

Fall 2015

ANTH 4801

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[Office hrs: Tuesdays 3:00–5:00 pm; Wednesdays 2:00–3:45 pm; & Thursdays 2:00–3:45; and by appointment]

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]
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]
1987 *The Human Enterprise: A Critical Introduction to Anthropological Theory*. Boulder: Westview Press.
[on LR]
4. R. Jon McGee & Richard L. Warms, editors [M&W]
2008 *Anthropological Theory: An Introductory History*. Fourth Edition. Mountain View, CA: Mayfield Publishing Company.
5. Jerry Moore [JM]
2004 *Visions of Culture: An Introduction to Anthropological Theories and Theorists*. Second edition. Walnut Creek, CA: Altamira Press.
6. Sydel Silverman, editor [SS]
2004 [1981] *Totems and Teachers: Perspectives on the History of Anthropology*. New York: Columbia University Press. [Chapters of this]

Recommended Texts

7. Marvin Harris
1968 *The Rise of Anthropological Theory*. New York: T.Y. Crowell. [On library reserve]
8. Herbert S. Lewis
2014 *In Defense of Anthropology: An Investigation of the Critique of Anthropology*. New Brunswick, NJ: Transaction Publishers.
9. Robert Layton
1997 *An Introduction to Theory in Anthropology*. Cambridge: Cambridge University Press.
10. Mark Moberg
2013 *Engaging Anthropological Theory: A Social and Political History*. New York: Routledge.
11. Henrietta Moore (editor) [HM]
1999 *Anthropological Theory Today*. Polity.
12. Marvin Harris
1979 *Cultural Materialism: The Struggle for a Science of Culture*. New York: Vintage/Random House.
13. Sherry B. Ortner (editor)
1999 *The Fate of Culture: Geertz and Beyond*. Berkeley: University of California Press.
14. Akhil Gupta & James Ferguson (editors)
1997 *Culture, Power, Place: Explorations in Critical Anthropology*. Durham: Duke University Press.
15. James Lett
1997 *Science, Reason, and Anthropology: The Principles of Rational Inquiry*. Lanham, MD: Rowman & Littlefield Publishers.
16. George E. Marcus and Michael J. Fischer [M&F]
1986 *Anthropology as Cultural Critique*. Chicago: University of Chicago 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. Frederick C. Gamst and Edward Norbeck
1976 *Ideas of Culture: Sources and Uses*. New York: Holt, Rinehart and Winston.
 8. Merwyn S. Garbarino
1977 *Sociocultural Theory in Anthropology: A Short History*. New York: Holt, Rinehart and Winston.
 9. Clifford Geertz
1973 *The Interpretation of Culture*. New York: Basic Books.
 10. Maurice Godelier
1977 *Perspectives in Marxist Anthropology*. New York: Pantheon Books.
 11. Jules Henry
1963 *Culture Against Man*.
 12. John J. Honigman
1976 *The Development of Anthropological Ideas*. Homewood, IL: Dorsey Press.
 13. Dell Hymes (editor)
1972 *Reinventing Anthropology*. New York: Pantheon Books.
 14. David Kaplan and Robert A. Manners
1972 *Culture Theory*. Engelwood Cliffs, NJ: Prentice-Hall.
 15. Robert Layton
1997 *An Introduction to Theory in Anthropology*. Cambridge: Cambridge University Press.
 16. E.R. Leach
1961 *Rethinking Anthropology*. London: The Athlone Press.
 17. Dorothy Lee
1987 (orig. 1959) *Freedom and Culture*. Prospect Heights, IL: Waveland Press..
 18. Dorothy Lee
1986 (orig. 1976) *Valuing the Self*. Prospect Heights, IL: Waveland Press.
 19. Robert R. Lowie
1937 *The History of Ethnological Theory*. New York: Holt, Rinehart and Winston.
1966 [1917] *Culture and Ethnology*. New York: Basic Books.
 20. Annemarie deWaal Malefijt
1974 *Images of Man: A History of Anthropological Thought*. New York: Alfred A. Knopf.
 21. Henrietta L. Moore
1988 *Feminism and Anthropology*. Minneapolis: University of Minnesota Press.
 22. Robert F. Murphy
1989 *Cultural & Social Anthropology: An Overture*. Third edition. Prentice Hall.
 23. Jacob Pandian
1985 *Anthropology and the Western Tradition: Toward an Authentic Anthropology*. Prospect Heights, IL: Waveland Press.
 24. Paul Radin
1933 *The Method and Theory of Ethnology: An Essay in Criticism*. New York: Basic Books.
 25. Renato Rosaldo
1989 *Culture and Truth*. Stanford University Press.
 26. Richard A. Shweder
1991 *Thinking Through Cultures: Expeditions in Cultural Psychology*. Cambridge: Harvard University Press.
 27. 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.
 28. George W. Stocking, Jr.
1987 *Victorian Anthropology*. Free Press
1992 *The Ethnographer's Magic and Other Essays in the History of Anthropology*. Wisconsin.

29. Andrew Strathern
1993 *Landmarks: Reflections on Anthropology*. Kent, OH: The Kent State University Press.
30. Fred W. Voget
1975 *A History of Ethnology*. New York: Holt, Rinehart and Winston.
31. Roy Wagner
1975 *The Interpretation of Cultures*. Englewood Cliffs, NJ: Prentice-Hall.
32. Eric R. Wolf
1974 *Anthropology*. New York: Norton.

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 10%
 - b) attendance and attitude*

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 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 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 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.

...

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.
3. Sexual misconduct of any person.
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. Hazing, defined as initiation rites involving physical abuse or mental anguish. (See Hazing Policy)
6. Disrupting/jeopardizing 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 produce 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... etc.

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"
 3. In M & W: "Preface;" "Introduction"
 4. In JM: "Introduction: What's the Point?"
 5. On Moodle: Marvin Harris—"Appendix"
- Aug 20**
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"
Ch.3: "The Concept of Scientific Paradigms"
- Aug 27**
- 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"
 - Ch.8: "The Culture of Anthropology"
- Sept 3**
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"
 4. On Moodle: "Science is Sciencing" (Leslie White)
- Sept 10**

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: "Ethnical Periods"
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"
 3. In GLL: "Sir Edward Burnett Tylor" (Andrew P. Lyons)
- Sept 17**

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

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

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-Biologizing 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"
4. In JM: Ch.25: "Marshall Sahlins: Culture Matters"
- 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"
- Oct 29 4. In GLL: "Leslie White" (John W. Cole)
"Julian Steward" (Virginia Kerns)

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"
Ch.25: "Four Winnebago Myths: A Structural Sketch"
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"
- Nov 12 4. In GLL: "Claude Lévi-Strauss" (Andrew P. Lyons)
"Sherry B. Ortner" (Brian Joseph Gilley)

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)

Nov 19 "Dame Mary Douglas" (Harriet D. Lyons)

Nov26 **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 Appadurai" (Amy B. Trubek)

VII. PARADIGMS, THEORY, AND CULTURE

1. In JM: "Postscript: Current Controversies"

2. In Lett: Ch.13: "The Question of Paradigmatic Commitment"

Dec 3 Ch.14: "The Sound and the Fury"

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

<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>