Reader:


All assigned articles, chapters or excerpts are found in the reader or on Webcampus

Class meets: Tuesdays and Wednesdays from 10:00 to 11:15 AM @ CEB-239
Course essentials to keep in mind:

1) The assigned readings should be done before coming to class. The lectures are based on the assumption that students have done so.

2) There will be 2 major assessments of the acquired knowledge (midterm and final exams). Those exams will comprise essay questions only. The grades for the undergraduate students are based on those assessments and on class participation. Graduate students have an additional assignment, which will be taken into account for their final grade.

3) Additional requirement for the 600-level component of the course: a research paper
   a. Final paper features:
      i. 12 pages, double space, Times New Roman 12 (throughout, even for headings and sub-headings if any), document margins: 1” top and bottom, 0.8” left and right, no spacing between paragraphs or sections, justified text, page numbers on bottom right
      ii. Title page, bibliography, notes and addenda, though welcome, do not count toward the 12 pages of the paper. Addenda and notes should be located after the bibliography (so footnotes should not be located at the bottom of the pages but at the end of the manuscript)
      iii. Proper grammar and spelling are required.
      iv. References and citations should follow the APA format. Any quote exceeding a line should be reported in an addendum portion at the end of the paper (located after the bibliography). Unless thoroughly necessary, quotes should be avoided. Expressing the thought of an author in one’s own words is preferred when using the material in a logical argument. Of course, quotes might be relevant at times (e.g., exemplifying a point, identifying particular choices of words...).

Aims, topics and overall framing of the course:

Throughout its history, Anthropology has been divided into different (at times competing) schools adopting specific approaches to interpret and/or to explain human behavior. In this course we will explore the various models on which anthropologists have relied to describe, to make sense of or to explain human behavior, society and culture. Some schools of thought have played major roles at critical stages of the developing field of Anthropology. The course focuses on some of those essential schools without which the discipline would not be what it has become.
b. Final paper topic and organization:

i. The paper is based on a topic that has been agreed upon by the professor.

ii. It consists of a scientific commentary or a critical evaluation, not of personal opinions about an existing work. That is, if you do not like an argument, try to falsify it but do not limit yourself to saying so (e.g., do not say “I do not like the book”, but “the following argument made here and there does not follow from... because it does not...”). Adopt a scientific stance!

iii. A scientific commentary or critical evaluation typically includes (only some of, all of, or among other things) the following:

1. A personal question framing the research and organizing the argument and logical progression of the paper.

2. A clear statement of the (explicit and implicit) assumptions, claims, logical arguments and models being presented in the work (or a selection of them that you are using for your commentary).

3. The major imports of the models (the power of the model to identify/explain/frame phenomena).

4. The major hurdles, problems, fallacious arguments, shortcomings or silences in the analyzed argumentation.

5. At the beginning, a clear statement of what is going to be done throughout the paper. What question will you address? How so? What response you are going to provide. A closing statement that states what has been your contribution. For a paper of the size that you are asked to write, both opening and closing statement should not exceed 150/200 words each. 150/250 words are at the very same time very few words to convey complex matter and quite a lot when not knowing exactly what one wants to say. Please do take extra care to properly state what you will do and what you have done in the paper. A good suggestion is to write those segments after having written the whole paper.

6. Comparison with the work of other researchers, broader philosophical question, future research needed, interesting field to apply the explanatory model...

7. The scientific material used to build the argumentation should be referenced (books, articles, informal and personal discussions, web....) in order for the professor to be able to properly assess the work of the student.

8. The paper should not consist in a summary of other people’s work.

9. Our GA and I are available for one-on-one discussions about your paper if problem arises. Make an appointment and we will talk.
Aims, topics and overall framing of the course:

Course level objectives:

- Students will demonstrate their knowledge of the major theories that belong to the history of the discipline.
- Students will demonstrate their knowledge of how the major social scientists studied in class have modeled, interpreted and/or explained human behavior, society and culture and how those theories have influenced the development of the discipline.
- Students will demonstrate a greater capacity to think critically about the theories studied in class.
- The students will show mastery of the weekly-assigned readings by participating in class discussions.
- For all students, performance will be assessed through a mid-term exam and a final exam, based on the assigned readings, which should demonstrate that knowledge of the theories in use in Anthropology and capacity to think critically have been acquired. For Graduate students, a final paper will also be included in the assessment of your performance. Participation in class is taken into account in the final grade.

Final grade:

Undergraduate Students

Mid-term: 40% of your final grade. It will be constituted of essay questions bearing on the content of the assigned readings, the lectures and the class discussions.

Final Exam: 60% of your final grade. It will be constituted of essay questions bearing on the content of the assigned readings, the lectures and the class discussions (recapitulative exam).

Participation in class: taken into account in final grade (boosting grade only).

Graduate Students

Mid-term: 30% of your final grade. It will be constituted of essay questions on the content of the assigned readings, the lectures and the class discussions.

Final Exam: 50% of your final grade. It will be constituted of essay questions on the content of the assigned readings, the lectures and the class discussions. (recapitulative exam)

Paper assignments: 20% of your final grade.

Final Paper: 20% of your final grade. Please see the details above. The paper is judge according to specific criteria: the originality of the paper (in terms of its capacity to propose interesting developments and conclusions etc.), its breadth (in terms of the amount of material investigated and/or the extend to which the question has been investigated), the perspicacity of the point of view and the capacity to present a accurate synthesis of the material investigated. The paper is due 2 weeks before exam week.
Schedule of classes

Please note that the professor reserves the right to change the order and organization of the course.

Week 01

August 30: Introduction — objectives of the course; why studying the origins and the history of theoretical thought in anthropology is important to understand the discipline and its impact in the 20th century thought, and what major philosophical positions and theoretical framework can be found in the discipline throughout its history.

Learning objectives: Acquisition of a general understanding of the institutional birth of the discipline as a modern science, and its fundamental tenets and general divisions into distinct schools of thought.

September 01: Foundations of Anthropological thought ~ 19th-century Evolutionism

Learning objectives: Knowledge of the first major anthropological school of thought (the 19th century evolutionism) and its tenets. Students must be able to critically analyze the material of the required readings.

Reading assignments: (1) Nineteenth-Century Evolutionism (Intro textbook); (2) Lewis Henry Morgan (1877), *Ethnical Periods*; (5) Herbert Spencer (1860), *The Social Organism*, (4) Edward Burnett Tylor (1871), *The Science of Culture*. Additional reading that will not be discussed in class: Marx & Engels (1846), *Feuerbach: Opposition of the Materialist and Idealist Outlook*. The reading is helpful for understanding what a materialist framework entails.

Week 02

September 06: Foundations of Sociological Thought

(1) Durkheim & the French School of Sociology

Learning objectives: General knowledge of Durkheim’s and Mauss’ respective theoretical framework. Students must be able to critically analyze the material of the required readings.

Reading assignments: (1) The foundation of Sociological Thought; (2) Durkheim (1895), *What Is a Social Fact?*; Mauss (1925), Excerpts from *The Gift*.

September 08: Foundations of Sociological Thought

(2) Max Weber

Learning objectives: The students will demonstrate their knowledge of the German sociologist’s theoretical framework and its influence on the social sciences, as discussed in class. Students must be able to critically analyze the material of the required readings.

Reading assignments: Max Weber (1922), *Class, Status, Party*.

Week 03

September 13: Culture Theory In The Early 20th Century

(1) The Boasians – historical particularism and cultural relativism

Learning objectives: The students will demonstrate their knowledge of the Boasian school of thought, the school’s tenets, theoretical claims and models of human nature and culture, and its birth as a response to some of the dominant scientific thought of the time (Eugenics and Evolutionism). Students must be able to critically analyze the material of the required readings.


September 15: Culture Theory In The Early 20th Century

(2) Boas’s students and the culture and personality school, Benedict & Mead

Learning objectives: The students will demonstrate their knowledge of Benedict’s and Mead’s respective contribution to the culture and personality school of anthropology. Students must be able to critically analyze the material of the required readings.

Reading assignments: (1) Benedict (1929), Benedict (1929), *The Science of Custom*; Mead (1928), *Introduction to the Coming of Age in Samoa*.
Week 04

September 20: Culture Theory In The Early 20th Century

(3) Whorf – linguistic relativism

**Learning objectives:** The students will demonstrate their knowledge of Whorf’s seminal work on linguistic relativism, that is, the idea that the specific linguistic structures of a language affects how people perceive and think about the world. Students must be able to critically analyze the material of the required readings.

**Reading assignments:** Benjamin I. Whorf (1939), *The Relation of Habitual Thought and Behavior to Language*

September 22: Culture Theory In The Early 20th Century

(4) The functionalism

**Learning objectives:** The students will demonstrate their knowledge of Malinowski’s work and contribution to the functionalist school of anthropology. Students must be able to critically analyze the material of the required readings.

**Reading assignments:** (1) Functionalism; Malinowski (1922), *The Essentials of the Kula*; supporting reading: Gluckman (1940), *The license in Ritual*

Week 05

September 27: Culture Theory In The Early 20th Century

(5) Radcliffe-Brown & the structural-functional theory

**Learning objectives:** The students will demonstrate their knowledge of the structural functionalism, and Radcliff-Brown’s contribution to that school and particular perspective on the study of society and culture. Students must be able to critically analyze the material of the required readings.

**Reading assignments:** (1) Radcliffe-Brown (1940), *On Joking Relationships*

September 29: Culture Theory In The Early 20th Century

(6) Gluckman, ritual & conflict

**Learning objectives:** The students will demonstrate their knowledge of Gluckman’s contribution to the development of the functionalist school. Students must be able to critically analyze the material of the required readings.

**Reading assignments:** (1) Gluckman (1956), *The Licence in Ritual*

Week 06

October 04: Theory at Mid-Century

(1) The Reemergence of Evolutionary Thought – Neo-functionalism, and neo-evolutionism, White, Steward and Fried

**Learning objectives:** The students will demonstrate their knowledge of the reemergence of evolutionary though in anthropology as exemplified in the work of White, Steward and Fried. Students must be able to critically analyze the material of the required readings.

**Reading assignments:** (1) The Reemergence of Evolutionary Thought; (2) White (1943), *Energy and the Evolution of Culture*; (3) Steward (1955), *The Patrilineal Band*; (4) Fried (1960), *On the Evolution of Social Stratification and the State*

October 06: Theory at Mid-Century

(2) Neofunctionalism/Neomaterialism/cultural ecology: Harris, Rappaport & Wolf

**Learning objectives:** The students will demonstrate their knowledge of the neofunctionalist / neomaterialist/cultural ecology framework with a particular emphasis on the contribution of Harris, Rappaport and Wolf. Students must be able to critically analyze the material of the required readings. There is no reading for Rappaport.

**Reading assignments:** (1) Neomaterialism; (2) Harris (1966), *The Cultural Ecology of India’s Sacred Cattle*; (3) Wolf (1966), *Peasantry and Its Problems*
Week 07
October 11: Theory at Mid-Century

(3) Claude Levi-Strauss & The Structuralism

Learning objectives: The students will demonstrate their knowledge of the French philosopher and anthropologist Claude Levi-Strauss’ work and contribution to anthropology and the structuralist school of anthropology, its tenets, models, and concepts. Students must be able to critically analyze the material of the required readings.

Reading assignments: (1) Structuralism; (2) Levi-Strauss (1960), *Four Winnebago Myths: A Structural Sketch*

October 13: Theory at Mid-Century

(4) Language & cognition – ethnosciences, categorization & folk classification

Learning objectives: The students will demonstrate a general knowledge of the ethnoscientific approach, its contribution to anthropology, its theoretical tenets and theoretical framework. Students must be able to critically analyze the material of the required readings.

Reading assignments: (1) Conklin (1955), *Hanunoo Color Categories*; (2) Hunn (1975), *The Tenejapa Tzeltal Version of the Animal Kingdom*.

Week 08
October 18: Late 20th-Century Developments

(1) Sociobiology & Behavioral Ecology — animal sociality is a product of natural selection

Learning objectives: The students will demonstrate their grasp of the tremendous impact sociobiology had on modern-day anthropological theories (pros and cons). Students must be able to critically analyze the material of the required readings.

Reading assignments: (1) *Sociobiology and Behavioral Ecology*; (2) Wilson (1975), *The Morality of the Gene*

October 20: Mid-term

Week 09
September 25: Late 20th-Century Developments

(2) Sociobiology & Behavioral Ecology – Costly signaling

Learning objectives: The students will demonstrate their grasp of how Darwinian thinking has impacted anthropology. Students must be able to critically analyze the material of the required reading.

Reading assignments: (1) Bird, Smith & Bird (2001), *The Hunting Handicap, Costly Signaling in Human Foraging Strategies*

September 27: Symbolic anthropology

(1) Douglas & Turner

Learning objectives: The students will demonstrate their knowledge of the symbolic school of anthropology’ tenets and theories as exemplified in the work of Douglas and Turner. Students must be able to critically analyze the material of the required readings.

Reading assignments: (1) Symbolic & Interpretive Anthropology; (2) Douglas (1966), *External Boundaries*; (3) Turner (1967), *Symbols in Ndembu Ritual*

Week 10
November 01: Interpretive anthropology

(2) Geertz

Learning objectives: The students will demonstrate their knowledge of the interpretive school of anthropology’ tenets and theories as exemplified in the work of Geertz. Students must be able to critically analyze the material of the required readings.

Reading assignments: (1) Geertz (1973), *Deep Play: Notes on the Balinese Cockfight*
November 03: Background to Postmodernism – Bourdieu

(1) Bourdieu & the habitus

Learning objectives: The students will demonstrate a general knowledge of Bourdieu’s theoretical framework, models and concepts as exemplified in the assigned reading and as presented in class. Students must be able to critically analyze the material of the required reading.

Reading assignments: (1) Bourdieu (1980), Structures, Habitus, Practices

Week 11

November 08: Background to Postmodernism – Foucault

(2) Foucault: Discourse and power

Learning objectives: The students will demonstrate a general knowledge of Foucault’s theoretical framework, models and concepts as exemplified in the assigned reading and as presented in class. Students must be able to critically analyze the material of the required reading.

Reading assignments: (1) Foucault (1976), The Incitement to Discourse

November 10: Postmodernism – selected sample

Learning objectives: The students will demonstrate a general understanding of postmodernism and its radical position toward anthropology as a science. Students must be able to critically analyze the material of the required readings.

Reading assignment: (1) Rosaldo (1989), Grief and a Headhunter’s Rage; (2) Hanson (1989), The Making of the Maori: Culture Invention and Its Logic.

Week 12

November 15: New Development – Culture & modularity, cultural evolution

Learning objectives: The students will demonstrate a general understanding of the emergence of a newer Darwinian perspective on cultural evolution. Students must be able to critically analyze the material of the required readings.


November 17: New Development – Psychology & the Generation of Culture

Learning objectives: The students will demonstrate a general understanding of the emergence of a newer Darwinian perspective on culture. Students must be able to critically analyze the material of the required reading.

Week 13

November 22: New Development – Gene-culture coevolution

Learning objectives: The students will demonstrate a general understanding of the modern-day perspective on the relation between biology and culture. Students must be able to critically analyze the material of the required reading.


November 24: Thanksgiving Recess

Week 14

November 29: Trends in contemporary anthropology

(2) Globalization

Learning objectives: The students will demonstrate a general grasp of the field of studies on the phenomenon of globalization. Students must be able to critically analyze the material of the required reading.

Reading assignment: (1) Friedman & Friedman (2013). Globalization as a Discourse of Hegemonic Crisis: A Global Systemic Analysis

December 01: Trends in contemporary anthropology

(3) Agency and Structure

Learning objectives: The students will demonstrate a general grasp of the field of study on the relationship between agency and social structure as it has been integrated in practice theory. Students must be able to critically analyze the material of the required readings.

Reading assignment: (1) Agency and Structure; (2) Bourgois (1995), From Jivaro to Crack Dealer; (3) Ortner (2006), Power and Projects: Reflections on Agency

Week 15: Study week – wrap-up session and Q&A session

Week 16: Exam Week
The Fine Print

General information: Office of the Vice Provost for Academic Affairs

Full version: http://provost.unlv.edu/policies.html#list_s

**Covert Videoeing** — covert videoeing is prohibited (Title 4, Chapter 1, Section 21):

The use of covert video surveillance for anything other than a criminal investigation on the campuses of the Nevada System of Higher Education is prohibited. If, in a criminal investigation, such video surveillance is used, it must be approved by the President or the President's designee. This policy shall not interfere with the legitimate use of video taping for academic purposes. That policy is based on the following provision in state law that expressly deems such an act to be unlawful.

NRS 396.970 Surreptitious electronic surveillance on campus; exceptions.

1. Except as otherwise provided in subsection 2, it is unlawful for a person to engage in any kind of surreptitious electronic surveillance on a campus of the System without the knowledge of the person being observed.

2. Subsection 1 does not apply to any electronic surveillance:

(a) Authorized by a court order issued to a public officer, based upon a showing of probable cause to believe that criminal activity is occurring on the property under surveillance;

(b) By a law enforcement agency pursuant to a criminal investigation;

(c) Which is necessary as part of a system of security used to protect and ensure the safety of persons on the campus; or

(d) Of a class or laboratory when authorized by the teacher of the class or laboratory.

**Missed Class(es)/Student** — As a general rule, a student missing a class or laboratory assignment because of observance of a religious holiday shall have the opportunity to make up missed work. Students must notify the instructor of anticipated absences by the last day of late registration to be assured of this opportunity. Faculty may give students an additional week, but are encouraged to set a clear deadline.

NOTE: Students who represent UNLV at any official extracurricular activity shall also have the opportunity to make up assignments, but the student must provide official written notification to the instructor no less than one week prior to the missed class(es).

This policy shall not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the university that could reasonably have been avoided. There should be good faith effort by both faculty and student to come to a reasonable resolution. When disagreements regarding this policy do arise, they can be appealed to the department chair/unit director, college/school dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to; band, drama, intercollegiate athletics, recruitment, and any other activity sanctioned by a college/school dean, and/or the Executive Vice President and Provost.

Webcampus communication – Please get immediately acquainted with Webcampus as this will be our main mode of communication in class. You will find all the articles for our class posted in a special folder. All powerpoints will also be posted in due course on Webcampus. Please make sure to check regularly (daily) for any announcement.

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**UNIVERSITY POLICIES**

**Academic Misconduct** — Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the Student Academic Misconduct Policy (approved December 9, 2005) located at: https://www.unlv.edu/studentconduct/student-conduct.

**Copyright** — The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal
Disability Resource Center (DRC)— Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy— Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: http://www.unlv.edu/academic/transparency.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

https://www.library.unlv.edu/contact/librarians_by_subject
https://www.unlv.edu/provost/transparency

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit http://www.unlv.edu/asc or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/.

Rebelmail—By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: http://www.unlv.edu/registrar/calendars.

Library statement:
Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at https://www.library.unlv.edu/.