Fall 2015

ANTH 4801

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University of New Orleans

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ANTH 4801: The History of Anthropological Theory: Theories of Culture and of Ethnological Thought  
(Thursdays, Fall 2015, 4:00 to 6:45 p.m., in MH 318; 3 credit hours)

"... that complex whole which includes knowledge, belief, art, morals, laws, custom, and any other capabilities and habits acquired by man as a member of society." (E.B. Tylor, *Primitive Culture*, 1871)

"Nor are the facts of culture history without bearing on the adjustment of our own future. To that planless hodgepodge, that thing of shreds and patches called civilization, its historian can no longer yield superstitious reverence...." (Robert H. Lowie, *Primitive Society*, 1920:441)

"It is somewhat difficult for us to recognize that the value which we attribute to our own civilization is due to the fact that we participate in this civilization, and that it has been controlling all our actions since the time of our birth; but it is certainly conceivable that there may be other civilizations, based perhaps on different traditions, and on a different equilibrium of emotion and reason, which are of no less value than ours ... The general theory of valuation of human activities, as developed by anthropological research, teaches us a higher tolerance than the one which we now profess." (Franz Boas 1911:208–209, as quoted in Herbert S. Lewis 2014)

"Cultures... are more than the sum of their traits." (Ruth Fulton Benedict, *Patterns of Culture*, 1959[1934]:43)

"Culture is not, I think, 'a response to the total needs of a society'; but rather a system which stems from and expresses something had, the basic values of society." (Dorothy Lee, *Freedom and Culture*, 1959:76)

"Culture has been defined in as many different ways as there have been writers on the subject, for it is a mark of pride that one should coin a more 'elegant' formulation of the concept than his predecessors. All definitions of culture, however, can be divided into two general types: the behavioral and the normative. The behavioral definition of culture states in various ways that culture is learned and shared behavior.... If, however, we assume that the basic criterion is whether others in the same society regard the actor's behavior as idiosyncratic, we are saying that culture exists in the minds of the beholders and have thereby departed from a behavioral definition and taken from the normative position." (Robert F. Murphy, *The Dialectics of Social Life*, 1971:45-46)

"... the acquired knowledge that people use to interpret experience and to generate behavior." (James P. Spradley and David W. McCurdy, *Anthropology: The Cultural Perspective*, 1975)

"To explain different patterns of culture we have to begin by assuming that human life is not merely random or capricious." (Marvin Harris, *Cows, Pigs, Wars and Witches*, 1974:4)

### Course Description

The course is a critical and historical study of theories of culture. It explores historical and contemporary schools of thought and major trends in ethnological theory, along with consideration of seminal theorists. It examines theoretical approaches in relation to biography, historical era, and sociocultural milieu of theorists, as well as to the function and purposes of anthropology in Western thought.

### UNO Catalog Description

Prerequisite: nine hours of anthropology or consent of department [or graduate status]. The emergence of the anthropological view of humanity and society; the utility of various theoretical approaches in the examination of current problems in the discipline.

Anthropology majors who expect to graduate Fall 2015, Spring 2016, and Fall 2016 should be enrolled in this required class. The next time this class will be scheduled is Spring 2017.
Required Texts [undergraduates]
1. Robert Gordon, Harriet Lyon, & Andrew Lyon, editors [GLL]
2. Marvin Harris [MH]
   1999 *Theories of Culture in Postmodern Times*. Walnut Creek, CA: Altamira Press.
3. James Lett [IL]
   [on LR]
5. Jerry Moore [JM]
   Walnut Creek, CA: Altamira Press.
6. Sydel Silverman, editor [SS]

Recommended Texts
7. Marvin Harris
8. Herbert S. Lewis
   Transaction Publishers.
9. Robert Layton
10. Mark Moberg
11. Henrietta Moore (editor) [HM]
12. Marvin Harris
13. Sherry B. Ortner (editor)
    1999 *The Fate of Culture: Geertz and Beyond*. Berkeley: University of California Press.
14. Akhil Gupta & James Ferguson (editors)
15. James Lett
    Littlefield Publishers.
16. George E. Marcus and Michael J. Fischer [M&F]

Other Relevant Texts
1. Alan Barnard
2. David Bidney
3. Paul Bohannan and Mark Glazer
4. E. L. Cerroni-Long
5. James Clifford
6. Stanley Diamond
7. Frederick C. Gamst and Edward Norbeck
8. Merwyn S. Garbarino
9. Clifford Geertz
10. Maurice Godelier
11. Jules Henry
    1963  *Culture Against Man*.
12. John J. Honigman
13. Dell Hymes (editor)
14. David Kaplan and Robert A. Manners
15. Robert Layton
16. E.R. Leach
17. Dorothy Lee
18. Dorothy Lee
19. Robert R. Lowie
20. Annemarie deWaal Malefijt
21. Henrietta L. Moore
    1988  *Feminism and Anthropology*. Minneapolis: University of Minnesota Press.
22. Robert F. Murphy
23. Jacob Pandian
24. Paul Radin
25. Renato Rosaldo
26. Richard A. Shweder
27. George W. Stocking, Jr.
    *History of Anthropology Series*:
28. George W. Stocking, Jr.
    1987  *Victorian Anthropology*. Free Press
29. Andrew Strathern  

30. Fred W. Voget  

31. Roy Wagner  

32. Eric R. Wolf  

Films
1. Franz Boas
2. Margaret Mead: Taking Note
3. Sir Edward Evans-Pritchard: Strange Beliefs
4. Bronislaw Malinowski: Off the Veranda
5. Anthropology on Trial

Course Goals and Purposes
1. To highlight and discuss the history of ethnology, with special reference to the concept of culture
2. To interpret and debate the works of the seminal thinkers who have most influenced the development of ethnological theory
3. To explore the lives of prominent ethnologists as they relate to the development of theory in the field—that is, to explore the integration of theory and theorist
4. To demystify the significance of "theory"
5. To critically assess and debate the competing research strategies employed by ethnologists in their attempts to develop anthropological theory
6. To develop skills of systematically and critically assessing and interpreting theories of culture

Course Requirements and Grades (these are approximations)
1. BRIEFS/Oral presentations  
   Students will be assigned "briefs" of chapters and bios of key anthropologists and their works. Briefs are posted on moodle for all students and presented in class when due. Briefs are summaries of key ideas and concepts from the readings, along with important information about the authors when available and appropriate. They are to include critiques/ problems/ judgments about the assigned theories and theorists. They are presented, not read, in class as a stimulus to discussion.  
   20%

2. MID TERM / FINAL EXAM: Comprehensive essay exam on all readings, class discussions and films.  
   30+40%

3. CLASS PARTICIPATION:  
   Including:
   a) active participation in all seminar discussions on the readings and films  
   b) attendance and attitude*  
   10%

IMPORTANT NOTES:  
1.* Attendance at all classes is a requirement, not an option. Students who have missed more than one class will be penalized in their final grade for the course, regardless of the reasons for the absence. If you take this course you assume the responsibility of attending it—an obligation no different from the instructor’s. Nothing but legitimate medical or life emergencies should cause you to miss class during the semester.

2. All students are requested to take an in-class photo.

3. Plagiarism and Academic Honesty Policy: It is understood that all students at all times will be familiar with and uphold the UNO’s regulations and standards of academic honesty. There are no exceptions to this expectation. Students are expected to conduct themselves with integrity at all times. All students are responsible for knowing the university’s standards, rules, and regulations with reference to plagiarism and any form of cheating. Students are forewarned that breaches to the code of ethics concerning cheating and
plagiarism will not be tolerated by the instructor of this course, and that infractions will be punished to the fullest extent possible. Improper use of source materials, failure to attribute data or ideas to their originators, or any improper use of web or internet materials are all serious violations of the academic honor code. In summary, CHEATING/PLAGIARISM—DON’T DO IT!

All students should read the current UNO Student Handbook, for important information about the rules, regulations, requirements, responsibilities and rights that govern all classroom situations at the university. Students should be familiar with the entire “UNO Judicial Code” that appears in the Handbook. The UNO Student Handbook can be found on line at the UNO website (go to www.studentaffairs.uno.edu) and it can be found in print form in many places around campus. The following sections are part of the “UNO Judicial Code”:

Academic Dishonesty
Academic honesty and intellectual integrity are fundamental to the process of learning and to evaluating academic performance. Maintaining such integrity is the responsibility of all members of the University. All faculty members and teaching assistants should encourage and maintain an atmosphere of academic honesty. They should explain to the students the regulations defining academic honesty and the sanctions for violating these regulations. However, students must share the responsibility for creating and maintaining an atmosphere of honesty and integrity. Students should be aware that personally completing assigned work is essential to learning. Students who are aware that others in a course are cheating or otherwise committing academic dishonesty have a responsibility to bring the matter to the attention of the course instructor and/or academic unit head, or the Associate Dean. To promote academic integrity, students will assign the following pledge when required by the instructor:

I pledge that I have completed the work I am submitting according to the principles of academic integrity as defined in the statement on Academic Dishonesty in the UNO Judicial Code.

Academic Dishonesty includes, but is not limited to, the following:

Cheating: The act of deception by which a student misrepresents mastery of information on an academic exercise. These acts can be either premeditated or not. Examples include, but not limited to, copying or allowing some- one else to copy from another student, unauthorized use of a textbook or other material during an examination; inappropriate and unauthorized collaboration during an academic exercise; unauthorized use or possession of specialty prepared materials, such as notes or formula lists, during an academic exercise.

Plagiarism: The unacknowledged inclusion of someone else’s actual words, ideas or data as one’s own, or the paraphrasing of someone else’s words, ideas or data. This means that sources of information must be appropriately cited with footnotes or quotation marks and identified, whether published or unpublished, copyrighted or uncopyrighted.

Academic Misconduct: The actual or attempted tampering or misuse of academic records or materials such as transcripts and examinations. Examples include stealing, buying, or otherwise obtaining all or part of an unadministered test or academic exercise; selling or giving away or engaging in bribery to get all or part of an unadministered academic exercise or any information about it; changing or altering a grade book, test, or other official academic records of the University; entering a building or office without authorization for the purpose of changing a grade or tampering in any way with grades or examinations.

Falsification/Fabrication: The intentional use of false information or the falsification of research, findings, personal or university documents with the intent to deceive. Examples include citing information not taken from the source indicated; listing sources in a bibliography not used in the academic exercise; inventing data or source information; submitting as one’s own any academic exercise prepared totally or in part for/by another; taking a test for another student or permitting another student to take a test for oneself; submitting work previously used for credit in another course without ex-press permission of the instructor; falsifying or misrepresenting oneself on resumes or other such documents or university related forms.

Accessory To Acts of Academic Dishonesty: The act of facilitating, sup- porting, or conspiring with another student to commit or attempt to commit any form of academic dishonesty.

Violations of the Judicial Code
Judicial action may be initiated by the university or by any member of the university community. Sanctions may be imposed upon any student or student organization found in violation of the code. Even the most severe sanction, including suspension, denial of a degree or expulsion, can be imposed upon the first violation of any of the following rules and regulations:

1. Academic dishonesty, including but not limited to, cheating and plagiarism. (See section on Academic Dishonesty)
2. Physical, mental or verbal abuse, including assault and/or battery, by any person who poses a clear and present threat to the health, safety or wellbeing of any person in the UNO community. This may be a single incident or a series of incidents. (See Hazing Policy)
3. Sexual misconduct of any person. (See Hazing Policy)
4. Harassment of any person based on race, color, religion, sex, disability, national origin, age, sexual orientation, marital or veteran status, or any other status protected by law, that poses a clear and present threat to the health, safety or well-being of any person in the UNO community. This may be a single incident or a series of incidents.
5. Sexual misconduct of any person.
6. Disrupting or endangering the safety of the UNO community: e.g., tampering with elevators, tampering with fire safety equipment, falsely reporting a bomb or fire or engaging in behavior that creates a fire or safety hazard.
7. Possession, use, or threatened use of dangerous items including but not limited to firearms, weapons, fireworks or any gas liquid or other substance or instrumentality, which in the manner used, is calculated or likely to pro-duce death or great bodily harm.
8. Participating in campus demonstrations that disrupt the university operations or infringe on the rights of others, including, but not limited to, noting or inciting a riot.
9. Vandalism, malicious destruction, damage, or misuse of university or private property, including but not limited to university housing facilities.
10. Unauthorized use or misuse of university property, including but not limited to, the university computer facilities: e.g., access to facilities and/or rooms; access to computers, software, systems, data bases; making false entries; unauthorized transfer of a file; unauthorized use of another's pass-word or ID number; defacing or destroying computer information or stored records...
est.

Students should ask questions of the instructor if they do not fully understand the policies of UNO with regard to academic dishonesty. Taking this course (and receipt of this course syllabus) becomes a contract bound by the rules of the UNO Handbook. The instructor expects all students to act as if a full honor code system were in place. As a matter of policy, the instructor will seek the maximum available penalties for any student violating the rules of the university with regard to "academic dishonesty."

4. Any student who needs disability assistance or accommodations should make proper arrangements with the Office of Disability Services (ODS), located in the University Center. The instructor will accommodate any and all requests for such assistance.

5. No electronic recording instruments (audio or visual) of any kind are permitted for use during class.

6. No cell phones or any other electronic devices should be on during class (except electronic readers (e.g., Nooks, but only to view class assigned readings instead of paper versions).

Course Format
The format of this class is structured in the style of a reading seminar. In a seminar, common readings and films, as well as the actual writing in which seminar members are engaged, are the focus of class discussions. Seminar members, who collectively make up a community of scholars, will be expected to take an active role in, and to be fully prepared to contribute to, all discussions. Members of the seminar also will be expected to take a leading role in discussions with regard to assigned materials. The task of the seminar in this case is to facilitate the process of understanding theoretical questions and issues. The sharing of thoughts, insights, and questions between seminar members in an atmosphere of trust and support is a primary objective of the seminar experience. The expectation is that the discussions in class will help illuminate and critique the subtleties, complexities, and nuances of ethnological theory.

The reading assignments are structured to provide students with the necessary background and information to contribute to classroom discussions. Even though not all the readings will be discussed in class, students are expected to keep up with the reading schedule and to be prepared for class. To avoid loss of valuable class time, students should be familiar with the readings due and should bring to class for reference their intellectual journals, as well as summary/descriptions of the classic readings, along with questions concerning meaning and significance of the particular works. Students are free to raise issues and questions in seminar discussions concerning the readings, and to ask for clarifications or explanations of what they do not fully follow or understand. Coming to class unprepared will seriously diminish the value and meaning of the class experience in this course for everyone. Coming to class prepared is an ongoing responsibility of all seminar participants. Attendance at all class sessions is expected.

"Active" (as opposed to "passive") participation and involvement in discussion, as well as the willingness to express controversial views and opinions, to ask questions, to guess, and to be wrong are all important aspects of learning the material presented in this class. It is the process of thinking that eventually translates into understanding. Disagreement with the instructor's views, interpretations, opinions and perspectives is encouraged. Passion and vigor in the presentation of controversial points of view are welcomed. Active participation, as well as the quality of participation, will be used as a means of raising grades of students for the course.
Reading Schedule

I. INTRODUCTION: ANTHROPOLOGICAL PERSPECTIVES; THE CONCEPT OF CULTURE

READ BY:

Course Introduction
1. Clyde Kluckhohn and William H. Kelly--"The Concept of Culture" (Moodle)
2. In Harris: "Preface"
   PART I: CONCEPTUALIZING CULTURE
   Ch.1: "What Is (Are) Culture(s)?"
   Ch.2: "Emics and Etics"
   Ch.3: "The Nature of Cultural Things"
   Ch.4: "Science, Objectivity, Morality"
4. In JM: “Introduction: What’s the Point”

Aug 20
5. On Moodle: Marvin Harris--"Appendix"

   1. In Lett: "Prologue: The Challenge of Theory"
      PART ONE: THE PHILOSOPHY OF SCIENCE
      Ch.1: "The Pursuit of Knowledge"
      Ch.2: "The Activity of Science"
   Aug 27
      Ch.3: "The Concept of Scientific Paradigms"

   PART TWO: THE ANTHROPOLOGICAL PERSPECTIVE
   Ch.4: "The Science of Anthropology"
   Ch.5: "The Domain of Anthropological Inquiry"
   Ch.6: "The Concept of Culture"
   Ch.7: "The Importance of the Emic/Etic Distinction"
   Sept 3
   Ch.8: "The Culture of Anthropology"

   1. In Lett: PART THREE: THE WISDOM OF ECLECTICISM
      Ch.9: "The Range of Alternatives"
      Ch.10: "The Paradigm of Cultural Materialism"
   2. In Harris: PART III EXPLANATORY PRINCIPLES
      Ch.10: "Holism"
      Ch.11: "Cultural Materialism"
   3. In GGL: "Introduction"
   Sept 10
   4. On Moodle: "Science is Sciencing" (Leslie White)

*NOTE* Be sure to read all of the introductions to sections in the McGee and Warms text! NOTE*

II. HISTORICAL FOUNDATIONS OF ANTHROPOLOGICAL THEORY

   Nineteenth-Century Evolutionism
   1. In M & W: Herbert Spencer
      Ch.1: "The Social Organism"
      Edward Burnett Tylor
      Ch.2: "The Science of Culture"
      Lewis Henry Morgan
      Ch.3: "EthnicalPeriods"
      Karl Marx & Friedrich Engels
      Ch.4: "Feuerbach. Opposition of the Materialist and Idealist Outlook"
   2. In JM: Ch.1: “Edward Tylor: The Evolution of Culture”
      Ch.2: “Lewis Henry Morgan: The Evolution of Society”
   Sept 17
   3. In GLL: "Sir Edward Burnett Tylor" (Andrew P. Lyons)

III. CULTURE THEORY IN THE EARLY TWENTIETH CENTURY-1
Historical Particularism

1. In M & W:  Franz Boas
   Ch.9: "The Methods of Ethnology"
   Alfred Louis Kroeber
   Ch.10: "Eighteen Professions"
   Paul Radin
   Ch.11: "Right and Wrong"

2. In SS:
   "Introduction"
   Ch.1: "Franz Boas" (Alexander Lesser)
   Ch.2: "Alfred L. Kroeber" (Eric R. Wolf)
   Ch.3: "Paul Radin" (Stanley Diamond)

3. In JM:  Ch.3: "Franz Boas: Culture in Context"

Sept 24
Ch.5: "Alfred Kroeber: Configurations of Culture"

Culture And Personality

4. In M & W:  Ruth Fulton Benedict
   Ch.16: "Psychological Types in the Cultures of the Southwest"
   Margaret Mead
   Ch.17: "Introduction to Sex and Temperament in Three Primitive Societies"

5. In SS:  Ch.5: "Ruth Benedict" (Sidney W. Mintz)

6. On Moodle:  Dorothy Lee-"Are Basic Needs Ultimate?"
   Jeffrey David Ehrenreich--"Epilogue, 1988: Autonomy ... in the Life of Dorothy Lee"

7. In JM:  Ch. 6: “Ruth Benedict: Patterns of Culture"

8. In GLL:  "Franz Boas" (Regna Darnell)
   "Alfred Kroeber" (Aram Yengoyan)
   "Paul Radin" (Andrew P. Lyons)
   "Ruth Fulton Benedict" (Judith Modell Schachter)
   "Margaret Mead" (William E. Mitchell)

Oct 1

IV. CULTURE THEORY IN THE EARLY TWENTIETH CENTURY-2

Functionalism (and Structural Functionalism and The British School)

1. In M & W:  Emile Durkheim
   Ch.5: "What is a Social Fact?"
   Bronislaw Malinowski
   Ch.13: "The Essentials of the Kula"
   A.R. Radcliffe-Brown
   Ch.14: "The Mother's Brother in South Africa"

2. On Moodle:  E. E. Evans-Pritchard—"The Nuer of the Southern Sudan"

3. In SS:  Ch.4: "Bronislaw Malinowski" (Raymond Firth)

4. In JM:  Ch.4: “Emile Durkheim: A Science of Society”
   Ch. 10: “Bronislaw Malinowski: The Functions of Culture”
   Ch. 11: “A. R. Radcliffe-Brown: The Structures of Society”
   Ch. 12: “Edward Evans-Pritchard: Social Anthropology, Social History”

5. In GLL:  "Bronislaw Malinowski" (Andrew P. Lyons)
   "A. R. Radcliffe-Brown" (Robert Gordon)

Oct 8
"Sir E. E. Evans-Pritchard" (Parker Shipton and Andrew P. Lyons)

October 15 NO CLASS: FALL BREAK

IV. RACE, BIOLOGY, & CULTURE

Sociobiology, Evolutionary Psychology, And Behavioral Ecology

1. In Harris:  PART II: BIOLOGY AND CULTURE
   Ch.5: "De-Bioligizing Culture: The Boasians"
   Ch.6: "Biologizing Inequality"
   Ch.7: "IQ Is Not Forever"
   Ch.8: "Neo-Darwinism"
   Ch.9: "Confronting Ethnomania"
2. In M & W:  **SOCIobiology**  
   Edward O. Wilson  
   Ch.30: "The Morality of the Gene"  
3. On Moodle: Marshall Sahlins—"Introduction and Critique of Vulgar Sociobiology"  

**Oct 22**  
5. In GLL: "Marshall Sahlins" (Michael Goldsmith)

**VI. THEORY AT MID-CENTURY**  
**Cultural Ecology and The Reemergence of Evolutionary Thought**  
1. In M & W: Leslie White  
   Ch.18: "Energy and the Evolution of Culture"  
   Julian Steward  
   Ch.19: "The Patrilineal Band"  
2. In SS:  
   Ch.6: "Julian Steward" (Robert F. Murphy)  
   Ch.7: "Leslie White" (Robert L. Carneiro)  
3. In JM: Ch.13: "Leslie White: Evolution Emergent"  
   Ch.14: "Julian Steward: Cultural Ecology and Multilinear Evolution"  
4. In GLL: "Leslie White" (John W. Cole)  
   "Julian Steward" (Virginia Kerns)

**Oct 29**  

**Neomaterialism: Evolutionary, Functionalist, Ecological, and Marxist**  
1. In M & W: Morton Fried  
   Ch. 20: "On the Evolution of Social Stratification and the State"  
   Marvin Harris  
   Ch.21: "The Cultural Ecology of India's Sacred Cattle"  
   Roy Rappaport  
   Ch.22: "Ritual Regulation of Environmental Relations Among a New"  
   Eric Wolf  
   Ch.23: "Peasantry and Its Problems"  
2. In JM: Ch.15: "Marvin Harris: Cultural Materialism"  
   Ch.24: "Eric Wolf: Culture, History, Power"  
3. In GLL: "Marvin Harris" (Jeffrey David Ehrenreich)  
   "Eric R. Wolf" (Harald E. L. Prins)

**Nov 5**  
4. In Lett: Ch.16: "The Intractable Sacred Cow"

**Structuralism; Ethnoscience and Cognitive Anthropology**  
1. In M & W: Claude Lévi-Strauss  
   Ch.24: "Linguistics and in Anthropology"  
   Sherry Ortner  
   Ch.26: "Is Female to Male as Nature Is to Culture"  
   Stephen A. Tyler  
   Ch.28: "Introduction to Cognitive Anthropology"  
2. In Lett: Ch.11: "The Paradigm of Structuralism"  
3. In JM: Ch.17: "Claude Lévi-Strauss: Structuralism"  
   Ch.22: "Sherry Ortner: Symbols, Gender, Practice"  
4. In GLL: "Claude Lévi-Strauss" (Andrew P. Lyons)  
   "Sherry B. Ortner" (Brian Joseph Gilley)

**Nov 12**

**VI. LATE 20TH CENTURY AND BEYOND: RECENT TRENDS IN ANTHROPOLOGICAL THEORY**  
**Anthropology And Gender: The Feminist Critique**  
1. In M & W: Sally Slocum
Ch.32: "Woman the Gatherer: Male Bias in Anthropology"
Eleanor Leacock
Ch.33: "Interpreting the Origins of Gender Inequality: Conceptual and Historical Problems"

Symbolic And Interpretive Anthropology,
Mary Douglas
Ch.35: “External Boundaries”
Victor Turner
Ch.36: “Symbols in Ndembu Ritual”
Clifford Geertz
Ch.37: “Deep Play: Notes on the Balinese Cockfight”

2. On Moodle: Clifford Geertz—“Thick Description: Toward an Interpretive Theory of Culture”
3. In Lett: Ch.12: "The Paradigm of Symbolic Anthropology"
4. In JM: Ch.16: “Eleanor Burke Leacock: Feminism, Marxism, and History”
   Ch.18: “Victor Turner: Symbols, Pilgrims, and Drama”
   Ch.19: “Clifford Geertz: An Interpretive Anthropology”
   Ch.20: “Mary Douglas: Symbols and Structures, Pollution and Purity”
5. In GLL: "Eleanor Burke Leacock” (Richard Borshay Lee)
   "Victor W. Turner" (Harriet D. Lyons)
   "Clifford Geertz” (Aram Yengoyan)
   "Dame Mary Douglas” (Harriet D. Lyons)

Nov 19 THANKSGIVING: No class

Postmodernism And Its Critics
1. In M & W: Renato Rosaldo
   Ch.38: "Grief and a Headhunter's Rage"
   Lila Abu-Lughod
   Ch.39: "A Tale of Two Pregnancies"
   Roy D'Andrade
   Ch.40: "Moral Models in Anthropology"
2. In Harris: Ch.12: "Postmodernism"

Marxist, Dialectical And Critical Anthropology
3. On Moodle: Stanley Diamond—"Anthropology in Question"
   Marvin Harris [from Cultural Materialism]:
   Ch.8: "Structural Marxism"
   Marcus & Fischer [from Anthropology as Cultural Critique]:
   "Introduction"
   "The Repatriation of Anthropology as Cultural Critique."
4. In GLL: "Renato Rosaldo" (Luis Vivanco)

Globalization, Power, and Agency
1. In M & W: Arjun Appadurai
   Ch.41: "Disjuncture and Difference in the Global Cultural Economy"
2. In GLL: "Arjun Appaduri" (Amy B. Trubek)

VII. PARADIGMS, THEORY, AND CULTURE
1. In JM: “Postscript: Current Controversies”
2. In Lett: Ch.13: "The Question of Paradigmatic Commitment"
   Ch.14: "The Sound and the Fury"

Dec 3

May 10 FINAL EXAM

**Please note that modifications of the course outline will be made throughout the block. Students are responsible for knowing about any and all changes as they occur.**
UNO REQUIRED SYLABUS ADDENDUM

Important Dates*

Last day to adjust schedule w/out fee 08/18/2015
Semester Classes Begin ............ 08/19/2015
Last day to adjust schedule w/fee, or withdraw with 100% refund 08/25/2015
Last day to apply for December commencement 09/25/2015
Final day to drop a course or resign 10/14/2015
Mid-semester examinations 10/05-10/09/2015
Final examinations ............ 12/07-12/11/2015
Commencement ...................... 12/18/2015

*Note: check Registrar's website for Saturday and A/B sessions, and for items not listed here: http://www.registrar.uno.edu

Fall Semester Holidays

Labor Day .................................. 09/07/2015
Mid-semester break ....... 10/15-10/16/2015
Thanksgiving .................... 11/26-11/27/2015

Withdrawal Policy – Undergraduate only

Students are responsible for initiating action to resign from the University (withdraw from all courses) or from a course on or before dates indicated in the current Important dates calendar. Students who fail to resign by the published final date for such action will be retained on the class rolls even though they may be absent for the remainder of the semester and be graded as if they were in attendance. Failure to attend classes does not constitute a resignation. Check the dates on the Registrar’s website, http://www.registrar.uno.edu. Please consult The Bulletin for charges associated with dropping and adding courses.

Incomplete Policy – Undergraduate only

The grade of I means incomplete and is given for work of passing quality but which, because of circumstances beyond the student's control, is not complete. The issuance of the grade of I is at the discretion of the faculty member teaching the course. For all graduate and undergraduate students, a grade of I becomes a grade of F if it is not converted before the deadline for adding courses for credit (as printed in the Important Dates Calendar) of the next regular semester including summer semester.

Repeat Policy

When a student is permitted to repeat a course for credit, the last grade earned shall be the one which determines course acceptability for degree credit. A student who has earned a C or better in a course may not repeat that course unless, (1) the catalog description indicates that the course may be repeated for credit, or (2) the student's Dean gives prior approval for documented extenuating circumstances.
Graduate Policies
Graduate policies often vary from undergraduate policies. To view the applicable policies for graduate students, see the Graduate Student Handbook: http://www.uno.edu/grad/documents/GraduateStudentHandbook2014.pdf

Academic Dishonesty Policy

Safety Awareness Facts and Education
Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: http://www.uno.edu/student-affairs-enrollment-management/
UNO Counseling Services and UNO Cares
UNO offers care and support for students in any type of distress. Counseling Services assist students in addressing mental health concerns through assessment, short-term counseling, and career testing and counseling. Find out more at http://www.uno.edu/counseling-services/. First-year students often have unique concerns, and UNO Cares is designed to address those students succeed. Contact UNO Cares through http://www.uno.edu/fye/uno-cares.aspx.

Emergency Procedures
Sign up for emergency notifications via text and/or email at E2Campus Notification: http://www.uno.edu/ehso/emergency-communications/index.aspx. All emergency and safety procedures are explained at the Emergency Health and Safety Office: http://www.uno.edu/ehso/.

Diversity at UNO
As the most diverse public university in the state, UNO maintains a Diversity Affairs division to support the university’s efforts towards creating an environment of healthy respect, tolerance, and appreciation for the people from all walks of life, and the expression of intellectual point of view and personal lifestyle. The Office of Diversity Affairs promotes these values through a wide range of programming and activities. http://diversity.uno.edu/index.cfm

Learning and Support Services
Help is within reach in the form of learning support services, including tutoring in writing and math and other supplemental instruction. Visit the Learning Resource Center in LA 334, or learn more at http://www.uno.edu/lrc/.

Affirmative Action and Equal Opportunity
UNO is an equal opportunity employer. The Human Resource Management department has more information on UNO’s compliance with federal and state regulations regarding EEOC in its Policies and Resources website: http://www.uno.edu/human-resource-management/policies.aspx