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Earth Sciences 722

Anthropology 391: Anthropological Theory

“I chose anthropology [as a major], since it offered the greatest opportunity to write high-minded balderdash.”

— Kurt Vonnegut,

Class time and location:

MWF, 10:00 – 10:50; Social Sciences 109

Course Description:

Broadly speaking, anthropology is a holistic study of all possible human lifeways. It focuses both on the variation between lifeways, but also their commonalities. In order to explain both the variations and commonalities, anthropologists have formulated *theories* that can be used to critically analyze observations of people in their daily lives. Though *theory* and *ethnography* are invariably separated out in anthropological writings and discussions, they are actually two sides of the same coin. Theory is used to illuminate or explain what happens in ethnography, and ethnography provides explanatory power to theory. In short, theory and ethnography, without one another, are pretty meaningless.

This course aims to introduce students to the fundamentals of anthropological theory through seven of the most important concepts in anthropology since the 19th century: race, history, society, function, structure, gender and representation. Through lectures and discussions, we will try and understand why theory is good to think with – how different theories can give us varying insight into the same event or phenomenon, and why certain theories do a better job of explaining than others.

Course Format:

This course will follow an interactive lecture and discussion style format, accompanied by the occasional film or documentary in class. Readings are crucial – they are the most important part of this class. Students are expected to come to class prepared to discuss the readings and ask questions. You do not have to purchase any textbooks. All course

materials and information will be posted on the U of C Desire 2 Learn class website. You can link to all articles either via an html link, or via the ucalgary library website. A lecture outline for each class will be posted online immediately before the class. Only some of the supplementary video clips viewed in class will be available online.

Course Assignments and Assessment:

In addition to the readings, students are expected to complete **7 reading reflections** throughout the course of the semester, take **5 surprise reading quizzes**, write **one in-class midterm examination**, and write **one final exam**.

Students will be evaluated on the basis of a 100-point system, whereby:

7 Reading Reflections	35%
5 Reading Quizzes	5%
Midterm Exam	25%
Final Exam	35%

The final mark out of 100, will then be converted to a letter grade as follows:

A+	94.9 – 100%	A	89.9 – 94.8%	A-	84.9 – 89.8%
B+	79.9 – 84.8%	B	74.9 – 79.8%	B-	70.9 – 74.8%
C+	66.9 – 70.8%	C	62.9 – 66.8%	C-	58.9 – 62.8%
D+	54.9% - 58.8%	D	49.9 – 54.8%	F	49.8% and below

Assignment details:

Reading Quizzes:

- Students will be administered **5 reading quizzes**, without advance warning throughout the semester.
- These reading quizzes will cover **details about the readings for that day**, to make sure that students have done the readings. For example, if you receive a quiz on the day we will be discussing Durkheim's *Elementary Forms of Religious Life*, then the quiz will cover this same Durkheim text, and no other text.
- The quizzes will consist of **five multiple choice questions**, handed out at the beginning of class.
- You will get the full points for each quiz (1 % of your total grade) **just for being present in class and taking the quiz**. Even if you get a question wrong, you will still receive full points. Think of the quizzes as a type of participation grade. If you are in class to do all of the 5 quizzes, you will get a full 5% of your grade.
- The point of the quiz is to both ensure attendance, but also to practice answering multiple choice questions about theory, and to test yourself on your

reading. The multiple choice questions on the quizzes will be similar to the multiple choice questions you can expect **on your midterm** and **on your final**.

Reading Reflections:

- Students are expected to fill in the Reading Reflection form (see D2L website) for 7 weeks worth of reading – that is, they must hand in 7 forms throughout the course of the semester. You will notice that there are 9 opportunities to hand in reading reflections – you only have to give in reading reflections on 7 of those 9 opportunities. You are given a few extra opportunities to account for weeks that may be really busy and you may not have time to do a reading reflection.
- Reading Reflection forms are meant to summarize what you have learned over the course of the week, and not only clarify some of your ideas about the readings, but also act as a study reference later on for your midterm and final examinations.
- The Reading Reflection form must **be printed out, filled out to completion by hand**, and **handed in on Monday the following week, at the beginning of class**. For example, if you are doing a reading reflection for Week II, you must hand the reading reflection in on the Monday of Week III. You **cannot** hand in, for example, a reading reflection for Week II on Monday of Week IV. Look at your calendar in advance, pick out the reflections you will do and hand them in **on their due date**.
- You can only hand in paper copies of your reading reflections at the beginning of class. **No emailed reflections will be accepted.**
- **No late reflections will be accepted.** Late reflections will automatically receive a grade of zero.

Midterm exam:

- Students will be administered an in-class midterm exam (50 minutes) that will have two sections: multiple choice questions and short answer questions.

Final exam:

- Students will be administered a final exam (2 hours) during the final exam period that will have three sections: multiple choice, short answer and **two** short essay questions. Students will have three essay questions to choose from on the final exam. In each of the essay questions, students will be asked to answer the question while discussing 3-4 texts from the semester. Each exam question will cover different theoretical texts.

Important to consider:

1) Deferred exams are possible only for serious reasons (and the request for a deferral must be backed up with written documentation). A missed exam automatically receives a grade of zero. In the event of an emergency, the office of the Department of Anthropology and Archaeology must be contacted immediately and **before the start of the exam**: (403) 220-6516.

2) Students are responsible for materials covered in the readings and in the lectures. Classroom materials missed due to absences are the sole responsibility of the student.

Academic Accommodations:

The academic accommodations policy can be found at <http://www.ucalgary.ca/access/accommodations/policy>.

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodations and have not registered with Student Accessibility Services, please contact them at 403-220-6019. Students that have not registered with the SAS are not eligible for formal academic accommodations. More information about the academic accommodations can be found at <http://www.ucalgary.ca/access>.

A note on plagiarism:

Any plagiarism will automatically result in a failing grade for the submission. Any student caught plagiarizing will also be subject to additional University sanctions. Students should familiarize themselves with the Faculty of Arts' policy on intellectual honesty:

<https://arts.ucalgary.ca/plagiarismcheating>

Week I. Introductions

September 12: Introduction to the class

Discussion of course outline and assignments

September 14: What is theory? Explanatory methods – why we do it;

No readings for today.

***In class:**

bell hooks. (1991). Theory as liberatory practice. *Yale JL & Feminism*, 4, 1.

<http://www.csub.edu/~mault/hooks2.pdf>

September 16: "Theorizing Society": A Closer look at the Murder of Captain Cook

No readings for today.

***In class:**

Sahlins, Marshall. (2013) "Captain James Cook; or, The Dying God" in Sahlins, M. (2013). *Islands of history*. Chicago: University of Chicago Press. Excerpts.

Obeyesekere, Gananath. (1997). *The apotheosis of Captain Cook: European mythmaking in the Pacific*. Princeton: Princeton University Press. Excerpts

Week II. Race, Biology and the Study of Difference

September 19: Predecessors: Colonialism and Race in the 19th century

de Gobineau, Joseph Arthur (1856). The Moral and Intellectual Diversity of Races (originally Essai sur l'inégalité des races humaines [1853-1855], four volumes). Philadelphia: J.B. Lippincott. Excerpts from Chapter 6.

<http://media.bloomsbury.com/rep/files/primary-source-131-gobineau-the-inequality-of-the-human-races.pdf>

Optional: (Take a look at this and skim if you have time)

Blakey, M. L. (1987). Intrinsic Social and Political Bias in the History of American Physical Anthropology With Special Reference to the Work of Aleš Hrdlička. *Critique of Anthropology*, 7(2), 7-35. (ucalgary)

September 21: Is race biological? The American Challenge

Boas, Franz. (1912). Changes in the bodily form of descendants of immigrants. *American Anthropologist*, 14(3), 530-562. (ucalgary)

September 23: SO WHAT, Joseph Arthur and Franz? Race as Constructed

Brodin, Karen B. (1995). "How Did Jews Become White Folks?" In Race, Steven

Gregory and Roger Sanjek eds. pp.274-282. New Brunswick, NJ: Rutgers University Press.

<http://nelsonssociology101.weebly.com/uploads/2/6/1/6/26165328/jews.pdf>

Optional: (Take a look at this and skim if you have time)

Take a look through: <http://eugenicsarchive.ca/>

Wrangham, Richard W., and Michael L. Wilson (2004). "Comparisons between Youths and Chimpanzees." Annals of the New York Academy of Sciences 1036:233-256.

III. The Logics of History and its Consequences

September 26: Predecessors: Diffusionism, Ladders of Civilization and Human Progress

*****READING REFLECTION FOR WEEK II IS DUE TODAY, AT THE BEGINNING OF CLASS.**

Morgan, Lewis H. (1977[1877]). Ancient Society. New York: Gordon Press. Please read the Table of Contents and Chapter 4 (pp 42 – 53).

http://classiques.uqac.ca/classiques/morgan_lewis_henry/ancient_society/ancient_society.pdf

***In class:** Tylor, E. B. (1871). Primitive culture: researches into the development of mythology, philosophy, religion, art, and custom (Vols. 1 & 2). Murray. Excerpts

September 28: Society and evolution

Darwin, Charles (1988[1859]). The Origin of Species by Means of Natural Selection. New York: Gramercy. Please read "Introduction" and "Recapitulation and Conclusion" (only from pp, 476, beginning with "Looking to geographical distribution..." to the end of pp.490.)

<http://darwin-online.org.uk/content/frameset?itemID=F373&viewtype=text&pageseq=1>

September 30: SO WHAT, Charles? Contemporary evolutionism, diffusionism and progress

Harry Truman's 1949 Inaugural Address, also known as "The Four Point Speech."
<http://www.bartleby.com/124/pres53.html>

***In class:** Rostow, W. W. (1960). The Stages of Economic Growth: A Non-Communist Manifesto. Cambridge University Press. Excerpts

IV. WMD I: What is 'society'? The Collective

*****READING REFLECTION FOR WEEK III IS DUE TODAY, AT THE BEGINNING OF CLASS.**

October 3: Durkheim - Structures and Solidarities in 19th century society:

Durkheim, Émile (1947[1893]). The Division of Labor in Society, George Simpson transl. New York: Free Press. Please read the whole of this excerpt from Part 2.

<http://soc100willse.voices.wooster.edu/files/2012/01/Durkheim-Div-of-Labor.pdf>

October 5: Durkheim and the Collective

Durkheim, Emile. *The Elementary Forms of the Religious Life [1912]*. na, 1959. Please read excerpts from the conclusion, pp 418-428 (Part I), pp 433 – the end of 445.

<http://home.ku.edu.tr/~mbaker/CSHS503/DurkheimReligiousLife.pdf>

October 7: SO WHAT, Émile? Nationalism and Solidarity in Contemporary Europe

Anderson, B. (2006). *Imagined communities: Reflections on the origin and spread of nationalism*. Verso Books. Please read the introduction.

<https://www2.bc.edu/marian-simion/th406/readings/0420anderson.pdf>

Please watch the following **before class**:

Note: The following video contains hateful language, as well as bigoted and racially prejudiced statements. We are watching it in order to analyze contemporary notions of identity amongst certain European citizens more thoroughly.

Bjorn Hocke's speech in Munich on the Refugee Crisis in Europe:
<https://www.youtube.com/watch?v=jjlKO6hCRoc>

V. WMD II: What is 'society'? Structure

October 10: NO CLASS - THANKSGIVING

October 12: Marx: The Structure of History

*****READING REFLECTION FOR WEEK IV IS DUE TODAY, AT THE BEGINNING OF CLASS.**

Marx, Karl. (1978) Selections from *The German Ideology*. (open online source)

October 14: Marx: Capitalist Formations

Marx, Karl. (1978) Selections from *Capital*. In *The Marx-Engels Reader*. Ed. Robert C. Tucker, New York: Norton

***In class: *Metropolis* (1927) dir. Fritz Lang**

VI. WMD III: What is 'society'? Ideology

October 17: SO WHAT, Karl? Marx and Capitalism today

Cronon, William. (1995) "The Trouble with Wilderness; or, Getting Back to the Wrong Nature." In *Uncommon Ground: Rethinking the Human Place in Nature*. New York: W.W. Norton & Co, pp 69-90)

http://www.williamcronon.net/writing/Cronon_Trouble_with_Wilderness_1995.pdf

*****READING REFLECTION FOR WEEK V IS DUE TODAY, AT THE BEGINNING OF CLASS.**

October 19: Weber: Taking Marx's Camera Obscura seriously

Weber, M. (2002). *The Protestant Ethic and the Spirit of Capitalism: and other writings*. Penguin. Please read chapter 2: The Spirit of Capitalism, pp 13 – 38.

<http://www.d.umn.edu/cla/faculty/jhamlin/1095/The%20Protestant%20Ethic%20and%20the%20Spirit%20of%20Capitalism.pdf>

October 21: Weber: The Elective Affinities of Protestantism and Capitalism

Weber, M. (2002). *The Protestant Ethic and the Spirit of Capitalism: and other writings*. Penguin. Please read chapter 5: Asceticism and the Spirit of Capitalism, pp 102 – 125.

<http://www.d.umn.edu/cla/faculty/jhamlin/1095/The%20Protestant%20Ethic%20and%20the%20Spirit%20of%20Capitalism.pdf>

VII. Rationalization and Midterms

October 24: SO WHAT, Max? Rationalization and Capitalism Today

NO READING REFLECTIONS ARE DUE TODAY BECAUSE OF THE UPCOMING MIDTERM.

Ritzer, George. The McDonaldization of Society

<http://antropologi.fib.ugm.ac.id/wp-content/uploads/George-Ritzer-The-McDonaldization-of-Society.pdf>

October 26: Review for midterm

October 28: MIDTERM EXAM

VIII. What's your Function? (and structure?)

October 31: Malinowski: Stranded on an Island with nowhere to go

THERE IS NO READING REFLECTION DUE TODAY BECAUSE OF MIDTERM AND REVIEW.

Malinowski, B. (1944). A Scientific Theory of Culture, and Other Essays. Please read "What is culture?" pp 36 -42; and "The Functional Analysis of Culture," pp 67 – 74.

October 2: Radcliffe-Brown and an elaboration of function

Radcliffe-Brown, A. R. (1935). On the concept of function in social science. *American Anthropologist*, 37(3), 394-402. (ucalgary)

Radcliffe-Brown, A. R. (1940). On social structure. *The Journal of the Royal Anthropological Institute of Great Britain and Ireland*, 70(1), 1-12. (ucalgary)

November 4: SO WHAT, Brony and Alfred? Structural Functionalism at its Peak

Evans-Pritchard, EE. Evans-Pritchard, E. E., & Gillies, E. (1976). *Witchcraft, oracles and magic among the Azande*. Oxford: Clarendon Press. Excerpts.

Evans-Pritchard, E. E. (1940). *The nuer* (Vol. 940). Clarendon: Oxford. Excerpts.

Eisenstadt, Michael Lt.Col. (2007) "Anthropology 101 for Soldiers: What is a tribe?" *In Military Review*.

<https://www.washingtoninstitute.org/uploads/Documents/opeds/46e959386ed5a.pdf>

IX: Structuralism

November 7: Linguistic Structuralism

*****READING REFLECTION FOR WEEK VIII IS DUE TODAY, AT THE BEGINNING OF CLASS.**

De Saussure, F., Baskin, W., & Meisel, P. (2011). *Course in general linguistics*. Columbia University Press. Excerpts. (open online source will be provided).

November 9: French Structuralism

Lévi-Strauss, C. (1963). *Structural anthropology* (Vol. 1). Basic Books. Please read "The Effectiveness of Symbols," pp 186 – 205. Note: you do not want to do this late at night.

https://monoskop.org/images/e/e8/Levi-Strauss_Claude_Structural_Anthropology_1963.pdf

+ So what, Ferdinand and Claude? : In-class exercises on kinship

November 11: NO CLASS – Mid-term Break

X: The 'structure' of gender:

November 14: Male and Female as Binary Structure

*****READING REFLECTION FOR WEEK IX IS DUE TODAY, AT THE BEGINNING OF CLASS.**

Ortner, S. B. (1972). Is female to male as nature is to culture?. *Feminist studies*, 1(2), 5-31. (ucalgary)

***In class:** Excerpts from De Beauvoir, Simone. *The second sex*. Random House, 2014.

November 16: Division of Household Labour and Other Reproductive Structures

Rosaldo, Michelle Zimbalist. Woman, Culture, and Society: A Theoretical Overview. In Woman, Culture and Society, Michelle Zimbalist Rosaldo and Louise Lamphere (editors), pp. 17-42. Stanford, 1974. (online open source)

November 18: SO WHAT, Sherry and Michelle? Beyond the Binary

Collier, J., Rosaldo, M. Z., & Yanagisako, S. *Is there a Family?* (pp. 71-81). In Lancaster, R. N., & Di Leonardo, M. (1997). *The gender/sexuality reader: culture, history, political economy*. Routledge.

<http://www.mit.edu/~shaslang/Teaching/CollieretalITF.pdf>

Optional:

Gal, S. (1994). Gender in the post-socialist transition: the abortion debate in Hungary. *Eastern European politics and societies: EEPS*, 8(2), 256. (ucalgary)

XI: Post-structure and Post-structuralism

*****READING REFLECTION FOR WEEK X IS DUE TODAY, AT THE BEGINNING OF CLASS.**

November 21: Foucault

Foucault, M. (1990). *The history of sexuality: An introduction, volume I*. Trans. Robert Hurley. New York: Vintage. Excerpts

November 23: Foucault

Foucault, M. (1990). *The history of sexuality: An introduction, volume I*. Trans. Robert Hurley. New York: Vintage. Excerpts

November 25: So what, Michel? The Performance of Gender

Butler, J. (2011). *Gender trouble: Feminism and the subversion of identity*. New York: Routledge.

http://lauragonzalez.com/TC/BUTLER_gender_trouble.pdf

***In class:** *Life's a Drag* (2016)

Week XII: Beyond binaries: “Writing Culture” and Representation

*****READING REFLECTION FOR WEEK XI IS DUE TODAY, AT THE BEGINNING OF CLASS.**

November 28: Is ethnography truth?

Clifford, J. (1986). Partial truths: In J. Clifford & GE Marcus (eds.), *Writing culture: The poetics and politics of ethnography* (pp. 65).

<https://lcst3789.files.wordpress.com/2012/01/clifford-writing-culture.pdf>

November 30: Is Male to Female as West is to East?

Said, E. W. (1979). *Orientalism*. Vintage. Please read Chapter 1, Part 1: Knowing the Oriental, pp 31 – 48.

https://sites.evergreen.edu/politicalshakespeares/wp-content/uploads/sites/33/2014/12/Said_full.pdf

December 2: So what, Writing Culture?

Abu-Lughod, L. (2002). Do Muslim women really need saving? Anthropological reflections on cultural relativism and its others. *American anthropologist*, 104(3), 783-790. (ucalgary)

Optional:

Abu-Lughod, L. (1996). *Writing against culture*.

<http://xcelab.net/rm/wp-content/uploads/2008/09/abu-lughod-writing-against-culture.pdf>

Week 13: The End of Theory?

December 5: Wrap-up

*****READING REFLECTION FOR WEEK XII IS DUE TODAY, AT THE BEGINNING OF CLASS.**

December 7: Q&A Session and Exam Practice

December 9: Exam Review –

FINAL EXAMINATION: REGISTRAR’S SCHEDULE TBA