Anthropology 3800
CAPSTONE SEMINAR IN ANTHROPOLOGY
Spring 2009

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Course Objectives
The Capstone Seminar is an academic experience—a series of seminar discussions, short papers, and a final research project—that tops off your career in anthropology at DU. The Seminar asks you to apply your knowledge of anthropology to the most significant issues confronting the field today. It provides an opportunity to sharpen your understanding of key concepts and perspectives, and to undertake independent research on a problem that you find particularly interesting. The course is organized in terms of four main categories that cover the waterfront of anthropological inquiry: Human Nature, Human History, Human Culture, and Human Ethics. Each class session will be devoted to a particular question or controversy within each of these categories.

Required Reading

Other required readings are posted in the Course Portfolio at http://portfolio.du.edu/200930ANTH38001812. I reserve the right to add, delete, or change the readings as the course proceeds.

Course Requirements
You will be graded on:
(1) Class attendance, preparedness, and participation (20%);
(2) Service as a discussant for four class meetings (25%);
(3) Four response papers (25%);
(4) Research paper (30%);

Discussant Requirement: You will be asked to facilitate class discussion of one controversial issue and associated set of readings within each topical area. You may use the questions suggested by Endicott and Welsch on pages xxiii-xxv of the text to get discussion started. You may use other questions, and draw in knowledge that you have acquired in other courses, to keep discussion moving. You may play devil’s advocate as necessary!

Response Papers: The four response papers will ask you to synthesize and comment upon anthropological work in each topical area.

Research Paper: Your research paper may focus on any subject that you find interesting within any of the major topical areas. You must clear your topic with me before proceeding. Expected length is 15 pages. Other guidelines will be discussed in class.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic/Reading</th>
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<td>1</td>
<td>Mar 23</td>
<td>Introduction and Overview.</td>
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|      | Mar 25 | Assessment Exercise.  
Scheduling of Discussants.  
Reading: Introduction. |
| 2    | Mar 30 | *Nature*: Human Biological Variation.  
Reading:  
- AAA, “Statement on Race”.  
- Issue 1, “Is Race a Useful Concept for Anthropologists?”  
- Leroi, “A Family Tree in Every Gene”  
- Thompson, “The Problem of Race as a Social Construct”  
ASSIGN PAPER #1. |
|      | Apr 1  | *Nature*: Human Conflict.  
Reading:  
- Issue 2, “Are Humans Inherently Violent?”  
- Issue 16, “Is Ethnic Conflict Inevitable?”  
| 3    | Apr 6  | *Nature*: Men and Women.  
Reading:  
- Issue 11, “Do Men Dominate Women in All Societies?”  
- Issue 12, “Is Gay Marriage Natural?”  
- Lathrop (editor), “Broadening the Marriage and Family Debate” |
Reading:  
- Freese, “Evolutionary Psychology: New Science or the Same Old Storytelling?”  
- Lancaster, “The Place of Anthropology in a Public Culture Reshaped by Bioreductivism.”  
- Barkow, “Biology is Destiny Only if we Ignore It.” |
| 4    | Apr 13 | *History*: The Neanderthals.  
Reading:  
- The Neanderthal Debate: “Did Neanderthals Interbreed with
Modern Humans?” (Portfolio).

**PAPER #1 DUE.**
**ASSIGN PAPER #2.**

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**Apr 15**

**History:** Paleoindians in North America.

**Reading:**
- Issue 3, “Was There a Pre-Clovis Migration to the New World from Europe?”
- Issue 4, “Was the Extinction of Pleistocene Megafauna in North America Caused by Climate Change Rather than Over-Hunting?”

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**Apr 20**

**History:** Cannibalism.

**Reading:**
- Issue 5, “Did Prehistoric Native Americans Practice Cannibalism in the American Southwest?”

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**Apr 22**

**History:** Fringe, Cult, and Pseudo-Archaeologies.

**Reading:**
- Holtorf, “Beyond Crusades: How (Not) to Engage with Alternative Archaeologies”.

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**Apr 27**

**NO CLASS**

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**Apr 29**

**Culture:** The Study of Culture.

**Reading:**
- Issue 8, “Should Cultural Anthropology Stop Trying to Model Itself on Sciences?”

**PAPER #2 DUE.**
**ASSIGN PAPER #3.**

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**May 4**

**Culture:** Margaret Mead and Samoa.

**Reading:**
- Issue 9, “Was Margaret Mead’s Fieldwork on Samoan Adolescents Fundamentally Flawed?”
- Issue 10, “Do Native Peoples Today Invent Their Traditions?”

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**May 6**

**Culture:** The San.

**Reading:**
- Issue 14, “Are San Hunter-Gatherers Basically Pastoralists Who Have Lost Their Herds?”
May 11

**Ethics:** Repatriation and Reburial.

*Reading:*
  - Issue 17, “Should the Remains of Prehistoric Native Americans be Reburied Rather Than Studied?”

**PAPER #3 DUE.**

**ASSIGN PAPER #4.**

May 13

**Ethics:** The “Darkness in El Dorado” Affair.

*Reading:*
  - Issue 18, “Did Napoleon Chagnon’s Research Methods and Publications Harm the Yanomami Indians?”

May 18

**Ethics:** Representing “The Other”.

*Reading:*
  - Issue 19, “Do Museums Misrepresent Ethnic Communities Around the World?”

May 20

**Ethics:** Human Cloning.

*Reading:*
  - The Cloning Debate: “Does Human Cloning and Genetic Engineering Pose Evolutionary Dangers?” (Portfolio)

May 25

**MEMORIAL DAY: NO CLASS**

May 27

Research Reports; Parting Shots.

**PAPER #4 DUE.**

June 1

**Research Papers Due.**