & INTERPRETATION II (205)

Readings: Adas, “The Reconstruction of ‘Tradition’;” Chernela, “Missionary Activity and Indian Labor;” Roseberry, “The Cultural History of Peasantries;” Sattler, “Remnants, Renegades, and Runaways;” Suzman, “Hunting for Histories;” Whitehead, “Ecological History and Historical Ecology;” Wilmsen, “Who Were the Bushmen?;” Wolf, “Introduction”

WEEK 15 PRESENTATIONS

FINALS WEEK PRESENTATIONS (If necessary)

May __ (___): 1:10-3:10

