

Course ID 012772

# **Sex, Gender and Kinship**

**SOAN 20801**  
**Credit rating 20**  
*ECTS credits 10*

**Unit coordinator:** Michelle Obeid

**Semester 1**

**School of Social Sciences**  
**Anthropology**  
*Undergraduate*

**Level 2**

***FHEQ level ' Middle part of Bachelors'***

## **Course unit overview**

Whether you live in the 'west' or with 'the rest', sex, gender and kinship are at the heart of social life. Since the beginning of the discipline, kinship has been a central concern for social anthropologists. At its heart lies the notion of relatedness, a notion inextricably bound up with issues of personal identity and concepts of personhood. In this course, a close examination of ethnographic case studies will demonstrate how relatedness, relationships and identities are differently constructed and imagined. Anthropologists' theoretical interests in sex and gender open a window upon masculinities and feminities - offering important insights into such topics as marriage, 'development', health promotion and the formation of households. The course will examine the relevance of anthropological research into sex and gender for the fight against the HIV/AIDS pandemic. Matters of historical interest to social anthropologists will be investigated together with questions of urgent contemporary concern. The course will examine the 'invention of kinship' as an area of study and move to show cross cultural understandings of sex, gender, the body, sexualities and various understandings of 'real' and 'fictive' forms of kinship.

## **Aims**

- to examine some of the major issues which have dominated kinship theory
- to chart the recent chronology of kinship studies and in particular to assess contemporary trends which have brought issues of sex and gender to the fore
- to encourage a careful, critical, reading of a number of ethnographies
- to situate the themes of kinship studies within the general field of social anthropology

## **Teaching and learning methods**

Lectures and Weekly Tutorials

## **Assessment methods**

33% - 2000 word assessed essay

67% - 2 hour unseen examination - Semester 1

## **Feedback methods**

You will receive informal verbal feedback continuously throughout the course from your tutor within tutorials. Written feedback will be given on your mid-term essay. Students are also invited to make office hour appointments with their lecturer to receive feedback, discuss their progress.

**Requisites**

NONE

**Available as free choice?** Y

**Recommended reading**

Parker, R., Barbosa, R.M. and P. Aggleton 2000

Framing the Sexual Subject

London; Berkeley: University of California Press

Carsten, J. 2000

Cultures of Relatedness

Cambridge: Cambridge University Press

Kulick, D. 1998

Travesti: Sex, gender and Culture amongst Brazilian Transgendered Prostitutes,

Chicago: Chicago University Press

**Scheduled activity hours**

Assessment written exam	2
Lectures	20
Tutorials	9

**Independent study hours** 169 hours

**Additional notes****Information**

Length of course: 12 weeks

**Timetable**

Tuesday 16.00-18.00

Course ID 012774

# ***Anthropology of Religion***

**SOAN 20811**

**Credit rating 20**

*ECTS credits 10*

**Unit coordinator:** Soumhya Venkatesan

**Semester 1**

**School of Social Sciences**

**Anthropology**

*Undergraduate*

**Level 2**

***FHEQ level ' Middle part of Bachelors'***

## **Course unit overview**

- What is religion?
- Classification systems and bodily boundaries - transformation, transgression and transcendence.
- Material religion.
- Ritual and symbols.
- Religion and society.
- The question of belief; a practice-based approach.

## **Aims**

1. To introduce students to the main anthropological approaches to the analysis of religion.
2. To work with key anthropological texts on the topic of religion.
3. To explore religion in light of economics, politics and kinship.

## **Learning outcomes**

On completion of this course, successful students will be equipped with sufficient knowledge and skills to:

1. Understand and engage with debates and literature in the anthropology of religion.
2. Explore the place of religious practice and belief in social life.
3. Undertake comparative analysis of 'religious' phenomena, knowledge and practice.

## **Teaching and learning methods**

Lectures and Weekly Tutorials/Films

Blackboard.

## **Assessment methods**

Students will be expected to do two formative writing exercises.4000 word Final Essay - 100%

## **Requisites**

NONE

**Available as free choice?** Y

**Recommended reading**

Orsi, R A (ed) 2012

The Cambridge Companion to Religious Studies

Cambridge University Press: Cambridge

Lambek, Michael (ed.) 2002

A Reader in the Anthropology of Religion

Oxford: Blackwell

Morris, B 2006

Religion and Anthropology: A Critical Introduction

Cambridge: Cambridge University Press

Eller, Jack 2007

Introducing the Anthropology of Religion

London: Routledge

**Scheduled activity hours**

Lectures	20
Tutorials	9

**Independent study hours** 171 hours

**Additional notes**

**Information**

Length of course: 12 weeks

**Timetable**

Monday 11.00-13.00

Course ID 012777

# **Political and Economic Anthropology**

**SOAN 20822**

**Unit coordinator:** Gillian Evans

**Credit rating 20**  
*ECTS credits 10*

**Semester 2**

**School of Social Sciences**  
**Anthropology**  
*Undergraduate*

**Level 2**

***FHEQ level ' Middle part of Bachelors'***

## **Course unit overview**

This course takes students on a journey of exploration into the political and economic conditions of their own lives and from there, towards a cross-cultural appreciation of the diverse ways that human groups organize their livelihoods, harness and distribute resources, and derive power and influence from doing so. The course explores the sub-field of political and economic anthropology and addresses how anthropologists continue to develop new directions in anthropology out of their concern to address current events affecting people's lives around the world. Students will become familiar with ethnographic work in political and economic anthropology and gain an understanding of concepts such as capitalism, industrialisation, post-industrialisation, socialism, post-socialism, commodity, gift, debt, market, money, production and consumption, distribution and exchange, the state, nationalism, colonialism, globalisation, multiculturalism and indigeneity.

## **Aims**

This course aims to take students on a journey of exploration into the political and economic conditions of their own lives and from there, towards a cross cultural appreciation of the diverse ways that human groups harness resources and derive influence from doing so.

## **Learning outcomes**

The course covers 9 topics in 12 weeks. Each week includes an hour lecture or film and a one hour workshop and discussion. A one-hour tutorial group meets on another day following the lecture. The objectives of the course are to make it possible for students to:

- gain an appreciation of the development of industrial capitalism in England and specifically Manchester
- understand the post-industrial condition of contemporary Britain and its relationship to post-socialism and post-colonial global politics.
- gain knowledge about the relationship between the development of colonialism and the spread of capitalist relations of production around the world
- appreciate the diverse set of historical conditions around the world that make the transition to global capitalism a contested domain of human interaction
- evaluate the political and economic implications of anthropology as a particular kind of knowledge practice.

## Teaching and learning methods

Lectures and Weekly Tutorials

## Assessment methods

20% - Assigned Tutorial Tasks

80% - 4000 word Assessed Essay

## Feedback methods

Students will receive feedback on assessed work.

## Requisites

NONE

Available as free choice? Y

## Recommended reading

### Suggested Background Readings

Carrier J. 2012. *A Handbook of Economic Anthropology*. Cheltenham: Edward Elgar Publishing Ltd.

Hann C. & Hart K. 2011. *Economic Anthropology*. Cambridge: Polity Press

Llewellyn T. 2003. *An Introduction to Political Anthropology*. USA: Praeger Publishers.

Narotzky, S. 1997 *New Directions in Economic Anthropology* London: Pluto Press

Vincent, J (ed) 2002: *The Anthropology of Politics: a reader in ethnography, theory and critique*. Oxford: Blackwell.

## Scheduled activity hours

Lectures	24
Tutorials	9

Independent study hours 167 hours

## Additional notes

### Information

Length of course: 10 weeks

### Timetable

Tuesday 9.00-11.00

Course ID 012780

## **Arguing with Anthropology**

**SOAN 20830**

**Credit rating 20**

*ECTS credits 10*

**Unit coordinator:** Penelope Harvey

**Unit coordinator:** Karen Sykes

**Unit coordinator:** Stef Jansen

**Unit coordinator:** Soumhya Venkatesan

**Full year**

**School of Social Sciences**

*Undergraduate*

**Level 2**

***FHEQ level ' Middle part of Bachelors'***

### **Course unit overview**

The module is conceived in such a way as to provide understanding of the ways in which anthropological thinking develops through arguments over time. Students will gain insight into major theoretical approaches in anthropology and, particularly, into the relationship between these different approaches. This means asking what different approaches and conceptual frameworks emphasise, and what they leave undiscussed, what they make visible and what they make invisible, through describing and analysing data in one way rather than another. Ethnographic studies will be used alongside more abstract writing by key thinkers in order to understand arguments in the contexts in which they unfolded.

The first block will explore what is meant by the term theory and focus on Anthropology as an engaged conversation among anthropologists and other scholars. The second block will zoom in on anthropology's contested relationship with the Enlightenment and notions of science, and on the concepts of structure, habitus and power/knowledge. The third block will explore issues of language, performance and communication. The fourth block will examine value, as the question of what matters to people.

### **Aims**

This module aims to provide students with an overview of the main ways of thinking anthropologically, and to help them, over the course of a year, to gain a firm understanding of the range of conceptual approaches that they have encountered in the anthropological literature that they have read so far. The unit is designed to allow students the time to build a full understanding of how anthropologists develop their arguments, how they critique the arguments of others, and the ways in which thinking anthropologically changes with time and across space. The course also aims to identify the key theoretical approaches that have defined the discipline both in the past and in the contemporary period, and looks at questions such as: the shifting relationship between ethnography and theory; how during some periods, some approaches were more popular than others; how the focus of what anthropology studies (its objects and subjects) has changed with time; how particular ethnographic regions and themes became associated with certain theoretical approaches; questions about the relationship between anthropology and other disciplines, and the debates that has engendered about multi-disciplinarity and inter-disciplinarity; questions about the history of the discipline's relationship with different political, economic, social, and geographical

contexts; and an account of the way Manchester Anthropology has contributed to the development of anthropological thinking and practice.

### **Learning outcomes**

On completion of this unit successful students will be able to:

- Understand what it means to think and argue anthropologically.
- Each section focuses on one or more major theoretical approaches in anthropology, and enables students to understand the differences between them.
- Understand the historical and regional differences in theoretical approaches.
- Use the material in this course to develop more subtle arguments in their written work, and use anthropological theory themselves to develop their own intellectual arguments (e.g. in a dissertation)
- Identify the distinctive contributions made by the Manchester School.

### **Teaching and learning methods**

This module is team-taught in four blocks of five weeks each. Each week will have a two-hour session consisting of lectures, group discussions and perhaps other tasks as set by the lecturer. For the duration of each block, the relevant lecturer will have a dedicated drop-in office hour reserved for students on this module. All the module details will be available in the modules Blackboard zone.

### **Assessment methods**

2000 word Essay Sem 1 40% - Semester 12hour Exam Sem 2 60% - Semester 2.

### **Feedback methods**

Students will receive electronic, personalised feedback on their assessed essays.

### **Requisites**

NONE

### **Academic programs**

BSocSc(Hons) Social Anthropology

Second Year

Mandatory

**Available as free choice?** N

### **Recommended reading**

This list is only indicative of the type of literature that will be used for the course: the lecturer who will be running each block will, in consultation with the course convenor, be free to use the literature that they feel is most appropriate.

Abram, S. & J. Waldren (eds) 1998. *Anthropological perspectives on local development: knowledge and sentiments in conflict*. London: Routledge.

Austin, J L (1962) *How to do things with words: The William James Lectures delivered at Harvard University in 1955*, Oxford: Clarendon Press.

Besnier, N (2009) *Gossip and the Everyday Production of Politics*, University of Hawaii Press.

Bourdieu, P. 1995 (1990). *The Logic of Practice* (trans.) R. Nice. Cambridge: Polity Press.

Cameron, D (2001), *Working with Spoken Discourse*. London: Sage.

Das, Veena. 2006. *Life and Words: Violence and the Descent into the Ordinary*

Douglas, M. (ed.) 1973. Rules and meanings: the anthropology of everyday knowledge - selected readings. Harmondsworth: Penguin Education.

Duranti, A (2009) Linguistic Anthropology: A Reader, Oxford: Wiley Blackwell

Durkheim. E. 2008 [1912]. Elementary forms of Religious Life. Oxford. Trans. Cosman. C.

Evans-Pritchard, E.E. 1992. Theories of Primitive Religion. Oxford: Oxford University Press.

Evens, T.M.S. & D. Handelman. 2006. The Manchester School: practice and ethnographic praxis in anthropology. New York ; Oxford: Berghahn Books.

Evens, T M S and D Handelman,(2006), The Manchester School: practic and ethnographic praxis in anthropology. New York; Oxford: Berghahn Books.

Fardon, R. (ed.) 1995. Counterworks: managing the diversity of knowledge. London; New York: Routledge.

Fischer, M.M.J. 1999. Emergent forms of life: Anthropologies of late or postmodernities. Annual Review of Anthropology 28, 455-478.

Foucault, M. 1974. The Order of Things. An Archaeology of the Human Sciences. (tr. anon.) London: Tavistock.

Geertz, C. 1983. Local Knowledge: further essays in interpretive anthropology. New York: Basic Books.

Gluckman, M. 1965. Politics, law and ritual in tribal society. Oxford: Basil Blackwell.

Hanks, W (1996) Language and Cummunicative practice. Boulder, CO: Westview.

Ingold, T. (ed.) 1996. Key debates in anthropology. London, New York: Routledge.

Kapferer. B and Meinert. L (eds.). In the event. Towards an anthropology of generic moments. Social Analysis, 54(3)

Kuklick, H. (ed.) 2008. A new history of anthropology. Oxford: Blackwell.

Leonardo, M.d. (ed.) 1991. Gender at the Crossroads of Knowledge: Feminist Anthropology in the Postmodern Era. Berkeley, CA: University of California Press.

Levi-Strauss, C. 1977. Structural Anthropology 1 and 2. London: Peregrine Books.

Lewis, I.M. 1999. Arguments with ethnography: comparative approaches to history, politics & religion. London; New Brunswick, N.J.: Athlone Press.

Marcus, G.E. & M.M. Fischer. 1986. Anthropology as Cultural Critique. Chicago: University of Chicago Press.

Mauss, M. 1990. The Gift: the form and reason for exchange in archaic societies. (tr. W.D. Halls) London: Routledge.

**Scheduled activity hours**

Assessment written exam	2
Lectures	40
Tutorials	20

**Independent study hours** 138 hours

Course ID 012782

# **The Ethnographer's Craft**

**SOAN 20842**

**Credit rating 20**

*ECTS credits 10*

**Unit coordinator:** Jeanette Edwards

**Semester 2**

**School of Social Sciences**

**Anthropology**

*Undergraduate*

**Level 2**

***FHEQ level ' Middle part of Bachelors'***

## **Course unit overview**

The course aims to give students practice in ethnographic research methods: including participant observation and semi-structured interviews. It will also address conceptual issues such as "studying up", writing culture and anthropology at home. Questions of how to design, carry out and write up a small research project will be covered and explored through practice. The course explores the politics and ethics of diverse forms of "participation" in the fieldwork site, representation in ethnographic writing, and how wider historical, political and cultural issues condition ethnographic research. It is aimed for students who will be doing a dissertation in social anthropology.

## **Aims**

The aim of this course is to familiarise students with diverse conceptual and practical approaches to ethnography in the contemporary world, exploring key debates on ethnographic and anthropological research. Students will acquire and develop ethnographic skills and techniques through hands on experience undertaking a short local research project. This work in progress will be closely monitored and developed through collective reflections and discussions in class. The course is aimed for students who will be doing a dissertation in social anthropology.

## **Learning outcomes**

On completion of this unit successful students will have acquired

- a better understanding of the questions and complexities ethnographic fieldwork raises and can answer
- skills to apply knowledge and theory in defining a research area and identifying appropriate ways of dealing with practical and conceptual problems
- initial experience in participant observation and in 'writing up' fieldwork
- a better understanding of personal and conceptual relationships in and of the fieldwork site and an awareness of the politics of fieldwork
- an appreciation of the fundamental role of ethnography for anthropological knowledge and theory.

## **Teaching and learning methods**

Weekly seminars (each session is divided into an interactive lecture followed by discussion, presentations, and practical work)

### Assessment methods

30%: 2 X 1000 word assessed written work based on practical assignments. (15% each)

70%: 1 X 3000 word essay. Students will also carry out formative assessment throughout the course, including a research proposal and a participant information sheet.

### Feedback methods

Students will receive feedback on assessed work.

### Pre-requisites

- SOAN10301 and SOAN10312 and SOAN10320

### AND

### Pre- and Co-requisites

#### Two of:

- SOAN20801
- SOAN20811
- SOAN20822
- SOAN20852

Available as free choice? N

### Recommended reading

#### Recommended reading

Hammersley, M. and P. Atkinson. 1995. *Ethnography: Principles in Practice*. London, Routledge. [3 edition, published in 2007, available as an e-book through the Library].

Sanjek, Roger (ed.). 1990. *Fieldnotes: the makings of anthropology*. Ithaca: Cornell University Press.

Paloma Gay y Blasco and Huon Wardle. 2007. *How to read ethnography*. Routledge. Oxford.

Robben, Antonius and Jeffrey Sluka (eds). 2006. *Ethnographic fieldwork: an anthropological reader*. Oxford: Blackwell. ; Behar, Ruth. 1996. *The vulnerable observer: anthropology that breaks your heart*. Boston: Beacon Press.

Wolcott, Harry F. 1995. *The Art of Fieldwork*. Walnut Creek: Altamira

### Scheduled activity hours

Fieldwork	10
Lectures	20
Project supervision	10

Independent study hours 160 hours

### Additional notes

#### Information

Lectures: Monday 11.00-13.00

# **Materiality and Representation**

**SOAN 20852**

**Unit coordinator:** Penelope Harvey

**Credit rating 20**  
*ECTS credits 10*

**Semester 2**

**School of Social Sciences**  
**Anthropology**  
*Undergraduate*

**Level 2**

***FHEQ level ' Middle part of Bachelors'***

## **Course unit overview**

This course will introduce students to the ways in which objects and materials shape human worlds. We will discuss some of the key preoccupations and philosophical questions concerning objects and materials, and explore the anthropological debates that address such issues as the social life of things, the vitality of matter, and the affective force of material forms and substances. We will also consider the ways in which expressive arts and rituals use material forms and bodies as communicative media. The course will combine lectures and workshops - including a museum visit and a film screening. We will consider the qualities of materials such as texture and colour, and the ways in which material forms can move, unsettle or excite. We will address the material dimensions of key contemporary issues such as environmental change, toxicity and pollution, the built environment, and practices such as collecting, hoarding, and display. We will think about infrastructures and the ways in which material and informational forms combine, and we will also discuss the internet of things, virtual worlds, and spectral figures. ¿¿

## **Aims**

- To introduce students to a range of key anthropological approaches to materiality, sensoriality and visuality.
- To introduce students to key theoretical approaches, including semiotics and phenomenology.
- To introduce students to the challenges of representation.

## **Learning outcomes**

On completion of this unit, successful students will:

- Understand a range of concepts employed in anthropological approaches to human sensory perception of and engagement with matter and things;
- Become familiar with ethnographic analysis and the use of theory in the anthropology of materials, of the senses and of display;
- Acquire insight into how anthropology contributes to an understanding of how objects and materials shape human worlds;
- Become aware of the importance of cultural and historical variation in human perception of material forms;
- Engage in a critical analysis of material displays

## **Teaching and learning methods**

Lecture, seminar, workshops.

In addition to the lecture/seminar format, the course will also involve three workshops. The workshops will encourage students to apply and experiment with theory presented in lectures and seminars.

## **Assessment methods**

Assessed Essay of 3000 words. Weighting within unit: 70%

A short blog, using images and 500 words based on the course workshops. The blog will build from group discussions of the museum visit, the film screening and a personal accounts of the collection and display of material forms. Weighting within unit: 20%

Short class exercises drawing on seminar discussions of key concepts. Weighting within unit: 10%

## **Feedback methods**

The School of Social Sciences is committed to providing timely and appropriate feedback to students on their academic progress and achievement, thereby enabling students to reflect on their progress and plan their academic and skills development effectively. Students are reminded that feedback is necessarily *responsive*: only when a student has done a certain amount of work and approaches us with it at the appropriate fora is it possible for us to feed *back* on the *student's work*. The main forms of feedback for Materiality and Representation are verbal feedback in seminar groups on readings and discussion topics, and written feedback on key concept notes on workshop blogs and assessed essays.

## **Requisites**

NONE

**Available as free choice?** Y

## **Recommended reading**

Appadurai, Arjun (ed). 1986. *The Social Life of Things: Commodities in Cultural Perspective*. Cambridge University Press.

Harvey, Penny et. al. 2013. *Objects and Materials: A Routledge Companion*. Routledge.

Harvey, Penny, Casper Bruun Jensen and Atsuro Morita. 2016. *Infrastructures and Social Complexity*. Routledge.

Howes, David (ed). 2005. *Empire of the senses: the sensual culture reader*. Berg.

Ingold, Tim. 2000. *The Perception of the Environment : Essays in livelihood, dwelling and skill*. Routledge.

Stoler, Ann. 2013. *Imperial Debris*. Duke University Press.

Stella, Paul. 1989. *The Taste of Ethnographic Things*. University of Pennsylvania Press.

Taussig, Michael. 2003. *My Cocaine Museum*. University of Chicago Press

Tilley, Christopher. 2004. *The materiality of stone: explorations in landscape phenomenology*. Oxford and New York: Berg.

**Scheduled activity hours**

Lectures	20
Tutorials	9

**Independent study hours** 171 hours

**Additional notes**

**Information**

Length of Course: 12 weeks

Mandatory course for BA in Archaeology and Anthropology

**Timetable**

Tuesday 16.00-18.00