

Department of Anthropology and Archaeology

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

Instructor

Dr. Sabrina Perić

Earth Sciences 602H

speric@ucalgary.ca

Office Hours: W: 3:30 – 4:30 pm, or by appointment

Prerequisite: Anth 203

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 class 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.

Learning Outcomes:

This is an intensive introductory course to anthropological theory. By the end of this course, students should be able to:

- Read anthropological theory critically and analytically;
- Identify different anthropological schools of thought and thematic continuities/discontinuities between them;
- Summarize critically the main anthropological theories presented both in class discussion, and also in a coherent manner in writing;
- Evaluate critically the plausibility of claims and theories proposed by scholars;
- Apply anthropological theories to better understand everyday practices, local and global events, and ethnographic evidence.

Course Assignments and Assessment:

In addition to the readings, students are expected to complete **7 reading reflection forms** 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% (October 26)
Final Exam	35% (Dec 10-20 Exact date, time and location TBA)

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 guide 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 **one** essay questions. Students will have two essay questions to choose from on the final exam. In the essay question, students will be asked to answer the question while discussing 4-5 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.

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>

Required books for purchase: NONE! YAY!

Please note: the readings marked “*In class” DO NOT have to be read in advance. They will be read and discussed in class.

September 7: Introduction to the course

No readings for today.

Discussion of course outline and assignments

Week I. Introduction to Theory

September 10: 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 12: "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

September 14: The Ethics and Effects of Theory

Deloria, Vine. (1969) *Custer died for your sins: An Indian manifesto*. Norman: University of Oklahoma Press. Excerpts. Please read "Anthropologists and Other Friends," pp 1-20.

<http://sfbay-anarchists.org/wp-content/uploads/2017/11/indians-and-anthropologists.pdf>

Week II. Race, Biology and the Study of Difference

September 17: 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. Read Chapter XVI.

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

September 19: 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 link](#))

September 21: 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>

***In class:**

Rosenberg, Yair. (2017) "Jews will not replace us: Why white supremacists go after Jews." In *Washington Post*. August 14.

https://www.washingtonpost.com/news/acts-of-faith/wp/2017/08/14/jews-will-not-replace-us-why-white-supremacists-go-after-jews/?tid=sm_fb&utm_term=.d3bafeb5ba3c

VICE NEWS. (2017) *Charlottesville: Race and Terror*. Excerpts. <https://news.vice.com/story/vice-news-tonight-full-episode-charlottesville-race-and-terror>

Week III. The Logics of History and its Consequences

September 24: 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.ugac.ca/classiques/morgan_lewis_henry/ancient_society/ancient_society.pdf

September 26: 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 28: 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

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

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

October 1: 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 3: 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 5: 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>

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

October 8: NO CLASS - THANKSGIVING

October 10: Marx: The Structure of History

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

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Marx, Karl. (1978) Selections from *The German Ideology*. (open online source) **Please read Part A only.** [Marx - German Ideology excerpt.pdf](#)

October 12: Marx: Capitalist Formations

Marx, Karl. (1978) Selections from *Capital*. In *The Marx-Engels Reader*. Ed. Robert C. Tucker, New York: Norton. **Please read the whole excerpt:** [Marx 3.pdf](#)

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

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

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October 15: SO WHAT, Karl? Marx and Capitalism today

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

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

October 17: 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 19: 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>

Week VII. Rationalization and Midterms

October 22: 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 24: Review for midterm

October 26: MIDTERM EXAM

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

October 29: 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. [Link to reading](#)

October 31: 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 link](#))

November 2: SO WHAT, Brony and Alfred? Structural Functionalism in Sudan and Iraq Today

Evans-Pritchard, E. E. (1940). *The Nuer* (Vol. 940). Clarendon: Oxford. Please read the following abridged excerpt, from pp 64 - 77. [Link to text.](#)

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 5: 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. In Part One: General Principles (pp 65), **please read Chapter 1: The Nature of the Linguistic Sign, and Chapter 2: Immutability and Mutability of the Sign**. The reading is pp 65 - 78. [Link to text](#) .

November 7: 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 9: The ‘original’ binary structure: male and female

De Beauvoir, Simone. (1976) *The second sex*. Trans. H.M. Parshley. New York: Albert Knopf. Please **only read** the introduction, from xv – xxix.

<http://class.guilford.edu/psci/mrosales/gender/The%20Second%20Sex.pdf>

X: The ‘structure’ of gender

November 19: 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 link](#)

November 21: Feminists rethinking the institution of The Family

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>

November 23: SO WHAT? Beyond the Binary

Valentine, David. (2004) "The categories themselves." *GLQ: A Journal of Lesbian and Gay Studies* 10, no. 2 : 215-220. [ucalgary link](#)

Levy, Ariel (2014). "Where the Bois Are" in *New York Magazine*. [Link to story](#)

XI: Post-structure and Post-structuralism

November 26: Foucault

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

Foucault, M. (1990). *The history of sexuality: An introduction, volume I*. Trans. Robert Hurley. New York: Vintage. [This is a link to the entire text](#). Please read **only Part I: We "Other Victorians,"** pg 3 - 13.

November 28: Foucault

Foucault, M. (1990). *The history of sexuality: An introduction, volume I*. Trans. Robert Hurley. New York: Vintage. [This is a link to the entire text](#). Please read **only Part III: Scientia sexualis,** pg 53 - 73.

November 30: SO WHAT, Michel? The Performance of Gender

Butler, Judith. (2011) *Bodies that matter: On the discursive limits of sex*. New York: Taylor & Francis. [Link to text](#)

***In class:** *Paris is Burning* (1990) excerpts. [Link here](#).

Week XII: Beyond binaries: "Writing Culture" and Representation

December 3: Is ethnography truth? Is Male to Female as West is to East?

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

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 5: 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. [Link to text here](#).

Optional:

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

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

December 7: Q&A Session and Exam Review

FINAL EXAMINATION: REGISTRAR'S SCHEDULE TBA

ACADEMIC ACCOMMODATIONS

<http://www.ucalgary.ca/access/accommodations/policy>

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the instructor of this course.

ACADEMIC INTEGRITY

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Calgary is a strong signal of each student's individual academic achievements. As a result, the University treats cases of cheating and plagiarism very seriously. Non-academic integrity also constitutes an important component of this program.

For detailed information on what constitutes academic and non-academic misconduct, please refer to the following link: <http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

All suspected cases of academic and non-academic misconduct will be investigated following procedures outlined in the University Calendar. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources.

Where there is a criminal act involved in plagiarism, cheating or other academic misconduct, e.g., theft (taking another student's paper from their possession, or from the possession of a faculty member without permission), breaking and entering (forcibly entering an office to gain access to papers, grades or records), forgery, personation and conspiracy (impersonating another student by agreement and writing their paper) and other such offences under the Criminal Code of Canada, the University may take legal advice on the appropriate response and, where appropriate, refer the matter to the police, in addition to or in substitution for any action taken under these regulations by the University

TEACHING EVALUATIONS / USRI (Universal Student Ratings of Instruction)

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses. **Your responses make a difference, please participate!** Website:

<http://www.ucalgary.ca/usri/>

WRITING ACROSS THE CURRICULUM

Writing skills are not exclusive to English courses and, in fact, should cross all disciplines. The University supports the belief that throughout their University careers, students should be taught how to write well so that when they graduate their writing abilities will be far above the minimal standards required at entrance. Consistent with this belief, students are expected to do a substantial amount of writing in their University courses and, where appropriate, members of faculty can and should use writing and the grading thereof as a factor in the evaluation of student work. The services provided by the Writing Support, part of the Student Success Centre, can be utilized by all undergraduate and graduate students who feel they require further assistance

Emergency Evacuation Assembly Points: In the event of an emergency that requires evacuation, please refer to the following link to become familiar with the assembly points for the class: <http://www.ucalgary.ca/emergencyplan/assemblypoints>

Freedom of Information and Protection of Privacy Act: Freedom of Information and Protection of Privacy Act

The University of Calgary is committed to protecting the privacy of individuals who work and study at the University or who otherwise interact with the University in accordance with the standards set out in the Freedom of Information and Protection of Privacy Act. Please refer to the following link for detailed information:

<http://www.ucalgary.ca/legalservices/foip>

The Department of Anthropology and Archaeology's FOIP (Freedom of Information and Privacy) policy requires all reports/examinations to be returned to students during class time or the instructor's office hours. Any term work not picked up will be placed in the Anthropology and Archaeology Office (ES620) for distribution. Any student not wishing to have their work placed in the office must make alternative arrangements with the course instructor early in the term.

Safewalk Information: Campus Security, in partnership with the Students' Union, provides the Safewalk service, 24 hours a day to any location on Campus including the LRT, parking lots, bus zones and University residences. Contact Campus Security at (403) 220-5333 or use a help phone, and Safewalkers or a Campus Security Officer will accompany you to your campus destination.

Faculty of Arts Program Advising and Student Information Resources: Have a question, but not sure where to start? Arts Students' Centre

The Faculty of Arts Students' Centre is the overall headquarters for undergraduate programs in the Faculty of Arts. The key objective of this office is to connect students with whatever academic assistance that they require.

In addition to housing the Associate Dean, Undergraduate Programs and Student Affairs and the Associate Dean for Teaching and Learning, the Arts Students' Centre is the specific home to:

- program advising

- the Faculty's Co-operative Education Program
- the Arts and Science Honours Academy
- the Faculty's Interdisciplinary Programs
- a Student Help Desk

Location: Social Sciences Room 102

Phone: 403.220.3580

Email: ascarts@ucalgary.ca

Website: arts.ucalgary.ca/undergraduate/

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block.

Contacts for Students Union Representatives for the Faculty of Arts:

arts1@su.ucalgary.ca

arts2@su.ucalgary.ca

arts3@su.ucalgary.ca

arts4@su.ucalgary.ca

Ombudsman`s office: <http://www.ucalgary.ca/ombuds/>