

**Key Concepts in Ethnology**  
**Department of Anthropology**  
**Lakehead University**  
**ANTH-2515**  
**Fall 2020**

**Instructor:** Frederico Oliveira, PhD  
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**Dates of Appointments:** September 8 to December 3, 2020  
**Classes Hours:** Tuesdays and Thursdays 4pm to 5:30 pm  
**Office Hours:** Mon & Wed (11am-12pm). Not in person.

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**Land Acknowledgment:**

Lakehead University respectfully acknowledges its campuses are located on the traditional lands of Indigenous peoples.

Lakehead Thunder Bay is located on the traditional lands of the Fort William First Nation, Signatory to the Robinson Superior Treaty of 1850. Lakehead Orillia is located on the traditional territory of the Anishinaabeg. The Anishinaabeg include the Ojibwe, Odawa, and Pottawatomi nations, collectively known as the Three Fires Confederacy.

**Course Description and Objectives:**

The understanding and explanation of cultural diversity worldwide is the focus of study of sociocultural anthropologists. The meaning and purposes underlying the study of different cultures has changed considerably since the origins of the discipline from the end of the 19<sup>th</sup> century until the current days. Economic interests, political agendas, ethics and intellectual commitments have informed distinct views of the so-called “object” of study in anthropology; “the Other” and how it should be approached and described. This course is intended to present the core concepts that inform anthropological thought and research since the early moments of the discipline until the present. The progress of the readings and discussions is organized in two units: 1) Key concepts discussed in the light of classical schools and some contemporary examples; 2) Recent and controversial debates, including periods of transition, internal crisis and moments of theoretical and practical significance regarding the essential relationship between anthropology and cultural diversity. The successful students are expected in the end of the course to be able to:

- a) Examine some of the broader questions underlying the main theories, concepts and intellectual debates;
- b) Understand how anthropologists elaborate research questions and approach their data;
- c) Be familiar with scientific papers and their structural organization;
- d) Develop, at least from the introductory level, the capacity to critically look and think anthropologically about social phenomena;
- e) Enhance their abilities to critically think, read, propose research questions and write in ways appropriate to the discipline.

The course is organized around lectures and class discussions. We will go through some of the conceptual ideas about a particular topic in the initial sessions of each week and then broader discussions will be proposed to expand such concepts or theoretical debates in the second session. Discussions will form an important part of the learning process and will revolve around current and controversial issues in anthropology. Student attendance and participation is essential.

These are some of the debates and concepts that will be addressed during the course:

- Ethnocentrism and cultural relativism
- Is Language the essence of culture?
- Are humans worlds culturally constructed?
- What is myth?
- Qualitative and quantitative research
- Universalism vs. Particularism
- Individual and society: where is the agency?
- Limitations of the comparative method
- Anthropology as science or literature?
- Alterity and the self
- Ethnography and theory
- Ethnographic authority and post-modernism
- Human rights and anthropological relativism

### **Course Readings:**

A number of articles and book chapters are required readings and are listed below for each week. All are available electronically at the course website.

### **Course Requirements and Grading:**

Graded assignments include the following:

*Class Participation*  
10% of course grade

Questions about the reading material  
30% of course grade

Mid-Term Exam  
20% of course grade

*Film Review*  
10% of course grade

*Final Take-Home Exam*  
30% of course grade

***Class Participation:*** Attendance is mandatory. Reading (sometimes a lot) and attendance are critical to achieve a satisfactory grade and learning objectives in this course. Students are required to critically read all assigned materials prior to class and participate actively (in your own way) in class discussions and assignments. Attendance will be verified using the polls and registration features of Zoom platform. Students taking the course from different time zones and under special circumstances will be assessed by an alternative assignment.

***Questions about the reading material:*** Throughout the semester, students are expected to hand in the answers to specific questions about the reading material. The questions will be sent to the students one week in advance. Students must submit their answers until Wednesday at midnight. In order to achieve a satisfactory grade on this assignment you are expected to elaborate your answers demonstrating a clear and concise understanding of important concepts and showing capacity of critical thinking. Students are allowed to miss one delivery without a penalty. Each subsequent miss will result in a 5 points penalty for this assignment. Remember to submit your answers using the D2L internal e-mail system (not my regular LU email address).

***Mid-Term Exam:*** In order to verify the comprehension of the course material, students will be given a number of questions to respond.

***Film Review:*** In the final week of class, students will watch films and write a guided critical review using the course material for support. More details will be provided for this assignment.

***Final Take-Home Exam*** – In the final weeks of class, students will be given a take-home exam covering the material discussed during the course. Typically, the exams will contain a number of questions, normally short essay questions.

### **Requirements for Internet Access**

Since this course will be delivered remotely, students are required to have a reliable Internet connection. We will be meeting for class using the Zoom platform, which means each student will need to have access to a webcam (optional) and a microphone. Each week prior to the class, you will receive a link in your Lakehead email address to click, follow the instructions and join the online class. It is recommended that each student find a place where they can participate in class free of distractions in order to follow the lectures and engage actively in classroom discussions. We will make sure everyone is familiar with the basic use of Zoom for class discussions and lectures during the first class. I suggest that you keep your camera and microphone off during the whole class. Turn on your microphone and camera only when you have the intention to speak and contribute to class discussions.

### **Class Format**

Considering the limitations posed by Covid-19 to face-to-face interactions, professors and students are learning and adapting to the new normal of a classroom environment. You should expect some adjustments on the go, but you can be sure that this course has been designed to meet the high standards of Lakehead University and to facilitate equal learning opportunities for local students and international students who are taking this course from a different time zone.

The first class of the week (initially scheduled for Tuesday at 4pm) will be pre-recorded and posted online, covering all the content of that week's readings. For this class you can watch it at your own time and pace, but I recommend that you reserve a fixed time slot not to compromise your study routine. The second class of the week (scheduled for Thursday at 4pm) will be live (and also recorded and made available online) and exclusively dedicated to debate the important concepts and expand on the questions about the reading material.

### **Policies and Procedures:**

#### *Grading Policy:*

Assignments will be evaluated primarily on the basis of a student's understanding of the material presented in the course. Other factors that figure in evaluation of assignments include creative and critical insight, and writing (clarity, coherence, and organization).

#### *General Course Policies:*

1. Avoid disrupting class by joining in late or allowing background noise to disturb the dynamics of the class. Disruptions will result first in a warning and then in a 5% penalty to the student's final grade. If the student's behaviour is disturbing the learning environment of the class he/she will be asked to leave.
2. It is expected that students will be respectful of their fellow students, their instructor, and cultures and traditions which are not their own.
3. Plagiarism consists of passing off as one's own the ideas, words, writings, etc., that belong to someone else. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. This is serious issue. Violation of the university's policy will result in a grade penalty or failure of the course. This type of violation will stay in your academic record.
4. Assignments must be delivered on time. Penalties will be applied for late or not delivered assignments.
5. The final date to drop the course is November 6th, 2020.
6. Students are responsible for taking their own lecture notes. Course outline, journal articles and book chapters will be posted online on Desire2Learn at least one week prior to the due date. All the course readings will be provided as scanned PDF documents, posted on Desire2Learn.
7. The main communication tool between the instructor and students is Lakehead University's e-mail account. Students are asked to check regularly (including before the class) their LakeheadU e-mail account and Desire2Learn for unforeseen changes to the class. As a general rule, student questions sent 24 hours prior to an assignment or test will not be replied. Students can reasonably expect a response in 1-2 days. Grades are supposed to be returned to the students at the maximum period of two weeks after the assignment is delivered.

8. Students are welcome to schedule online appointments to discuss any topic related to their academic progress or course content.

9. This syllabus is subject to minor changes during the course of the semester.

## Course Schedule

### UNIT 1: Key Concepts

#### Week 1:                    **Introduction to the Course / Film Exhibition**

(Sept-8)  
(Sept-10)

#### Week 2:                    **The Anthropologist as a Myth Teller / Early Anthropology**

(Sept-15)  
(Sept-17)

Richardson, Milles. (2010). "How it works in the Global world: Anthropologist the myth teller". In: *Paradigms for Anthropology*. (Paul Durrenberger & Suzam Erem, orgs.), pp. 21-41.

Tylor, Edward Burnett. "The Science of Culture [1873]" in *History of Anthropological Theory* (Paul Erickson & Liam Murphy, orgs. pp. 28-39).

Morgan, Louis Henry. "Ethnical Periods [1877]" in *History of Anthropological Theory* (Paul Erickson & Liam Murphy, orgs. pp. 40-48).

Miner, Horace. 1956. "Body Ritual among the Nacirema" in *American Anthropologist*, 58(3), pp. 503-507.

#### Week 3:                    **Cultural Relativism**

(Sept-22)  
(Sept-24)

Moore, Jerry. (2009). Franz Boas: Culture in Context (Chapter 3, Moore) In: *Visions of Culture*. Lanham: Altamira Press.

Benedict, Ruth. "The Individual and the Pattern of Culture [1934]" in *History of Anthropological Theory* (Paul Erickson & Liam Murphy, orgs. pp. 134-145).

Mead, Margaret. "Introduction, Coming of Age in Samoa [1928]" in *History of Anthropological Theory* (Paul Erickson & Liam Murphy, orgs. pp. 128-133).

**Week 4:**                    **Ethnography and Participant Observation**

(Sept-29)  
(Oct-1)

Malinowski, Bronislaw. [1922]. "Excerpts from the Argonauts of the Western Pacific". In: *Paradigms for Anthropology*. 2010. (Paul Durrenberger & Suzam Erem, orgs.), pp. 2-20.

Evans-Pritchard. (1937). "Witchcraft is and Organic and Hereditary Phenomenon" (Chapter 1 from *Witchcraft, Oracles and Magic Among the Azande*).

Evans-Pritchard. (1937). "The Notion of Witchcraft Explains Unfortunate Events" (*Chapter 4 from Witchcraft, Oracles and Magic Among the Azande*).

**Week 5:**                    **French Structuralism**

(Oct-6)  
(Oct-8)

Moore, Jerry. (2009). Claude Lévi-Strauss: "Structuralism" (Chapter 17). In: *Visions of Culture*. Lanham: Altamira Press.

Levi-Strauss, Claude. "Chapter 1: Nature and Culture". In *Elementary Structures of Kinship*, pp. 3-12.

Claude Lévi-Strauss: (1977). "The Effectiveness of Symbols" (from *Structural Anthropology*, Vol.1).

**Week 6:**                    **Reading Week**

(No Class: Thanksgiving & Study Week, Oct 12-16)

**Week 7:**

(Oct-20)

Film

(Oct-22)

**\*\* Mid-Term Exam \*\***

**Week 8:**                    **Symbolic Anthropology**

(Oct-27)

(Oct-29)

Geertz, Clifford. 1973. "Thick Description: Toward an Interpretative Theory of Culture". In: *The Interpretation of Cultures*, pp. 3-32.

Clifford Geertz. 2005. "Deep Play: notes on a Balinese cockfight" (from *Daedalus Journal*), pp. 56-87.

**Week 9:**

**The Crisis of Representation in Anthropology**

(Nov-3)

(Nov-5)

Marcus, George & Fischer, Michael. "A Crisis of Representation in the Human Sciences" [1986]. In: History of Anthropological Theory (Paul Erickson & Liam Murphy, eds. pp. 443-450).

Said, Edward. "Knowing the Oriental" [1979]. In: History of Anthropological Theory (Paul Erickson & Liam Murphy, eds. pp. 324-336).

Clifford, James. "Partial Truths"[1986]. In: History of Anthropological Theory (Paul Erickson & Liam Murphy, eds. pp. 423-442).

**UNIT 2: Current Issues in Anthropology**

**Week 10:**

**Kinship, Alterity and the Boundaries of Difference**

(Nov-10)

(Nov-12)

Carsten, Janet. (2000). "Knowing Where You've Come from: Ruptures and continuities of Time and Kinship in Narratives of Adoption Reunions". In: *The Journal of the Royal Anthropological Institute*, 6(4): 687-703.

Clarke, Morgan. (2007). "Closeness in the Age of Mechanical Reproduction: Debating Kinship and Biomedicine in Lebanon and the Middle East". In: *Anthropological Quarterly*, 8(2): 379-402.

Stolcke, Verena. (1995). Talking Culture: New Boundaries, New Rhetoric of Exclusion in Europe. *Current Anthropology*, 36(1): 1-24.

**Week 11:**

**Anthropology of Science**

(Nov-17)

(Nov-19)

Latour, Bruno. *Science in Action*. 1986. Cambridge MA: Harvard University Press. (Introduction: Opening Pandora's Black Box)

Wynne, Brian. 1996. "Misunderstood Misunderstandings: Social Identities and the public uptake of science". In: *Misunderstanding science? The public reconstruction of science and technology*. Alan Irwin and Brian Wynne (eds.). Cambridge University Press, pp. 19-46.

**Week 12: Human Rights and Ethical Dilemmas**

(Nov-24)

(Nov-26)

Gruenbaum, Ellen. (2010). "Honorable Mutilation? Changing Responses to Female Genital Cutting in Sudan". In: *Anthropology and Public Health Bridging Differences in Culture and Society*. (Robert A Hahn, Marcia Inborn, eds.), pp. 397-421.

Gusterson, Hugh. (1996). *Nuclear Rites: A Weapons Laboratory at the End of Cold War* (Chapter 5: Bodies and Machines). Berkeley and Los Angeles: University of California Press.

**Week 13: \*\* Film Week \*\***

(Dec-1)

(Dec-3)

**Desire2Learn**

The course uses Desire2Learn for its course website. To access the course website, or any other Desire2Learn-based course website, go to the LU portal login page at <https://myinfo.lakeheadu.ca/> and log in using your LU username and password. Once you have logged in to the portal, look for the **mycourselink** module, where you'll find the link to our course website along with the link to all other Desire2Learn-based courses you are registered.

**Copyright**

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**Accessibility Needs**

Lakehead University is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Student Accessibility Services as soon as possible.