

Department of Anthropology and Archaeology

Anthropology 490: 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:

Mondays, 3pm – 5:45pm, ENG230

Instructor

Dr. Sabrina Perić

Earth Sciences 602H

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Office Hours: Mondays: 1:00 – 2:30pm

Or by appointment

Teaching Assistant

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Office Hours:

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;
- Work to apply anthropological theories in both individual and group contexts.

Course Assignments and Assessment:

In addition to the readings, students are expected to complete **5 reading reflection forms** throughout the course of the semester, and an **Anthropological Theory Textbook Project**, comprising of a textbook draft plan, a chapter draft, introduction draft and final textbook.

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

5 Reading Reflections	25%
Textbook draft plan	5%
Textbook chapter draft	20%
Textbook introduction draft	15%
Final Textbook Project	40%

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 Reflections:

- Students are expected to fill in the Reading Reflection form (see D2L website) for 5 weeks worth of reading – that is, they must hand in 5 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 5 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 help you with thinking about your final assignment. You can also come back to these forms for a refresher throughout your undergraduate time in Anthropology!
- 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.

Textbook Project:

Throughout the semester, students will be engaged in the production of an Anthropological Theory Textbook. As a part of this textbook project, they will complete 4 assignments at different points in this semester. Students will be divided into groups of (approximately) 5 students. The final textbook will be handed in at the end of the semester via the D2L Dropbox or via email. Each student will be responsible for one chapter in the textbook – for example, if there are 5 students in the group, the product will be a 5 chapter textbook; if there are 6 students in the group, the product will be a 6 chapter textbook. Each chapter should address one of the themes in this class (for example, race, history, society, function, structuralism, post-structuralism etc). In preparing the final textbook, students will complete several assignments along the way. This project aims to prepare students to work in both individually-driven ways, as well as in group settings.

In Week III, students will receive their group assignments, and can begin preparing their final assignment from this point in the class forward.

The first assignment is a **Textbook Draft Plan** and is due on Monday, October 7th or Monday, October 21st in class. The draft plan will be written jointly by the group and include, a table of contents (including chapter assignments), and a short summary of each chapter, with a relevant chapter bibliography. The draft plan can be no shorter than 2 pages double spaced with 12 pt font, but no longer than 3 pages double spaced with 12 pt font. Students will be evaluated jointly for this project, and will receive the same grade, which will be worth 5% of the total grade.

The second assignment is a **Textbook Chapter Draft** and is due on Monday, November 4th in class. Each student will be responsible for putting together a rough draft of their textbook chapter. The draft can be no shorter than 3 pages double spaced with 12 pt font (approx.. 750 words), but no longer than 4 pages double spaced with 12 pt font (approx. 1000 words). Page limits do not include the bibliography. Each student's draft chapter will be individually evaluated, and is worth 20% of the final grade.

The third assignment is a **Textbook Introduction Draft** and is due on Monday, November 25th in class. The Textbook Introduction Draft will be jointly written by all of the members of the textbook group. The draft can be no shorter than 2 pages double spaced with 12 pt font (approx. 500 words), but no longer than 3 pages double spaced with 12 pt font (approx. 750 words). The introduction will summarize the goals of your textbooks, why you have chosen the chapters you have, summarize the chapters, and elaborate an argument on the role that you think theory plays in thinking about the world around us. Page limits do not include the bibliography. Students will be evaluated jointly for this project, and will receive the same grade, which will be worth 15% of the total grade.

The **Final Textbook Project** is due via D2L Dropbox or email on Monday, December 16th by 4pm. The final textbook project will contain a jointly written introduction of no more than 6 pages double spaced 12 pt font (approx. 1500 words). Additionally, each student will write a chapter of the textbook; each chapter can be no shorter than 6 pages double spaced with 12 pt font (approx. 1500 words), but no longer than 8 pages double spaced with 12 pt font (approx.. 2000 words). Page limits do not include the bibliography.

Each member of the group will be responsible for writing one chapter of the textbook, and each chapter will be evaluated individually. The group will also write a joint introduction, for which they will be evaluated together (and receive the same grade for this portion of the project). The total possible points per student for this project will be 40. The student's chapter contribution will be evaluated out of 30, and the joint introduction will be evaluated out of 10, making for a total 40 points for this assignment.

The Final Textbook can be submitted either as a PDF, or can be designed and submitted as a non-live webpage.

Full assignment descriptions as well as grading templates will be provided for each assignment well in advance of the due date on the class D2L webpage.

PLAGIARISM AND CHEATING

Plagiarism: "to steal and pass off the ideas or words of another as one's own" (Webster's). Plagiarism will not be tolerated and will automatically result in a failing grade for the submission. Any student caught plagiarizing will also be subject to additional University sanctions. Students are expected to be familiar with the Department of Anthropology and Archaeology's policy on intellectual honesty

DEFERRED EXAMS:

A student who is absent from a test for legitimate reasons must discuss an alternative course of action with the instructor. The instructor at their discretion may transfer the percentage weight for the test to the final examination, if there is a final examination in the course, set another test, etc. An instructor will normally make this decision on the basis of verbal information provided by the student. In the event that an instructor feels that they cannot judge the veracity of the information provided, Students must be aware that they are responsible for payment of any charge associated with the medical assessment and documentation as this service falls

outside the realm of services provided by the Provincial Health Care Plan. Deferral of the final exam requires Registrar approval.

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 behavior 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.

Information about Academic Accommodations:

It is the student's responsibility to request academic accommodations according to the University policies (ucalgary.ca/access/accommodations/policy) Students requesting an Accommodation on the basis of Disability are required to register with Student Accommodation Services (SAS) by submitting a Request for Accommodation in accordance with the Procedure for Accommodations for Students with Disabilities (<https://www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities.pdf>). SAS will issue a Letter of Accommodation, which must be presented to

either designated contact person within the Department or the appropriate Instructors within 10 days of the beginning of term. Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor or the Department Head/Dean or to the designated contact person in their Faculty.

FOIP:

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. The Department of Anthropology and Archaeology keeps exams and any term work not picked up for a minimum of one year after which it is destroyed. Please refer to the following link for detailed information: <http://www.ucalgary.ca/legalservices/foip>

A note on instructor intellectual property:

Lectures, demonstrations, performances, and any other course material provided by an instructor includes copyright protected works under the Copyright Act and all forms of electronic or mechanical recording of lectures, laboratories, tutorials, presentations, performances, electronic (computer) information, the duplication of course material, and to the translation of recordings or transcriptions of any of these materials to another form by electronic or mechanical means by students is not permitted, except.

- As a formal accommodation as assessed by the Student Accessibility Services and only for individual private study and only at the discretion of the instructor. With the permission of the instructor, students without a formal accommodation may audio record lectures, provided that the student and instructor sign a release form available from departmental and faculty offices. A copy of the Release form shall be retained by the instructor and by the department in which the course is offered. Any audio recording by students is permitted only for the purposes of private study by the individual student. Students may not distribute, email or otherwise communicate these materials to any other person.
- For any other use, whether by duplication, transcription, publication, sale or transfer of recordings, written approval must be obtained from the instructor for the specific use proposed.
- Any use other than that described above (e.g. distributing, emailing or otherwise communicating these materials to any other person, constitutes academic misconduct and may result in suspension or expulsion.
- Students are encouraged to make notes of classroom discussions, lectures, demonstrations etc.

Copyright Legislation:

All **students** are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

A note on academic honesty:

The University expects Students to conduct Academic Activities with integrity and intellectual honesty and to recognize the importance of pursuing and transmitting knowledge ethically. "Academic Misconduct" includes such things as Cheating, Falsification; Plagiarism, Unauthorized Assistance and failure to comply with exam regulations or an Instructor's expectations regarding conduct required of Students completing academic assessments. Academic Misconduct is a serious form of intellectual dishonesty with significant consequences. Students who participate in, or encourage the commission of, Academic Misconduct will be subject to disciplinary action, which could include Probation, Suspension, or Expulsion from the University. For more information, see the Student Academic Misconduct Policy (<https://www.ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>)

Phew, that was exhausting. On to the course material and schedule.

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.

Week I. September 9 - Introduction to Theory

Discussion of course outline and assignments

bell hooks. (1991). Theory as liberatory practice. *Yale JL & Feminism*, 4, 1.
<http://www.csub.edu/~mault/hooks2.pdf>

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>

***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. September 16 - Race, Biology and the Study of Difference

*****NO READING REFLECTION IS DUE TODAY.**

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>

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](#))

SO WHAT, Joseph Arthur and Franz? Race as Constructed

Brodkin, 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. September 23 - The Logics of History and its Consequences

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

Predecessors: Diffusionism, Ladders of Civilization and Human Progress

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

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>

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. September 30 - WMD I: What is 'society'? The Collective

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

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 IV on pages 105 – 110, and read IV on pages 129 – the end of 131.

<http://fs2.american.edu/dfagel/www/Class%20Readings/Durkheim/Division%20Of%20Labor%20Final%20Version.pdf>

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>

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. October 7 - WMD II: What is 'society'? Structure

*****READING REFLECTION FOR WEEK IV IS DUE TODAY, AT THE BEGINNING OF CLASS. TEXTBOOK DRAFT PLANS MAY BE HANDED IN TODAY.**

Marx: The Structure of History

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

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](#)

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

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

Week VI. October 21 - WMD III: What is 'society'? Ideology

*****READING REFLECTION FOR WEEK V IS DUE TODAY, AT THE BEGINNING OF CLASS. TEXTBOOK DRAFT PLANS MAY BE HANDED IN TODAY.**

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.

https://is.muni.cz/el/1423/podzim2013/SOC571E/um/Routledge_Classics_Max_Weber-The_Protestant_Ethic_and_the_Spirit_of_Capitalism_Routledge_Classics_-_Routledge_2001_.pdf

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.

SO WHAT, Weber? Rationalization and Capitalism Today

Ritzer, George. The McDonaldization of Society

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

Week VII. October 28 - What's your Function? (and structure?)

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

Malinowski: Stranded on an Island with nowhere to go

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](#)

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](#))

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>

Week VIII: November 4 - Structuralism

*****READING REFLECTION FOR WEEK VII IS DUE TODAY, AT THE BEGINNING OF CLASS. TEXTBOOK CHAPTER DRAFTS ARE DUE IN CLASS TODAY.**

Linguistic Structuralism:

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](#) .

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? 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>

Week IX: November 18 - The 'structure' of gender

Male and Female as Binary Structure

*****READING REFLECTION FOR WEEK VII 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](#)

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>

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](#)

Week X: November 25 - Post-structure and Post-structuralism

Foucault

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

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.

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 XI: December 4 - Beyond binaries: "Writing Culture" and Representation

Is ethnography truth? Is Male to Female as West is to East?

*****READING REFLECTION FOR WEEK X 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

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>

FINAL TEXTBOOK PROJECT IS DUE: Monday, December 16th by 4pm.