

Culture

**ANT 440-001 | Fall 2019 | 3 Credit Hours
Seminar**

Instructor: Dr. Holly Horan

Teaching Assistant: Liv Radcliffe

Office Hours

Dr. Horan: Wednesdays, 10 am – 12 pm or by appointment; ten Hoor Hall 10B

Liv Radcliffe: Mondays, 10 am -12 pm or by appointment; ten Hoor Hall 24A

Contact Information

Dr. Horan

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Prerequisites

UA Course Catalog Prerequisites:

ANT 102

Course Description

Course Description and Credit Hours:

This seminar includes a selective review of past and contemporary concepts, theories, and methodological approaches adopted by cultural anthropologists. In addition to learning about cultural anthropology's antecedents, we will also engage in critical conversations about this material, this history of anthropology, the ways in which contemporary societal issues can be addressed using culture theory. Writing proficiency is required for a passing grade in this course. This is a 3-credit hour course, meaning that students will be spending on average 9 hours per week (3 hours per credit hour) reading and completing course assignments.

Required Texts

Required Texts from UA Supply Store:

- 1) McGee, R. Jon and Richard L. Warms. (2017) *Anthropological Theory: An Introductory History*. Sixth edition. London: Routledge.

- 2) Moore, Jerry C. (2012) *Visions of Culture: An Introduction to Anthropological Theories and Theorists*. Fourth edition. Lanham, MD: Altamira.

Student Learning Outcomes

- 1) Discuss what a cultural theory is and what it is good for.
- 2) Describe the history of the development of theories of culture in anthropology through the 20th century.
- 3) Discuss the major schools of thought in anthropology
- 4) Identify the most important anthropological theorists of the 19th and 20th centuries.
- 5) Describe the ways in which major schools of thought in anthropology understand culture and be able to reflect critically upon the pros and cons of each approach as it pertains to the understanding of culture in contemporary society.
- 6) Discuss how students can apply culture theory to contemporary social issues.

Other Course Materials

Additional readings from journal articles will be available on the course's Blackboard site in the appropriate weekly folder. See "Course Content & Assignments" section below for more details.

Course Content & Assignments

Week	Topic	Reading Assignments	Learning Activities
1	Syllabus review & introductions	Course Syllabus	Introduction DB post Due: Tuesday, 8/27 at 11:59 am Syllabus Quiz (40 pts) Due: Tuesday, 8/27 at 11:59 am
2	Historical Foundations of Anthropological Theory	Tuesday: Moore text pgs. xi – 41	Discussion Board Due: Wednesday, 8/28 @ 11:59 p.m.

Week	Topic	Reading Assignments	Learning Activities
		Thursday: McGee & Warms pgs. 7-33 & 63-79 <i>Final paper assignment instructions distributed*</i>	Short Paper 1 Due: Thursday, 8/29 @ 11:59 pm Facilitators: Charlie, Milly, Beckah
3	The Foundations of Sociological Thought	Tuesday: McGee & Warms text pgs. 81 – 108 Thursday: McGee & Warms text pgs. 109-123 Moore text pgs. 42-54	Discussion Board Due: Wednesday, 9/4 @ 11:59 pm Short Paper 2 Due: Thursday, 9/5 @ 11:59 pm Facilitators: Brendan, Elisabeth N., Olivia
4	Culture Theory in the Early Twentieth Century	Tuesday: Required: McGee & Warms text pgs. 138-146 <i>Optional:</i> <i>pgs. 127-137</i> Moore text pgs. 55-80 Thursday: Required: McGee & Warms text pgs. 176-194 Moore text pgs. 81-106 <i>Optional Reading:</i> <i>McGee & Warms text</i>	Discussion Board Due: Wednesday, 9/11 @ 11:59 pm Short Paper 3 Due: Thursday, 9/12 @ 11:59 pm Facilitators: Megan, Morgan, Grace, Caitlyn

Week	Topic	Reading Assignments	Learning Activities
		<i>pgs. 168-175</i>	
5	Culture Theory in the Early Twentieth Century	<p>Tuesday: Moore text pgs. 107-145</p> <p>Thursday: McGee & Warms text pgs. 195-200; 230-243</p>	<p>Discussion Board Due: Wednesday, 9/18 @ 11:59 pm</p> <p>Final paper assignment #1 - Topic, Thesis Statement & References Due: Thursday, 9/19 @ 11:59 pm</p>
6	Evolutionary, Adaptationist, & Materialist Theories	<p>Tuesday: McGee & Warms text 289-303 Moore text pgs. 157-184</p> <p>Thursday: McGee & Warms text pgs. 305-337 Moore text pgs. 185-195</p>	<p>Discussion Board Due: Wednesday, 9/25 @ 11:59 pm</p> <p>Short Paper 4 Due: Thursday, 9/26 @ 11:59 pm</p> <p>Facilitators: Elizabeth H., Kimberly, Angelica</p>
7	Structure, Symbols & Meaning	<p>Tuesday: Moore text pgs. 205-246</p> <p>Thursday: McGee & Warms text pgs. 359-369 Moore text pgs. 235-260</p>	<p>Discussion Board Due: Wednesday, 10/2 @ 11:59 pm</p> <p>Short Paper 5 Due: Thursday, 10/3 @ 11:59 pm</p> <p>Facilitators: Maddy Joyce (MJ), Casey F., Sarah</p>

Week	Topic	Reading Assignments	Learning Activities
8	Sociobiology and Behavioral Ecology & Feminist Anthropology	<p>Tuesday: McGee & Warms text pgs. 375-404</p> <p>Thursday: McGee & Warms text pgs. 405-434</p>	<p>Discussion Board Due: Wednesday, 10/9 @ 11:59 pm</p> <p>Facilitators: Lauren, Lucy, Danielle</p>
9	Symbolic & Interpretive Anthropology	<p>Tuesday: Required: McGee & Warms text pgs. 435-468 <i>Optional Reading:</i> <i>McGee & Warms text</i> <i>pgs. 469-490</i></p> <p>Thursday: Paperwork outline workshop</p>	<p>Final Paper Outline Due: Thursday, 10/17 @ 11:59 pm</p>
10	Postmodernism	<p>Tuesday: Required: McGee & Warms text pgs. 496 -526 <i>Optional Reading:</i> <i>McGee & Warms text</i> <i>pgs. 491-495</i></p> <p>Thursday: Required: McGee & Warms text pgs. 532-562 <i>Optional Reading:</i> <i>McGee & Warms text</i> <i>pgs. 527-531</i></p>	<p>Discussion Board Due: Wednesday, 10/23 @ 11:59 pm</p> <p>Short Paper 6 Due: Thursday, 10/24 @ 11:59 pm</p> <p>Facilitators: Sierra, Anthony, James</p>
11	Structures, Practice, Agency, & Power	<p>Tuesday: Moore text pgs. 261-326</p>	<p>Discussion Board Due: Wednesday, 10/30 @ 11:59 pm</p>

Week	Topic	Reading Assignments	Learning Activities
12	Structures, Practice, Agency & Power	<p>Tuesday: Moore text pgs. 327-345 McGee & Warms text pgs. 669-709</p> <p>Thursday: McGee & Warms text pgs. 710-727 Moore text pgs. 346-352</p>	<p>Discussion Board Due: Wednesday, 11/6 @ 11:59 pm</p> <p>Short Paper 7 Due Thursday, 11/7 @ 11:59 pm</p> <p>Facilitators: Maddy F., Rachel, Marley, Ariel</p>
13	Gender & Race	<p>Tuesday: McGee & Warms text pgs. 565-592</p> <p>Thursday: McGee & Warms text pgs. 593-610</p> <p>Smedley and Smedley (2005) <i>Article in Week 13 folder in BB.</i></p>	<p>Discussion Board Due: Wednesday, 11/13 @ 11:59 pm</p> <p>Facilitators: Carington (CG), Shaoey, Claudia, Andrew</p>
14	Globalization, Agency & Structure	<p>Tuesday: McGee & Warms text pgs. 611-613; 649-668</p> <p>Thursday: McGee & Warms text pgs. 614-635</p>	<p>Discussion Board Due: Wednesday, 11/20 @ 11:59 pm</p> <p>Short Paper 8 Due: Thursday, 11/21 @ 11:59 pm</p> <p>Facilitators: Erin, Jonathan, Casey P., Cassie</p>
15	Thanksgiving week!	Tuesday, 11/26 Class only:	

Week	Topic	Reading Assignments	Learning Activities
		Final Paper Workshop	
16	Dead Week	Final paper workshop	
	Finals week!		Final paper Due: Tuesday, 12/10 @ 11: 59 pm

Assignments & Final Papers

1. Syllabus quiz: There is one short quiz on the content of the syllabus and plagiarism. This quiz is required and must be completed before the second week of the term (**Tuesday, 8/27 at 11:59 am**). The quiz is multiple choice and can be taken multiple times until the due date so you can maximize your score for a total of 40 points.

2. Discussion Board Posts: Almost every week, you will be engaging in an online discussion forum with your classmates in BlackBoard. Discussion board participation is designed to be simple. Between Monday morning at 9:00 am and 11:59 p.m. on Wednesday night of each week you will need to post two to three questions/topics you would to discuss about the reading for Tuesday or Thursday's class. Discussion board questions should be thoughtful, well-written and with minimal grammatical errors. Simply stating "I do not understand X concept" is not sufficient participation. Students are encouraged to integrate class concepts, interact with classmates, and to use writing and images as tools to help you think more deeply and express your ideas/questions in multiple forms. Participation in the weekly discussion board post is worth 5 points/week for a total of 65 points over the course of the semester. Thirteen total discussion board posts are assigned. Dr. Horan and the course facilitators (see below for more details about facilitators) will do their best to address as many prompts as feasible during class.

There is also an open discussion thread on Blackboard that will be monitored by Dr. Horan and Ms. Radcliffe. This discussion thread is designed to foster additional conversation relevant to course topics that we may not have time to address. This discussion thread is open to all students in the class but should not serve as a substitute for direct communication either in class or via email with Dr. Horan or Ms. Radcliffe when there are questions/concerns regarding the course.

3. Short Papers: Students will complete 7 short papers regarding the course material for a given week. Each paper should be 2-3 pages (double spaced, 12-point font, Times New Roman font, 1-inch margins) and will respond to a prompt or set of prompts that can be found in the appropriate weekly folder in BlackBoard by 9:00 a.m. Monday morning of that week. While the discussion board prompts and class discussion are designed to help you understand the nuts and bolts of the readings and lectures each week, these papers should demonstrate a synthesis of the ideas and concepts from the week. You will be graded on the clarity of your writing (my ability to understand what you are trying to convey) as well as on your correct usage and application of course concepts, correct and appropriate usage of terms, as well as adherence to the assignment guidelines. **There are 8 paper assignments throughout the class, please see #4 regarding**

why I state above that there are only 7 assigned/graded papers for each student. At the end of the semester, I will drop the lowest paper grade, meaning that only 6 paper grades will contribute to your final grade. Each paper will be worth 50 points (300 points total).

Appropriate reference and citation of resources: I am a stickler for proper citations. This is a 400-level course, and as such I expect that you consistently and properly cite all sources in your writing. The American Anthropological Association has adopted Chicago style as the accepted style for our field, so I recommend that anthropology majors use that style (though not required). Other students may use whatever style is used in your field of study. The only requirements are that it is a recognized style format, and that you are consistent.

4. Student-Led Facilitation: Each week, a small group of students will assist Dr. Horan in co-facilitating a Thursday course discussion. **The week students are a facilitator they do not submit a short paper (hence why it says above that you only have to write 7 papers when you can see that there are 8 short paper assignments on the syllabus)!** Students will be responsible for working together to organize the discussion board prompts for that class period and create a simple presentation of the material that includes key information about the reading and how these principles are included in contemporary cultural anthropological theory and practice. Facilitators are expected to schedule a time to meet with Dr. Horan at least one week prior to their facilitation date to go over their facilitation plan. Facilitators are graded on an individual basis, though you will be working with other students to create the final product. Each student will co-facilitate one class. Facilitation is worth 70 points.

5. Final Paper: Students will complete a final paper for this course. This paper should be between 8 and 10 pages (double spaced, 12-point font, Times New Roman font, 1-inch margins). The final paper is designed to demonstrate your understanding of the course material and how this material can be used to engage in current debates on a specific topic related to the concept of culture in anthropology. The final paper is broken down into three separate assignments and instructions for these assignments are posted in the “Important Documents” folder in Blackboard. These assignments will guide students through the writing process over the course of the semester. **Guidelines for the final paper will be distributed at the end of Week 2.** Final paper assignments include:

- Assignment #1 - Topic, Thesis Statement, & References (25 points), due 9/20
 - 500 words; must include 5 references, (double spaced, 12-point font, Times New Roman font, 1-inch margins)
- Assignment #2 – Final Paper Outline (100 points), due 10/17
 - 5 to 6 pages (double spaced, 12-point font, Times New Roman font, 1-inch margins)
- Assignment #3 – Final Paper (200 points), due 12/10 (see above in #5 for details)

IMPORTANT: Every writing assignment should include the minimum number of required cited sources (e.g. 3 references for shorter papers and 7 references for the final paper); although your thoughts are your own, they weren’t formed in a vacuum. I need at least one supporting reference for every claim you make in your writing (hint- identify the thesis statement or statements in

your assignment and find at least one source to back up each claim). This is especially true in the formal writing but remember that you need to back up your assertions and cite them appropriately. You may also bring in outside sources for the shorter papers or the final paper, but remember that any time you quote, paraphrase, summarize, or otherwise base a thought on any source, you need to cite it. Anything less is plagiarism, and I take this very seriously. The first infraction will result in points lost (up to or including a failing grade, depending on the severity) and a warning. Anything after that may result in a failing grade on an assignment, in the course overall, and/or disciplinary action as outlined in the Academic Integrity policy (see below).

READING TIPS: This is a reading-heavy seminar. Dr. Horan expects that everyone will have read the assigned material for each class. Some students take a lot of notes and others jot a few ideas down and bring them to class. You will maximize your experience in this class if you do the following:

- 1) Complete the assigned reading.
- 2) Participate in the discussion board on Blackboard (see above for details).
- 3) Make a note or highlight in your text what the main point of the article is and how the author arrived at this point (i.e. what was their method).
- 4) Make note of three to five concepts presented in each chapter/article.
- 5) Write down any additional questions or areas of clarification that you would like to discuss.
- 6) Consistently follow these steps for each class and attend and participate in said class.

Grading Policy & Summary

Writing proficiency is required for a passing grade in this course. Written assignments will require coherent, logical, and carefully edited content. Students will be graded according to the assignment rubric. **Written assignments will be returned no more than two weeks after the due date.**

Rubrics for all writing assignments will be posted to Blackboard.

Grading Summary:

Attendance	150 points
Quiz	40 Points
Discussion Board	65 Points
Short Papers	300 Points
Facilitation	70 Points
Final Paper	325 Points
Total	950 Points

Grading Scale

- A = 93-100%
- A- = 90-92%
- B+ = 87-89%
- B = 83-86%
- B- = 80-82%
- C+ = 77-79%
- C = 73-76%
- C- = 70-72%
- D+ = 67-69%
- D = 63-66%
- D- = 60-62%
- F = < 60%

Policy on Missed Papers and Coursework

No late assignments will be accepted, except under extraordinary circumstances. You must make arrangements with Dr. Horan **before** the due date of assignments so that other arrangements can be made. For such arrangements, please email Dr. Horan at hhoran@ua.edu as soon as possible.

Attendance Policy

Attendance is mandatory. Students will be required to write their name on an attendance sheet that will be circulated at the beginning of each class. Under extenuating circumstances or with pre-arranged plans made between the student and Dr. Horan, students will be excused from class and the attendance score will be omitted from their total points/final grade. Attendance in each class is worth 5 points for each class (150 points total). Please arrive to class on time.

Electronic devices should only be used for class related activities. Inappropriate use of electronics counts as an absence.

Notification of Changes (Elasticity Statement)

Students must be given timely notice of any changes in the syllabus. Any special considerations (e.g., opportunities to earn extra credit) offered to a student shall be available to all students in the class. The instructor will make every effort to follow the guidelines of this syllabus as listed; however, the instructor reserves the right to amend this document as the need arises. In such instances, the instructor will notify students in class and/or via email and will provide reasonable time for students to adjust to any changes.

Academic Integrity

Students are expected to be familiar with and adhere to the official Academic Integrity policy. This can be found at <https://provost.ua.edu/academic-misconduct/>.

Nondiscrimination Policy

As an academic community, our educational mission is enhanced by the robust exchange of ideas that occurs between a diverse student body, faculty, and staff within a respectful and inclusive learning environment. As a campus community we are dedicated to the pursuit of personal and academic excellence, to advancing the ideals of individual worth and human dignity, and to maintaining a nurturing and respectful learning environment. All members of the UA community are expected to contribute positively to the environment and to refrain from behaviors that threaten the freedom or respect that every member of our community deserves.

The University of Alabama is committed to providing an inclusive environment that is free from harassment or discrimination based on race, genetic information, color, religion, ethnicity, national origin, socioeconomic status, political beliefs, sex, sexual orientation, gender expression, gender identity, age, ability, size, or veteran status. The University of Alabama prohibits any verbal or physical conduct that ^{[[]]}threatens or endangers the health or safety of any individual or group, ^{[[]]}including physical abuse, verbal abuse, threats, stalking, intimidation, ^{[[]]}harassment, sexual misconduct, coercion, and/or other communication or ^{[[]]}conduct that creates a hostile living or learning environment. Harassment or other illegal discrimination against individuals or groups not only is a violation of University Policy and subject to disciplinary action, but also is inconsistent with the values and ideals of the University. ^{[[]]}
<http://eop.ua.edu/law.html>

Disability Accommodations

It is important that all students can be fully involved in their learning environment. For accommodation requests and more information, see <http://ods.ua.edu/> or visit the Office of Disability Services at 1000 Houser Hall on campus.

Severe Weather Protocol

Information about severe weather protocol can be found at: <https://ready.ua.edu/severe-weather-guidelines/>.

Pregnant & Parent Student Accommodations

Title IX protects against discrimination related to pregnancy or parental status. If you are pregnant and will need accommodations for this class, please contact Dr. Horan immediately. Information related to pregnant student accommodations can be found at: <https://www.ua.edu/campuslife/uact/information/pregnancy>.

Children in the classroom policy: Dr. Horan believes that students who are also parents should not have to decide between having access to safe and reliable childcare and attending class. Student parents are expected to have reliable childcare pre-arranged for their scheduled class times, but like anything in life, sometimes those plans do not workout. When reliable childcare is unavailable, students may bring their children with them to class. Parents, be sure you sit near the door in the classroom in the event you need to step out of the room to attend to your child. Please make sure that your child (depending on their age) has a quiet activity and/or snack to entertain them throughout the class.

Religious Observances

Under the Guidelines for Religious Holiday Observances, students should notify the instructor in writing or via email during the first two weeks of the semester of their intention to be absent from class for religious observance. The instructor will work to provide reasonable opportunity to complete academic responsibilities as long as that does not interfere with the academic integrity of the course. See full guidelines at <https://provost.ua.edu/oaa-guidelines-for-religious-holidays-observance/>.

UAct Statement

For an overview of The University's expectations regarding respect and civility please go to: <https://www.ua.edu/campuslife/uact/>.