

Fall 2015

ANTH 6801

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University of New Orleans

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ANTH 6801:601

ADVANCED SEMINAR IN CULTURE & SOCIAL THEORY:

Explaining the Human Condition

(Thursday, FALL 2015, 7:00—9:45 p.m.)

"Just as Darwin discovered the law of development of organic nature, so Marx discovered the law of development of human history: the simple fact, hitherto concealed by an overgrowth of ideology, that mankind must first of all eat, drink, have shelter and clothing, before it can pursue politics, science, art, religion, etc.; that therefore production of the immediate material means of subsistence and consequently the degree of economic development attained by a given people or during a given epoch form the foundation upon which the state institutions, the legal conceptions, art, and even the ideas on religion, of the people concerned have been evolved, and in the light of which they must, therefore, be explained, instead of *vice versa*, as had hitherto been the case,"

(Friedrich Engels, 1883, "Speech at the Graveside of Karl Marx")

"The history of all hitherto existing society is the history of class struggles." (Karl Marx, 1848)

"I have begun with the assumption that the Orient is not an inert fact of nature." (Edward Said, 1984)

"Can one divide human reality, as indeed human reality seems to be genuinely divided, into clearly different cultures, histories, traditions, societies, even races, and survive the consequences humanly?" (Edward Said, 1984)

"... the world of humankind constitutes a manifold, a totality of interconnected processes, and inquiries that disassemble this totality into bits and then fail to reassemble it falsify reality." (Eric Wolf, 1982)

"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, 1971)

"Don't get me right, I'm just asking;" "If you ask me a question I don't know, I'm not going to answer;" "The future ain't what it used to be;" "Nobody goes there anymore, it's too crowded." (Y. Berra, 2003)

"If we really want to understand the moral grounds of economic life, and by extension, human life, it seems to me that we must start instead with the very small things: the everyday details of social existence, the way we treat our friends, enemies, and children—often with gestures so tiny (passing the salt, bumming a cigarette) that we ordinarily never stop to think about them at all. Anthropology has shown us just how different and numerous are the ways in which humans have been known to organize themselves. But it also reveals some remarkable commonalities—fundamental moral principles that appear to exist everywhere, and that will always tend to be invoked, wherever people transfer objects back and forth or argue about what other people owe them" (David Graeber, 2011)

Course Description

This course surveys the critical and historical study of cultural and social theory. Theorists and schools of thought, including Marxism, functionalism, structuralism, historical materialism, world systems, critical theory, feminist social analysis, postmodernism, post-colonial theory, and globalization, will be examined in the course.

This course is an advanced seminar for graduate students in the social sciences, humanities, or related disciplines. It is a required course for the doctorate in urban studies at UNO.

Required Texts

1. Robert Gordon, Andrew P. Lyons, and Harriet D. Lyons, editors [GL&L]
2011 *Fifty Key Anthropologists*. London: Routledge.
2. Marvin Harris [MH]
1999 *Theories of Culture in Postmodern Times*. Walnut Creek, CA: Altamira Press.
3. James Lett [JL]
1997 *Science, Reason and Anthropology: The Principles of Rational Inquiry*. Lanham, MD: Rowman & Littlefield Publishers.
4. R. Jon McGee and Richard L. Warms, editors [M&W]
2008 *Anthropological Theory: An Introductory History*, Fourth Edition. New York: McGraw-Hill.
5. Jerry D. Moore [JM]
2012 *Visions of Culture: An Introduction to Anthropological Theories and Theorists*. Fourth Edition. [Third Edition is also usable]. Walnut Creek, CA: Altamira press.
6. Michel-Rolph Trouillot [MT]
2003 *Global Transformations: Anthropology and the Modern World*. New York: Palgrave Macmillan.
7. Robert C. Tucker [RT]
1978 *The Marx-Engels Reader*. Second edition. New York: Norton.
8. Eric Wolf [EW]
1982 *Europe and the People Without History*. [with new introduction] Berkeley: University of California Press.

Highly Recommended Texts

1. Sydel Silverman (editor) [SS]
2004 [1981] *Totems and Teachers: Perspectives on the History of Anthropology*. [2nd revised ed] New York: Columbia University Press. [On library reserve]
2. Marvin Harris [MH-Rat]
2001 [1968] *The Rise of Anthropological Theory*. Updated Edition. Walnut Creek, CA: Altamira Press.
3. Edward Said [ES]
2004 [1984] *Orientalism*. New York: Random House.
4. Paul Erickson and Liam Murphy [PE&LM]
2010 *Readings for a History of Anthropological Theory*. 3rd edition. Toronto: Ontario: Broadview.
5. Fareed Zakaria [FZ]
2009 *The Post-American World*. New York: W.W. Norton & Company.
6. David Graeber [DG]
2011 *Debt: The First 5,000 Years*. New York: Melville House.
7. Clifford Geertz [CG]
2000 *Available Light: Anthropological Reflections on Philosophical Topics*. Princeton: Princeton University Press.
8. Steven Seidman and Jeffrey C. Alexander [NSTR]
2008 *The New Social Theory Reader*. Second Edition. London: Routledge.
9. Herbert S. Lewis
2014 *In Defense of Anthropology: An Investigation of the Critique of Anthropology*. New Brunswick, NJ: Transaction Publishers.

Recommended Texts

1. Henrietta Moore (editor) [HM]
1999 *Anthropological Theory Today*. Polity.
2. Marvin Harris
1979 *Cultural Materialism: The Struggle for a Science of Culture*. New York: Vintage/Random House.
3. Josephine Donovan [JD]
2000 *Feminist Theory: The Intellectual Traditions*. New York: Continuum.
4. Sherry B. Ortner (editor)
1999 *The Fate of Culture: Geertz and Beyond*. Berkeley: University of California Press.
5. Akhil Gupta & James Ferguson (editors)
1997 *Culture, Power, Place: Explorations in Critical Anthropology*. Durham: Duke University Press.
6. Roger M. Keesing & Andrew J. Strathern
1997 *Cultural Anthropology: A Contemporary Perspective*. Third edition. Belmont, CA: Wadsworth.
7. William A. Haviland, Harald E. L. Prins, Dana Walrath, & Bunny McBride

- 2005 *Cultural Anthropology: The Human Challenge*. Belmont, CA: Wadsworth.
8. Robert F. Murphy
1989 *Cultural & Social Anthropology: An Overture*. Englewood Cliffs, NJ: Prentice Hall.
 9. George E. Marcus and Michael M. J. Fischer
1986 *Anthropology as Cultural Critique: An Experimental Moment in the Human Sciences*. Chicago: University of Chicago Press.
 10. Charles Lemert [CL]
1999 *Social Theory: The Multicultural and Classic Readings*. Boulder: Westview Press
 11. Terry Eagleton
2000 *The Idea of Culture*. Oxford, UK: Blackwell Publishers.
 12. Paul Erickson and Liam Murphy
2008 *A History of Anthropological Theory*. Third edition. Toronto: Ontario, Canada: Broadview.
 13. Clifford Geertz
2010 *Life Among the Anthros*. Princeton: Princeton University Press.

Other Relevant Texts

1. Alan Barnard
2000 *History and Theory in Anthropology*. Cambridge University Press.
2. David Bidney
1967 [1953] *Theoretical Anthropology*. Second Augmented Edition. New York: Schocken Books.
3. Paul Bohannan and Mark Glazer
1988 *High Points in Anthropology, Second edition*. New York: Alfred A. Knopf.
4. E. L. Cerroni-Long
1999 *Anthropological Theory in North America*. Westport, CT: Bergin & Garvey.
5. James Clifford
1988 *The Predicament of Culture: Twentieth-Century Ethnography, Literature, and Art*. Cambridge: Harvard University Press.
6. Stanley Diamond
1973 *In Search of the Primitive*. Transaction Press.
7. Eric Gable
2011 *Anthropology and Egalitarianism*. Bloomington, IN: Indiana University Press.
8. Frederick C. Gamst and Edward Norbeck
1976 *Ideas of Culture: Sources and Uses*. New York: Holt, Rinehart and Winston.
9. Merwyn S. Garbarino
1977 *Sociocultural Theory in Anthropology: A Short History*. New York: Holt, Rinehart and Winston.
10. Clifford Geertz
1973 *The Interpretation of Culture*. New York: Basic Books.
11. Maurice Godelier
1977 *Perspectives in Marxist Anthropology*. New York: Pantheon Books.
12. Jules Henry
1968 *Culture Against Man*.
13. John J. Honigman
1976 *The Development of Anthropological Ideas*. Homewood, IL: Dorsey Press.
14. Dell Hymes (editor)
1972 *Reinventing Anthropology*. New York: Pantheon Books.
15. Holger Jebens and Karl-Heinz Kohl
2011 *The End of Anthropology?* Canon Pyon, United Kingdom: Sean Kingston Publishing.
16. David Kaplan and Robert A. Manners
1972 *Culture Theory*. Englewood Cliffs, NJ: Prentice-Hall.
17. Robert Layton
1997 *An Introduction to Theory in Anthropology*. Cambridge: Cambridge University Press.
18. Robert Launay editor
2010 *Foundations of Anthropological Theory: From Classical Antiquity to Early Modern Europe*. Oxford, UK: Wiley-Blackwell.
19. E.R. Leach
1961 *Rethinking Anthropology*. London: The Athlone Press.
20. Dorothy Lee

- 1987 (orig. 1959) *Freedom and Culture*. Prospect Heights, IL: Waveland Press..
21. Dorothy Lee
1986 (orig. 1976) *Valuing the Self*. Prospect Heights, IL: Waveland Press.
22. Robert R. Lowie
1937 *The History of Ethnological Theory*. New York: Holt, Rinehart and Winston.
1966 [1917] *Culture and Ethnology*. New York: Basic Books.
23. Annemarie deWaal Malefijt
1974 *Images of Man: A History of Anthropological Thought*. New York: Alfred A. Knopf.
24. Mark Moberg
2013 *Engaging Anthropological Theory: A Social Political History*. New York: Routledge.
25. Henrietta L. Moore
1988 *Feminism and Anthropology*. Minneapolis: University of Minnesota Press.
26. Robert F. Murphy
1989 *Cultural & Social Anthropology: An Overture*. Third edition. Prentice Hall.
27. Stephen Nugent, editor
2012 *Critical Anthropology: Foundational Works*. Walnut Creek, CA: Left Coast Press.
28. Jacob Pandian
1985 *Anthropology and the Western Tradition: Toward an Authentic Anthropology*. Prospect Heights, IL: Waveland Press.
29. Paul Radin
1933 *The Method and Theory of Ethnology: An Essay in Criticism*. New York: Basic Books.
30. Rapport, Nigel
2014 *Social and Cultural Anthropology: The Key Concepts*. Third edition. London: Routledge.
31. Renato Rosaldo
1989 *Culture and Truth*. Stanford University Press.
32. Richard A. Shweder
1991 *Thinking Through Cultures: Expeditions in Cultural Psychology*. Cambridge: Harvard University Press.
33. Roger Sanjek, editor
2015 *Mutuality: Anthropology's Changing Terms of Engagement*. Philadelphia: University of Pennsylvania Press.
34. Orin Starn, editor
2015 *Writing Culture and the Life of Anthropology*. Durham, NC: Duke University Press.
35. George W. Stocking, Jr.
History of Anthropology Series:
1983 *Observers Observed: Essays on Ethnographic Fieldwork*. University of Wisconsin Press.
1984 *Functionalism Historicized: Essays on British Social Anthropology*. Wisconsin.
1985 *Objects and Others: Essays on Museums and Material Culture*. Wisconsin.
1987 *Malinowski, Rivers, Benedict and Others: Essays on Culture and Personality*. Wisconsin.
1988 *Bones, Bodies, Behavior: Essays on Biological Anthropology*. Wisconsin.
1989 *Romantic Motives: Essays on Anthropological Sensibility*. Wisconsin.
1991 *Colonial Situations: Essays on the Contextualization of Ethnographic Knowledge*. Wisconsin.
19-- *Volksgeist as Method and Ethic: Essays on Boasian Ethnography and the German Anthropological Tradition*. Wisconsin.
36. George W. Stocking, Jr.
1987 *Victorian Anthropology*. Free Press
1992 *The Ethnographer's Magic and Other Essays in the History of Anthropology*. Wisconsin.
37. Andrew Strathern
1993 *Landmarks: Reflections on Anthropology*. Kent, OH: The Kent State University Press.
38. Fred W. Voget
1975 *A History of Ethnology*. New York: Holt, Rinehart and Winston.
39. Roy Wagner
1975 *The Interpretation of Cultures*. Engelwood Cliffs, NJ: Prentice-Hall.
40. Eric R. Wolf
1974 *Anthropology*. New York: Norton.
41. Eric R. Wolf
1999 *Envisioning Power: Ideologies of Dominance and Crisis*. Berkeley: University of California Press.
42. Eric R. Wolf
2001 *Pathways of Power: Building an Anthropology of the Modern World*. Berkeley: University of California Press.

Films

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

Course Goals and Purposes

1. To highlight and discuss the history and significance of influential theoretical trends in the social sciences and humanities, 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 cultural and social theory.
3. To demystify the significance of "theory" as a tool for research.
4. To critically assess and debate the competing research strategies employed by social scientists and humanists in their attempts to understand and explain the human condition.
5. To analyze, understand and question the basic assumptions that underlie theoretical positions and paradigms.
6. To consider the usefulness and validity of the various categories (labels, boxes, schemes) that have been used to model or represent competing theoretical perspectives.
7. To develop skills for systematically and critically assessing, applying, and interpreting culture and social theory.
8. To understand how social science research is shaped methodologically and theoretically.

Course Requirements and Grades (open to discussion and change by seminar members)

1. ANNOTATED BIBLIOGRAPHY

An "annotated bibliography" is a preliminary aid to research. The goal is to assemble a collection of reference sources all centered on an identified subject/topic of research. There should be at least 15 entries in your bibliography. Each entry is a brief summary of the source, along with a brief assessment of its significance, importance, and relevance to the topic of the research. This assignment should be used to further your own research interests in your graduate studies. However, one important criteria is that you consider your subject/topic from an anthropological perspective.

20%

2. FINAL EXAM: Comprehensive essay exam on all readings, class discussions and films.

60%

3. CLASS PARTICIPATION:

Including:

- a) oral reports on aspects of class readings/ "briefing" the readings
- b) active participation in all seminar discussions on the readings and films
- c) attendance and attitude (see note 1 below)

20+%

4. INTELLECTUAL JOURNAL

It is **highly recommended** that you maintain an "intellectual journal" of the readings in the course. Such journals are aids to studying and useful for recall of issues and questions during class discussions. They are a running account of responses (analyses, critiques, questions) to the readings assigned. The entries are similar to marginalia, the notes that scholars used to make in the books they were using for their studies.

IMPORTANT NOTES:

1. Attendance at all classes is a requirement, not an option. If you take this course you assume the responsibility of attending it. Nothing but legitimate medical or life emergencies should cause you to miss class during the semester.

2. All students are asked 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 internet materials, of any and all kinds, are all serious violations of the academic honor code of conduct. In summary, **Cheating/plagiarism—DON'T DO IT!**

All students should read the UNO student "Code of Conduct," available in its entirety on line at the UNO web page, for important information about the rules, regulations, requirements, responsibilities and rights that govern all classroom situations at the university. Students should be fully familiar with the "Academic Dishonesty Policy," part of which is reprinted below. It reads (in part):

"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 use 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 Student Code of Conduct.

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 someone 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 or the paraphrasing of someone else's words, ideas or data as if they were the student's own.

All source material must be appropriately identified and cited according to the conventions for acknowledging source material. (Students are responsible for learning these scholarly conventions; disregard of proper citation conventions can be considered plagiarism.

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 express 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, supporting, or conspiring with another student to commit or attempt to commit any form of academic dishonesty.*

Sanctions for students found in violation of the academic dishonesty policy range from receiving an F or zero on the assignment in question to suspension/expulsion from the university."

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 academic community. 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.**
- 5. Electronic recording instruments or any electronic devices (audio or visual) are not permitted for use during class. The one exception to this rule is that electronic readers, on which students have course readings, may be used in the same manner as a book when close readings of assigned texts are occurring in class discussions. No typing may occur on such devices, e.g., i-pads.**
- 6. No cell phones should be on during class. If, for example, emergency situations or parental responsibilities are in force, you may keep your phones on vibrate. If called under such circumstances, you should simply and quietly leave the room to deal with the situation.**

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 cultural and social 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. 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.

*****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.***

ADVANCED SEMINAR IN CULTURE & SOCIAL THEORY: Explaining the Human Condition [ANTH 6801:601]

Reading Schedule: Read the assignment by the corresponding date.

Week 1: August 20

Introduction: Organization of the seminar; Theorizing the human condition: problems and considerations

In Tucker: "Preface to the Second Edition;" (pp. ix-xiii)
"The Lives of Marx and Engels" (pp. xv-xviii)
"The Communist Manifesto;"

Week 2: August 27

In the Beginning, a dialogue with Marx; Theory and the Social Sciences.

In Tucker: "Speech at the Graveside of Karl Marx"
"Introduction" (pp.xix-xxxviii)

On moodle: Ch.1: "On the Experience of Moral Confusion" (David Graeber)
Ch.2: "The Myth of Barter" (David Graeber)

Science and Rational Inquiry in Anthropology.

James Lett's *Science, Reason, and Anthropology*, Preface; Chapters 1&2.

Recommended reading: Harris [RAT] Ch.1 "Introduction"

Week 3: September 3

In Tucker: Selected pages:

"Marx on the History of His Opinions" (pp. 3-6)
"For a Ruthless Criticism of Everything Existing" (pp. 12-15)
"Economic and Philosophical Mss of 1844" (pp. 70-81; 81-93)
"Alienation and Social Class" (pp. 133-135)
"The Coming Upheaval" (pp. 218-219)
"Class Struggle and Mode of Production" (p.220)
"The Grundrisse" (pp. 221-293)

In M&W: "Preface;" "Introduction;"
_____ Ch.4: "Feuerbach: Opposition of the Materialist and Idealist Outlook" (Marx & Engels, 1845-46)

In NSTR: "Introduction"
PART ONE: General Theory without Foundations
New Critical Theory
_____ Ch.1: Jürgen Habermas "Contributions to a Discourse Theory of Law and Democracy"
_____ Ch.2: Axel Honneth "Personal Identity and Disrespect"

Recommended reading: Harris [RAT] Ch.2 "Enlightenment" & Ch.3 "Reaction and Recovery"; Ch.8 "Dialectical Materialism"

Week 4: September 10

James Lett's *Science, Reason, and Anthropology (Continued)*

On Moodle: Selected pages, Robert Heilbroner's *The Worldly Philosophers* ("Introduction;" "Economic Revolution.")

History, Colonialism, and Anthropology.

Eric Wolf's *Europe and the People Without History* (Preface 1997; Preface 1982; PART ONE)

____ "Foreword to the 2010 Edition;" "Preface (1997);" "Preface (1982);" and "Afterword"

PART ONE: CONNECTIONS

____ Ch.1: "Introduction"

____ Ch.2: "The World in 1400"

____ Ch.3: "Modes of Production"

____ Ch.4: "Europe, Prelude to Expansion"

In NSTR:

Semiotic Structuralism

____ Ch.3: Marshall Sahlins "Historical Metaphors and Mythical Realities"

____ Ch.4: James Clifford "On Ethnographic Allegory"

Poststructuralism

____ Ch.5: Michel Foucault "Power/Knowledge"

____ Ch.6: Pierre Bourdieu "Outline of a Theory of Practice"

In 50 Key: Marshall Sahlins (Michael Goldsmith)

Pierre Bourdieu (Gregor Dobler)

Week 5: September 17

In M&W: ____ Ch.1: "The Social Organism" (Herbert Spencer, 1860)
____ Ch.2: "The Science of Culture" (Edward Burnett Tylor, 1871)
____ Ch.3: "Ethical Periods" (Lewis Henry Morgan, 1877)
____ Ch.5: "What Is a Social Fact?" (E. Durkheim, 1895)
____ Ch.7: "Excerpts from The Gift" (M. Mauss, 1925)
____ Ch.8: "Class, Status, Party" (Max Weber, 1922)

On Moodle: Ch.5: "General Summary and Conclusion..." (Charles Darwin)

In More: Introduction "What's the Point?"

PART I: FOUNDERS

Ch.1: "Edward Tylor: The Evolution of Culture"

Ch.2: "Lewis Henry Morgan: The Evolution of Society"

Ch.4: "Emile Durkheim: A Science of Society"

Ch.9: "Marcel Mauss: Elemental Categories, Total Facts"

In 50 Key: "Introduction;" "Appendix 1: Some Key Anthropological Terms;" and
"Appendix 2: Timeline"

"Sir Edward Burnett Tylor" (Andrew P. Lyons)

"Lewis Henry Morgan" (Andrew P. Lyons)

"Marcel Mauss" (Andrew P. Lyons)

Recommended reading: Harris [RAT] Ch.4 "Rise of Racial Determinism" & Ch.5 "Spencerism"

Week 6: September 24

In M&W: ____ Ch.9: "The Methods of Ethnology" (Franz Boas, 1920)
____ Ch.10: "Eighteen Professions" (Alfred Kroeber, 1915)
____ Ch.11 "Right and Wrong" (Raul Radin, 1927)
____ Ch.12: The Relation of Habitual Thought and Behavior to Language (B. Whorf, 1939)
____ Ch.16: "Psychological Types in the Culture of the Southwest" (Ruth Benedict, 1930)
____ Ch.17: "Introduction: Coming of Age in Samoa" (Margaret Mead, 1935)

In Moore: PART II: THE NATURE OF CULTURE
Ch.3: "Franz Boas: Culture in Context"
Ch.5: "Alfred Kroeber: Configurations of Culture"
Ch.6: "Ruth Benedict: Patterns of Culture"
Ch.7: "Edward Sapir: Culture, Language, and the Individual"
Ch.8: "Margaret Mead: The Individual and Culture"

In 50 Key: "Franz Boas" (Regna Darnell)
"Alfred L. Kroeber" (Aram Yengoyan)
"Ruth Fulton Benedict" (Judith Modell Schachter)
"Edward Sapir" (Regna Darnell)
"Margaret Mead" (William E. Mitchell)
"Paul Radin" (Andrew P. Lyons)

On Moodle: "Paul Radin" (Stanley Diamond) [from SS]

Recommended reading: Harris [RAT] Ch.6 "Evolutionism: Methods" & Ch.7 "The Evolutionists..."

Week 7: October 1

History, Colonialism, and Anthropology.

Eric Wolf's *Europe and the People Without History*

PART TWO: IN SEARCH OF WEALTH

- ___ Ch.5: "Iberians in America"
- ___ Ch.6: "The Fur Trade"
- ___ Ch.7: "The Slave Trade"
- ___ Ch.8: "Trade and Conquest in the Orient"

PART THREE: CAPITALISM

- ___ Ch.9: "Industrial Revolution"
- ___ Ch.10: "Crisis and Differentiation in Capitalism"
- ___ Ch.11: "The Movement of Commodities"
- ___ Ch.12: "The New Laborers"
- ___ "Afterword" (again)

In More: Ch.24: "Eric Wolf: Culture, History, Power"

In M&W: Ch.23: "Peasantry and Its Problems" ((Eric Wolf, 1966)

In 50 Key: "Eric Wolf" (Harald E. L. Prins)

Recommended reading: Harris [RAT] Ch.8 "Dialectical Materialism" & Ch.9 "Historical Particularism: Boas"

Week 8: October 8

In M&W: ___ Ch.13: "The Essentials of Kula" (B. Malinowski, 1922)
___ Ch.14: "On Joking Relationships" (A.R. Radcliffe-Brown, 1940)
___ Ch.15: "The Licence of Ritual" (Max Gluckman, 1956)

In Moore: PART III: THE NATURE 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"

On Moodle: ___ Ch.15: "The Nuer" (E.E. Evans-Pritchard, 1940)

In 50 Key: "Bronislaw Malinowski" (Andrew P. Lyons)

"A.R. Radcliffe-Brown" (Robert Gordon)

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

Recommended reading: Harris [RAT] Ch.10 "Boasian Milieu" & Ch.11 "Ethnographic Basis..."

Week 9: October 15 FALL BREAK: NO CLASS

Week 10: October 22

In M&W: ____ Ch.18: "Energy and The Evolution of Culture" (Leslie White, 1943)
____ Ch.19: "The Patrilineal Band" (Julian Steward, 1955)
____ Ch.20: "On the Evolution of Social Stratification" (Morton H. Fried, 1960)
____ Ch.21: "The Cultural Ecology of India's Sacred Cattle" (Marvin Harris, 1966)
____ Ch.22: "Ritual Regulation of Environmental ... a New Guinea People" (Roy Rappaport, 1967)

In Moore: PART IV: EVOLUTIONARY, ADAPTATIONIST, AND MATERIALIST THEORIES
Ch.13: "Leslie White: Evolution Emergent"
Ch.14: "Julian Steward: Cultural Ecology and Multilinear Evolution"
Ch.15: "Marvin Harris: Cultural Materialism"

In *50 Key*: "Leslie White" (John W. Cole)
"Julian Steward" (Virginia Kerns)
"Marvin Harris" (Jeffrey David Ehrenreich)

In Marvin Harris' *Theories of Culture in Postmodern Times*

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"

Recommended reading: Harris [RAT] Ch.12 "Kroeber" & Ch.13 "Lowie"

Week 11: October 29

Postmodernism & The Interpretive Turn

In M&W: Ch.30: "The Morality of the Gene" (Edward O. Wilson, 1975)

In Marvin Harris's *Theories of Culture in Postmodern Times*

Part II: BIOLOGY AND CULTURE

Ch.5: "De-Biologizing Culture: The Boasians"
Ch.6: "Biologizing Inequality"
Ch.7: "IQ Is Not Forever"
Ch.8: "Neo-Darwinism"
Ch.9: "Confronting Ethnomania"

Part III: EXPLANATORY PRINCIPLES

Ch.10: "Holism"
Ch.11: "Cultural Materialism"
Ch.12: "Postmodernism"

Part IV: MACROEVOLUTION

Ch.13: "Origins of Capitalism"
Ch.14: "The Soviet Collapse"

Recommended reading: Harris [RAT] Ch.14 "Diffusionism" & Ch.15 "Culture and Personality ..."

Week 12: November 5

STRUCTURALISM

- In M&W: Ch.25: "Four Winnebago Myths: A Structural Sketch" (Claude Lévi-Strauss)
Ch.26: "Is Female to Male as Nature Is to Culture" (Sherry B. Ortner)

ETHNOSCIENCE AND COGNITIVE ANTHROPOLOGY

- Ch.28: "Introduction to Cognitive Anthropology" (Stephen A. Tyler)

SYMBOLIC AND INTERPRETIVE ANTHROPOLOGY

- Ch.35: "External Boundaries" (Mary Douglas)
Ch.36: "Symbols in Ndembu Ritual" (Victor Turner)
Ch.37: "Deep Play: Notes on the Balinese Cockfight" (Clifford Geertz)

- In Moore: PART V: STRUCTURES, SYMBOLS AND MEANING
Ch.17: "Claude Lévi-Strauss: Structuralism"
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"
Ch.22: "Sherry Ortner: Symbols, Gender, Practice"

- In 50 Key: "Claude Levi-Strauss" (Andrew P. Lyons)
"Victor W. Turner" (Harriet D. Lyons)
"Clifford Geertz" (Aram Yengoyan)
"Dame Mary Douglas" (Harriot D. Lyons)
"Sherry Ortner" (Brian Joseph Gilley)

- In Clifford Geertz's *Available Light* (selected chapters)
-"Anti Anti-Relativism"
-"The Uses of Diversity"
-"The State of the Art"

- On Moodle: -"On Feminism" (C. Geertz)

Recommended reading: Harris [RAT] Ch.16 "Cul & Pers ...:Freudian" & Ch.17 "Cul & Pers... New..."

Week 13: November 5

- In M&W: Ch.33: "Interpreting the Origins of Gender Inequality..." (Eleanor Leacock, 1983)
Ch.34: "Making Empire Respectable ..." (Ann L. Stoler, 1989)

- In Moore: Ch.16: Eleanor Burke Leacock: "Feminism, Marxism, and History"
PART VI: STRUCTURES, PRACTICE, AGENCY, AND POWER
Ch.21: James Fernandez: "The Play of Tropes"
Ch.22: Sherry Ortner: "Symbols, Gender and Practice"
Ch.23: Pierre Bourdieu: "An Anthropology of Practice"

- 50 Key: "Eleanor Burke Leacock" (Richard B. Lee)
"Sherry B. Ortner" (Brian Joseph Gilley)

- In Moore: Ch.23: "Pierre Bourdieu: An Anthropology of Practice"

- In M&W: Ch.38: "Grief and a Headhunter's Rage" (Renato Rosaldo, 1989)
Ch.40: "Moral Models in Anthropology" (Roy D'Andrade, 1995)
Ch.41: "Disjuncture and Difference in the Global Cultural Economy" (Arjun Appadurai, 1990)
Ch.42: "From Jibaro to Crack Dealer ..." (Philippe Bourgois, 1995)

- In 50 Key: "Renato Rosaldo" (Luis Vivanco)
"Arjun Appadurai" (Amy Trubek)

Recommended reading: Harris [RAT] Ch.18 "French Structuralis" & Ch.19 "Brit Social Anthr"

Week 14: November 12 *Globalism, Postcolonialism, and Anthropology*. [AAA convention]
Michel-Rolph Trouillot's *Global Transformations*

Recommended reading: Harris [RAT] Ch.20 "Emics, Etics ..." & Ch.21 Statistical Survey ..."

Week 15: November 19 [Week of AAA convention]

In NSTR:

Cultural Studies

___ Ch.7: Stuart Hall "Cultural Studies"

___ Ch.8: Fredric Jameson "The Political Unconscious: Narrative as a Socially Symbolic Act"

PART TWO: The normative turn

Justice & Ethics & Truth

___ Ch.12: Zygmunt Bauman "Postmodern Ethics"

___ Ch.14: Seyla Benhabib "Feminism and the Question of Postmodernism"

PART THREE: Rethinking power

Performativity

___ Ch.15: Judith Butler "Imitation and Gender Insubordination"

___ Ch.18: David Halperin "Queer Politics"

Recommended reading: Harris [RAT] Ch.22 "Cultural Materialism: Gen Evolution"

Week 16: November 26 THANKSGIVING: NO CLASS

In NSTR:

Biopolitics

___ Ch.19: Susan R. Bordo "The Body ...: A Feminist Appropriation of Foucault"

PART FOUR: Societies and world order

Postmodernity

___ Ch.22: David Harvey "The Condition of Postmodernity"

Multiculturalism

___ Ch.25: Iris Marion Young "Justice and the Politics of Difference"

Nationalism

___ Ch.27: Benedict Anderson "Imagined Communities: Reflections of the Origin and Spread of Nationalism"

___ Ch.28: Partha Chatterjee "Whose Imagined Community?"

World Politics

___ Ch.30: Samuel P. Huntington "The Clash of Civilizations?"

Globalization & Empire

___ Ch.31: Manuel Castells "A New Society"

___ Ch.34: George Steinmetz "Return of Empire: The New U.S. Imperialism in Comparative Historical Perspective"

Recommended reading: Harris [RAT] Ch.23 "Cultural Materialism: Cultural Ecology"

Week 17: December 3

In NSTR:

PART FIVE: Identities

Self

___ Ch.35: Anthony Giddens "Modernity and Self-Identity: Self and Society in the Late Modern Age"

Gender

___ Ch.38: Uma Narayan "'Westernization,' Respect for Cultures and Third-World Feminists"

Sexuality

___Ch.39: Diana Fuss "Theorizing Hetero- and Homosexuality"

___Ch.40: Steven Seidman "From Identity to Queer Politics: Shifts in Normative Heterosexuality"

Race

___Ch.42: Ruth Frankenberg "The Mirage of an Unmarked Whiteness"

Postcoloniality

___Ch.43: Edward Said "Orientalism"

Week 18: December 10 FINAL COMPREHENSIVE 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

<http://www.uno.edu/student-affairs-enrollment-management/documents/academic-dishonesty-policy-rev2014.pdf>

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>